VOLUME 1, ISSUE 2

200 YEARS

INDIANA UNIVERSITY

ENGAGE!

Co-created knowledge serving the state

CONTENTS

IUPUI JOURNAL | BICENTENNIAL PUBLICATION

ENGAGE!

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VOLUME 1 | ISSUE 2

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welcome

DR. KHAULA MURTADHA, EDITOR

Reflected throughout this celebratory, IU Bicentennial issue of ENGAGE! is the principle of democratizing knowledge, knowledges that are ever developing, as is the notion of a democracy itself. The issue is a tribute to Indiana University and its commitment to place. Captured here are descriptions of community conversations that occurred across the states' urban and rural regions as well as IU campus-community research partnerships. Community-engaged research (CEnR) is an approach to scholarship in which reciprocal relationships between scholars and communities generate knowledge relevant to concerns of the public alongside disciplinary discovery. Toward this goal, community engaged research methods are selected because they can further knowledge for the mutual benefit of all committed to social change.

Dr. Ellen Szarletta, director of the Center for Urban and Regional Excellent (CURE) at Indiana University Northwest notes in her article, "Community-university relationships must be both fluid and ever-evolving." So this issue captures the dynamism of building and sustaining decolonizing relationships--from a solo faculty member working with a single partner to the dean of the IU School of Nursing, Dr. Robin Newhouse's description of a highly complex collaborative effort of community-based agencies working with university faculty, staff and graduate students in response to the opioid crisis.

The ultimate purpose of community engaged research, according to Strand, K., et al (2003) is to change society ". . . to empower those in need, expand opportunities and resources to the disadvantaged, and mitigate structured inequities" (p.184). This is a challenge to researchers who are community- university-based. Can they alter aspects of economic, social or political institutional operations or cultural contexts? Will their co-developed research provoke or effect the status quo? For example, IU South Bend Professor John Gallagher and a research team are evaluating drug courts and disseminating their research findings throughout the community, via local news stories, podcasts, and public lectures.

IU student success and scholarship are the backbone of everything we do! Kayla Nunnally and directors of service and learning centers around the state found ways of bringing together and immersing our IU students into a labor of love, the tutoring and mentoring of 6th -12th grade youth. The program, "Indiana Kids-IU Tutoring, Mentoring College and Career Readiness" engages our students in experiences that make a lasting impression on both mentee and mentor. Through professional development, IU science, liberal arts, engineering, education undergraduate and masters students are challenged as to their beliefs about socio-economic status, about people with differing language, religious and cultural backgrounds, while they develop skills for tutoring.

IU School of Education, Urban Education Studies doctoral students, Latosha Rowley and Susan Kigamwa stress, in "Speaking Up, Speaking Out" the importance of shared space for dialogue. For them, as they translate theory into practice, spaces become places for building trust and hearing multiple sides of critical, community based issues. They are becoming thought leaders determined to make a positive impact through research.

Big ships, it is often said, turn slowly but with 80% of Indiana's residents living within an hour's drive of an IU campus we are persistently making a difference via engagement—democratizing researching, teaching and creative activity, collaboratively meeting the desires and needs of the many diverse communities we serve.

bienvenidos

DR. KHAULA MURTADHA, EDITORA

Reflejado a lo largo de este número de ENGAGE! celebratorio del Bicentenario de Indiana University, está el principio de democratización del conocimiento; conocimiento este que está en continuo desarrollo, como la noción misma de democracia. El número es un homenaje a Indiana University y su compromiso con lo local. Se describen aquí los diálogos comunitarios que han ocurrido en regiones urbanas y rurales del estado, así como las asociaciones para investigación que se han conformado entre el campus de IU y la comunidad. La investigación comprometida con la comunidad (CEnR) es un enfoque en el que las relaciones recíprocas entre académicos y comunidades generan conocimientos relevantes al interés público y el enriquecimiento disciplinario. Siguiendo este objetivo, se seleccionan los métodos de investigación comprometidos con la comunidad porque incrementan el conocimiento para el beneficio mutuo de todos aquellos comprometidos con el cambio social.

La Dra. Ellen Szarletta, Directora del Centro de Excelencia Urbana y Regional (CURE) de Indiana University Northwest señala en su artículo que "Las relaciones entre la comunidad y la universidad deben ser fluidas y estar en constante evolución". Este número captura el dinamismo en la construcción y manutención de relaciones descolonizadoras --desde un miembro de la facultad trabajando en asociación con un individuo, hasta la descripción que hace la Decano de la Escuela de Enfermería de IU, la Dra. Robin Newhouse sobre un esfuerzo de colaboración altamente complejo entre agencias comunitarias cooperando con profesores universitarios, personal y estudiantes de posgrado para dar respuesta a la crisis de opioides.

El objetivo final de la investigación comprometida con la comunidad, según Strand, K., et al, (2003) es cambiar la sociedad ". . . para empoderar a los necesitados, ampliar las oportunidades y recursos para los desfavorecidos y mitigar las inequidades estructurales "(p.184). Este es un desafío para los investigadores que trabajan en la comunidad y la universidad. ¿Pueden ellos alterar aspectos del funcionamiento económico, social o político-institucional o los contextos culturales? ¿Podrán sus investigaciones colaborativas provocar o afectar el status quo? Por ejemplo, el profesor John Gallagher de IU South Bend y un equipo de investigación están evaluando los tribunales especializados en drogas y difundiendo sus hallazgos de investigación a toda la comunidad a través de noticias locales, podcasts y conferencias públicas.

¡El éxito y desarrollo académico de los estudiantes de IU son la columna vertebral de todo lo que hacemos! Kayla Nunnally y los directores de centros de aprendizaje y servicio en todo el estado han encontrado formas de reunir y sumergir a nuestros estudiantes de IU en una labor de amor ofreciendo tutorías y mentorías a jóvenes entre 6º y 12º grado. El programa de "Tutoría, Mentoría y Preparación para la Universidad y Vida Profesional de IU-Indiana Kids", involucra a nuestros estudiantes en experiencias que causan un impacto duradero tanto en quien recibe la mentoría, como en el mentor. Mientras desarrollan habilidades para la tutoría a través del desarrollo profesional, los estudiantes de IU en pregrado y maestría en Ciencias, Artes Liberales, Ingeniería, Educación son desafiados en cuanto a sus pre-concepciones sobre status socioeconómicos, y acerca de personas que hablan diversos idiomas o poseen diferentes referencias religiosas y culturales.

Las estudiantes del programa de doctorado en Urban Education Studies de la Escuela de Educación de IU, Latosha Rowley y Susan Kigamwa, enfatizan en "Speaking Up, Speaking Out" la importancia del espacio compartido para el diálogo. Para ellas, los espacios comunitarios se convierten en lugares donde se genera confianza y se escuchan múltiples interpretaciones a problemas que son críticos para la comunidad, en la misma medida que les ayudan a traducir la teoría a la práctica. Estas estudiantes se están convirtiendo en líderes, decididas a tener un impacto positivo a través de la investigación.

A menudo se dice que las grandes naves giran lentamente, pero con el 80% de residentes de Indiana viviendo a una distancia promedio de una hora en automóvil de los campus de IU, estamos persistentemente haciendo la diferencia a través de nuestro compromiso de democratizar la investigación, la enseñanza y la actividad creativa, atendiendo colaborativamente a los intereses y necesidades de las muchas comunidades diversas a las cuales servimos.

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AMY CONRAD WARNER

We dedicate the second issue of *ENGAGE!* to Indiana University's Bicentennial Celebration representing community-engaged research on all campuses across the state.

Community-engaged research is pervasive throughout the state of Indiana and is an essential vehicle to fulfill the institutional mission of engagement. Together this constellation of campuses support the health, economic and social development of Indiana, the nation and the world.

Each IU campus actively supports local communities in their efforts to address issues that impact families. Through community-engaged research, the university and community work together on issues that matter to residents, including re-entry after incarceration, drug addiction, and supporting local youth through tutoring and mentoring.

For decades, IU has made a commitment to supporting strong communities. In fact, the 10 Principles of Excellence in the University Bicentennial Strategic Plan defines the many areas in which a great university must be excellent, including in engagement and economic development. Under that principle, IU is calling upon its campuses to partner with the communities and regions of which they are part to provide the resources needed to build strong communities.

IUPUI proudly releases this issue of *ENGAGE!* to describe the impact of engagement from IUPUI to Columbus and Ft. Wayne, from IU Northwest to IU Southeast, from Bloomington to IU South Bend, and from IU Kokomo to IU East. These campuses engage every day to inspire students, faculty, staff and partners to build strong communities, improve the quality of life and fuel the economic vitality of our state.

Enjoy.

Amy Conrad Warner

IUPUI Vice Chancellor for Community Engagement

One Giant LEAP for All

Developing and implementing a community non-profit and legal partnership to overcome barriers to re-entry

CARRIE HAGAN AND KYLE LANHAM

ABSTRACT

A criminal record is an anchor that stays with you even after you have paid your debt to society for the crime you committed. That record can make it nearly impossible to meet basic needs, especially housing, employment, and education. To assist in meeting these needs, Goodwill of Central and Southern Indiana and the Civil Practice Clinic of the Indiana University Robert H. McKinney School of Law partnered to create the Legal Expungement Advice Program to give qualifying individuals a second chance. This article examines the intersection of these two Indianapolis-area programs providing resources for employment and expungement that help persons previously charged with or convicted of crimes get back on their feet -- and stay that way.

Once you have a criminal record for any reason, serve your time, and pay your restitution, you are discharged back into society, often without the skills or support network that you need, and now with a criminal history. This criminal history stays with you; it stays with you because society worries that you will offend again and wants to make sure that you are punished for certain patterns of behavior and suffer the consequences of your actions. Your criminal history also stays with you to put employers on notice of your prior acts, so they can protect themselves from liability for your future bad actions and protect others that may come into contact with you should you be hired as one of their employees. This article explores a community partnership intended to overcome a significant barrier to re-entry in five sections: The Problem, The Partners, The Population Being Served, The Partnership and Project, and The Reach. The article will look at how specific employment practices, programs, and legal partnerships create avenues that go beyond helping someone get basic employment.

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Civil Practice Clinic students and Carrie Hagan hold LEAP expungement clinic at the Goodwill corporate offices.
Photo credit: David H Jaynes

THE PROBLEM

Research by the National Employment Law Project (NELP) has shown that there are an astounding number of Americans, around 70 million, who have a prior arrest or conviction record (2018). This amounts to nearly one in three adults in the U.S. These Persons with a Criminal Record [1] (PCR) – that criminal record possibly containing both arrests not leading to charges being filed and charges resulting in convictions – are often unemployed or underemployed because their criminal record does not allow them to get past the job application stage. The question "Have you ever been convicted of a crime?" seems harmless when one has never committed a crime, but for individuals who do have a criminal record, this disclosure closes many doors before they can truly be opened (Rodriguez & Emsellem, 2011). As a result, one's criminal record usually precludes any offer of employment, unless he or she is able to find work at a company with a focus on hiring and assisting persons who have formerly been incarcerated.

In 2013, Indiana signed the Second Chance

[1] For this paper, the authors are choosing to refer to the population that they assist as "persons with a criminal record" (PCR) instead of referring to them generally as "ex-offenders," as many of the individuals impacted by this community partnership may not have actual convictions on their record, and instead only charges that didn't lead to a conviction.

Law, which allows for PCR to have their criminal records expunged. Expungement, or "expungement of record," is generally defined as "the removal of a conviction ([especially] for a first offense) from a person's criminal record," (Garner & Black, 2014). Expungements are often said to "seal" one's criminal history records, and sealing means that no one has access to those records nor can pull them in any records search for a background check (Justia, 2018). Expungement in Indiana under this law does not mean that the records are destroyed but rather that access to these records is limited to only certain state agencies. Depending on the type of crime that was expunged, crimes may still appear on one's record as "marked as expunged." With the advent of the Second Chance Law, PCR had a legal opportunity to clear their past, and should they be successful, move into better employment and educational options. In Marion County, Indiana, since July 2013, near 11,500 expungement petitions have been filed and reviewed by the Marion County Prosecutor's Office, and 60 percent of those petitions involved convictions (Blinder, 2018).

Indiana's law is broad given the scope of what may be expunged and how often. Other states' laws are more restrictive as to what and how records may be expunged. With regards to federal crimes, there is currently no statute allowing federal convictions to be expunged. Additionally, there is varying ability by jurisdiction to access expunged records once they have been expunged (CCRC Staff, 2016). In Indiana for example, even after one has their criminal conviction records expunged, should they be charged later in time with a crime similar to the one(s) previously expunged, the prosecutor can seek to admit prior history as evidence in the pending case (Ind. Code § 35-38-9-6(d)). This sort of situation leads to questioning the value of getting an expungement, especially when expunged records can later be reopened and used against them. However, this request to reopen expunged case material is not extensively used, if at all, at the current time (Fogle, 2018).

Once you have a criminal record for any reason, serve your time, and pay your restitution, you are discharged back into society, often without the skills or support network that you need, and now with a criminal history.

In Indiana, one may expunge five "categories" of crimes from one's criminal record: arrests/dismissed charges; misdemeanors; D felonies; A, B, C, and D Felonies without Serious Bodily Injury; and A, B, C, and D Felonies with Serious Bodily Injury[2] (Digest for Court Staff and Clerks, 2017). Each category of crime has its own requirements and restrictions about how and when one may file to have a record expunged (Ind. Code §§ 35-38-9-1 — 35-38-9-11). Hoosiers[3] seeking to expunge their records may seek to have arrests and dismissed cases expunged as many times as needed during their lifetime under the current law, but may only seek to have their records of convictions expunged once in their lifetime (Ind. Code § 35-38-9-9(i)).

In addition to various restrictions and hurdles one must satisfy in order to expunge, there are

[2] All A, B, C, and D felonies were recategorized as F1-F6 felonies in 2014 (2014 Ind. HEA 1006).

[3] Hoosiers is a colloquial term for Indiana residents.

several crimes that are completely precluded from the possibility of expungement, such as murder, trafficking, sex offense crimes, and crimes involving child molestation (Ind. Code § 35-38-9-3(b)). As one might expect, for eligible convictions, the more serious the crime one is seeking to expunge, the more hurdles there are to cross, and the more risk is involved (at least in Indiana) that your request may not be granted.

Once records are expunged, the next question is how that person should answer questions on a job application pertaining to criminal history and convictions. Questions on job applications such as "Have you ever been convicted of a crime?" seem harmless when someone has no criminal history. The same scenario is trickier when it is from the perspective of one who has both been convicted of a crime and had it expunged. If one checks "yes," even though records of said convictions no longer appear in public record, one may lose any chance at that job because they checked "yes." Should they check "no" and somehow the prospective employer learn that they have such a past, even though the records have been expunged, they run the risk of not getting the position for alleged dishonesty. Given all of the above, multiple questions thus arise when looking at expungement for PCR: How may I obtain expungement? Am I eligible for expungement? If not, why not? If yes, how do I go about obtaining expungement? And if I successfully obtain expungement, what does that mean for the future?

THE PARTNERS

Goodwill of Central and Southern Indiana is working to answer these questions with the help of the Indiana University Robert H. McKinney School of Law's Civil Practice Clinic (CPC). Goodwill of Central and Southern Indiana is one of 161 not-for-profit, independent Goodwill organizations throughout North America that exists to address quality of life and family self-sufficiency issues. Founded in 1930, Goodwill's mission is to change lives every day by empowering people to increase their independence and reach their potential through education, health, and employment. This mission is funded in great part through the generosity of hundreds of thousands of Hoosiers who make financial gifts, donate their clothing and household goods, and shop at its retail stores.

Goodwill executes its mission through an integrated network of direct employment, charter schools, and numerous supportive programs that create opportunities for self-sufficiency. Goodwill operates 78 retail stores, outlets, and distribution centers throughout central and southern Indiana. These facilities employ more than 3,200 people, 59 percent of whom self-report a disability, lack of a high school diploma, and/or a prior felony conviction. Goodwill tracks these three barriers to employment, which often impede those attempting to improve their employment opportunities.

The Civil Practice Clinic (CPC) is an experiential clinical course offered for students of the Indiana University Robert H. McKinney School of Law. The CPC provides legal representation, brief advice, and service to low-income clients on a variety of general civil matters, focusing mostly on criminal expungement. Students in the CPC serve as Certified Legal Interns (CLI), meaning that they may "interview, advise, negotiate for, and represent parties in any judicial or administrative proceeding"[4] under the supervision of an attorney. As part of their CPC experience, students attend weekly classes, complete weekly coursework and

[4] Indiana Rules for Admission to the Bar and the Discipline of Attorneys Rules 2.1

represent clients in legal proceedings throughout the semester. CPC students work for their clients and the overarching systemic issues on both macro and micro levels by providing free legal representation for individuals, and also by researching and filing briefs as amicus curae on Indiana Supreme Court and Indiana Court of Appeals cases interpreting the laws most impacting their clients.

The corporate office of Goodwill of Central and Southern Indiana is located near downtown Indianapolis in the Hawthorne neighborhood, a mix of private residences and retail/industrial businesses. Within the corporate office space are two charter high schools, The Excel Center (TEC) and Indianapolis Metropolitan High School (IMet), both run by Goodwill. TEC serves adults, and IMet serves high school age students. Just one mile away is the IU McKinney School of Law, where the CPC is located. As the two partners are closely located, classes are held both at the law school and at Goodwill's corporate offices, with space and staff supporting the work of the CPC students for Goodwill's clientele.

THE POPULATION BEING SERVED

Goodwill employees, students, and program participants — all considered Goodwill Family Members — have the opportunity to work with a Goodwill Guide, someone best described as a life coach. Guides, who are full-time employees, are assigned to specific areas within Goodwill (i.e., retail stores, IMet, The Excel Center, etc.). They work one-on-one with Goodwill employees, students, and program participants to identify strengths as well as challenges while helping them develop paths to success that involve setting career and financial goals.

Guides connect Members with programs and services within Goodwill, such as the Nurse-Family Partnership, and other resources. They also advocate for and connect Members to services outside Goodwill, such as temporary emergency assistance, housing, childcare, and transportation. Through continued mentoring on skills, including writing a resume and interviewing for a job, Guides also prepare them to pursue career paths with higher earning potential, both inside and outside of Goodwill. According to internal Goodwill data, Guides have provided job services to nearly 2,000 people since 2014. Nearly 1,000 Goodwill Family Members have received a job or promotion while working with Guides since 2013.

> **The question "Have you ever been convicted of a crime?" seems harmless when one has never committed a crime, but for individuals who do have a criminal record, this disclosure closes many doors before they can truly be opened.**
>
> -- Rodriguez & Emsellem, 2011

Guides and other Goodwill staff have long been aware of how a prior criminal conviction or arrest can be a barrier in the process of empowering people as they make efforts to increase their independence and reach their highest potential. One's criminal history can limit employment and housing opportunities, and in some cases opportunities for higher education.

A recent CareerBuilder study conducted by Harris Poll revealed that 72 percent of employers conduct background checks, and 82 percent are specifically checking to learn if the candidate has a criminal history (CareerBuilder, 2016). Many Goodwill Family Members describe the

difficulty of obtaining housing, social services, and employment due to having a criminal record. Many say that with a criminal record and limited education and work experience, Goodwill was their only employment option.

Nine percent of Goodwill employees, approximately 361 people, self-report a felony conviction. Goodwill leadership estimates the number of employees with a misdemeanor conviction is even greater. It is reasonable to assume that a similar portion of Goodwill students and program participants have been convicted of a felony or misdemeanor. Accordingly, as many as 2,000 Goodwill Family Members may have a criminal record. Given the above, Guides and Goodwill leadership asked how Members might fare if, having repaid their debt to society years ago, information about their past could be publicly restricted. This led to the partnership with the CPC.

THE PARTNERSHIP AND PROJECT

In order to file for expungement in Indiana, one must draft several legal documents, including a Petition and a Proposed Order. Both of these documents must list all of the crimes a person is seeking to expunge and provide proof that they meet all legal requirements to file. Litigants are able to expunge all of their convictions only once in their lifetime, and each case must meet all of the requirements to file at the time they petition for expungement. For each case one is seeking to expunge, the required amount of time specified by law must have passed, and all fines and fees owed on each case must have been paid. While the law is fairly clear on these requirements, the process of drafting and filing the paperwork can be a daunting task, depending on how many cases one has and whether those cases are in one or multiple counties.

Given the scope of the legal work involved and the educational and other needs of the Goodwill populations, the partnership, created in 2015 between Goodwill and the CPC, addresses the legal needs involved with expungement. The partnership was initially envisioned as a situation wherein Goodwill could refer anyone the Guides had identified as wanting expungement. It became clear that the majority of those referred were ineligible because not enough time had passed on the cases they were seeking to expunge; they owed fines or fees on the cases they were seeking to expunge; or both. Working together, Goodwill and the CPC decided that, to better serve these needs, a screening project should be offered first, and anyone who was eligible for expungement as identified by that project would be offered representation by the CPC. This project, titled the Legal Expungement Advice Program (LEAP), works directly with and for Goodwill referrals and screens individuals for their eligibility for expungement on a bi-weekly basis during the academic year. LEAP was first launched in the fall of 2016 and is offered every semester, including summers.

To qualify for LEAP, participants are referred by their Goodwill Guides, and identifying information (name, date of birth, etc.) is shared with the CPC so that all criminal records may be located for each referral. Once records are located, each case is screened for its compliance with the expungement criteria, and any red flags (owing fines or fees, not being time eligible, etc.) are noted. Participants are then signed up for a LEAP interview time slot, which is a half hour of brief, one-on-one advice and service by a licensed attorney and certified legal intern (CLI) law student of the CPC.[5] At that interview, all of the cases found for that participant are

[5] Interviews were initially scheduled for an hour, but the CPC and Goodwill found that as staff both at Goodwill and the CPC became better and more adept at screening, the interview times could be shortened to a half hour. Thus more participants are able to be seen during LEAP interview days

discussed, and any new or unknown cases are identified and screened. By the time they leave, each participant knows whether they do or do not qualify for expungement. Two to four weeks following that interview, each participant receives a comprehensive summary letter of everything discussed in that interview. Goodwill Guides, with permission of the Goodwill participants, also receive a copy of the summary letter to assist with any identified needs. In those letters, in addition to an analysis of all cases discussed, LEAP participants receive guidance on how to pay fines and fees; how to find information unavailable online regarding their cases; and have questions about the expungement process answered.

Not only does LEAP provide a valuable service for its Goodwill participants, but the CLI law students at McKinney are able to work with them in a real attorney-client capacity by providing this brief advice and service. At the same time, they fulfill their graduation requirement for experiential learning. CLIs pull all of the criminal records for each referral from the online databases, pre-screen each case for eligibility, conduct the LEAP interviews, and draft all follow-up summary letters. Any LEAP participant who is ineligible for expungement is told why they are ineligible and given direction on how to clear the identified legal hurdles to be able to file in the future. For any LEAP participant who is found eligible for expungement, CLI's have the opportunity to take them on as clients for expungement representation, draft all of the paperwork needed to file for expungement, and represent them at any scheduled hearings. CLIs who have worked with LEAP and its participants over the years have self-reported that LEAP has been one of the "most rewarding experiences of [their] law school career"[6] and have appreciated the opportunity to work with and within an organization like Goodwill. From a pedagogical perspective, CLI students are able to experience crucial lawyering highs and lows by working with LEAP, as they are able to give good news when one qualifies for expungement and must also deliver bad news when letting someone know that they don't qualify, and more often than not, also owe hundreds of dollars in unpaid court costs and fees. Delivering bad news as an attorney is not an easy task but a necessary one, as not every client will hear what they want to hear.

Through university-community partnerships such as the one formed by the Civil Practice Clinic (CPC) and Goodwill, resources can be provided to the individuals who need them the most, and both benefit from working together.

THE REACH

Since the inception of the project, CPC students have devoted nearly 4,000 hours to LEAP and the resulting client work, and Goodwill has devoted countless hours as well, dedicating two staff to LEAP to collect data, and provide screening, support and referrals.

According to Goodwill's internal data collection processes, as of October 2018, 175 Goodwill participants have been seen by LEAP, with 56 of those participants being eligible for expungement and offered representation. To receive representation, participants must call

[6] This comment was taken from a student evaluation of the Civil Practice Clinic experience. Students in the CPC also fill out weekly time sheets, and on the reflection piece of those timesheets, students consistently report highly favorable opinions of working with LEAP and working with Goodwill participants.

the CPC after receiving their summary letter and then retain the CPC as their attorney. The remaining 119 participants who attended LEAP were ineligible for expungement. Forty-four of those 119 owed fines and fees; 19 people were ineligible to file due to time restrictions; and 35 participants were precluded by both fees and time. Twenty-one participants were ineligible for other reasons. Out of the 56 participants who were eligible and received representation, some are waiting for their cases to be filed or for a hearing, and some never called for representation. Nineteen have already been successful in having their records expunged.

To increase community awareness about the barriers involving expungement and to get the local bar of attorneys involved, in the summer of 2017, Goodwill and the CPC partnered with the Professionalism Committee of the Indianapolis Bar Foundation. Through this partnership, LEAP is staffed six times every summer by volunteer and pro bono attorney members of IndyBar. These attorney volunteers receive training on general expungement laws and LEAP protocols, staff the LEAP summer participant interviews, and are responsible for writing the follow-up summary letters. All efforts by IndyBar are supported by the CPC. Just like the CLI self-reports, IndyBar attorneys expressed that working with LEAP is a highly rewarding experience from a volunteer perspective. Volunteer attorneys are eager to repeat the experience for following summer sessions and have also offered to take on eligible participant cases pro bono.

In addition to the above, and after working with Goodwill in identifying that unpaid fines and fees were the most common barrier for LEAP participants, Goodwill applied for an internal grant sponsored by the Goodwill Young Leader's Board in 2018 for $10,000, and LEAP was awarded the full $10,000. All of the money awarded went towards paying off fines and fees of expungement eligible LEAP participants, and in order to receive those funds, LEAP participants would apply for the funding via a process instituted by Goodwill and the Young Leader's Board. Participants would apply, and agree to personally pay 25 percent of the fine, fees, or penalties they owed, with the grant monies paying the remaining 75 percent. Since the grant award, 24 individuals have applied for funding, and 20 out of the 24 were awarded funding. All grant recipients were then assigned to the CPC for immediate representation, and as of this publication's date, six of the grant recipients have obtained expungement, with the remaining clients in the early stages of filing or awaiting orders for expungement.

CONCLUSION

By their very status of having a criminal record, persons with a criminal record (PCR) face numerous barriers once they re-enter society. Not only does society judge them based upon their past conduct, but as a result of that judgment, employment is more difficult to obtain. Moreover, access to housing, education, and restoration of civil rights, such as voting, access to guns, and qualifying for public benefits like the Supplemental Nutrition Assistance Program (SNAP) are also limited. With the passage of laws such as Indiana's Second Chance Law, the State of Indiana is recognizing that these barriers exist and providing legal avenues for these individuals to start over. Through university-community partnerships such as the one formed by the Civil Practice Clinic (CPC) and Goodwill, resources can be provided to the individuals who need them the most, and both benefit from working together. Poverty may be a parent of crime, as Aristotle once said, but ingenuity and a passion for helping others through partnerships like LEAP parent new beginnings for persons with a criminal record.

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Indiana University's Community Engagement Framework for a Public Health Priority

Responding to the addictions crisis

ROBIN P. NEWHOUSE AND FAITH KIRKHAM HAWKINS

ABSTRACT

In 2017, significant increases in opioid overdoses and the crippling effect of substance use on the health of Hoosiers heightened a sense of urgency to address this major health crisis. Indiana University (IU) initiated a Grand Challenge: Responding to the Addictions Crisis (AGC) through a $50 million investment in intramural research and projects to address addictions in Indiana in synergy with state and health system partners. The announcement resulted in immediate response from the community via email and calls with request for engagement from the people of Indiana, groups, organizations and policy makers. The challenge was: How can a public university partner with communities to advance our understanding of a complex problem like addiction while developing strategies to address that problem? To organize quickly, initial contacts were categorized into an AGC Community Engagement Framework with five potential levels of engagement - curiosity, interest, advocacy, project partners, and initiative partners. To guide our team's responsiveness, each level was mapped to specific AGC goals, mechanisms of engagement, and engagement owners. The engagement framework developed has high utility for universities and other public institutions who seek to engage the broad community in public health responses.

KEYWORDS: *Engagement; Health; Addictions; Community; Partnerships*

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INTRODUCTION

In 2017, Indiana reached its highest age-adjusted drug overdose death rate at 29.4 per 100,000 people, significantly higher than the national rate and the 2016 Indiana rate. As the opioid epidemic ravaged the nation, the stark reality that Americans are more likely to die from accidental opioid overdoses than from car crashes riveted communities (National Safety Council, 2019). Indiana University (IU) responded to this crisis by launching one of the nation's largest and most comprehensive state-based responses to the opioid addiction crisis — and the largest led by a university. As one of IU's three Grand Challenges, the response to the addictions crisis is rooted in the university's commitment to rigorous interdisciplinary research with public impact, an expression of the university's responsibility to serving the public.

President Michael A. McRobbie, announced the Grand Challenge in October 2017 alongside Indiana Gov. Eric J. Holcomb, IU Health CEO Dennis Murphy and lead investigator Robin Newhouse. The Addictions Grand Challenge (AGC) funds projects led by teams of IU faculty, many working alongside community members, business, nonprofit and government partners (Indiana University, 2019a). The AGC focuses its work on five areas of IU's greatest capacity: data infrastructure and analysis; training and education; policy and policy analysis; basic, applied and translational research; and community and workforce development. All projects focus on at least one of three goals: reduce deaths from opioid overdose, ease the burden of substance use on Hoosier communities and reduce exposure to unplanned substances for babies before birth (including medication-assisted treatment for mothers when indicated) (Indiana University, 2019b).

A Steering Committee (SC) chaired by the lead investigator includes research leaders and faculty from each research-intensive campus [Bloomington (IUB) and Indiana University Purdue University Indianapolis (IUPUI)]. The SC is responsible for the AGC five-year strategy, goal attainment and evaluation. Prior to the IU AGC commitment, the SC assessed IU's capacity to respond to the addictions crises, developed a five-year plan to fund proposals aligned with three primary goals, and continue to advise the AGC strategy and monitor evaluation outcomes. A Scientific Leadership Team (SLT) was appointed. The team included one faculty from each research-intensive campus [Bloomington and Indiana University Purdue University Indianapolis (IUPUI)] and one representative of the five IU Regional campuses. They advise on the science and priorities, invited proposals, act as a resource in their area of expertise, conduct scientific review of proposals and recommend proposals to be funded.

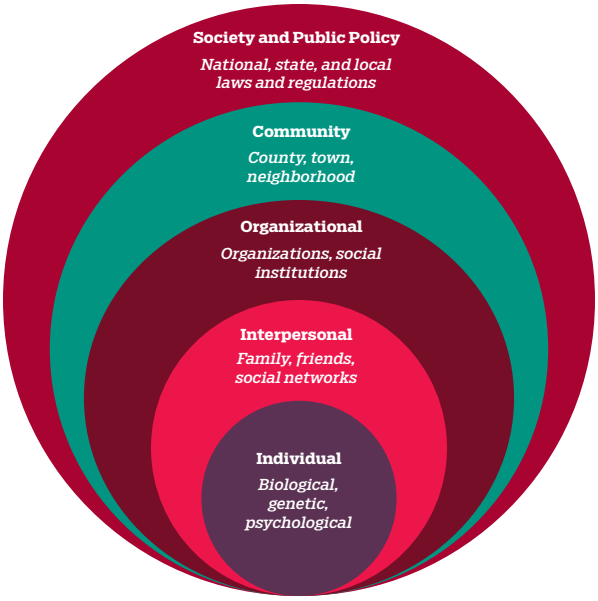

FIGURE 1: A SOCIOECOLOGICAL MODEL FOR RESPONSE TO ADDICTION

Adapted from McLeroy KR, Bibeau D, Steckler A, Glanz K. (1988). An ecological perspection on health promotion programs. *Health Education Quarterly.* 15. 351-77

A Socio-Ecological Model (SEM) for Responding to Addictions was adapted to addictions to inform the AGC's strategy recognizing that

change is shaped by multiple levels of influence that must be considered if population level health benefits of AGC interventions were to be achieved (Figure 1). The ecological perspective introduced by McLeroy, Bibeau, Steckler and Glanz (1988) frames determinates of change or outcomes as intrapersonal, interpersonal and institutional, community and public policy. Over the past three decades SEM models have provided a framework for health improvements (National Cancer Institute, 2005) and specific diseases alike (Pearson, 2011). As a result, AGC projects needed to align with interventions and outcomes that affect each level and engage with community members and partners.

From the beginning of the planning process, a range of potential partners aligned with research priorities were identified – including governent agencies, nonprofit and community groups, and private sector companies. Many of our first project teams funded in January 2018 (Phase 1 funding) could initiate studies quickly, as they drew on existing partnerships outside the university to shape their research and intended impacts. Phase 2 projects were funded in October 2018, after open addiction related discussion groups, scoping sessions, and the opportunity to participate in an Ideas Lab1 intended to create proposals and teams able to respond to the request for proposals. An undergirding tenet of Phase 2 required engagement with community partners. The basic principle was to create teams that include relationships enhancing and informing the design; methods and outcomes used for the studies; as well as supplementing expertise on research teams. Engagement was based on the 1999 Kellogg Commission on the Future of State and Land-Grant Universities characterized by "a commitment to sharing and reciprocity … partnerships, two-way streets defined by mutual respect among the partners for what each brings to the table," (Kellogg Commission on the Future of State and Land-Grant Universities, 1999). This reciprocal engagement with community partners is both a practical and ethical imperative for initiatives like the Addictions Grand Challenge. In practical terms, university efforts to address critical problems facing society will work only to the degree that they address community priorities, draw on community capacities, and respond to community challenges. Any "solution" a university develops to critical social problems like the addictions epidemic must be implemented by those with boots on the ground – often ground that is geographically or culturally distant from universities. The ethical imperative for universities – particularly for public universities like Indiana University – is equally critical. Universities are members of the larger community, and have an ethical responsibility to contribute directly to community. To be good citizens, universities must expand efforts to focus research toward critical social problems, while continuing to engage in fundamental research focused on expanding the boundaries of knowledge.

In practical terms, university efforts to address critical problems facing society will work only to the degree that they address community priorities, draw on community capacities, and respond to community challenges.

The Kellogg Commission identified seven characteristics of an engaged institution (Table 1) that resonate with the AGC efforts, providing not only important principles, but also an ethical framework and imperative for healthy partnerships to address common public health goals (Kellogg

TABLE 1: KELLOGG COMMISSION SEVEN CHARACTERISTICS OF AN ENGAGED INSTITUTION

Responsiveness: Are we listening to communities, and to diverse members of varied communities?

Respect for partners: Do we respect the expertise, experience, and skills that our partners bring to the process of identifying and responding to the addictions crisis?

Academic neutrality: How can the university ensure that policy and practical recommendations are based firmly in evidence-based research?

Accessibility: How can we make our work receptive to, and accessible to, all the constituencies within the state?

Integration: Does our framework facilitate the integration of scholarship, teaching, and service?

Coordination: Are we facilitating coordination across units and disciplines within the university, and with varied partners outside the university?

Resource partnerships: What are the various ways in which we are resourcing our work – both financially and intellectually?

Adapted from Kellogg Commission on the Future of State and Land-Grant Universities (1999, p.12).

Commission on the Future of State and Land-Grant Universities, 1999). Applying these characteristics to our engagement plan offers a helpful evaluation framework: listening carefully to partners; engaging in dynamic exchange of information; and promoting a shared understanding in order to assess, enhance, and amplify mutual efforts. Questions aligned with each characteristic can guide both short and long-term evaluation efforts.

ANNOUNCEMENT AND COMMUNITY RESPONSE

In the week after the AGC announcement, the team was inundated with emails from more than 100 community members, organizations and business owners asking how they could become involved with the initiative. Two facts were clear in the initial response: 1) the AGC resonated with Hoosiers' experiences and needs, and 2) the variety of responses required an undergirding commitment to engagement with all levels of influence in our socio-ecological model. The immediate focus was to develop strategies to address the community requests for engagement and partnership. The challenge presented was: How can a public university partner with communities to advance our understanding of a complex problem like addiction while developing strategies to address that problem?

The solution was clear. A framework and process were needed to ensure responsiveness to our community and handle inquiries in a way that we can enable partners to come together, collaborate, and focus on multiple attributes of the problem in an integrated manner.

APPROACH TO DEVELOPING THE AGC COMMUNITY ENGAGEMENT FRAMEWORK

In reviewing the variety of inquiries received, it was clear that a single form of response would not suffice. To address the interest generated by the announcement effectively, a framework

> **To be good citizens, universities must expand efforts to focus research toward critical social problems, while continuing to engage in fundamental research focused on expanding the boundaries of knowledge.**

TABLE 2: ADDICTIONS GRAND CHALLENGE COMMUNITY ENGAGEMENT FRAMEWORK

Engagement Level	Engagement Goals	Engagement Mechanisms	Engagement Outcome	Engagement Responsibility
Curiosity	Keep the curious informed about our work	Earned media, paid media, social media	Be informed at a basic level	Communications
Interest	Build on interest to create connections, link to resources	As above, + newsletter, websites, public interest sessions	Be informed at a moderate level about the crisis and IU's response	Communications
Advocate	Use connections to disseminate information,connect with communities	As above, + dissemination and education tools, occasional partnerships on outreach	Be asked for input, assistance in spreading information	Director of Operations
Project Partners	Enhance our activity through partnership with community members, agencies	As above, + link to specific projects and faculty; membership on Community Stakeholders' Board	Help develop solutions through partnership with IU, inform, advocate for our work	VPR office, SC, SLT Director of Operations Corporate Relations
Initiative Partners	Coordinate across multiple levels and stakeholders; maximize impact across sectors	As above, + Coordinating Committee and External Advisory Board	Help deliver services and solutions to reduce addiction in Indiana	VPR, PI

Notes: VPR: IU Vice President of Research, PI: AGC Lead Investigator, SLT: AGC Scientific Leadership Team, SC: AGC Steering Committee | Source: Authors

identifying five distinct levels of engagement was developed, with specific goals for each level and mechanisms for engaging. Our priorities were to respond to community queries, link potential project partners to researchers or teams engaged in related work, and dialog with businesses to understand their interest while connecting them to the best-aligned partner either within or outside the university.

The five levels of engagement with the IU AGC range from curiosity to initiative partners (see Table 2). Examples of queries from our community are included in Table 3. Curiosity (e.g. How will this work?) requests information without higher levels of connection, requiring communication through multiple media. Interest (How can I connect?) requests a higher level of linkage to resources, requiring various strategies of communication – extending from email to in-person invitations (e.g. public interest sessions such as scoping reviews or discussion groups). With Advocacy, (How can I advance this work?) requests went beyond interest toward action to help disseminate, for example, tools or information. Project partners actively engaged with research teams to write research proposals or serve as community advisory boards for specific projects. Initiative partners (How can we synergize our efforts?) actively en-

TABLE 3: EXAMPLES 2017 COMMUNICATION FROM COMMUNITY FOR EACH LEVEL OF ENGAGEMENT

Curiosity

"We were curious if there were funding opportunities...." or "How will you involve families who have lost someone to addiction?"

How is this going to work?

(Student group response)

Interest

"Would like to....explore possibilities, in using XXX to relieve pain"

How can I get involved?

(Scoping sessions, discussion groups)

Advocate

"Please take the time to investigate the XXX program"

How can I help to advance your work?

(Families who have lost someone to addiction)

Project Partner

"...would love to provide any assistance I can as you implement this initiative.... "

"We are implementing a....system-wide project to standardize and improve the care and treatment, of medical patients who also have substance abuse problems...would like your input."

How can I work with you to move XX forward? (Project advisory board or participant in ideas lab)

Initiative Partner

Would like to "discuss options with the addictions work aligned .... noted the number of projects at XX already underway that could be a basis for future work... and goal setting."

How can we synergize our efforts? (AGC Community Advisory Board)

gaged with the AGC leaders (e.g. AGC Community Advisory Board). Each level was mapped to the best area of responsibility and person that could respond in a timely manner and have the ability to link the community member to the right investigator, team, leader or organizational affiliate.

DISCUSSION

IU's AGC Community Engagement Framework provided an effective approach responding to our community's interests. Our team was able to reply quickly to each level of query linking the intent of the contact to AGC specific goals, potential mechanisms of engagement, and engagement owners. The experience also taught us a number of lessons. First, IU's AGC Community Engagement Framework applied principles of engagement to create a rapid organizational response to a public health crisis. Second, the experience of responding to our community enabled priority setting for communication strategies. Third, we began to approach our AGC scientific Phase II formative efforts differently, incorporating our community into discussion groups, scoping reviews and proposal development events.

There were also lessons learned in developing and using IU's AGC Community Engagement Framework for application to communication strategies. For example, the first two levels of engagement indicate curiosity and interest from the public. Curiosity and interest informed discussions resulting in planned actions to keep information flowing in response to public interest. The need for information led to a strategic communications plan that includes a website dedicated to the AGC, paid media (advertisements in publications and social media) and use of multiple social media strategies. The dedicated AGC website provides resources for the community, both looking for opioid/substance use information and seeking a partner on research projects. As engagement with the community grew, there were opportunities to provide resources and information on the topic of the AGC and other substance use/addictions related topics via public panels, training and our website. Because of lessons learned about the engagement processes and need for information among stakeholders, community members,

research teams and IU in general, the position of Assistant Director of Research Communications was created for the AGC.

It is important to note, that what we learned from our robust early AGC community response experience informed our approach to Phase II efforts. There was an increasing awareness and appreciation for the importance of community engagement needing to extend beyond just responding to inquiries. It became important to implement a processes in which those inside and outside the university could meaningfully contribute to the development of future research efforts. We initiated across campus dialog and innovative partnership building strategies between community members facilitated by Knowinnovation (KI), an organization dedicated to fostering interdisciplinary scientific innovation. With the KI team, we first hosted "Scoping Sessions," attended by more than 200 university and community individuals. In these Scoping Sessions, participants were challenged to step outside their typical frames of reference and connect with others whose experience and expertise might offer surprising avenues of inquiry and research. Numerous new collaborations resulted, ranging from short-term collaborations that increased the degree to which community expertise and research priorities informed long-term impact-focused research partnerships. and researchers through a research and team development process. After the scoping sessions, a multi-day Ideas Lab was held bringing university researchers and community partners together to develop fully-formed draft research projects in response to the AGC Phase II request for proposals.

Throughout the past two years more than 130 community partnerships in 27 counties are actively engaged throughout the state. These partnerships have played a vital role in informing our research projects by partnering and providing researchers real-time information around addictions issues throughout the state. The role of engagement in a large university project focused on a major public health crisis is a natural extension in synchronizing many individual efforts into a common goal toward higher impact.

The role of engagement in a large university project focused on a major public health crisis is a natural extension in synchronizing many individual efforts into a common goal toward higher impact.

CONCLUSION

Engaging with the community and community partners throughout Indiana became the foundation of the AGC. Creating the AGC Community Engagement Framework guided connections between the community and IU faculty and teams to advance our understanding for how best to respond as a public health priority while simultaneously developing strategies to address that problem. Mapping engagement levels to specific AGC goals, mechanisms of engagement, and engagement owners resulted in a model and process with high utility for universities and other public institutions who seek to engage the broad community in public health responses.

The expectation for community and stakeholder engagement in research has emerged quickly over the last decade to promote the conduct of rigorous relevant research informed by communities and people that will use the results of research. The Patient Centered Outcomes Research Institute (PCORI) has led the study and development of methods of patient and stakeholder engagement in all phases of comparative effectiveness research

(Sheridan, et al., 2013). Effective engagement methods are publicly available in a rubric to guide investigators submitting proposals to PCORI, with additional resources on the website (PCORI, 2019). Other major federal organizations including the U.S. Federal Drug Administration (FDA) [FDA, 2019] and funders have initiatives underway to promote patient and stakeholder engagement, including the National Institutes of Health (NIH) [NIH: National Center for Advancing Translational Sciences, 2019], Agency for Healthcare Research and Quality (AHRQ) [AHRQ, 2017], and Center for Medicare and Medicaid Services (CMS) [CMS, 2019]. These efforts are working toward embedding engagement into organizational policies and procedures broadly. IU's AGC Community Engagement Framework sought to organize response to our community rapidly and optimize community member's expected level of engagement with IU to solve a mutually experienced community and state problem.

Other universities and institutions of public education could use this model to involve and engage their community in research taking place at their institution and to create long-lasting partnerships that connect the university with those working on the frontline of public issues. We are certain that we could have done better to engage our community as we learned together. We are just as certain that a response to addictions can only be successful if we partner with people, organizations, and the state officials and engage with communities that share common goals.

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The authors dedicate this article to Jim Matio. Every community Jim lived in benefited from his humor, compassion, and love for others.

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Community-engaged Research (CER) as the Avenue to Promoting Well-being and Recovery in Drug Court

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ABSTRACT

Drug courts are an alternative to incarceration for individuals who have substance use disorders and have been arrested for drug-related crimes (e.g. possession of a controlled substance). The first drug court began in 1989 in Florida and it is estimated that there are over 3,000 drug courts now operating throughout the United States. This community-engaged research (CER) evaluated the St. Joseph County (Indiana) drug court by identifying who was most likely to graduate, who was most likely to recidivate, and whether drug court or probation was more effective at reducing criminal recidivism. Furthermore, although drug courts are found in many communities, research rarely describes the process used to develop and implement CER. Therefore, this article also highlights the collaborative process used in this drug court evaluation. The findings from this study suggest that the St. Joseph County (Indiana) drug court is an effective program at reducing criminal recidivism and a valuable resource for individuals who have substance use disorders, the community, and other stakeholders. Drug court participants were less likely to recidivate than probationers, and a lower recidivism rate clearly equates to many benefits to the community. The article concludes with community-based implica-

tions, such as starting recovery support groups that are welcoming to individuals who receive medication-assisted treatment (MAT), marketing drug court to racial and ethnic minorities to increase their representation in the program, and disseminating research findings throughout the community via local news stories, podcasts, and public lectures.

Keywords: *community-engaged research (CER), criminal justice, drug court, recidivism, social work, substance use disorder*

INTRODUCTION

In the late 1980s, criminal justice stakeholders in Miami, Florida decided to address an ongoing problem within the justice system. They had noticed that people charged and convicted of minor drug offenses, such as possession, often reappeared before the courts with the same charges (Wexler & Winick, 1996). This so-called revolving door was backlogging the courts and punishment seemed ineffective to deter future criminal justice involvement. It cost all involved and the community time, effort, and money with no positive outcomes. These stakeholders operationalized therapeutic jurisprudence or the idea that criminal courts could be part of therapeutic solutions, particularly for men and women who had substance use disorders (Schneider, Bloom, & Hereema, 2007). For people caught in the dragnet of the war on drugs, treatment for substance use disorders may be a more effective option than incarceration. As a result, they implemented the first drug court in 1989 (Nolan, 2001) by diverting people away from the traditional, punitive approach to justice into this first drug court that placed the court, the judge, and criminal justice professionals amidst a drug rehabilitation program (Schneider et al., 2007; Slinger & Roesch, 2010; Wexler & Winick, 1996). The court differed dramatically in several ways. For instance, the adversarial nature of the traditional criminal justice process was suspended with prosecutors and defense attorneys collaborating for the best interests of participants and criminal justice workers, especially the judge, became part of the therapeutic paradigm.

Drug court was a choice for participants and in accepting the diversion, they agreed to plead guilty, remain drug free, which was measured through self-report and random and frequent drug tests, follow treatment recommendations, and report to drug court for supervision (Wexler & Winick, 1996). Goldkamp (1994) conducted an evaluation of this first drug court and found promising outcomes. Specifically, recidivism rates among drug court graduates was assessed at 32% compared to 48 to 55% among comparison groups. Since then, many other studies have confirmed Goldkamp's positive findings, such as a large-scale governmental study (U.S. Government Accountability Office, 2005) and meta-analyses and systematic reviews (Aos, Miller, & Drake, 2006; Lowenkamp, Holsinger, & Latessa, 2005; Mitchell, Wilson, Eggers, & MacKenzie, 2012; Wilson, Mitchell, & MacKenzie, 2006). Notwithstanding the contradictory results of a few studies (Brown, 2010; Miethe, Lu, & Reese, 2000), the drug court model was deemed so successful that it has been adapted for other populations, such as people with mental illnesses (Schneider et al., 2007) Additionally, drug courts and other treatment courts (e.g. mental health courts, veterans courts, family treatment courts) have been replicated over 3,000 times and are found in all 50 states, as well as other countries, such as Canada, Ireland, United Kingdom, and Australia, to name a few (National Association of Drug Court Professionals, 2019).

COMMUNITY-ENGAGED RESEARCH (CER)

Drug court stakeholders collaborated with the researchers on all aspects of this study. The drug court judge, chief probation officer, and drug court

Note: This research was funded by a grant from the Indiana University School of Social Work, Center for Social Health and Well-Being.

coordinator were the main stakeholders involved in the process, but feedback and insight was welcomed from the entire drug court team. Treatment providers and prosecuting and defense attorneys, for example, also helped with the research design. Drug court is a criminal justice, community-based program; therefore, it was important that the research design and the findings be understandable to lay persons, those without academic or statistical backgrounds. With that in mind, the drug court and research teams identified the best methodology to reach laypersons. For instance, it was decided to use statistics that produce percentages, which are easily understandable to laypersons.

That is just one example of the in-depth collaboration between the drug court and research teams. The collaboration also included developing the research questions for this study, interpreting the findings and exploring the implications of the findings, disseminating the knowledge gained from this study to drug court participants, the community, and others, and working on manuscripts, such as this one, to reach international, multidisciplinary audiences. The purpose of this CER was to answer the following three research questions. First, which drug court participants are most likely to graduate? Second, which drug court participants are most likely to recidivate? Third, is drug court or probation more effective at reducing criminal recidivism?

METHODOLOGY

The data collection for this study did not involve human subjects; therefore, this research was not subject to Institutional Review Board (IRB) regulations. A graduate research assistant (GRA) collaborated with the chief of probation and drug court coordinator to collect the necessary data from participant's electronic charts.

GRADUATION

To determine which drug court participants were most likely to graduate, data were collected on all participants (n = 178) who either graduated or were terminated from drug court from 2015 to 2018. The outcome variable was graduation. There were eight predictor variables. [1] The predictor variables were gender, ethnicity, education at time of admission into drug court, employment or student at time of admission into drug court, drug of choice, violation within first 30 days of drug court, mental health, and time between arrest and admission.

CRIMINAL RECIDIVISM

To determine which drug court participants were most likely to recidivate, data were collected on all participants (n = 178) who either graduated or were terminated from drug court from 2015 to 2018. There were nine predictor variables and one outcome variable. [2] The outcome variable was re-

[1] A predictor variable explains changes in the outcome variable. The outcome variable was graduation (0 = terminated, 1 = graduated). The predictor variables were as follows: gender (0 =female, 1 = male), ethnicity (0 = non-white, 1 = white), education (0 = did not have a high school diploma or equivalent at time of admission into drug court, 1 = had a high school diploma or equivalent at time of admission into drug court), employment or student (0 = not employed or a student at time of admission into drug court, 1 = employed or a student at time of admission into drug court), drug of choice (0 = heroin and other opioids, 1 = non-opioids), first 30 days (0 = had a violation within the first 30 days of drug court, 1 = did not have a violation within the first 30 days of drug court), mental health (0 = depressive disorder, 1 = no depressive disorder), and time between arrest and admission (0 = was admitted/plead into drug court 91 days or more following arrest, 1 = was admitted/plead into drug court 90 days or less following arrest).

[2] The outcome variable was (0 = did not recidivate, 1 = recidivated). The predictor variables were as follows: gender (0 = female, 1 = male), ethnicity (0 = non-white, 1 = white), education (0 = did not have a high school diploma or equivalent at time of admission into drug court, 1 = had a high school diploma or equivalent at time of admission into drug court), employment or student (0 = not employed or a student at time of admission into drug court, 1 = employed or a student at time of admission into drug court), drug of choice (0 = heroin and other opioids, 1 = non-opioids), first 30 days (0 = had a violation within the first 30 days of drug court, 1 = did not have a violation within the first 30 days of drug court), mental health (0 = depressive disorder, 1 = no depressive disorder), time between arrest and admission (0 = was admitted/plead into drug court 91 days or more following arrest, 1 = was admitted/plead into drug court 90 days or less following arrest), and outcome (0 = terminated, 1 = graduated).

cidivism. The predictor variables were as follows: gender, ethnicity, education at time of admission into drug court, employment or student at time of admission into drug court, drug of choice, violation within first 30 days of drug court, mental health, time between arrest and admission, and graduation.

Additionally, to compare the recidivism rates between drug court participants and probationers, data were collected on probationers (n = 186) who had an outcome revoked or completed from 2015 to 2018. Probationers were matched to the drug court sample by arrest/offense type, meaning they had an arrest/offense that was eligible for drug court but they did probation instead. Probationers and drug court participants were also matched by their Indiana Risk Assessment System (IRAS) scores; both groups had a start score of 21. The IRAS score indicates an individual's risk of recidivating. The score also assists criminal justice professionals in developing individualized treatment plans and interventions to increase individuals' protective factors (e.g. gaining and sustaining employment, abstaining from illicit drug use, having stable housing). Recidivism data were collected through Odyssey, an electronic system for filing criminal cases in St. Joseph County (Indiana). Recidivism was defined as any new local (St. Joseph County, Indiana) arrest for a felony or misdemeanor offense that resulted in charges being filed during drug court/probation and up to 36 months post drug court/probation discharge. The definition of recidivism was provided by the drug court and approved by the Indiana Office of Court Services, Problem-Solving Courts Committee, a division of the state government that certifies Indiana problem-solving courts. The recidivism data were collected in 2019.

FINDINGS

The findings are presented in reference to the three research questions. Starting in 2013, the drug court for this study completed a program evaluation once every three years; therefore, the current findings are compared and contrasted with the 2013 and 2016 program evaluations (Gallagher, 2013; Gallagher, Ivory, Carlton, & Woodward Miller, 2014; Gallagher, Wahler, & Lefebvre, 2016; Gallagher et al., 2018).

Which drug court participants are most likely to graduate?

Statistics were used to determine if significant differences existed in graduation outcomes. The analyses revealed that four predictor variables were significantly associated with graduating drug court. First, participants who had a high school diploma or equivalent at the time they were admitted to drug court were more likely to graduate (60%) than participants who did not have a high school diploma or equivalent at admission (42%)[3]. Second, participants who did not have a violation within the first 30 days of drug court were more likely to graduate (73%) than participants who had a violation during this timeframe (22%)[4]. The violations included in the analysis were dilute drug screens, positive drug screens indicating new drug use, missed treatment or court appointments, and new arrest. Third, non-White participants were more likely to graduate (62%) than White participants (47%)[5]. Fourth, participants who were admitted/plead to drug court 91 days or more following their arrest were more likely to graduate (61%) than participants who were admitted/plead to drug court 90 days or less following their arrest (46%)[6].

[3] ($X^2 = 5.12, p < 0.05$)

[4] ($X^2 = 46.09, p < 0.01$)

[5] ($X^2 = 2.76\ p < 0.10$)

[6] ($X^2 = 2.93, p < 0.10$)

FIGURE 1

GRADUATION RATES BASED ON DRUG OF CHOICE

COMPARING THE 2016 AND 2019 PROGRAM EVALUATIONS

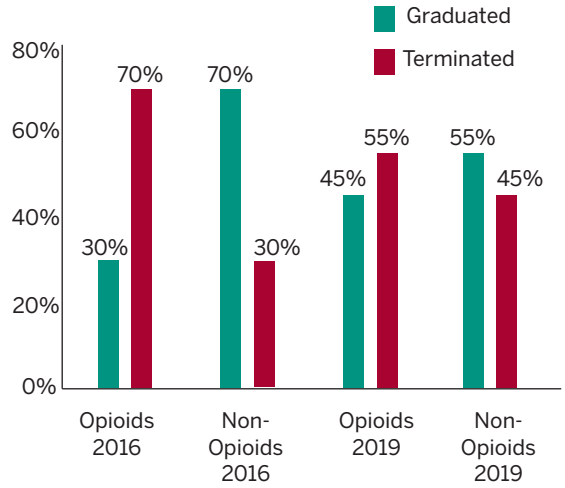
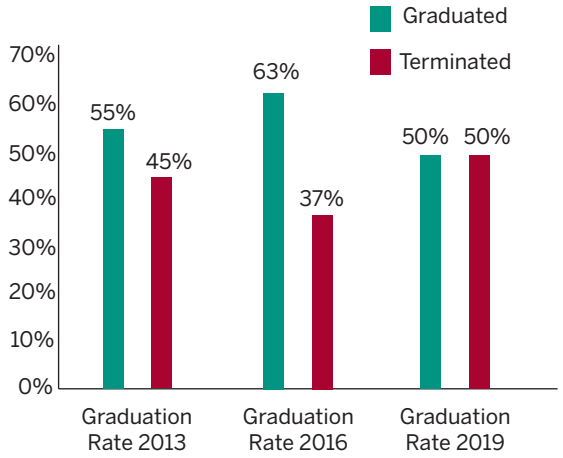


FIGURE 2

DRUG COURT GRADUATION RATES

COMPARING THE 2013, 2016, AND 2019 PROGRAM EVALUATIONS



Other notable findings were that women and men graduated drug court at relatively equal rates and there was a 10% difference in graduation rates between participants who identified heroin or other opioids as their drug of choice versus those who identified non-opioids as their drug of choice. Specifically, 55% of the women and 47% of the men graduated drug court[7]. In regard to drug of choice, 45% of the participants who identified heroin or other opioids as their drug of choice graduated, compared to a 55% graduation rate for participants who identified non- opioids as their drug of choice[8]. As noted in Figure 1, in the 2016 program evaluation, only 30% of participants who identified heroin or other opioids as their drug of choice graduated drug court; therefore, the current graduation rate of 45% for this population is a promising finding. Also, 91 drug court participants (51%) identified heroin or other opioid as their drug of choice and 87 participants (49%) identified non-opioids as their drug of choice. For participants who identified heroin or other opioids as their drug of choice (n = 91), about 50% (n = 45) received a medication-assisted treatment (MAT) while in drug court. Of those who received a MAT, 38 were prescribed naltrexone (e.g. Vivitrol) and seven were prescribed buprenorphine (e.g. Suboxone). When comparing those who received a MAT (n = 45) versus those who did not (n = 46), the graduation rates were relatively the same. Specifically, 46% of those who did not receive a MAT graduated drug court, compared to a 44% graduation rate for those who received a MAT[9].

Next, Figure 2 compares drug court graduation rates from the 2013 and 2016 program evaluations to this 2019 study. As noted in the figure, from 2013 to 2016, the graduation rate increased by eight percent. However, from 2016 to 2019, there was a 13% decrease in graduation rate. The decrease in graduation rate does not require

[7] ($X^2 = 0.88$, $p = 0.35$)

[8] ($X^2 = 1.82$, $p = 0.18$)

[9] ($X^2 = 0.01$, $p = 0.91$)

urgent attention, but the rate should be monitored on a yearly basis to assess the trend over time. Nationally, the majority of drug courts have a graduation rate between 50% and 75%, so the St. Joseph County (Indiana) drug court is in that range (Marlowe, Hardin, & Fox, 2016). Also, it is important to note that a lower graduation rate does not mean a particular drug court is less effective. Some drug courts, for instance, with lower graduation rates may accept participants with high criminogenic risk factors (e.g. criminal histories, severe substance use disorders, unemployment, etc.) and it is expected that these programs will have a lower graduation rate than drug courts that only accept low risk participants. Furthermore, the opioid epidemic has had devastating consequences on individuals, families, and communities and social service and healthcare systems have often responded to the epidemic retroactively, at no fault to them, the systems simply could not predict the magnitude of the problem. Presumably, drug courts may have also shown a similar pattern where many programs were unprepared for the opioid epidemic and logically this would have a negative impact on graduate rates.

Which drug court participants are most likely to recidivate?

Statistics were used to determine if significant differences existed in recidivism outcomes. The analyses revealed that two variables were significantly associated with recidivism. First, and not surprisingly, participants who were terminated from drug court were more likely to recidivate (52%) than graduates (21%)[10]. Second, non-White participants were more likely to recidivate (49%) than White participants (33%)[11]. This finding is surprising, considering non-White participants were more likely to graduate than White participants (62% and 47%, respectively) and graduating drug court seems to decrease the risk of recidivism. Perhaps non-White participants experience more post-drug court risk factors (e.g. peers who use drugs, limited recovery support system, poverty, etc.) than White participants that negatively impact their ability to sustain their recovery, but only future research will help determine whether this is true or not. In the 2016 program evaluation, 53% of non-White participants recidivated; therefore, there has been a four percent decrease in the recidivism rate for this population.

Other notable findings were that women and men recidivated at similar rates and the recidivism rate among the drug of choice variable was relatively equal. Specifically, 31% of the women and 40% of the men recidivated[12]. In regard to drug of choice, 34% of the participants who identified heroin or other opioids as their drug of choice recidivated, compared to a 39% recidivism rate for participants who identified non-opioids as their drug of choice[13]. As mentioned previously, for the participants who identified heroin or other opioid as their drug of choice (n = 91), about 50% (n = 45) received a medication-assisted treatment (MAT) while in drug court. When comparing those who received a MAT (n = 45) versus those who did not (n = 46), the recidivism rates were relatively the same. Specifically, 33% of those who did not receive a MAT recidivated, compared to a 36% recidivism rate for those who received a MAT[14]. Additionally, for the entire drug court sample, their Indiana Risk Assessment System (IRAS) scores decreased from 21 at the start of the program to 17 by the end of the program.

[10] ($X^2 = 17.67, p < 0.01$)

[11] ($X^2 = 2.97, p < 0.10$)

[12] ($X^2 = 1.20, p = 0.27$)

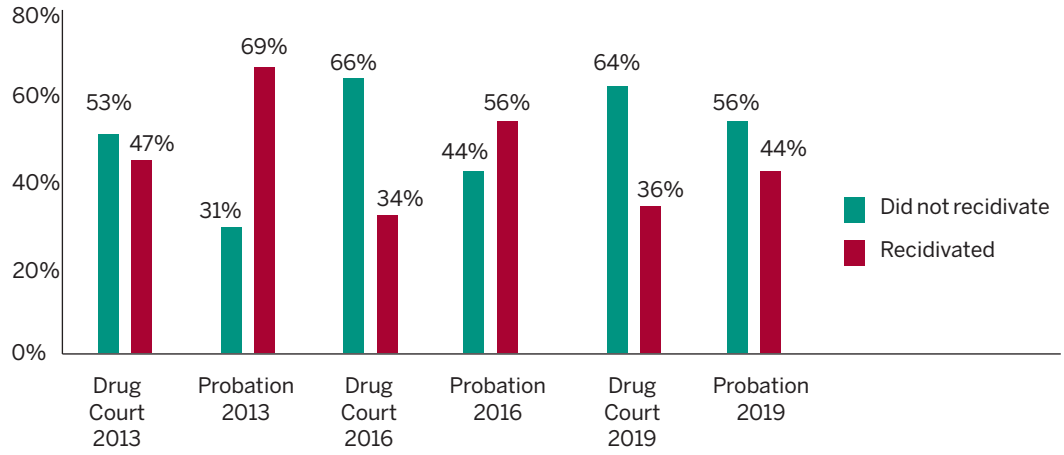
[13] ($X^2 = 0.48, p = 0.49$)

[14] ($X^2 = 0.09, p = 0.77$)

FIGURE 3

DRUG COURT AND PROBATION RECIDIVISM RATES

COMPARING THE 2013, 2016, AND 2019 PROGRAM EVALUATIONS



Is drug court or probation more effective at reducing criminal recidivism?

The recidivism rate of drug court participants was compared to that of probationers. As noted in Figure 3, drug court participants were less likely to recidivate than probationers (36% and 44%, respectively). This eight percent difference in recidivism rates highlights the effectiveness of the St. Joseph County (Indiana) drug court. Participants of drug court recidivate less than probationers, and this equates to many benefits to the county, such as cost savings by having to prosecute less criminal cases, presumably less drug use and drug-related crime in the county, and the many benefits that come from recovery (e.g. improved quality of life, higher employment rates, healthier lifestyles, to name a few). It is also important to highlight that, although the graduation rate for the St. Joseph County (Indiana) drug court decreased from 2016 to 2019 (please see Figure 1), the recidivism rates from 2016 to 2019 stayed relatively the same (34% and 36%, respectively), suggesting that even those who were terminated from drug court benefited from the program, in regard to reducing the risk of recidivating. Additionally, when comparing the 2013 findings for drug court to the current findings, there has been an 11% decrease in recidivism in the past six years. Specifically, in 2013, the recidivism rate was 47% and in 2019, the recidivism rate is 36%.

DISCUSSION

Findings from this CER suggest that the St. Joseph County (Indiana) drug court is an effective program at reducing criminal recidivism and a valuable resource for individuals who have substance use disorders, the community, and other stakeholders. Drug court participants were less likely to recidivate than probationers, and this finding is consistent with meta-analytic reviews of drug courts' impact on recidivism (Mitchell et al., 2012; Shaffer, 2011) and results from evaluations of single drug courts (Brown, 2011). In this study specifically, only 36% of drug court participants recidivated, whereas the recidivism rate for probationers was 44%. This eight percent difference in recidivism rates highlights the effectiveness of the drug court, and a lower recidivism rate equates to many benefits to St.

Joseph County (Indiana), such as cost savings by having to prosecute less criminal cases, presumably less drug use and drug-related crime in the county, and the many benefits that come from recovery (e.g. improved quality of life, higher employment rates, healthier lifestyles, to name a few).

Recovery Coaches, Future CER, and the First 30 Days in Drug Court

Participants who have a violation within the first 30 days of drug court are consistently less likely to graduate than their counterparts who do not have a violation during this timeframe. This finding is true for the 2013 and 2016 program evaluations (Gallagher, 2013, Gallagher et al., 2016) and for this 2019 study, suggesting that the first month of the program is a critical time in determining whether a participant will complete the program or not. The drug court currently has recovery coaches, an intervention they did not have during the 2013 and 2016 program evaluations. As a result, it is recommended that high-risk participants (based on IRAS scores and other assessment tools) be provided with a recovery coach immediately upon admission to the program. Recovery coaches can connect high-risk participants to the community by assisting them in accessing recovery support groups, providing transportation to and from treatment, helping them apply for, gain, and sustain employment, and encourage other protective factors that may decrease the risk of having a violation within the first 30 days of the program. Additionally, future research is needed in this area to assess the specific challenges that some participants face in the first month of the program. It is recommended that for the 2022 program evaluation, qualitative research methods be used, such as focus groups or individual interviews, to learn participants' thoughts, opinions, and experiences related to the first month of drug court. Drug court participants are key stakeholders in CER and they may provide a behind-the-scenes perspective on the program that cannot be captured quantitatively.

MAT and Community-Based Recovery Support Groups

In light of a national opioid epidemic, it is promising that 45% of the participants who identified heroin or other opioids as their drug of choice graduated. In comparison, in the 2016 program evaluation, only 30% of participants who identified heroin or other opioids as their drug of choice graduated (Gallagher et al., 2018). Furthermore, of the drug court participants who identified heroin or other opioid as their drug of choice, about half received a MAT while in the program, most commonly naltrexone (e.g. Vivitrol) followed by buprenorphine (e.g. Suboxone).

Despite evidence that MAT is an effective approach in treating opioid use disorders (National Institute on Drug Abuse, 2016), research has suggested that some drug courts may underutilize or not allow participants to take MAT, sometimes because stakeholders had negative views toward MAT and did not consider MAT to be consistent with their abstinence-based philosophy of treatment (Friedmann et al., 2012; Matusow et al., 2013). The findings from this study, however, highlight that the St. Joseph County (Indiana) drug court is prepared to best treat opioid use disorders, and one of the strategies they have used is collaborating with community partners. For instance, the drug court team received training on MAT in order to accurately and effectively incorporate the intervention into their programming, they invited an addictionologist and medical social worker who specializes in MAT to join the drug court team, they had researchers facilitate focus groups with participants who have opioid use disorders to learn their experiences in the program (Gallagher, Marlowe, & Minasian, 2019a), and they referred participants to treatment providers who have expertise in treating heroin and other opioids.

It is common for drug courts to encourage, or require, their participants to attend community-based recovery support groups, such as Alcohol-

ics Anonymous (AA) and Narcotics Anonymous (NA). This community support can be helpful to some, but recent qualitative research has suggested that some NA meetings may not be welcoming to individuals who receive MAT, and even worse, some participants reported being stigmatized and judged for using MAT (Gallagher et al., 2019a). Actually, a recent report from Narcotics Anonymous World Services, Inc. (2016) acknowledged that some NA meetings may be less welcoming to individuals receiving MAT and individuals receiving MAT may not be allowed to fully engage in the NA process. Therefore, drug courts must be selective in deciding which community-based recovery support groups they refer their participants to. If groups that are welcoming of MAT are not available in the local community, then drug courts should collaborate with community partners to develop their own recovery support groups to create a non-judgmental, compassionate, and stigma-free environment that promotes well-being and recovery.

Increasing the Representation of Racial and Ethnic Minorities in Drug Court

Since 2013, the drug court has experienced a significant decrease of racial and ethnic minority (non-White) participants in the program. Based on the demographics of St. Joseph County (Indiana), the primary populations that seem to not be equally represented in the drug court are African Americans, followed by Hispanics. In 2013, 49% of the participants were non-White. However, this number decreased to 35% in the 2016 program evaluation and 21% in this 2019 study. It is recommended that the drug court increase the number of non-White participants in the program. Doing so may improve outcomes for African Americans and other racial and ethnic minorities. For instance, in 2013, when nearly half of the drug court was non-White participants, there were no racial disparities in outcomes, meaning White and non-White participants had similar graduation and recidivism rates. However, in 2016 and in this study, non-White participants did not seem to be equally represented in drug court and they were more likely to recidivate than White participants.

It is important to note that understanding why racial disparities exist in some drug courts is a complex phenomenon that requires a comprehensive solution. At this point, the recommendation is to increase the number of non-White participants in drug court. To do that, there are two suggestions. First, drug court stakeholders should market the program to defense attorneys, particularly the attorneys who commonly represent non-White participants. This marketing may increase the number of referrals the drug court receives from non-White participants. Second, the drug court should review their eligibility criteria to determine whether any criterion may inadvertently exclude non-White participants. According to Gallagher (2019b), criteria that seem to commonly exclude some non-White participants are having prior felony convictions, suspected gang involvement, ability to pay program fees (e.g. treatment, drug tests), perceived level of motivation for change, or perhaps denying someone drug court because they had previously participated in the program.

Disseminating Drug Court Knowledge to the Community

An essential component of CER is to disseminate the knowledge gained from studies to the community. From an academic standpoint, the norm in disseminating research findings is to publish articles in peer-reviewed journals and do presentations at national conference. These methods, however, are not practical in educating communities. The knowledge gained from the CER of the St. Joseph County (Indiana) drug court was successfully shared with the community in three ways. First, the researcher for the drug court facilitated multiple professional trainings and free public presentations to educate a range of people the role of drug court in their community. Additionally, a local

university organized a community forum on the opioid epidemic and four drug court stakeholders were invited to be part of the panel presentation, including the drug court judge, researcher, social worker, and prosecutor. This was an opportunity to highlight how drug courts can be an effective approach in addressing the opioid epidemic.

Second, graduate students who were specializing in addiction and mental health treatment completed internships at drug court to assist with the CER and to provide them with an opportunity to observe drug court programming. Also, some undergraduate and graduate social work students completed service-learning projects in drug court, such as having students observe a traditional court hearing and drug court session and compare and contrast the experiences (Gallagher, 2015). These types of education (e.g. internships, service-learning) are important because students will graduate and practice in our communities, and they will now be able to share their knowledge on drug courts with others.

Third, the local news has supported drug court. ABC 57 news in South Bend, IN aired a story on how St. Joseph County (Indiana) has been a model in addressing the opioid epidemic, and one intervention discussed in the story was how the drug court was successfully using MAT to help those who have opioid use disorders (ABC 57 News, 2019). Additionally, WSBT news in Mishawka, IN aired a similar story where the drug court judge and researcher discussed how the drug court used science and evidence-based interventions, such as MAT, to support participants in their process of healing and recovery (WSBT News, 2019). Recently, the researcher for the drug court was interviewed by the inSocialWork podcast series where he completed a two-part podcast. In the first podcast, he discussed key components of the drug court model and highlighted research demonstrating their effectiveness (Gallagher, 2019c). In the second podcast, he shared his research findings related to the factors that may contribute to racial disparities in drug court graduation rates and articulated best practices in working with African American drug court participants (Gallagher, 2020). Local news stories and podcasts are, perhaps, the most efficient and effective method in disseminating knowledge to comminuties in an easily accessible and clear manner, without professional jargon. Plus, the information can be accessed on television, websites, and social media, which surely increases the number of community members who are learning about drug court.

Limitations and Suggestions for Future Research

This CER has several limitations, and it is recommended that future research address these limitations to continue adding to the knowledge base on the role of drug courts in communities. In this study, recidivism was only measured in St. Joseph County (Indiana). Therefore, if an individual recidivated in another county or state, that information was not captured. When available, recidivism data should be tracked statewide or even nationally, if possible. Next, the probation group was matched to the drug court group by two criteria, arrest/offense type and IRAS score. Probationers had an arrest/offense that was eligible for drug court but they did probation instead and both groups had a starting IRAS score of 21. These two criteria are important in matching the two groups, especially IRAS scores because criminogenic risk factors are consistently predictors of criminal justice outcomes (e.g. recidivism). Future research should enhance the matching process by also matching key demographics, such as gender, ethnicity, age, and criminal history (Brown, 2011). Last, to further promote community engagement, future research should use qualitative methods to explore community members' thoughts and opinions on the role of drug court in their community. Focus groups, for example, would be an effective method to assess community perception and understanding of drug court, and those findings could be compared and contrasted with drug court participants' experiences in the program and stakeholders' views on drug courts impact on the community.

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Exploring the Lives, Communities, and Social Circles of Individuals with Intellectual/ Developmental Disabilities through Photovoice

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ABSTRACT

Historically, research on vulnerable or marginalized groups, such as persons with intellectual or developmental disabilities (IDD), has focused on studying such populations rather than meaningfully engaging them in the research process. This Indianapolis-based Photovoice study gives voice to individuals with IDD by involving them in community-engaged research and shining a light on the issues that they identified as needing attention in their communities. Nine individuals with IDD volunteered to serve as co-researchers, exploring their lives and communities through photography. Over a period of six weeks, the nine co-researchers took photos of their communities and participated in group discussions to identify common issues. Discussions about the co-researchers' photographs uncovered important themes regarding social relationships, community participation, and independence that led to action in the form of a letter writing campaign to local and national policymakers and a public art show to display and discuss their photography.

Keywords: *Intellectual and Developmental Disabilities (IDD), Photovoice, Community-Engaged Research*

STUDY BACKGROUND

Within the realm of community health and civic engagement, there is increased recognition that the concepts that inform society's philosophical and theoretical approaches to community engagement and social inclusion have been based on inadequately developed ideas and research (Bachrach & Abeles, 2004). Scholars note that it is important for research to be inclusive of vulnerable populations whose issues are not traditionally addressed within the arena of community involvement (Jurkowski & Paul-Ward, 2007). Not only should research strive to include such vulnerable populations as research subjects, but rather as equal partners in the research process. Historically, vulnerable populations, specifically individuals with intellectual or developmental disabilities (IDD), have had their voices and personal experiences represented through research that does not engage them as co-creators of knowledge, but rather as passive subjects upon which research is completed. Unfortunately, it is still somewhat rare for studies to engage individuals with IDD in research that informs and benefits their own local communities.

While there is much research that focuses on the type of community interactions and social relationships of individuals with IDD (Amado, Stancliffe, Mccarron, & Mccallion, 2013; Hill & Dunbar, 2003; McCarron et al., 2011; Taylor, 2000; Verdonschot, DeWitte, Reichraft, Buntinx, & Curfs, 2009), there is a need for research that meaningfully engages community members with IDD as co-researchers and active participants in the process. Further, there is a need for research involving individuals with IDD who themselves advocate for and take steps to bring about change in their local communities. This study employed the Photovoice methodology to do just that. After taking a deep look into their communities through guided photography and discussion, nine individuals with IDD actively engaged in a letter writing campaign and art show to start a conversation about self-identified issues in their communities and bring about change.

METHODOLOGY

Photovoice

Photovoice is a research methodology developed by Caroline Wang and Mary Ann Burris that is grounded in the fundamental principles of social justice, respect for personal autonomy, promotion of societal good, and the avoidance of harm (Wang, 2006; Wang & Burris, 1997). As described by Wang and Burris (1997), Photovoice is:

> *A process by which people can identify, represent, and enhance their community through a specific photographic technique … Photovoice has three main goals: (1) to enable people to record and reflect their community's strengths and concerns, (2) to promote critical dialogue and knowledge about important issues through large and small group discussion of photographs, and (3) to reach policymakers. (p. 369)*

By encouraging co-researchers to capture and discuss photos they have taken in their own environments, Photovoice enables individuals to act as catalysts for change within their own communities. This stands in stark contrast to having research participants answer formulated questions that have been developed by outside researchers. Photovoice encourages co-researchers to express their real-life experiences through photography and empowers them to express their needs and become actively involved in decisions affecting their lives (Wang, 2006). Photovoice, and this study, are fundamentally grounded in the belief that successful and effective community-engaged research is done with community members rather than on community members.

Co-Researchers

To ensure the goals of this study were aligned with the needs and desires of the disability community, nine individuals with IDD were identified to serve as co-researchers and guide the study from beginning to end. Each of the nine co-researchers live

with an IDD and were between the ages of 18 and 40 during the time of the study. Six of the co-researchers identified as female, three identified as male. Eight identified as Caucasian and one as African American. The co-researchers' names in this writing are all pseudonyms in order to protect their identities.

The co-researchers in this study were identified via snowball sampling with the assistance of two initial co-researchers who worked in conjunction with the primary researcher to identify seven additional co-researchers. The primary researcher had been involved with a local non-profit organization serving individuals with IDD in a volunteer capacity for over three years and had formed friendships with many individuals within the organization. Prior to the study, the primary researcher engaged in many conversations with the two initial co-researchers who voiced frustrations about issues in their own communities (public transportation, job opportunities, etc.). After many similar, frustrated conversations, the primary researcher proposed to the two initial co-researchers the idea of using Photovoice to show others what it is like living with IDD in Indianapolis. The two co-researchers liked the idea, especially the ability to share their work with others, and agreed to participate.

To identify additional co-researchers, the two initial co-researchers and the primary researcher employed a snowball sampling technique. The two co-researchers identified other friends of theirs with IDD who they thought would like to participate. Prior to the study, the primary researcher knew six of the nine co-researchers through her involvement in the non-profit organization. The study was intentionally capped at ten total researchers, in an effort to more easily facilitate a balanced group discussion (Wang, 2006). Upon agreeing to participate, each co-researcher and their legal guardian (if required) were provided detailed information about the study and the voluntary nature of participation. Co-researchers provided their consent to participate. All were given the ability to remove themselves from the study at any time.

The co-researchers saw themselves not only as advocates for individuals with disabilities, but as advocates for their communities as a whole.

Use of the term "co-researcher" is intentional to highlight the depth of involvement of all nine individuals with IDD in research. As co-researchers, all nine individuals assisted and/or led the following aspects of the study:

- Participant recruitment
- Identification of study's primary questions to be explored through Photovoice
- Data collection
- Data/theme validation
- Presentation of findings via letter writing campaign and public art show
- Guiding Questions

Most research that employs the Photovoice methodology uses a similar process for data collection and analysis (Wang, 2006). After identifying and obtaining consent from all nine co-researchers, the primary researcher gathered the research team for their first of six face-to-face meetings. During the first meeting the primary researcher led a collaborative discussion where the team identified three primary questions around which to center the study. Acknowledging shared frustrations about various aspects of their communities, the co-researchers, in conjunction with the primary researcher constructed the following questions to guide the study and the co-researchers' photography:

1. What do you like about where you live?
2. What do you dislike about where you live?
3. What would you like to change about your community?

After identifying the guiding questions, the primary researcher led a discussion on cameras, power, and photography ethics, explaining the ethical requirements all co-researchers had to meet in order to take part in the research (obtaining permission when taking someone's photo, not sharing their photos on social media, etc.). Once all researchers were clear on the study's guiding questions and timeline, they returned to their communities to take photos.

Photo Sharing and Group Discussions

Throughout a period of six weeks, the research team met three additional times, each time following a week of taking pictures in community. In total, the co-researchers took almost 300 photographs over the six weeks. Although photography was used as the primary method by which the co-researchers identified community issues, the photos themselves are not the primary source of data within a Photovoice project. The group discussions that arise out of the sharing of photos are of principal importance and serve as the study's primary data (Wang, 2006; Wang & Burris, 1997). Thus, the three in-person group discussions held after a week of community-engaged photography by the co-researchers held significant value. The co-researchers brought to each in-person group discussion their digital photographs, sharing them on the projector for all to see. Each in-person discussion followed the same general outline: 1) co-researchers shared three to five photos with the group that they wanted to discuss, 2) each co-researcher provided context for each photo and explained its significance to the group, and 3) discussion ensued based on the selected photos shared (Wang, 2006). Each of the three group discussions lasted roughly two hours.

The three group discussions were loosely structured and were guided primarily by the co-researchers' interests, questions, and concerns. Rather than the primary researcher asking each co-researcher to respond to preconceived questions, all were encouraged to talk with one another, ask and answer each other's questions, and exchange ideas and anecdotes, acknowledging others' points of view. The primary researcher's role within each discussion was to encourage dialogue built upon the study's guiding questions and what the co-researchers would like to see in terms of social change. To allow for the most natural setting, the discussions were not recorded and were held over snacks and non-alcoholic drinks. The primary researcher took extensive notes during each group discussion which became the study's primary data. Following three rounds of photography and discussions, the research team met an additional time to debrief the prior meetings and generate plans for social action.

Identifying Themes across the Data

The primary data collected and analyzed in this study is the extensive notes taken during the research team's three group discussions. Analysis of the group discussions is outlined below in detail. However, as the co-researchers' photography is what initiated all discussions, a summary of the co-researchers' photos is described in Appendix A.

While all co-researchers actively participated in formulating the study's guiding questions, photography, and group discussion, the primary researcher led the analysis of the data, identifying themes across the group discussions and presenting them to the research team for feedback, corrections, and ultimately validation. The primary researcher's analysis of the data occurred in these steps: 1) Data exploration, review, and memoing; 2) Open coding; 3) Axial coding; and 4) Selective coding, data reduction, and development of overall themes.

The data exploration, review, and memoing phase included a review of all notes from a holistic perspective with the goal of understanding the breadth and scope of the data. This general, more explorative review helped to identify patterns within the data (Glaser & Strauss, 1967; Schatzman & Strauss, 1973). Open coding, or the development of initial themes occurred after the data exploration and memoing phase (Creswell, 2007; Strauss & Corbin, 1990). In this phase, emerging themes and patterns were identified, illustrating the major categories of the data. After initial codes were identified through open coding, axial coding was employed to build out and clarify original ideas and categories. Focused axial coding involved the creation of additional codes and sub-codes focused around specific ideas and concepts, allowing for more in-depth understanding (Strauss & Corbin, 1990). Selective coding followed the processes of open and axial coding with the goal of reducing superfluous data and clarifying themes from the connected categories of codes (Stake, 2010; Strauss & Corbin, 1990).

Co-researchers were involved in the validation of themes throughout the process of analysis. Following the primary researcher's initial analysis of the data, the research team convened and the primary researcher shared the emerging themes identified. The co-researchers provided feedback, suggesting edits and additions to the initially identified themes. Within a two-hour work session, the research team finalized the analysis, agreeing to the themes detailed in the next section.

EMERGING THEMES OF FOCUS GROUP DISCUSSIONS

During the group discussions the co-researchers enjoyed sharing their photos and stories about when they felt empowered. The co-researchers found it important to discuss issues facing their communities that they believed needed to be addressed to improve the lives of all Indianapolis residents, not just those with disabilities. While many discussions centered on the fact that life is oftentimes more difficult for those with IDD, the co-researchers saw themselves not only as advocates for individuals with disabilities, but as advocates for their communities as a whole.

Findings are divided into four distinct themes that were most discussed during the group meetings: 1) social circles and friendship, 2) integrated and meaningful environments, 3) social identity, and 4) community change. Discussion of these topics arose from the photography shared by the co-researchers in response to the three aforementioned questions constructed to guide the study and the co-researchers' photography.

Social Circles and Friendship

"DSI Conference is National Down Syndrome Congress and you meet a lot of people with Down syndrome, they have talent show. I have hundreds of friends there." ***– Belle***

The issues of friendship, social circles, and community were all discussed in great detail among the co-researchers. Three major factors contributing to the size of one's social circle were identified: having the time to spend with friends, having access to quality transportation, and the ability to live independently. Conversely, the increasingly busy lives of friends, not being able to use public transportation, and/or living at home with one's parents limited the social interactions of the co-researchers, which they saw as problematic.

The co-researchers' social circles were primarily comprised of family members, staff, friends (with and without IDD) and co-workers. The majority of the co-researchers did not have a preference when it came to being friends with people with or without IDD. However, one third of the co-researchers preferred to have friends with IDD. Aladdin explained, "I have more fun with [people with disabilities]. They understand," (Focus Group, June 30, 2015). Though most of the co-researchers did not distinguish friends as having or

not having a disability, most of their social circles were comprised of other friends with disabilities, begging the question of choice or necessity.

In a 2011 study, McCarron et al. found that 67 percent of individuals with IDD did not believe it was difficult to make friends with new people. The co-researchers' sentiments echoed McCarron et al.'s findings, noting that most did not believe making friends is particularly difficult. Joseph, discussing a holiday party his apartment complex recently held, explained that he was able to invite guests, but, "We couldn't invite many people because they were too busy. So, it was just us [residents with IDD]". (Focus Group, July 7, 2015). Aladdin added, "[My friend] she just have baby and her too busy to hang out. I don't see her no more," (Focus Group, June 23, 2015). As the lives of their adult friends without IDD progress with marriage and children, those with IDD are often relegated to the back burner of friendship and are awarded social time when it is convenient for others.

In addition to the busy lives and schedules of friends without IDD, the lack of sufficient or reliable public transportation compounded the issue of not being able to freely spend time with others. The co-researchers found the lack of accessible, public transportation within Indianapolis very disappointing. As not all of the co-researchers had driver's licenses, the need for reliable public transportation was of utmost importance. Without the ability to effectively move about the city, they had to rely on others to get them to and from work, social activities, and errands. Robert stated, "Tuesdays are the only days I have staff, so that's the only days I have rides. I have to ask family and friends or try to use the [local public transportation system]," (Focus Group, June 16, 2015). Joseph agreed with Robert's frustrations and added, "The [public transportation system] equipment is sometimes faulty and doesn't allow people with wheelchairs to get on it," (Focus Group, June 16, 2015). The inability to utilize public transportation put a great strain on their independence and negatively affected how they are able to navigate their communities.

Integrated and Meaningful Environments

"When I'm working I feel included. I feel included because I've been there two years and they know me and they know I work hard and I do a good job." ***– Sunshine***

The co-researchers discussed their community and inclusive environments – places where they feel safe, valued, and empowered – at great length. The co-researchers' noted that many of the environments where they felt the safest were those where social inclusion and the integration of individuals with IDD was an explicit goal. Aladdin spoke at length about his love of Special Olympics and how he is so proud to be an athlete, "I go to Indiana Special Olympics State Games. I want people to know I go there and I an athlete. I have fun there." (Focus Group, June 16, 2015). Robert, a long-time participant in Best Buddies has been paired in many friendships with individuals without IDD and recently attended a friend's Fourth of July party, exclaiming, "It was really nice of [my friend] to invite me to her Fourth of July party this year," (Focus Group, July 7, 2015).

In addition to environments where the social integration of individuals with IDD is a priority, many co-researchers noted they felt most valued at work, interacting with co-workers or customers. Many of the employed co-researchers enjoyed not only feeling valued at work, but included and integrated into a professional community. Jerry explained, "I feel great when I go to work because people know me by name. When I see newcomers, I welcome them. I feel valued and plus I get paid there every two weeks. I help with the household expenses," (Focus Group, June 16, 2015). In a similar vein, the ability to volunteer and utilize their talents to give back to others increased their sense of self-worth. Angelina, who volunteered with the National Down Syndrome Society, recently won an award for her many contributions to the organization. She proudly stated, "I'm so happy I got this award. I was the first top volunteer at the National Down Syndrome Society. I am proud!" (Angelina, Focus Group, June

23, 2015). Being seen beyond their disability, as productive members of society who contribute to the greater good, provided the co-researchers with the tools to live productive, happy, meaningful lives.

In addition to environments where they felt valued, the ability to make their own choices was an issue the co-researchers believed impacted how secure and integrated they felt in the community. Being able to make choices for one's self provided them not only with a sense of independence, but also self-worth. They noted that for many with disabilities, choice is often limited by someone else – a parent, staff, etc. For the co-researchers, the concept of personal choice was most associated with one's living situation. Those who lived independently felt they had the most freedom to make choices for themselves – how they spend their free time, who they associate with, etc. Angelina said:

I like to live at my apartment. They have a lot of community events like a cookout, Bible study every Sunday, especially the garden I like to do. Especially I like be independent and be on my own and with my boyfriend and my friends. If you want to be in a group to watch movies or play pool and some card games, you can (Focus Group, June 16, 2015).

Adding to Angelina's sentiments, Sunshine agreed:

My apartment is my own place. There is no noise, I can watch whatever I want to watch [on the TV]. My brother doesn't come in and change the station. I grew up in a loud house and I like the quiet (Focus Group, June 16, 2015).

Social Identity

"I don't like to fight. I like to talk things through. I'm a lover, not a fighter. I like sports, cars, and motorcycles. I like attractive women. I don't like drama." – ***Joseph***

In a 2011 study analyzing the social identities of individuals with IDD, Cameron found that the socially-generated identities of individuals are primarily dependent upon one's social organizations, the people who surround them, and the language used to define their social groups. The co-researchers echoed Cameron's sentiments and noted their disability is not generally how they define themselves, but rather what they like to do, with whom they associate, and the groups to which they belong. The majority of the co-researchers were actively involved in various community programs and supports specifically designed for individuals with IDD. However, when asked, none of the co-researchers identified first as an individual with a disability. Having a disability is but one characteristic that comes secondary to other personal traits such as a love of animals, a profession, or a family role. When asked to describe themselves, the co-researchers gave a plethora of answers. Sunshine noted, "I love horses and I'm a hard worker," (Focus Group, June 16, 2015). Robert explained that she identifies as a hard worker, strong volunteer, and a student who went to college for two years at a local university (Focus Group, June 16, 2015). All of the co-researchers understand that they have a disability, but it is not what ultimately defines them. Rather, it is other members of society that identify them first and foremost as someone with IDD.

This is particularly important for individuals with IDD, as they have traditionally been left out of such decisions and treated as subjects rather than co-investigators, partners, and collaborators in research.

Through their discussions regarding disability and social identity, the co-researchers discussed their belief that a physical or mental impairment is not automatically internalized as a negative trait by those who have IDD. Rather, various societal structures and barriers that restrict the individual choice, independence, and adulthood of individuals with IDD appear to be the largest factors contributing to the

negative social identities of individuals with IDD. Disability identity, in social terms, is then defined as a socially constructed phenomenon by individuals without disabilities which is then imposed onto individuals with IDD. As such, individuals with IDD are disabled by the physical and attitudinal barriers society constructs for them. The societal barriers most frequently discussed among the co-researchers were childlike language and lack of adequate transportation, resulting in them being seen not as adults, but rather as dependent childlike individuals.

Community Change: An Agenda for Action

When the co-researchers discussed what they saw as the most pressing issues in their communities they identified the following two issues as most needing attention:

Public safety. Collectively, the co-researchers identified public safety as one of the primary issues needing to be addressed in their communities to improve life for not only themselves, but for other citizens with and without IDD. This included issues such as homelessness, gun violence, and accessible streets and sidewalks. The fact that a great deal of the group's conversations centered on how to improve the safety and inclusivity of their communities for all citizens illustrated their collective sense of pride, empowerment, and self-worth. When given the opportunity to voice their concerns and improve their communities, the co-researchers acted with a sense of agency which is unfortunately not always attributed to people with IDD.

Empowerment and autonomy for individuals with IDD. In addition to identifying areas of improvement in regard to public safety, the co-researchers recognized two issues which could be improved to increase the freedom and autonomy specifically for individuals with IDD: more opportunities for employment and additional facilities to assist with independent living. They noted that positive changes in these areas would improve the lives of individuals with disabilities by increasing their autonomy, empower them to be more independent, and in turn, increase their happiness and self-worth.

One of the most discussed issues was the need they saw for meaningful and integrated employment opportunities for individuals with IDD. Employment, they agreed, is one of the most significant factors aiding the construction of one's positive social identity. The majority of the co-researchers wanted to be given the opportunity to receive a pay check and contribute to society. The ability to purchase things for themselves and pay rent were deeply satisfying for those who held jobs. Angelina proudly stated, "I like my job. I make people happy by cleaning locker rooms … I have my own name badge and business cards," (Focus Group, July 7, 2015). Unfortunately, not all of the co-researchers were employed. Maraj was desperately seeking work: "It's difficult to find a job. I have ten years' experience at McDonalds, but no job. We need more jobs for people to make money!" (Focus Group, June 16, 2015).

Just as having gainful employment helps create a positive social identity, so too does the ability to live life on one's own terms. For many of the co-researchers that meant being able to live independently, without the constant supervision or interaction with one's parents. Joseph proudly exclaimed, "I've lived alone since I was eighteen and I love it. My parents don't tell me anything!" (Focus Group, June 16, 2015). Sunshine, who also lives independently, highlighted the importance of being able to do things for yourself, "It's important to have a clean house. It means you take care of your things and can do it by yourself," (Focus Group, June 16, 2015). Being able to support yourself and live independently, they believed, should be an option for all adults, with or without a disability.

TAKING SOCIAL ACTION

Arguably, the most important component to any Photovoice study is taking action on the issues brought to light during the research team's discussions as explored through their photography. After

completing the three rounds of photography and group discussions, the research team convened to plan actionable steps toward making their voice heard to various community members and policymakers. With any Photovoice study, the outlets and methods of sharing identified themes and photography vary depending on the team, the local context, and the ultimate goals of the project (Farley, Brooks, K., & Pope, 2017). In this study, after much discussion, the research team identified two ways to showcase their work and make their voices heard: a letter writing campaign targeted to individual stakeholders at the local, state, and national levels; and hosting a public art show featuring their photographs to ignite community conversations.

The research team believed mailing letters to community organizations, policymakers, and stakeholders on the local, state, and national levels coupled with a public display of their photography would initiate discussion about the topics and issues they found most pressing in their communities. To most effectively share their sentiments within the letter, the co-researchers agreed to highlight specific topics of interest which fell under the larger umbrellas of public safety and empowerment and autonomy specifically for individuals with IDD. The letter, which was drafted and signed by the entire research team and sent to various stakeholders, is shared in full in Appendix B.

In addition to the letter, the research team wanted to share their photography with the local Indianapolis community in hopes of initiating conversations similar to those they had within the group discussions. To do so, the primary researcher secured an exhibit space in the downtown area of Indianapolis to display a selection of the co-researchers' photographs. The exhibit space was provided for free, as the co-researchers' display was held in conjunction with a fundraiser for a local nonprofit organization that provides services for individuals with IDD. The exhibit was held during "First Friday," a designated monthly event where local artists and musicians publicly share their work. Each co-researcher identified three or four photos to display and discuss with attendees. During the photo exhibit and within the letter to local and national policy makers, the research team discussed the need for safer communities where all citizens can feel comfortable, secure, and empowered.

LIMITATIONS

Qualitative research, specifically that which embraces participation from a small percentage of the population being studied, lends itself to various issues limiting the scope and generalizability of such research. In this study the research team was small, including only nine co-researchers. While this small group included individuals of different genders, races, ages, socio-economic status, and disabilities, it is not an all-encompassing account of what it means to live with a disability in Indianapolis. Although discussions were often driven by what life is like living with IDD, the type or severity of one's disability was not the focal point. Disabilities vary in terms of the severity, causes, and levels of support needed, and the input of the co-researchers was unique to their individual lives, disabilities, and social supports.

IMPLICATIONS FOR RESEARCH AND PRACTICE

Although this study among Indianapolis community members with IDD is limited in its generalizability, it suggests that Photovoice can be successfully utilized to actively involve individuals with IDD to shape the decisions that influence their lives and communities. Furthermore, this study exemplifies the need for including individuals with IDD in social programming, planning, and research. This is particularly important for individuals with IDD, as they have traditionally been left out of such decisions and treated as subjects rather than co-investigators, partners, and collaborators in research.

This study had two distinct purposes: to involve individuals with IDD in community-engaged research and to shine a spotlight on the issues facing Indianapolis, specifically issues of concern within the disability community. Photographs taken by

the co-researchers, in combination with the discussions that stemmed from said photographs, illustrated what issues were of most importance to them: the need for more integrated and meaningful employment for individuals with IDD, additional opportunities for individuals with disabilities to live independently, the necessity of a reliable and functional public transportation system, etc. Photographs and discussions also showed how the co-researchers are involved in their communities, the extensiveness of their social circles, or lack thereof, and how they are physically and socially integrated into larger society. Future research should continue to include the perspectives of individuals with IDD to ensure the authentic representation of the disability community within research. Many of the themes which emerged from the co-researchers' photographs, or lack of photographs, are worth exploring in further detail to better understand the connections contributing to the various issues the co-researchers saw as most prominent in their lives.

This study inviting the perspectives of individuals with IDD in research suggests that Photovoice is not only an effective participatory research tool to aid in the advancement of disability rights, but one that is much needed. The use of photography and the primacy of the visual image coupled with the opportunity for individuals to express their real-life experiences through group discussion provides individuals who are often not asked to share their opinions a platform to be heard. Community members also are able to collect data through photographs in places where other, outside researchers might not have access. This study demonstrated that Photovoice can foster the active participation of individuals with IDD in research while giving value and weight to their contributions as co-researchers, not research subjects.

APPENDIX A

Summary of the Co-Researchers' Photographs

The significance of place. 94 of all the photographs (32%) highlighted safe places the co-researchers identified as important to their lives. The most prominent locations included their homes, serene spots within nature, religious places of worship, or unique locations they visited when travelling.

The primacy of friends, with and without IDD. 59 photos (20%) featured individuals who the co-researchers identified as friends. The majority of co-researchers who took pictures of friends were those who either lived independently or were involved in various community organizations that provide opportunities for people with IDD (Special Olympics, Best Buddies, etc.)

The importance of social activities and community participation. 53 photographs (18%) were taken when co-researchers were active in their communities. Photos ranged from enjoyable social activities such as attending professional sporting events, conferences, and summer camps, or while they were at their place of employment or volunteering in their community.

Pride in the ability to live independently. 44 of all photographs (15%) highlighted many of the co-researchers' apartments where they live independently without parents or siblings. All of the co-researchers who lived independently expressed great pride in having the ability to do so. The co-researchers who lived with parents and/or siblings articulated their desire to live more independently and move out of their childhood homes.

The low profile of staff and family members. Less than 1% of all photographs taken were of the co-researchers' family members or siblings. Staff and relatives, particularly parents, are typically known to provide great assistance to individuals with IDD throughout life. However, very few of the co-researchers included photographs of these supports.

The absence of romantic partners. Less than .5% of all photographs included romantic partners. Only two of the co-researchers took pictures of individuals to whom they were romantically attracted.

APPENDIX B

Letter Written by Research Team to Various Local, State, and National Stakeholders

Dear _____,

We are residents of Indianapolis and we are trying to make the world a better place for people with intellectual and developmental disabilities (IDD). We are a group of adults with disabilities who for the past six weeks have been meeting as a group to talk about how to make Indianapolis better. We have some things we want to discuss with you. We have identified the following issues within Indianapolis that we want to bring to your attention:

Crime: We have noticed a lot of violent crimes in Indianapolis recently. This is scary. We think policemen should be more available to help with these crimes. Using a crime-stopper number is helpful and should made more well-known to residents of Indianapolis.

Homelessness: We have seen an increase of people on the streets asking for money. We think homeless shelters should be more available to these people to help them get back on their feet and get a job. They need to know how to find homeless shelters.

Guns: We think there is too much gun violence in the city. This is scary when people get shot in the stores and in their homes. We would like to increase safety laws when people want to buy guns. Only police should be able to have guns. Please try to keep guns away from kids.

Employment: We have talked a lot about how employment is the way to best support yourself and make money. Having a job makes us feel respected, like good members of society. We want more employers to hire people with disabilities in Indianapolis.

Living Independently: Most of us live independently and we love it. It makes us responsible for our actions and we don't have to depend on our parents as much. It makes us feel good about ourselves. We think there should be more places for people with disabilities to live independently in Indianapolis.

Indy Go: It would be really nice to have a more structured schedule with the Indy Go Open Door bus system. Sometimes when we call the dispatch, they hang up on us and it is rude. It sometimes makes us late to our jobs. Sometimes the bus doesn't show up at all and we miss work.

These are the biggest concerns we think our city faces. We would like to make sure Indianapolis is as safe and inclusive of all people, as possible. We would appreciate your support with these issues.

Sincerely,

(Names of co-researchers omitted)

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Columbus Conversations and Exhibition Conversations

GEORGE TOWERS AND RICHARD MCCOY

Columbus, Indiana is known for its modern architecture and for fostering a vibrant spirit of community. This summer, Columbus Conversations, a new series of local public forums, provided an opportunity for residents to help articulate the architecture of their community's distinctive identity. Columbus Conversations grew out of the partnership between Indiana University - Purdue University Columbus (IUPUC) and Columbus' nationally-renowned facility for older adults, the Mill Race Center (MRC). Every spring, IUPUC and the MRC organize the Great Decisions foreign policy discussions for the Columbus community and, every spring, participants ask to keep their conversations going into the summer and fall. Their enthusiasm led IUPUC and the MRC to envision Columbus Conversations. The Indiana University Council for Regional Engagement and Economic Development championed the idea with an Innovate Indiana grant.

Columbus Conversations topics resonate with local relevance. For example, IUPUC faculty have shared their community-serving scholarly work on women immigrants' experience in Columbus; the local dimensions of the opioid epidemic; and, identifying Autism Spectrum Disorder (ASD) through brain science. On behalf of the MRC, Executive Director Dan Mustard led a timely discussion on the state of senior services in Indiana. The series concluded by celebrating the 25th anniversary of IUPUC's student literary magazine, Talking Leaves, with prose and poetry readings by current and former students.

Columbus Conversations also hosted a dialogue with Richard McCoy, the Founding Director of Landmark Columbus Foundation. Established in 2015 with support from the Heritage Fund - The Community Foundation of Bartholomew County, Landmark Columbus Foundation is dedicated to furthering the vision

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Love Letter to The Crump by Borderless Studio for Exhibit Columbus. Photo credit: Andrew Towers

of J. Irwin Miller, Columbus' legendary leading citizen. Miller, who transformed Columbus-based Cummins Diesel from an unprofitable business into a Fortune 500 company, dedicated a portion of his philanthropy to making Columbus the best community of its size in the country. He and his wife Xenia understood that the settings for public interaction – schools, main streets, churches, and parks – model our expectations and aspirations for community life. Therefore, they commissioned thoughtful architect, landscape architects, and artists to evoke a modern spirit of progressivism. In that tradition, Landmark Columbus extends architecture's visible expression into a vision of community, preserving the vitality of the architectural masterpieces that have made Columbus famous.

Richard shared this mission with Columbus Conversations through a preview of this year's Exhibit Columbus, his organization's annual exploration of architecture, art, and design. In even-numbered years, Exhibit Columbus is a symposium that attracts thought leaders from around the world

to reflect upon the town's unique relationship between architecture and community. In odd-numbered years, the Exhibit takes physical form. Last year, teams from design studios, university architecture programs, and local high schools interwove 18 projects amongst downtown's modernist monuments. The installations were part of the community's fabric through December 1.

For Columbus Conversations, Richard related the installations to the theme, "Good Design and the Community," the title of the National Building Museum's 1986 exhibition in Miller's honor. Each project is a collaborative accomplishment rooted in conversation. For example, Playscape, developed by Associate Professor Sean Ahlquist and his colleagues in the University of Michigan's Taubman College of Architecture and Urban Planning, is designed to engage those with ASD. Informed by inter-disciplinary research and the involvement of the ASD community, the Ahlquist's team combined textured surfaces and lighting in a self-contained space that redirects the isolating hyper-awareness associated with ASD towards collaboration. Located immediately outside the entrance to The Commons, an indoor public park that floods the senses with the sights and sounds of Jean Tinguely's giant Rube Goldberg machine / sculpture Chaos I and a Jack-and-the-Beanstalk-esque kids climber designed by Spencer Luckey, Playscape invites playful communication between those with ASD and people who are not on the autism spectrum.

The designers' commitment to reaching out to the community is reciprocated by residents sharing their ideas. A wonderful example is provided by Borderless Studio's Love Letter to The Crump, which is connected to The Crump Theater, an 1889 opera house that remains unrestored, unused, and endangered. A beloved local landmark, the Crump's state of disrepair is much lamented in Columbus. Paola Aguirre Serrano and her associates at Borderless Studio engaged the issues of remembrance and place by holding workshops to

Love Letter to The Crump by Borderless Studio for Exhibit Columbus. Photo credit: Andrew Towers

collect residents' memories of and hopes for The Crump. They then represented these community sentiments with a pattern of graphic designs that repeats to fill an enormous curtain. Staged against The Crump's large exterior wall facing incoming downtown traffic, the Love Letter declares that through the will of the community, the curtain will be pulled back and the show will go on. There are sixteen other installations to explore in the exhibition, and two exhibition guides, one that is geared towards families, and a mobile app that will allow users to explore the theme of this year's exhibition. The exhibition and the guides are provided free to everyone thanks to the generosity of many in Columbus and beyond.

Columbus Conversations is intended as an educational service for the community. The philosophical vision and the physical articulation of Exhibit Columbus remind us that conversations are also mutually instructive. As Exhibit Columbus is a dialogue that re-envisions and re-constructs Columbus' identity through architecture, we hope that Columbus Conversations can contribute to continuing the city's commitment to civic-minded collaboration for the benefit of the community.

Experiencing our Town

In the words of immigrant women

AIMEE ZOELLER, GEORGE TOWERS, AND KATHERINE WILLS

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Immigrant women in Columbus, Indiana, expressed anxiety and fear in the aftermath of the 2016 U.S. presidential election and 2017 travel bans. Their concerns were highlighted in a National Public Radio (NPR) segment:

"The Sudanese-American citizens who live in a big, airy house a short drive from the Cummins plant, where husband, Khalidd Eleawad, is an engineer. About 1,400 of the company's 9,500 local workers, or 15 percent, were hired on H-1B visas. Right now, [Dalia] Mohamed says her family is in limbo. They usually visit Sudan in the winter, then fly their Sudanese relatives to Indiana in the summer — but with so much uncertainty around President Donald Trump's now on-hold immigration order, which targets Sudan and six other countries, they don't want to risk it. Mohamed is Muslim and wears a hijab. She says the changes she's noticed in town since Trump's inauguration are palpable. 'I don't go out that much after Jan. 20, because my friends, they have been through so many harassments, so — so that's why I just kind of stay home,' she says" (Ropiak, 2017i).

The nation had turned their eye towards Columbus for two primary reasons: Columbus is Vice President Mike Pence's hometown and is the headquarters of the Fortune 200 diesel engine manufacturer Cummins Engine. Similar to affluent suburban communities, though situated in a mostly rural community, Columbus is not the traditional small Midwestern American town. Yet, in other ways, such as its closely held governmental and business power organized by longstanding families, it is very much a small town. Columbus is a microcosm of Silicon Valley in its per capita output, manufacturing and tech startups, as well as international workers and scholars. Columbus has attracted the spouses and families of immigrants. Columbus stands out in Indiana for the relative size of its foreign-born population. As of 2015, the city's 5,224 immigrants comprised 11.4% of the population. In contrast, only 6.6% of Indiana residents were foreign-born in 2015. The exceptional size of our immigrant community is a new development: the number of our foreign-born neighbors grew by 54% from 2010 to 2015.

Indiana University - Purdue University Columbus faculty and staff were motivated to engage in purposeful community conversations in order to support the women's urgent need to address current rhetoric concerning immigrant work and everyday lived experiences. This work was also inspired by the digital model of Humans of New York and by community literacy projects defined by the Community Literacy Journal as the "collaboration between academ-

ics and community members, organizers, activists, teachers, and artists" (Community Literacy Journal homepage). The IUPUC team secured a Welcoming Community Arts and Culture grant from the Heritage Fund – the Community Foundation of Bartholomew County to form an interdisciplinary, intersectional community literacy project that focused on capturing narratives of refugee/immigrant women in their words. The team identified three key outcomes, as specified by the grant: "broader and more inclusive participation from diverse groups and individuals," "increase[d] understanding/appreciation of cultural differences and commonalities," and "diversity is showcased and strengthened through productions/exhibitions." As measured through student and public surveys, and most importantly, participant feedback, all outcomes were joyfully met.

Participants were recruited through community network email listservs such as the Columbus Area Multi-Ethnic organization (CAMEO). More than a dozen immigrant women expressed interested in the project; ten participated in two "writing in your own voice" workshops hosted by IUPUC faculty and staff at the Bartholomew County Library. Childcare was provided during both workshops. Six of the women are from Mexico, three from India, and one from Colombia. One of the Mexican women is from a family of Chinese immigrants to Mexico. Similarly, participants range in age and residency in the US. For example, one of the women is 22 years old and has lived in Columbus since she was 3. Two others arrived in the US only last year. Similarly, the women bring a variety of educational and professional backgrounds to our project. In addition to the narrative workshops, the participants were invited to be professionally photographed by an IUPUC staff member. The intent of both creative processes – writing and photography – was to co-discover the experiences of the most marginalized population in the community. Although the staff photographer was also a student, students were not heavily involved in this initial effort for logistical reasons: the grant proposal was due after students' summer exodus and the writing workshops were conducted during the summer months. Student participation could have been improved upon by linking it with an academic course in the fall or spring semester.

Anna Carmon, Aimee Zoeller, and Kate Wills at Columbus City Hall with Experiencing Our Town: In the Words of Immigrant Women display. Photo credit: George Towers

The resulting project was numerous and striking large-size posters with women situated in recognizable Columbus landmarks alongside their written narratives. In conjunction with Exhibit Columbus, the city's celebration of its architectural heritage, the posters were intentionally displayed in political spaces such as City Hall and community spaces such as The Commons and the Columbus Learning Center through the fall of 2017. Our project website (columbusimmigrantwomen.com) was launched in late August 2017 and is linked to the IUPUC website, the Human Rights page on the City of Columbus' website, and the Columbus Area Multi-Ethnic organization (CAMEO) website. In May 2019, the participants reconvened for a panel discussion as part of the Columbus Conversations series of public forums at the Mill Race Center. The women discussed their journeys to and experience of living in Columbus and participating in the project. The women's voices, their poster artifacts, and the website will continue to be presented to community audiences.

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Authentic Community-University Dialogues

Supporting community change

RICHARD BRAY

Community conversations have emerged as a vehicle to invite different voices into addressing the complexities of society and bridge the silos between public and private institutions and the communities. At IUPUI, the Listening and Learning with the Community Conversations are projected to be spaces where local Indianapolis communities and IUPUI faculty, students and staff can come together to discuss ways to strengthen collaborations in areas of common interest. The project originated as an initiative to further develop the excellence of IU community-engaged research and as part of a larger project to celebrate the IU Bicentennial to be expanded to other IU campuses.

The university has a history of providing breadth and depth of engagement with communities immediately adjacent to the campus. Efforts have been made to leverage our collective resources to support the community initiatives. Specifically in the Martindale-Brightwood community, the university received a multi-year multi-million dollar grant to support education initiatives. After the grant ended, the Office of Community Engagement – Family, School and Neighborhood Engagement (OCE-FSNE) was committed to remaining engaged and supportive of the community.

So the first community conversation promoted by OCE-FSNE occurred on April 17, 2019 at the Edna Martin Christian Center, a local organization in the heart of the Martindale-Brightwood neighborhood located on the east side of Indianapolis. Holding the first meeting in the neighborhood would increase community involvement and create a sense of joint ownership for the work ahead. Edna Martin participated as co-convener; and a community resident and university staff member collaborated to create the community conversation agenda and co-facilitated the dialogue. This conveyed a partnership of mutuality and respect. Local clergy, congregation members, neighborhood leaders, area residents, elected officials, law enforcement, university staff, faculty, and students attended the conversation.

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IUPUI staff members and community members speak during a community conversation in the Martindale-Brightwood neighborhood. Photo credit: John Gentry

We purposely started the conversation capturing the rich history of the neighborhood while centering community voice and residents' pride in their community. Participants actively listened and learned about the neighborhood's history and voiced their perspectives gained from serving, living, and working in and with the community over the years. Following, there was a robust dialogue on the neighborhood's seven strategic initiatives or MB-7. These initiatives mark the route to long-term change for the neighborhood through the promotion of specific initiatives in the arts, education, entrepreneurship, housing, health and communication. During the conversation, residents expressed appreciation for the continued involvement of the university in supporting neighborhood schools, as well as the recent health initiatives for its senior citizen population. However, they desire a deeper and more comprehensive engagement in all MB-7 areas.

The conversation we started in April has confirmed that the community desires that the university remains engaged and supportive with community residents and its organizations. The community is not looking for the university to invest financially but to invest relationally – through faculty, students, and strategic staff persons who can facilitate and foster relationships. There is the desire for the community to co-create knowledge that can be integrated into action for the benefit of the community. One community member said "do not weaponize the data against us. But help us to understand the data and findings so that we can make informed decisions about our future." This idea of "weaponization" of the data relates to the community sentiment of information being used to achieve purposes that are divorced and sometimes against community interests. This powerful idea also brings us back to the importance of legitimate participation of the community in the decisions that affect their lives and the ethics of university-community engagement.

37 Place Community Center, located in Martindale-Brightwood, hosted the community conversation with IUPUI.
Photo credit: Annie Goeller

Organizing this first conversation was not without challenges. Community organizations have their own processes, projects, plans, timing and interests. While our long-time partnership with the Edna Martin Christian Center facilitated the planning of the conversation, on the side of the university, faculty and student involvement was not as expected. We think that the time the conversation was scheduled (5:00 pm), and the university academic calendar (two weeks before finals) were barriers to consider for upcoming conversations.

Since this initial conversation, key university staff have been participating in community governance and planning meetings and support the neighborhood MB-7. For example, there is a promising initiative to form an internship program that will attract university students from a variety of majors (i.e. social work, business, and education). Graduate and undergraduate students participating in this program will have common community engagement experiences that support their individual major as well as ongoing initiatives and programs at the community center. Additionally, OCE-FSNE has also renewed its engagement through continuing support to the Martindale Brightwood Educational Zone (MBEZ) developed to improve the educational development and academic outcomes of children in the neighborhood.

As common interests with the community are identified, it is expected that more scholars will show interest. A conversation is not just about an event or a time but part of a larger process that expects to bring about more people involved and ultimately change in the community. Projects and programs will evolve and people will change, it is expected that the university and the community continue fostering meaningful and purposeful relationships that remain in time.

Learning from "Listening to Communities"

MICHAEL VALLIANT AND MEGAN BETZ

Community voice has persistently, and to degrees, been present in pockets of curricular and co-curricular community engagement at Indiana University – Bloomington (IUB). The Bloomington Volunteer Network (BVN), a program of the City of Bloomington, was instrumental in creating service-learning infrastructure on campus over 20 years ago and continues participation in regular meetings of campus-community stakeholders. Centering community voice in campus activities requires deliberate action by campus to create space to hear from community stakeholders. This is particularly true on a large, decentralized campus. Bloomington is described as a college town and houses the main campus of the Indiana University system. IUB hosts 43,503 students,[1] who are included in the estimated Bloomington population of 84,067.[2]

The Listening to Communities (LTC) structure supported by Indiana Campus Compact (ICC) are formal methods employed by the Service-Learning Program (SLP), housed in the Center for Innovative Teaching and Learning (CITL), to engage a broad range of community agencies in conversation about our ongoing partnerships and engagement. Since 2013, SLP has hosted four LTC conversations evolving from setting priorities for the program to expanding on community-identified themes around engagement. The most recent was a two-part event using the LTC structure to solicit community partners' concerns, questions, and interest in campus-community partnerships.

Lucy Schaich, BVN Coordinator, and Efrat Feferman, United Way of Monroe County Executive Director, co-facilitated the events to ensure conversation centered on community. Through our partnership with BVN, we secured a room in City Hall and offered free parking for both

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[1] U.S. News & World Report. (2019). Overview of Indiana University—Bloomington. Retrieved from https://www.usnews.com/best-colleges/indiana-university-bloomington-18092

[2] City of Bloomington Office of the Mayor. (2019). Bloomington Census Data. Retrieved from https://bloomington.in.gov/about/censusdata

Representatives from area nonprofits and public entities work together on an affinity mapping exercise to determine their top priorities and questions they would like to resolve over the course of the day. Photo credit: Michael Valliant -

conversations. Our winter LTC, hosted December 13, brought together 42 attendees from 32 community organizations and three IUB programs. The spring event, hosted April 18, had 16 attendees from 11 community organizations.[3] Attendees represented nonprofits working in Monroe County, predominantly serving Bloomington; due to this geographic focus and a similar restriction for most service-learning, conversation centered on Bloomington. Across both events, 39 unique community organizations attended with strong representation from youth-serving organizations and human services.

Our goals were to develop a community-guided understanding of opportunities for campus-community collaboration and offer better support of the community. The fall event included several conversations. First, we asked the community to set topics of conversation; these centered on barriers to creating needed partnerships. We then completed SWOT analyses and mapping activities to explore how spatial, structural, and skill barriers create gaps in IUB students' service to the community.

The best outcome of these events was creating often requested space for networking and resource-sharing. In spring, we invited representatives from three agencies[4] to present on their experience with service-learners. Following the presentations and time for discussion, rather than

[3] To minimize the dominant power of an institution the size of IUB, we limited representation in the room. Neither students nor faculty were invited to the event. In our experience, community partners are more candid and disclose a fuller picture of their experience working with students when neither population is present.

[4] Immense thanks to Liz Grenat, Executive Director of Community Justice and Mediation Center; Scott Evans, Community In Schools - Site Coordinator at Templeton Elementary; and Choonhyun Jeon of the Monroe County Community School Corporation's Cultural Competency and Diversity Coordinator for sharing their experience creating a range of service - learning and community engagement opportunities for IUB students.

Attendees gathered to learn more about community-engaged learning opportunities. Here, Jessica Adams, ACE Program Coordinator, explains how our student employees (Advocates for Community Engagement) support agencies throughout Bloomington. Photo credit: Michael Valliant

moving into the planned sessions, we adapted to interest in continuing the morning's conversations. Moving chairs into a circle, we shared what makes a successful partnership and what support and resources could facilitate better partnerships.

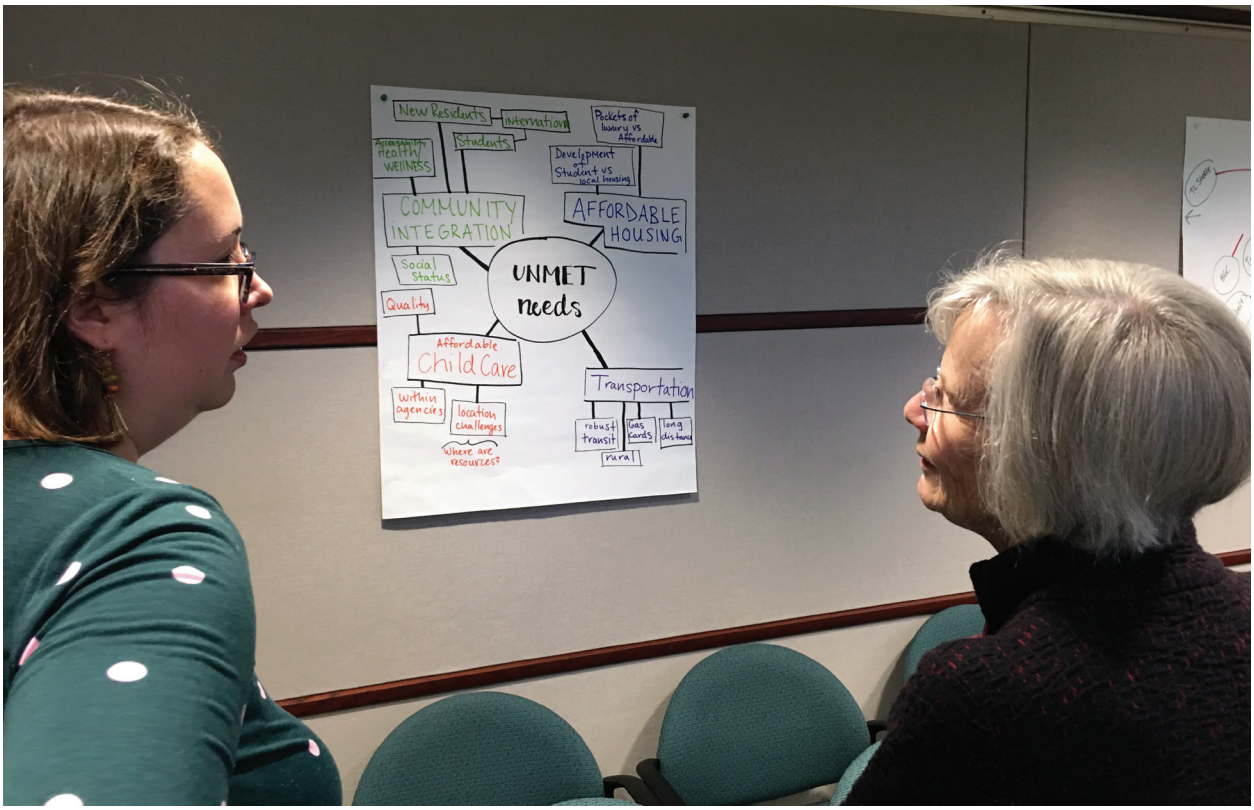
Partners shared how the structure of academia impacts their work. Decentralization and shifts in instructor assignment and course offerings complicates partnership management. Further, while we frame service-learning as responsive to community need, partners argue they are still responding to campus-identified needs. Agencies want to be accommodating in support of student learning; many take on partnerships resulting in outputs duplicating past student efforts or requiring additional work to improve quality and utility.

Moving forward, following Lucy's advice reflecting on the events, we will seek input from community partners as we set goals for the day, inviting them to take ownership of sessions. We will also continue conversation by hosting more networking events. Following Efrat's advice, we will further research what work has already addressed similar questions to those on our agenda and increase time preparing facilitators, ensuring they understand objectives and are prepared to support conversation.

Lucy also highlighted the importance of reporting results in an accessible format to support the investment made by partners in the conversation. Following the fall LTC, we prepared a report that was distributed to attendees for additional input, then to the community broadly through BVN's newsletter. A similar report is in preparation for the spring conversation, which will ask how the community would like to continue conversations about shared work. To share results with campus community-engaged professionals, we shared results at our in-house spring conference, on the CITL blog[5], and at the 2019 ICC Service Engagement Summit.

[5] See the blog post here: https://blogs.iu.edu/citl/2019/06/12/listening-to-communities/#.XYEbydNKgWo

Attendees gather to look at and discuss concept maps they created to visualize their understanding of how community-engaged learning and campus-community partnerships support the Bloomington community. Photo credit: Michael Valliant



Two representatives from area nonprofits discuss a concept map attendees created, sharing the barriers they believe prevent more widespread community engagement. Photo credit: Michael Valliant

Student to Student and Families too

Beyond the campus: IU Connects

KAYLA NUNNALLY

PROGRAM OVERVIEW

Indiana University is connecting with students and families across the state to support equitable access to quality education, educational resources, and social-emotional support. In 2016, the IUPUI Office of Community Engagement was awarded a grant funded by Serve Indiana to provide free tutoring, mentoring, and college/career readiness workshops to students in grades 6-12. Services are delivered in-person, via online conferencing, and by telephone to ensure all students and their parent/caregivers have equitable access. In total, seven IU campuses (East, Southeast, Northwest, South Bend, Kokomo, Bloomington and IUPUI) serve over 2,200 students from rural, urban and suburban communities during the school year and summer. Each of the campuses provide face-to-face programming in their local community at schools, community centers, libraries or on the college campus. IUPUI serves as the hub for online tutoring and mentoring.

COLLABORATIVE LEADERSHIP

A collaborative leadership approach is followed, in which responsibility is shared to achieve equitable outcomes for school communities. Dr. Khaula Murtadha, Associate Vice Chancellor for the Office of Community Engagement; Kayla Nunnally, Program Manager; and Nicole Oglesby, Director of P-20 Alliances, lead IUPUI programming. Dr. Silvia Garcia, also from the IUPUI campus, leads evaluation of the program. Dr. Chris Chalker coordinates and supervises on-campus sessions, as well as facilitates caregiver workshops at IUPUI. At IU East Ann Tobin, Campus/Community Service-Learning Liaison, leads the program. Dr. Gloria Murray, Interim Director of the Office of

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Indiana Kids mentors work during a recent online tutoring hours session. Photo credit: Chris Chalker, IUPUI

Service Learning and Community Engagement, and Emily Seay, Program Manager, move the program forward on the IU Southeast campus. Ginny Heidemann, Director of Academic Centers for Excellence serves as the program director for the IU South Bend campus. Sophie Haywood, Associate Director of P16 Research and Collaboration, oversees programming at IU Bloomington as does James Wallace, Director of the Office of Diversity, Equity and Multicultural Affairs at IU Northwest. The IU Kokomo campus is led by Makenzie Damon, Student Outreach Coordinator of Kelley Student Center and Tracy Springer, Director of Career and Accessibility Center. On each campus, IU college students from various backgrounds and academic disciplines serve as tutors and mentors. They also share leadership through workshop planning and facilitating, as well as supporting program evaluation.

STUDENT TO STUDENT

Since 2016, over 200 IU students have served in the program. The program works to ensure that they are developing as civic-minded scholars, beyond their time with the program. Throughout their service, they attend professional development sessions with topics such as supporting bilingual students, developing cultural competency, racism and implicit bias, as well as how adverse childhood experiences and trauma affect their work with students. Tutors and mentors also are able to request professional development topics based on what they are experiencing in their day-to-day work. Some of the current tutors/mentors were once enrolled in the program as high school students. As they expressed, because of their participation in the program, not only did they decide to attend IU, but they also wanted to give back to their community and serve.

IU Indiana Kids tutors/mentors speak to the impact on their personal and professional lives. "Being part of the Indiana Kids team has been a really rewarding opportunity. Growing up, I faced many struggles academically, so I am happy to be able to support students who are

facing the same challenges I once faced," said Jose Maya-Rodriguez, a junior mechanical engineering major in the School of Engineering and Technology at IUPUI. He added, "This program gives me the motivation to keep learning so that I can share my knowledge with our students and to teach them that they are powerful beyond measure. Creating relationships and becoming a role model for the students we work with could make a huge difference in students' lives as we give them the tools to learn, grow and become a better version of themselves." Andrea Ruvalcaba, a junior in the School of Social Work at IUPUI, attributes her desire to serve as a tutor and mentor to her experience as a first-generation scholar. "This program has allowed me to be a resource and support system for children in the Indianapolis area." A tutor/mentor from the South Bend campus shared, "I most value the bonds that I was able to create with the students I helped. Watching that trust they had with me allowed them to feel free to try, fail, and succeed with difficult subjects."

Six through twelfth grade students in the program are able to attend as many tutoring, mentoring and college/career readiness sessions as they would like. They frequently mention that the program not only makes them feel more confident in school, but also makes learning fun. One student said, "Every mentor and tutor that I have worked with has showed me I can be me, and I don't have to get good grades on tests to prove to teachers that I work hard. I can continue to do what I do. They have helped me understand that I don't need to be afraid."

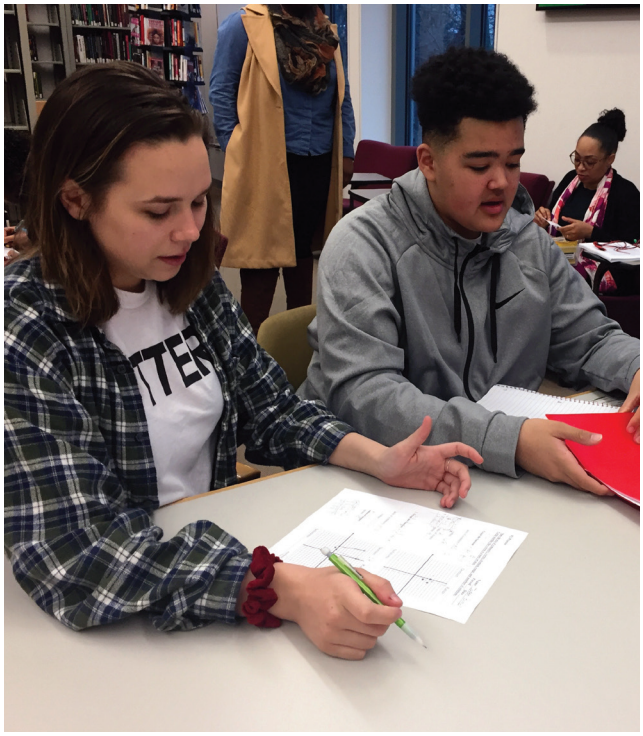
FAMILY ENGAGEMENT

Family engagement is promoted through resource dissemination and college/career readiness workshops. Workshops are tailored to be relevant and meaningful for families, addressing their expressed needs and interests. Some of the most common requested workshops include college financial awareness and college/career options. In the last year, the program has offered over 50 workshops for caregivers and students. For example, the IUPUI campus provides college and career readiness workshops with parents/caregivers one-on-one or in small groups while their middle or high school students receive tutoring and mentoring support. The IU Southeast campus focuses primarily on mentoring and workshops with schools and local nonprofits, including foster care providers and programs that support families of incarcerated individuals.

An Indiana Kids mentor talks to students during a school visit. Photo credit: IU Southeast Indiana Kids

Parents/caregivers consistently express the positive impact of the program. One said, "The program is free. This is such a benefit and relief for parents. The workshops are an added bonus and help my child understand the importance of being college and career ready after high school." Another reported that her 10th grade student had never had an A+ on a test until being tutored through the program. A third parent/caregiver shared that her daughter is now eligible for athletic scholarships because of her grade improvement.

The connection between IU, families, and students helps to bridge the gap between school and home, providing equitable opportunities to educational resources and social-emotional support as students prepare for their futures.



An Indiana Kids mentor and a student work together. Photo credit: IU Southeast Indiana Kids

Parents are also invited to attend Indiana Kids workshops. Photo credit: Teresa Francis, IUPUI

Students meet with Indiana Kids mentors at an event . Photo credit: IU East Indiana Kids

The Center for Service-Learning (CSL) at IU East

Engaging students with the community through tutoring and mentoring programs for K-12 students

ANN TOBIN

The Center for Service-Learning (CSL) at IU East works with 20-80 service-learning students every semester from course-based assignments, including students from Education M300 Teaching in a Pluralistic Society, as well as students in Criminal Justice, Psychology, or Spanish courses. We meet with each student to find a service-learning experience that fits with their schedule, location, and course objectives. Students' experiences in the community often lead to new partnerships in the small towns in the wider IU East service area. The Center strives to meet the needs of our well-established and new service partnerships. The most significant work we do every day with our students, however, is through our K-12 tutoring programs.

Tutoring programs are comprised of Math Counts! (funded by the Stamm Koechlein Family Foundation); Indiana Kids for 6th-12th graders and funded through a Serve Indiana Grant; Work Study (the reading tutoring helps fulfill the required community service component of the program); and volunteers. A new program for Spring/Summer 2020, also funded by a Stamm Koechlein Family Foundation grant, is the K-5 Tutoring Program.

BENEFITS OF SERVICE LEARNING FOR FAMILIES AND COMMUNITY PARTNERS

In fall semester 2019, 38 IU East tutors/mentors worked at the IU East on-campus after school program and at many area schools and community youth organizations. Students served 1,977 hours with a total of 3,000 interactions with young people. Tutors/mentors provided outreach services to 5 elementary schools, 3 middle schools, 2 high schools, as well as Girls Inc of Wayne County. Tutors also

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IU East mentor Bailey Wilkison with mentoring group. Photo credit: IU East

answered requests for support from Townsend's Harambee after-school program and Amigos Richmond Latino Center programs. Tutors also organize monthly group mentoring at Hibberd Early College Academy, in which 15 mentors work with 3-5 students each, in Socratic discussions. In Spring 2020, IU East is meeting new requests from Dennis Middle School, providing 3 bilingual students and 2 Spanish language students to assist Dennis' English Language Learner students in the classroom.

K-12 students, their caregivers, school teachers, and after-school program coordinators find our tutor/mentor programs to be of great benefit increasing not only students' academic performance, but also their college and career opportunities. Students who have worked with IU East tutors and mentors perceive improvement in math, English and sciences, and agree that mentors provide guidance about how to solve problems, as well as define and achieve their college and career goals. They are also perceived by students as good role models who help them keep on track with their academic goals. Students express that the program increases their awareness of career options beyond high school and their confidence that they will achieve most of their goals. As one of the students said, "I especially liked getting my grades up, turning homework in on time, and talking to someone while I do my work."

Similarly, parents shared that their children's participation in our programs have helped their students make progress in classes and be more aware of available college and career options. They also noticed how their children like school more and show more interest in finishing high school. One of the parents commented, "Tutoring has had a positive impact on [my daughter]. [She] is more confident in her assignments due to learning about how to do them through tutoring."

School teachers, principals, and after-school program coordinators find that IU East tutoring and mentoring programs are a great resource to accomplish their goals to improve student

IU East mentor Bailey Wilkison with mentoring group. Photo credit: IU East

academic performance. Hunter Lambright, a teacher at Richmond High School expressed, "We have many students who have trouble learning math in English because Spanish is their primary language. Eric is an incredible benefit for our students because he can help with not only the math, but with some of the difficulty in translation. His presence in the classroom has helped keep some of these students from slipping through the cracks and getting frustrated."

Marci Lindahl, CIS Coordinator at Test Middle School commented, "This service is invaluable. Our students benefit greatly with having mentors/tutors to help them academically one on one or in a small group. Our working parents benefit immensely by having tutors/mentors come to the school rather than having to take them to another facility."

In addition to tutoring, many of our students develop mentoring relationships with the younger students, serving as role models and having discussions about issues that might include healthy choices, friends, priorities, coping skills, as well as college/career goals and readiness.

Deana Hatfield from Girls Inc. mentioned, "Students help us give girls a safe place to go after school/breaks/summer while facilitating programs that range from economic literacy, Operation Smart, Leadership and Community Action, and Friendly Persuasion." Claudia Edwards of Amigos, the Richmond Latino Center, said "By providing [support and mentoring], we are helping shape responsible and caring adults which ultimately benefits the whole community."

School of Education faculty member Dr. Denice Honaker provides tutor training at the beginning of each semester. Photo credit: IU East

BENEFITS FOR IU EAST TUTORS/ MENTORS

Service learning allows tutors/mentors to develop skills that will help them in their futures. According to the National Survey of Student Engagement (NSSE) 2018, service learning is the High Impact Practice (HIP) that most graduating seniors at IU East experience during their college careers.[1]

Tutors/mentor have expressed that because of their participation in the tutoring/mentoring programs, they feel they are better at being accountable, caring about others, showing leadership, listening to others, and generating alternative solutions to problems. They also said they are better at managing their time, supporting local community, organizing their work, and communicating. Tutors/mentors have expressed the value of helping K-12 students in their learning and goal accomplishment as well as building relationships and working with diverse students. Bailey Wilkison, a Social Work major, said,"Service-learning is currently helping to inform my future decisions regarding what individuals I will work with and how I can better impact those people. I previously had little social work-related experience and service-learning has helped me to expand that scope. Putting my skills to use and practicing ways in which I can assist others has been beneficial to my education as a whole."

IU East offers tutors/mentors professional development workshops, providing the tools needed to successfully work with younger, diverse students in the community.

[1]NSSE 2018 Snapshot. Indiana University East. https://www.iue.edu/academics/ir/documents/NSSE2018report.pdf

Lifelong Learning

A community-university partnership advancing collaboration and community capacity building

ELLEN SZARLETA

COLLABORATION AND CAPACITY-BUILDING FOR LIFELONG LEARNING

The issues facing communities, particularly urban communities, often elicit demands for action (Baum, 2000) and positive social change. These demands create challenges and opportunities for university-community partnerships grounded in relationship-building processes (Prins, 2005). Addressing the immediate and pressing concerns of communities, while building mutually beneficial relationships requires more than modifying an existing process; it requires innovative solutions based on systems change. The collective impact model offers communities and universities the opportunity to support community capacity building efforts engaging in authentic collaborations that give voice to and empower senior citizens.

A demographic transformation caused by a rapidly aging population is occurring in the United States. By 2035, older adults are projected to outnumber children for the first time in U.S. history (Vespa). A similar demographic transformation is predicted for the State of Indiana. By 2030, one out of every five people living in Indiana will be a senior (age 65 and older) citizen (Strange, 2018). More than 966,000 senior citizens called Indiana home as of 2015 (the base of the population projections). By 2050, the number of people ages 65 and older will top 1.5 million—a growth of 57 percent from 2015 levels (Strange, 2018). Indiana's population aged 80 and older is expected to grow even more rapidly, increasing by 121 percent by 2050 (Strange, 2018).

As the population ages, we are faced with policy challenges in a multitude of areas, including creating and supporting an environment for seniors that promotes physical, social, and emotional wellbeing. The public good nature of university education, both formal and informal, fuels dialogue and action benefiting more than the individual student

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or learner. In the case of seniors, aged 55 and above, informal learning, e.g., noncredit lifelong learning, takes on a broader social purpose and contributes to a holistic approach to community development. Therefore, it is incumbent on universities and their stakeholder communities to reflect on the current state of lifelong learning practices, and to understand the needs and wants of a burgeoning senior community. A community-engaged approach to lifelong learning offers a unique opportunity to partner with seniors to co-define the lifelong learning issues of concern and to co-design, co-implement and co-evaluate sustainable educational experiences that maximize the use of both university and community assets for mutual benefit.

This project, part of a much larger community-based research study, explores how to engage seniors, aged 50 and over, in redefining lifelong learning and the role of universities in working with and for senior populations. The study employs the principles of collective impact and the practice of participatory-based research to give voice to those whose wisdom is often pushed aside or at worst ignored. The focus of this project is to share the process used to build a community-university partnership grounded in best practices and inspired by mutual values related to lifelong learning. Future papers will focus on a discussion of research methods and data analysis.

THE BENEFITS OF LIFELONG LEARNING

The term "lifelong" and its application to learning has been used for over 25 years (Laal, 2012). The concept of lifelong learning is not well understood (Lamb, 2011). This form of learning takes place both in informal and formal settings, and is provided by nonprofit, private, and public institutions including university-community partnerships focused on advancing educational opportunities. For the purposes of this study lifelong learning refers to the Senior University program offered by

A community-engaged approach to lifelong learning offers a unique opportunity to partner with seniors to co-define the lifelong learning issues of concern and to co-design, co-implement and co-evaluate sustainable educational experiences that maximize the use of both university and community assets for mutual benefit.

IU Northwest through the Center for Urban and Regional Excellence, the campus' community-university partnership center.

In the past 20 years, the literature on the benefits of lifelong learning has grown significantly (Coleman, 2017). The social and community benefits of lifelong learning include those of asset-based thinking and creative expression (Pstross, 2017), as well as a sense of ownership and sustained relationships (Brady, 2013). In addition, studies have shown that older learners generally report positive wellbeing and healthy lifestyles, i.e., non-smoking and regular exercise (Narushima, 2018). Given the beneficial effects of participation in organized adult education programs on life satisfaction, older learners are encouraged to be engaged in more learning activities (Yamashita, 2017).

While the literature on the benefits of lifelong learning is substantial, the literature on lifelong learning institutions, centers and programs is wanting in comparison (Talmage, 2018). In this area, much of the research is focused on the work of one of the most well-known community-university partnerships offering senior lifelong learning experiences - the Osher Lifelong Learning Institutes (OLLI). These institutes are housed on over 100 university campuses. Through

OLLI programs, seniors participate in non-credit learning opportunities that don't require homework but do mirror the academic classroom experience (Hensley, 2012). The research on OLLI and its programs confirms the importance of understanding how institutions engage in lifelong learning and the value in connecting the theory and practice of community engagement to improving the quality of life of seniors and our communities. This study begins to fill a gap in this literature by exploring a collaborative process used to give voice to seniors in designing and implementing lifelong learning initiatives.

SENIOR UNIVERSITY: THE IU NORTHWEST EXPERIENCE

The Center for Urban and Regional Excellence (CURE) at Indiana University Northwest engages the University and the community in the creation of positive, sustainable, and impactful programs and initiatives. CURE works collaboratively with organizations in all sectors to promote continued learning, solution-based interaction, and mutually beneficial partnerships in our communities.

An important element of CURE's work within the community centers on fulfilling the mission of Senior University. For two decades, seniors have participated in and benefited from programs providing educational, social, and engaged learning opportunities to seniors, persons aged 55 and over, residing in Northwest Indiana communities. Residing originally in the campus' continuing education program, the responsibility for designing and delivering Senior University was integrated into CURE in 2012. The programs transition into CURE set the stage for the transformation of a service-based program into one founded on the principles of community engagement – mutual benefit and reciprocity.

Informed by the collective impact model of community transformation, CURE undertook a critical examination of existing programming, evaluating the diversity and scope of learning experiences as well as the demographics of participants. The examination began with the informal discussions with program participants, instructors and community members as well as a review of course evaluations. While most participants reported high levels of satisfaction with program offerings, responses to questions soliciting input and ideas for future offerings was limited. It was clear there was a need for a more formal assessment of the senior community's needs and desires in order to create a program that is mutually beneficial and reciprocal.

> We don't know what they will say, but we do know that through this process they will be empowered to have a voice.

Collective Impact as a framework for system change

The collective impact framework was identified as a viable model for effecting the type of system change needed to realize positive change in the senior community. Improving lifelong learning opportunities for seniors will require a coordinated/collaborative effort of multiple organizations. The collective impact model is driven by relationships among organizations and their shared objectives (Kania, Winter 2011), thus, its potential as a framework for change was significant. For this reason, CURE assessed the viability of the collective impact approach using the Collective Impact Feasibility framework.

The feasibility framework poses a set of questions addressing the complexity and the scale of the social problem. (FSG, 2015) The approach encour-

ages consideration of the community context and when applied helps to identify opportunity areas for investment and support. (FSG, 2015) CURE's evaluation of readiness under the feasibility framework affirmed the viability of the collective impact model for addressing the community's need for improved lifelong learning opportunities, currently provided by a fragmented set of organizations, whose collaboration would improve the senior community's wellbeing.

The first step, in moving toward a collaborative model was to assess the effectiveness of our program. Early in 2018, CURE conducted two Senior University listening sessions, inviting individuals aged 55 and older and organizations working with seniors to share their views on community needs related to lifelong learning. A press release published in the local news was accompanied by social media announcements. Organizational representatives and individuals attended the focus group sessions. In these sessions, seniors discussed the positive and negative aspects of Senior University programming and offered insights on a future direction. Most significantly, they expressed interest in forming a steering committee composed of community representatives to assist CURE in co-visioning lifelong learning initiatives.

Over the past 18 months, the Senior University Steering Committee, collective of seniors representing a variety of life and professional experiences as well as sectors (private, public and nonprofit), embraced the challenge of "re-inventing" lifelong learning and changed the model of decision making. Steering committee members engaged with their existing networks to get the "pulse" of the community on learning needs. They promoted existing programming and supported CURE by volunteering their time to learn more about participatory-based research processes, setting the stage for later work. CURE provided the steering committee members with opportunities for learning and growth. Steering committee members presented at an IU Northwest Chancellor's Board of Advisors meeting in 2019 and attended the 2020 Indiana Campus Compact Summit to learn more about community-university engagement.

Over the past one-and-a-half years, the foundation for cross-sector relationships was built. Each of the steering committee members serves as a liaison to a network of similarly-concerned individuals in the private, nonprofit, and public sectors. It is a small, but necessary step to building a more comprehensive and collaborative approach to lifelong learning in the region. While CURE continues to work to foster trust, we also continue to build capacity. The steering committee has determined that it would like to engage in participatory-based research on the question of seniors' perception of lifelong learning needs. They are obtaining their Collaborative Institutional Training Initiative (CITI) certificate.[1] They are co-designing with the researcher a survey instrument and will soon be trained in qualitative research methods, e.g., focus groups.

Moving from Transactional to Transformational Relationships

Community-university relationships must be both fluid and ever-evolving. Approximately 20 years ago, prior to the move by higher education institutions to embrace community engagement, the Senior University program IU Northwest was a service-oriented transactional model of

[1]The Collaborative Institutional Training Initiative (CITI) is an online training program used to train all individuals conducting research that involves human or animal subjects. CITI training courses are in the areas of research, ethics, responsible conduct of research and other related topics.

lifelong learning. In such a model, the basis of the relationship is exchange and the end goal is satisfaction with the exchange. Seniors attended workshops and special events and were enriched by these experiences. These transaction-based interactions satisfied seniors' immediate needs to see a performance, partake in art projects or learn about Gary, Indiana's history. However, unlike transformative partnerships, they did not focus on mutually increasing aspirations or arousing a need for larger meaning. Transactional relationships are short-term and transformative relationships are long-term. Transactional relationships are project-based as opposed to issue-based (Shalabi, 2013). Under a transactional relationship the parties work within the existing system while transformative relationships establish new systems (Enos & Morton, 2003).

The move from a transactional to a transformative relationship between CURE and the senior community is in its early stages. By building community capacity, e.g., training community members in participatory research, the seniors will be empowered to lead as well as follow. It is hoped that this approach and its benefits for both the community and the campus will be enthusiastically shared. It may generate increased interest and participation in program design, implementation and evaluation within the steering committee and across the sectors represented by committee members. The next stage of the initiative, i.e., finalizing the co-designed survey and the subsequent data collection and analysis will deliver insights not only on the role of universities in supporting senior learning communities but also the vision of seniors learning experiences. We don't know what they will say, but we do know that through this process they will be empowered to have a voice.

In order to develop effective partnerships a shift in educational structures and culture may be required. The moves away from traditional deficit-based models in which universities attempt to fix problems through one-off projects and activities to asset-based models creates new ways of working together (Guskey, 2000). This then opens the space for empowerment and sets the stage for collective impact. Higher education in collaboration with seniors and senior-focused organizations can develop experiences that reflect the needs and desires of seniors while honoring the roles of faculty, staff and students. The changing nature of university-community partnerships demands that transformative partnerships be valued, encouraged and supported to facilitate the scholarship of discovery and application while contributing positively to community wellbeing.

The moves away from traditional deficit-based models in which universities attempt to fix problems through one-off projects and activities to asset-based models creates new ways of working together.

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Indiana University's First Community-Engaged Research Conference

COMMUNITY ENGAGED RESEARCH GROUP

Community-engaged research is a collaborative process between researcher and community partner resulting in the creation and dissemination of knowledge, contributing both to the well-being of a community and a university discipline. Increasing the awareness and importance of engaged research, the Office of Community Engagement, the Office of the Vice Chancellor for Research and IUPUI's Community Engaged Research Group (CERG) hosted IU's first Community-Engaged Research Conference.

In November 2019, local community representatives joined in discussions about engaged research with students, staff, faculty, and administrators from IU's Northwest, East, Bloomington, Columbus and IUPUI campuses. Attendees from other universities included Ball State and the University of Michigan.

After welcoming remarks by Dr. Jeff Zaleski, IU Interim Vice Provost for Research, and Dr. Mary Price, the Director of Faculty Development in the Center for Service and Learning, Dr. Karen Amstutz, IU Health Vice President of Community Health, shared her thoughts about a systematic approach to furthering health access and Adverse Childhood Experiences (ACE) as determinants for health. The luncheon keynote speaker was Carolyn Saxton, Legacy Foundation President, who sparked table conversations about funding community engagement.

A panel of community leaders prompted dialogue and active participation. Patrice Duckett, Executive Director of the Fay Biccard Glick Neighborhood Center, and Sibeko Jywanza, Director of Food Justice at Flanner House, underscored the importance of partnership with the university and contrasted a relationship approach with communities rather than being viewed as a "project."

Authors

COMMUNITY ENGAGED RESEARCH GROUP
An IUPUI multidisciplinary Community Engaged Research Group (CERG) was developed through collaborative efforts of the Office of Community Engagement and the Office of the Vice Chancellor for Research to develop, support, and sustain community-engaged research; community-based participatory research; and creative activity at IUPUI.

Staff, faculty and students from multiple IU campuses presented their projects in poster presentations. Photo credit: Teresa Francis

Patrice Duckett, Executive Director of the Fay Biccard Glick Neighborhood Center, and Sibeko Jywanza, Director of Food Justice at Flanner House, spoke during a panel discussion facilitated by Richard Bray, IUPUI Office of Community Engagement Community Partnerships Manager. Photo credit: Annie Goeller

Their perspectives highlighted the need to put a community's concerns at the forefront. Patrice and Sibeko both emphasized the importance of forming partnerships with the community: "Feel like you have a connection before you ever have an ask." For Sibeko, "Relationship building takes time, but authenticity is key in true community engagement." Patrice emphasized the importance of time investments too, "If you haven't taken the time to look at 'how do I build this relationship before I get this research done,' you're coming in with an agenda. And people can smell agendas from a mile away when they've been oppressed for so long!"

Their points suggest the scheduling of an engaged research project may change. As Sibeko stated, "... in order to truly impact a community, ongoing work that is strategically planned out to connect teaching, research and other projects and not just a one-day activity, is necessary." They closed with stressing: "A one-day project won't impact generations of poverty, but building upon the work being done in the community, hearing people's stories, and understanding their perspective can."

In four "Ignite" sessions, IU faculty members described models of their community-engaged work, moderated by Dr. Silvia Bigatti, Professor in the Fairbanks School of Public Health, and Dr. Brendan Maxcy, Associate Dean for Research in the School of Education.

Director of the IU Southeast Applied Research and Education Center Dr. Melissa Fry's session sparked discussions about using local partnerships to inform decision-making, advocacy and change. And Dr. Armando Soto, Director of Community Engagement for the IU School of Dentistry, in his session kindled ideas and ways to increase community participation in a school-based program while focusing on the issue of informed consent. In her session about how community non-profit, legal and enforcement partnerships reduce recidivism, Carrie Hagan, Director of the Civil Practice Clinic at the IU Robert H. McKinney School of Law, raised a number of critical points. And Ph.D. student Lauren Wendling shared her research about the social circles of individuals with intellectual/developmental disabilities. Two presenters, Wendling and Hagan, are featured in this issue of *ENGAGE*!

One of the most encouraging and dynamic segments of the conference was facilitated by Kelsie Stringham-Marquis, Research Coordinator at

A student panel discussion was led facilitated by Kelsie Stringham-Marquis, Research Coordinator at the Center for Research on Inclusion and Social Policy. The panel included School of Education Urban Education Studies program doctoral student Kevin Hillman; Stacia Murphy, a doctoral student in American Studies; School of Education Urban Education Studies program doctoral student Latosha Rowley; and Weston Jones, a political science and philosophy undergraduate student. Photo credit: Annie Goeller

the Center for Research on Inclusion and Social Policy. Two doctoral students from the School of Education Urban Education Studies program, Kevin Hillman and Latosha Rowley, served on a panel with Stacia Murphy, a doctoral student in American Studies, and Weston Jones, a political science and philosophy undergraduate student.

They engaged the audience in a lively dialogue addressing issues of preparation, challenges, and experiences with community-engaged research, the types of research and scholarship they would like to be involved in through their future careers. The students talked about the importance of community-based participatory research in their professional preparation. They also suggested ways the university could better incorporate community engagement into their studies.

Weston recognized the value of community-based participatory research and the more holistic view it gives to a project, but also noted that finding social science research opportunities as a student in the School of Liberal Arts was difficult. Stacia suggested the university develop curriculum around the idea of building relationships with communities as part of student preparation for engaged research. Kevin noted that collaborating with the community should be a key focus of the university, as it relates to student interests. While Latosha shared her experience in a community center, where she quickly learned how important relationship building is particularly as a representative of the university. She also noted "how tough navigating those relationships can be."

Conference attendees also were able to hear about specific community-engaged projects being done by IU staff and faculty through poster presentations, and strongly recommended hosting the conference again, and perhaps even lengthening it to more days.

This conference and its intriguing discussions launched what we anticipate will continue — and further develop—IU's commitment to community-engaged and community-based participatory research. Those who attended the conference identified other issues they would like to cover in the future, including capacity building, inclusion and equity, identifying funding and working through challenges. With this positive and constructive feedback, we are planning our next conference, and look forward to growing this unique opportunity to include more members of the university and the community.

> **If you haven't taken the time to look at 'how do I build this relationship before I get this research done,' you're coming in with an agenda. And people can smell agendas from a mile away when they've been oppressed for so long!**
>
> **— Patrice Duckett**

Conference attendees worked together in group discussions centered on community engagement.
Photo credit: Annie Goeller

Speaking up, Speaking out

Urban doctoral students voices

LATOSHA ROWLEY AND SUSAN KIGAMWA

DOING COMMUNITY-ENGAGED WORK AS DOCTORAL STUDENTS

Latosha Rowley: *As a third-year doctoral student in the IUPUI Urban Education Studies program, and a graduate assistant in the IUPUI Office of Community Engagement (IUPUI OCE), I engaged in an inquiry-based, collaborative relationship with a local community partner in a study designed to explore the effectiveness of their center's programming. In addition to my research work with a local community center, I have the privilege of working with and engaging in research around a middle school mentoring program with two Indianapolis Public Schools, Girl Talk, where I facilitate the mentoring connection between IUPUI undergraduate student mentors and middle school girl mentees.*

Susan Kigamwa: *As a first-year doctoral student in the IUPUI Urban Education Studies program and a development officer in the IUPUI Office of Community Engagement (IUPUI OCE) I have the enviable role of linking innovative proposals and research opportunities to the appropriate funding resources. In my doctoral studies, I am developing an inquiry approach to examining and understanding the communities that we serve.*

REFLECTION ON THE COMMUNITY-ENGAGED SCHOLARLY VALUES

Our research is led by values of democratic voice, equity through reciprocity, social justice, community self-determination, and shared space for dialogue. These five IUPUI Office of Community Engagement scholarly values drive our understanding and practice of community-engaged activities.

Democratic voice is foundational in successfully exercising community-engaged research. We have found that recognizing every person's ideas, perspectives and thoughts are critical to fostering better communication and deeper relationships

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Urban Education Studies doctoral students Latosha Rowley and Susan Kigamwa discuss their research.
Photo credit: Annie Goeller

with the communities we serve. One of the key components of our community-engaged work is having opportunities to hear and actively listen to community voices about issues and solutions.

Latosha: In my recent inquiry study, IUPUI OCE staff and a local urban community center partnered to create a road map for a study to improve the center's services and programming. We worked together with an intentional focus on the goals and needs of improving the community center's programming. Through this collaborative partnership, the center's leadership actively participated in creating with us the survey and interview questions to seek valuable information from community partners. We brainstormed ideas with the center board members as well as staff and were able to experience the power of democratic community voice. Our joint contribution in creating this tool was essential to support the community center leaders' needs for information. I conducted surveys with parents, caregivers, and other family members at the community center's Family Unity Night celebration. Their responses helped us examine experiences, strengths, and

The work of community-engaged research has a completely different approach that begins with understanding the people, the history of the community, their assets, and priorities.

challenges in the center's programming. Based on the feedback received from survey responders we improved the survey and provided opportunities for more community input and voice regarding the leaders' information needs.

Equity through reciprocity is recognizing that there exists a fair exchange of information. Historically, universities have been notorious for embracing a one-way, top-down approach with fixed research agendas for their community partnerships. The work of community-engaged research has a completely different approach that begins with understanding the people, the history of the community, their assets, and priorities. Understanding these key factors about communities helps to identify common areas of interest, and results in a win-win relationship.

Susan: An example of reciprocity of equity was demonstrated in the creation of a university-based theater company. It was formed to focus on Black diaspora theatre as an inspired vision of the Indianapolis community. The theater is focused on increasing affordable access to performing arts for the local community; and showing productions with themes, stories and actors that reflect Black experiences. This partnership with the university offers access to opportunities for arts-based student learning experiences in the community as well as evidence-based research strategies. The Black theatre initiative is a direct outcome inspired from community participation in the Indiana Avenue Cultural District's revitalization discussions. The rich history of Indianapolis' Indiana Avenue with Black culture is well understood and treasured, making this partnership opportunity an ideal connection.

Social justice guides our inquiry approach as we seek to ensure fair and just community-engaged research with a focus on the equitable distribution of wealth, opportunities, and social privileges.

Latosha: Social justice action is evident in our research with the IUPUI sponsored Girl Talk mentoring programming in two different middle schools in the Indianapolis Public School district. Our Girl Talk mentoring program serves to address social justice by supporting girls' self-efficacy and academic achievement in underserved student populations. The girls increase their knowledge and awareness of possible solutions to their school and life challenges as they successfully transition into high school, college, and careers.

These values are supported by trust, a component that facilitates connecting with community partners in authentic and productive relationships.

The focus of the **community self-determination** value is evident when we prioritize partnerships that focus on the well-being of communities. An example of this kind of partnership is the Quality of Life plans developed by neighborhoods reflecting the priorities of residents, non-profits, schools, churches and other stakeholders in a community. Most Quality of Life plans provide a framework to address education, health, safety, workforce and economic development that aligns the university with the community's interests. Reflected in these plans are neighborhood assets, gaps, and opportunities for improvement. Communities in Central Indiana demonstrate self-determination consistently and send the message that they do not need external entities telling them what is needed in their own neighborhoods.

Susan: I have participated in grant writing partnerships where a community partner positioned themselves as lead applicants to ensure their needs could be fully met in alignment with their quality of life plan. To me this is a demonstration of their own clear-sighted ability to get what they need from the partnership.

A final value of community-engaged work is

the **shared space for dialogue** in a co-working relationship between the university and the community partners with a focus on diversity and building bridges for differences.

Latosha: Community conversations accomplished ways to maintain the culture and history of the neighborhood while meeting the community's needs. I had the opportunity to attend a community conversation event where community members and IUPUI staff engaged in dialogue about the social, historical, personal and organizational values of the local neighborhood. This community conversation was purposeful and allowed opportunities for all stakeholders to collaboratively rethink solutions together. Being present with community members, especially during community conversations is a powerful way to build mutually beneficial relationships between the community and the university (Born, 2012).

These values are supported by trust, a component that facilitates connecting with community partners in authentic and productive relationships. As these trusting relationships have continued to grow, we have had the privilege of participating, as well as witnessing opportunities to challenge, disrupt, and resist economic, social and racial inequity in our local communities.

REFLECTIONS

Examining community engagement through the prism of the Office of Community Engagement's scholarly values has been insightful and central for our professional growth and development. Reflecting on our research, we realize there will be challenges such as ambiguity and lack of structural support in the field. However, we can come alongside community to co-create rewarding and sustainable change.

Our experience as doctoral students in the Office of Community Engagement has given us opportunities to engage in inquiry mentored by veteran researchers to co-learn and navigate such challenges and gain deeper understanding of urban spaces as places of opportunity and transformation (Sutton and Kemp, 2011).

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Book Review

Mitchell, C., De Lange, N., & Moletsane, R. (2017). Participatory Visual Methodologies: Social change, community and policy. Sage.

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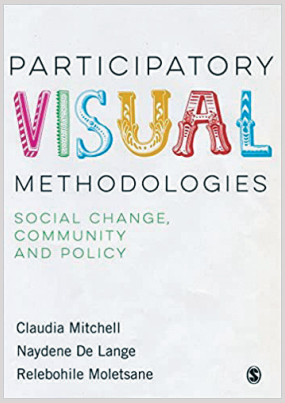
Mitchell, De Lange and Moletsane (2017) discuss the use of participatory visual research (PVR) to give voice to those involved in research and particularly to create opportunities for social change. The authors intend to shift the conversation on PVR "towards outcomes and the ever-present question 'What difference does it make?'" (p.3). Drawing on the principles of Rose's (2001) critical visual methodology that provide an analytical framework for understanding how images become meaningful to audiences, and from the sociology of literature (Escarpit, 1958) –literature as a socio-cultural fact– the book presents the use of PVR to reach critical audiences and provide entry points to policy dialogues and eventually to social change. Social change is characterized in different ways "new conversations and dialogues, altered perspectives of participants to take action, policy debates, and actual policy development." (p.16).

The authors bring upfront the importance of studying how audiences engage with the visual artifacts, and the importance of political listening, defined as the communicative interaction among political actors that enables democratic decisions about how to react to visual artifacts. Reflexivity is an important element of the authors' framework. Reflexivity is key to ensuring participation, engaging participants, audiences and researchers in questioning the purpose, strategies, and takeaways of visual presentations. Reflexivity can be used as a tool to acknowledge unbalanced power relations between researchers, audiences –policy makers– and participants and may lead to co-construction of meaning. These ideas are used in the book to "theorize the ways in which participatory visual methodologies can be key to leveraging change through community and policy change" (p.193). Both the ways social change is portrayed, and the positioning that researchers, research participants, the community and policy makers take as audiences that reflect on the visual productions, are crucial to understand how PVR can stimulate social transformations.

Chapters 2 to 5 of the book focus on changes in the perspectives and dialogues of participants. By creating awareness among community members and policy makers about what



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needs to change and how, visual methodologies are expected to increase community agency and the potential for social change. The authors sustain that to facilitate building strategies that evoke responses towards change, it is crucial to start the research process with an idea of the expected change in mind. Reflexivity is central to audiences' engagement. The authors introduce "speaking back," a method that allows research participants to act as audiences of visual productions, reflect on them and engage in new productions that contest, contradict, or complement the content of previous visual work. The method allows for conversations and discussions among participants, new knowledge creation and participant-driven critique in the context of policy dialogue.

The mechanics of exhibiting the participatory visual product is also key for engaging external audiences and research participants. First, involving participants as co-curators of the exhibition -deciding what to show, to whom, and how- opens the doors for adapting exhibitions to the social context where they are displayed, providing opportunities for learning. Second, this engagement provides a space where participants can interact with audiences (community and policy makers). Third, research participants can actively engage in studying the reactions of the audiences and the factors that affect their response, exploring future courses of action for change based on audiences' response to the participatory visual productions.

The final three chapters (6 to 8) are dedicated to changes in the mechanics of policy making by 1) including the voices of marginalized populations in the policy dialogue, and 2) engaging policy-makers in policy conversations and reflections on what should be done to address the issues raised. Chapter 7 presents participant-led tools founded in the principles of transformative pedagogy for engaging policy-makers. One of the main takeaways of this chapter is that these practices do not necessarily change the power relations that produce the negative conditions in the first place. The book ends with strategies to track change and demonstrate impact. The authors agree that studying the 'afterlife' of a project –after enough time has passed for policy change to happen– is relevant to understanding social change. An interesting approach is the use of reflexive revisiting. This implies returning to the place where the initial research study was conducted to understand through conversations, interviews and observations the long-term effects of the project and develop explanations of what changed –or not– and why.

The main premise of the book is that "participatory visual research holds potential to bring about change" (p.20). However, the main question "what difference does it make?" remains partially unanswered when the aspiration is policy change. Participatory visual research seems effective to change participants' perspectives and dialogues within their network of personal connections. However, its success in reconstructing policy discussions to include alternative voices and discourses and especially in translating dialogues into social action seems inconsistent. Questions should be raised about: Can community agency for social change be effectively created through PVR alone? How can PVR be used to elicit social action after policy-makers are confronted with the visual representations? More importantly, how can PVR contribute to build the relational context for dialogue and collaboration within the community and with policy makers that is important to energize social change?

In general, the book uses a research perspective that helps understand the interpretive processes, reactions, and meaningful interactions of the audiences (researchers, research participants, community and policy makers) with the visual artifacts during the production and exhibition of the visual pieces. Yet, the discussion of how participatory visual productions create opportunities for interactions and mutual engagements of different groups in co-leading social change is inexistent. In this sense, the gap between research and practice that the book promises to address is still partially unsolved. Possibly, a way to address this gap is as Shawn (2015) has proposed to reframe the use of participatory visual research as a transformational process built not only to facilitate democratic participation, but also to grow the agency, relational capital and energy required to sustain community-driven change.

1820–2020

INDIANA UNIVERSITY BICENTENNIAL

A BICENTENNIAL PROJECT

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