



IUPUI

Connecting campus and community through service

**IUPUI Center for Service and Learning
Annual Report
2002-2003 Academic Year**

Overview

This report summarizes achievements of the IUPUI Center for Service and Learning (CSL) for the 2002-2003 academic year. Also included are highlights from the year, future steps in development, as well as awards, grants, publications and presentations from August 2002 through June 2003.

Highlights

1. IUPUI was recognized as the eighth best service learning program in the nation! Service learning is one of eight programs highlighted within “Programs that Really Work” in *U. S. News & World Report* listing of America’s Best Colleges (*Fall 2002*). This national recognition is due to the outstanding faculty who teach service learning courses at IUPUI and their level of commitment to student learning and community partnerships. Service learning is an excellent example of the campus commitment to Civic Engagement.
2. “Civic Engagement” and “Teaching and Learning” were selected as the focus for a successful institutional self-study for the North Central Association accreditation visit (Nov. 18-20, 2002). As only the third university to explore civic engagement in the accreditation process, IUPUI continues to break new ground. The web-based IUPUI Portfolio at www.iport.iupui.edu reports about this important work comprised of (a) NCA Special Emphasis Self-Study, and (b) Civic Engagement Inventory. The Civic Engagement Inventory is an interactive database that allows faculty and staff to continuously update and search for information on civic engagement activities.
3. IUPUI was chosen by national Campus Compact as a site for a service learning film focused on urban universities. Five other universities were visited by award-winning videographer and San Jose State University Sociology Professor, Robert Gliner. During March 27-28, 2003, IUPUI students and community representatives were highlighted at seven service learning sites for the IUPUI portion of the video. There are hopes that this video will be featured on PBS programming. CSL is negotiating to obtain a video of only the IUPUI portion. Service learning courses and sites highlighted were:
 - a. A continuing student project which lobbied campus and city officials to improve pedestrian traffic safety on campus which began in a SPEA service learning course taught by Mary Kirlin.
 - b. Aftercare in Mentoring (AIM) project where criminal justice students mentor youth being released from Indiana juvenile facilities and help youth successfully return to the community by developing a plan before their release and assisting in carrying out the plan once they are home. This course is offered by Roger Jarjoura through SPEA.
 - c. IUPUI students implementing a drug awareness and prevention program for 9-12 year olds at LeGore Boys & Girls Club as part of a *Control of Crime* Sociology course taught by Wan-Ning Bao.
 - d. The Indianapolis Greenways project where students collect data from infrared counters along trails used by Indy Parks Greenways to inform projects and leverage additional resources. This project is coordinated through the Center for Urban Policy and the Environment and SPEA courses taught by Greg Lindsey.

- e. The Lilly ARBOR Project, reforestation along the White River, led by Lenore Tedesco, Director of the IUPUI Center for Earth and the Environmental Sciences, and several professors from Geology in the School of Science.
 - f. The School of Nursing course for entering students that incorporates service learning at the Julian Center taught by Marla Zimmerman.
 - g. A Dental Sealant Program in the School of Dentistry featuring a mobile dental unit where service learning is orchestrated by Karen Yoder.
4. The CSL introduced a redesigned website during 2002-2003 which is continually being updated with new information and highlights. <http://csl.iupui.edu>
 5. Robert Bringle, Director, gave the keynote address at the Second International Conference on Service Learning Research, Nashville, TN.
 6. Robert Bringle, Director, has continued his involvement in international service learning programs. He made a presentation on reflection at Marista University, Merida, Mexico; visited the University of the Free State and participated in a national conference as a member of the Research Advisory Group to the CHESP program in South Africa; and he consulted with South East European University in Tetovo, Macedonia on incorporating community service and service learning into campus life.

Future Steps in Growth and Development

- Plans are underway to honor the legacy of Sam Jones, former President of the Urban League, by renaming the Community Service Scholarship Program as the Sam Jones Community Service Scholarship Program. Additional campus funds will be designated to increase service scholarships and identify Sam Jones Community Service Scholars, students who will be contributing to the community through their involvement with the Urban League and/or diversity and urban education programs.
- CSL celebrates a long and rich history of support from Chancellor Bepko, and Interim Chancellor Plater. We await the opportunity to working with Chancellor Bantz in order to build upon the national reputation that IUPUI has gained in its work in service learning and civic engagement.
- The upcoming year will celebrate the 10th anniversary for service learning initiatives at IUPUI. Begun in 1993, through the work of the Office of Service Learning, this work has expanded significantly to include curricular, co-curricular, and community-partnerships. Celebration activities and publications will be planned for 03-04.
- The campus has designated funds for civic engagement and the CSL will collaborate with other units to enhance community-based learning
- From our CSL Strategic Plan: (*See Appendix A*)
 - Goal 1: Support the development of service learning classes
 - Goal 2: Increase campus participation in community service activities
 - Goal 3: Strengthen campus-community partnerships
 - Goal 4: Advance the scholarship of service
 - Goal 5: Promote civic engagement in higher education

Center Staff

During 2002-2003, CSL had a staff of 14: Director (50%), Associate Director (85% position), Administrative Assistant, Administrative Accounts Coordinator, Coordinator for the Office of Community Service (50% position), Coordinator for the Office of Neighborhood Resources, COPC Project Manager, Community Work-Study Program Coordinator, two AmeriCorps members, one intern, one research associate, one graduate assistant, and one student office assistant.

Office of Service Learning

The Center for Service and Learning, through the Office of Service Learning, seeks to make service a distinctive part of the educational culture at IUPUI. This office assists faculty to develop, implement, and improve service learning classes, consults with faculty, provides resources for course development, conducts research on outcomes of service learning, offers community service scholarships, and promotes the scholarship of engagement. The Office has responsibility for (1) service learning (2) the Community Service Scholarship Program, and (3) faculty consultations and workshop.

Service Learning (as of (5/27/03 not all statistics reported))

Statistics for service learning classes at IUPUI during the Fall 2002 and Spring 2003 academic year are:

<u>40</u>	Service Learning classes offered to students
<u>43</u>	Faculty teaching service learning classes
<u>1,546</u>	Students enrolled in service learning classes
<u>93</u>	Community partnerships created through service learning classes
<u>14,548</u>	Total service hours contributed to the community

Sample Service Learning Classes

- 1) Karen Yoder, IUPUI School of Dentistry, has created extensive service learning and civic engagement programs in collaboration with the IU School of Nursing and IU School of Medicine. These programs include oral health and dental sealant programs in homeless and domestic violence shelters, youth camps, and children's health fairs. Service learning electives take students on Alternative Spring Breaks (Haiti and Mexico), into Amish Dental Clinics in northern Indiana, and local Hispanic Health Care Clinics. In development stages are a statewide mobile dental sealant program and collaboration with the IU School of Medicine at the Moi University Program in Kenya.
- 2) Robin Gibbonney taught Fund Development for Non-Profit Organizations (NPO) in the Spring for Philanthropic Studies and SPEA, in which 24 students supported the fund development efforts of various NPO's by working on specific projects with the agencies. Students assisted in activities such as silent auctions and fundraising dinners and prepared a portfolio that assessed the NPO's overall development program. Over 720 hours were contributed by the students to the NPO's at a time when their funding is being reduced.
- 3) Greg Lindsey, SPEA professor, and Director of the Center for Urban Policy and the Environment, works closely with the Indianapolis Parks Department on its Greenways Projects. CSL has supported his work with Service Learning Assistants who guide his students through service learning projects such as collecting data from infrared counters along local trails, forecasting, usage, and analyzing the data. These monitoring statistics are used by students in course work, for presentations at conferences and state agencies, and by Indy Parks in reports for future urban planning. Indy Parks personnel have reported on this data across the country and in a recent trip to China to inform about Indianapolis' trail programs.

Service Based Scholarships

This marks the tenth year that IUPUI has funded a service-based scholarship program. The program recognizes students for previous service to their high school, campus, or community, and supports their continued outreach activities in educationally meaningful service and leadership. During the 2002-2003 academic year, \$125,750 of campus funds was awarded to 61 students who demonstrated a commitment to community service.

The scholarships are as follows:

Freshman Service Scholarships (15 @ \$2000)

recognizes entering students who have successfully demonstrated a commitment of service to their high school and/or community. Students enroll in a service learning class (B104 Psychology as a Social Science), contribute three hours of service at a community agency in the Spring and Fall, attend monthly meetings, and participate in group service projects.

Community Service Scholarships (14 @ \$3000)

recognizes continuing IUPUI students who have demonstrated service to the campus or community. Students volunteer four hours each week at a community agency and enroll in a service learning class (PHST P330: Community Service Seminar).

Community Service Leader Scholarships (6 @ \$3000)

recognizes former Community Service Scholars for their academic achievement and exemplary service to the community and campus. Students identify a social issue and act as a catalyst in organizing other students on their chosen issue for a campus service event, attend a bi-weekly seminar with faculty and staff, and complete three hours of service each week at a selected community agency.

Service Learning Assistantships (14 @ from \$750-\$2,250 per semester)

recognizes students who have successfully completed a service learning class and are chosen by a service learning professor as an assistant to implement and involve others in a service learning class.

America Reads Scholarships (8 @ \$2000)

recognizes America Reads tutors as site leaders at tutoring sites where they serve as team leaders, schedule meetings with other site tutors, and attend monthly meetings with program coordinators.

Service Associates Scholarships (4 @ \$750-\$1,500)

recognizes students for community outreach and liaison positions between the university and neighborhood organizations.

Faculty Workshops

Fall 2002

- Designing, Implementing, and Assessing a Service Learning Course (9/19/03)
- Exploring Campus Community Partnerships: Imagining the Possibilities (9/27/03)
- Structured Reflection: Making Meaning from Community Based Learning Experiences (10/3/03)

Spring 2003

- Monthly Brown Bag Lunch Series on Civic Engagement and Service Learning in the Health Professions (January through April, 2003)
- Designing a Service Learning Class (1/29/03)
- Designing Theory-Based Research on Student Learning (2/6/03)
- Creating Partnerships with George Washington Community School to Enhance Research, Teaching, and Service (2/13/03)

Office of Community Service

The Center for Service and Learning, through the Office of Community Service, supports the active involvement of students, faculty, and staff in community service activities. This office coordinates programs to promote and recognize the involvement of students, faculty, and staff in the community, organizes campus-wide community service events, facilitates the involvement of student organizations and Learning Communities, and works with community agencies to identify service opportunities. The Office has the responsibility for (1) campus-wide days of service, and (2) volunteer opportunities

Campus-Wide Days of Service

During 2002-2003, IUPUI had over 831 volunteers offering over 3,700 hours of service at 68 local community sites. The following campus-wide Days of Service took place under the organization and the collaboration or participation of CSL:

2002 IUPUI-United Way Day of Caring (9/14/02)

In its eighth year, 265 IUPUI students, faculty, and staff volunteered over 1325 hours at 13 community sites for the United Way Day of Caring. This number included 150 students, 10 faculty, 51 staff, and 54 guests. The service sites included: Atkins Boys and Girls Club, Christamore House, Damar Services, Easter Homes Limited Partnership, Flanner House, Heritage Place, Indianapolis Senior Center, Kids, Inc, NESCO, Salvation Army, White River Project, White River ARBOR Reforestation Project, and the YMCA.

2002 Make a Difference Day (10/26/02)

The American Humanics Student Association coordinated the first ever campus-wide Make a Difference Day. This national event draws thousands of volunteers across the United States: <http://www.usaweekend.com/diffday/index.html>. Seventy-two (72) volunteers from IUPUI assisted at eight service sites for a total of 288 hours of service. The sites were Concord Community Center, Damar Services, Horizon House, Joy's House, Keep Indianapolis Beautiful, Salvation Army Harbor Light Center, Salvation Army Social Service Center, and Thrifty Threads.

2002 Oxfam Hunger Banquet (11/18/02)

National Campus Compact and Indiana Campus Compact have refocused the service paradigm to include traditional community service activities, engagement in the political processes, and social advocacy. This past year, the Community Service Leaders researched and planned advocacy projects, based on chosen social issues. CS Leader Cathy Cline held a Hunger Banquet in November (in conjunction with Jam the Jaguars Bus Food Drive), drawing 40 participants to an interactive simulation of worldwide hunger. She worked closely with Oxfam America and the local agency Gleaners Food Bank to bring an informative discussion on campus.

2002 "Jam the Jaguar's Bus" Food Drive (11/19/02)

This is the fourth year for this campus-wide food drive, organized by the IUPUI Communications and Marketing Community Outreach Office and assisted by CSL. 1,400 pounds of food and \$340 were collected by departments and campus centers. 23 volunteers picked up food on campus and delivered the boxes and bags by busloads to 12 community sites: Antioch Missionary Baptist Church, Broadway United Methodist Church, Christ Emmanuel Missionary Baptist Church, Christamore House, Damien Center, Dayspring Center, Gleaner's Food Bank, Holy Trinity Catholic Church, Julian Center, Lighthouse Mission, Tabernacle Presbyterian Church, Washington Presbyterian Church, and Wheeler Mission Ministries.

2002 Holiday Assistance Program (12/2002)

For the sixth year, the Center for Service and Learning coordinated the annual Holiday Assistance Program in December 2002. 75 individuals (53 children and 22 adults) from three community agencies (Hawthorne Community Center, the Christamore House, and Our Redeemer Church) were sponsored by 22 IUPUI campus groups of faculty, staff, and student organizations: APPD, Campus Design, Print & Mail, Richard Casey and Megan Leek, Career Center, Center for Service and Learning, Center on Philanthropy, Chancellor's Office, Engineering and Technology, ENT Research, Freshman Honor Societies, Golden Key, Indiana Campus Compact, Kelly School of Business, Law School Staff, Law School, Medical Education and Curricular Affairs, Radiology, School of Science Student Council, Student Athletic Advisory Committee, University College, UC Learning Center, and University Library.

2003 Dr. Martin Luther King, Jr. Day of Service (1/20/03)

For the fourth year, the Center for Service and Learning sponsored the annual MLK “Day On” of Service. Dr. Martin Luther King, Jr. Day of Service was coordinated for the first time by the Community Service Scholars and was quite successful. 266 participants volunteered at 25 service agencies in our community, logging 798 total hours of service. The Community Service Scholars worked countless hours securing speakers, organizing logistics, communicating with both volunteers and service agencies, and running a PR campaign. Sites included America Reads/Hawthorne Center, Damar Services, Fall Creek YMCA, Fathers and Families Resource Center, Fresh Start, Hawthorne Community Center SSA, Holy Family Shelter, Horizon House, Indiana Reading Corps (Glendale Mall), Indiana State Museum, Indianapolis Children’s Museum, Indianapolis Retirement Home, Indianapolis Senior Center, Interfaith Hospitality Network, IRCIL, Johnson County YMCA, Miller’s Senior Living Community, Peace Learning Center, Ronald McDonald House, Sharing Place West Pantry, Springfield Healthcare Center, Volunteers of America, West District YMCA, Wheeler Mission, and the YMCA of Greater Indianapolis.

2003 “Into the Parks” (4/11/03)

For the fifth year, CSL sponsored “Into the Parks” outreach project. This annual event expanded to include 3 parks this year: Martin Luther King, Indianola, and Hawthorne Parks. In a new collaboration with the CSL Office of Neighborhood Resources, children and teachers from George Washington Community School helped to clean up and landscape Indianola and Hawthorne Parks as a service learning project focused on Earth Day. We had a total of 83 children, teachers and IUPUI students at the park beautification this year, and hope to bring together IUPUI and GWCS students next year for a similar project.

Student/Community Highlighted Activities

Student Summit on Service and Activism (3/29/02)

A core team of students from Indianapolis-based universities planned and hosted a Student Summit on Service and Activism on March 29th at IUPUI (www.cool.uc.iupui.edu). Jessie Hughes, an IUPUI Sociology major, spearheaded the core team collaboration and summit. About 25 students from across Indiana (including Purdue and IU-B) learned more about taking action in their communities through educational workshops on grant writing, a homelessness simulation, and action plan development. This event was a part of the COOL City movement (www.cool2serve.org). The conference content was highly praised by participants. Future core team plans include a citywide service project.

Shantytown (4/10-11/03)

IUPUI Community Service Leader Scholar Chandana Kakani and the IUPUI Chapter of Habitat for Humanity created a “shantytown” at IUPUI in the University College Courtyard. Roughly 35 student participants pledged to sleep outside in cardboard boxes for the night to raise awareness of homelessness in Indianapolis. Informative speakers from agencies such as Outreach, Inc. spoke on the causes of homelessness and how students can take action. An article was published in the IUPUI student newspaper, *The Sagamore* on the project: <http://www.sagamore.iupui.edu/32/32-29/29habitat.html>

College Mentors for Kids

College Mentors for Kids, a student-run organization on campus, has seen their number of mentors double this year, from 10 to 20. The group pairs children from IPS #14 with IUPUI mentors. (Currently, transportation costs limit the number of mentors that can be involved in the program, but student interest is phenomenal.) Children are brought to the IUPUI campus to engage in activities focused on college, community service, and culture and diversity. This year, CMFK collaborated on activities with the Biology Club and campus greenhouse, Habitat for Humanity campus chapter, Phi Mu Sorority, and the Eiteljorg Museum. The chapter was awarded *Organization of the Year* by the Undergraduate Student Assembly.

ACTIVOTE AMERICA

CSL and Student Life and Diversity Programs sponsored ACTIVOTE AMERICA on campus on May 1, 2003. The non-partisan group was able to register 150 students to vote in just an hour and a half. ACTIVOTE brings a two-person band, Halycon, and giveaways to attract attention to the registration effort. ACTIVOTE has been invited back on campus in the Fall.

Volunteer Activities

CSL continues to find ways for individuals to use their talents and explore interests by becoming involved in one-time, short-term, or on-going community service experiences. CSL maintains the IUPUI Volunteer Listserv, a Volunteer Agency Reference Notebook, and organizes the Fall Volunteer Fair. A spring reception recognizes all volunteers during the academic year.

Volunteer Listserv

CSL maintains a Volunteer Listserv that currently has 290 subscribers including interested students, staff, and faculty who are alerted to community and campus volunteer opportunities. Many of these subscribers then forward the postings to other listservs and distribution lists. We estimate the postings reach over 1,000 students, staff, and faculty at IUPUI.

Volunteer Opportunities Notebook

CSL continues to maintain a Volunteer Agency Reference book for students, faculty, and staff that list agencies and volunteer services needed in the community. CSL continues to field requests by local agencies for one-time volunteers for special events, posts this information, and recruits students, faculty, and staff via campus e-mail, listserv, bulletin boards, and word of mouth.

Volunteer Fair (8/27/02)

Twenty-three (23) community agencies took part in the Volunteer Fair at IUPUI during Student Welcome Week, August 27, 2002. The agencies recruited volunteers from staff, faculty, and students, distributed literature, educated and informed about their work, and exhibited agency activities.

Recognition Reception (5/1/03)

CSL hosted a campus wide reception that recognized and honored faculty, staff, students, and community agency personnel who had partnered throughout the academic year. Groups were invited for their involvement in voluntary service, tutoring programs, community outreach, and service learning activities. Approximately 50 guests participated in this year's recognition reception titled, "Growing through Service". Each guest decorated a clay flower pot that will be given to administrators at the Indianapolis Senior Center who will use the pots filled with blooms to recognize their many volunteers at a June Volunteer Reception. The plants were grown by the IUPUI School of Science Greenhouse.

Office of Neighborhood Resources

The Center for Service and Learning, through the Office of Neighborhood Resources, plays a vital role in collaborating with community organizations and other campus units to build long-term partnerships between IUPUI and its surrounding neighborhoods through the America Reads Tutoring Program, America Counts Tutoring Program, and the Community Outreach Partnership Center (COPC) grant.

Community Work-Study Coordinator

During the summer of 2002 a Community Work-Study Coordinator was hired through a collaboration between the Center for Service and Learning and University College to extend IUPUI's employment-based service opportunities for students. The Community Work-Study Coordinator is building upon the success of the America Reads Tutoring Program to provide a programmatic approach to community-based work-study placements. As an initial step in expanding opportunities for students, the America Counts Tutoring program was piloted in the spring of 2003.

- **America Counts Tutoring Program**

In an effort to expand ONR's employment-based service opportunities, the America Counts Tutoring Program was launched in the spring of 2003. The program recruits and trains IUPUI students to work as Math Coaches. They work one-on-one with middle school students on their math skills. Math Coaches working for the America Counts Tutoring Program are paid through the Federal Work-Study Program. Each Math Coach worked once or twice a week with students recommended to the program by teachers. In its pilot semester, the America Counts program involved seven IUPUI work-study students and volunteers. These Math Coaches worked with 58 students at Crispus Attucks Middle School, contributing over 600 hours of service.

- **America Reads Tutoring Program**

For the sixth year, the America Reads Tutoring Program offered employment to IUPUI Federal Work-Study eligible students as reading coaches working with students in kindergarten through sixth grade. In 2002-2003, 57 IUPUI work-study students served as reading coaches at nine community sites and public schools. The reading coaches dedicated over 12,400 hours of service, by providing one-on-one tutoring and homework help to more than 325 K-6 youth. IUPUI reading coaches read with students, created fun literacy activities, organized literacy celebrations, and helped with homework assignments. In addition to tutoring, the IUPUI America Reads program reached out to the Indianapolis community with literacy fairs and parent workshops. The overall goal of the program is to help children improve their literacy skills and discover the joy of reading while providing IUPUI students with an opportunity to serve their community and support their education. Program statistics indicate that 40% of reading coaches were from minority groups as compared to 14% for the IUPUI student population at large. Similarly, reading coaches tend to have high retention/graduate rates at 80%. CSL received an Indiana Reading Corps grant from Indiana Campus Compact to support program administration. This grant was used during the 2002-2003 academic year to support two full-time AmeriCorps program coordinator positions, part-time AmeriCorps educational awards for tutors, tutor training, and program costs.

Community Outreach Partnership Center (COPC)

Highlights from the COPC for the 2002-2003 academic year:

- As part of a Partnership in Action grant from Indiana Campus Compact, ONR worked with the Westside Education Task Force to organize Community Education Town hall meetings to prepare residents for the overturning of the desegregation mandate in public schools and to gather community input into the development of a new public elementary school in WESCO. Two town hall meetings took place and over 75 residents participated in the events.
- As part of a Community-Higher Education-Schools Partnerships Grant (CHESP) from the University of Pennsylvania, ONR is working with George Washington Community School (GWCS) to implement service learning into their curriculum. During the 2002-2003 academic year, five teachers participated in the project and involved 200 middle school students in service learning. 150 students participated in a Nutrition Project, which included surveying local fast food restaurants, developing a nutrition campaign in the school, and teaching preschoolers about

nutrition and healthy choices. 50 students participated in a park clean up at Indianola and Hawthorne parks as part of Youth Service Day, learned about the importance of keeping your neighborhood clean, and identified the green spaces in their neighborhood. The same 50 students also completed a needs assessment of their neighborhood and identified safety as an area of concern among youth. Based upon the survey results they worked with preschool students at Hawthorne Community Center to teach them about safety. Three additional teachers from GWCS have been identified to implement service learning into their classrooms. This June they will receive training through participation in W505: Service Learning for K-12 Educators taught by Dr. Robert Osgood, School of Education.

- In a concerted effort to become more engaged in the community, the University Library approached ONR about continuing its Books and Basketball program. ONR helped facilitate a partnership with Crispus Attucks Middle School (CAMS). Through this partnership, the library sponsored an IUPUI basketball game for youth and families from CAMS to attend along with coordinating a campus book fair to support the school's library. In preparation for the game, the men's basketball coach and three players visited the school to talk to the students about the importance of staying in school and learning to read. The Scholastics Book Fair earned \$3,033 for GWCS to use toward the purchase of books for the CAMS library.
- Two Community Service Associate Scholarships were awarded to support students interested in learning about grassroots not-for-profits to assist the Westside Cooperative Organization (WESCO) with community outreach and advocacy activities.
- In March 2002, ONR organized workshops for teachers at George Washington Community School to introduce them to service learning.
- A manual of demographic data for the WESCO area was developed and distributed to the WESCO Coordinator. This data can be used in the development of grant proposals and assessments of community needs and assets.
- Two Windshield Tours of WESCO were organized by ONR for faculty and staff interested in learning about the WESCO community and how they might be able to develop outreach efforts in the area.
- ONR coordinated monthly Westside Education Task Force (WETF) meetings. The WETF is comprised of university, community, and school representatives who advocate on education issues that impact the WESCO and WINC communities.

Office of Neighborhood Name Change

During May 2003, ONR changed its name to the **Office of Neighborhood Partnerships** to better reflect the mission and purpose of the office.

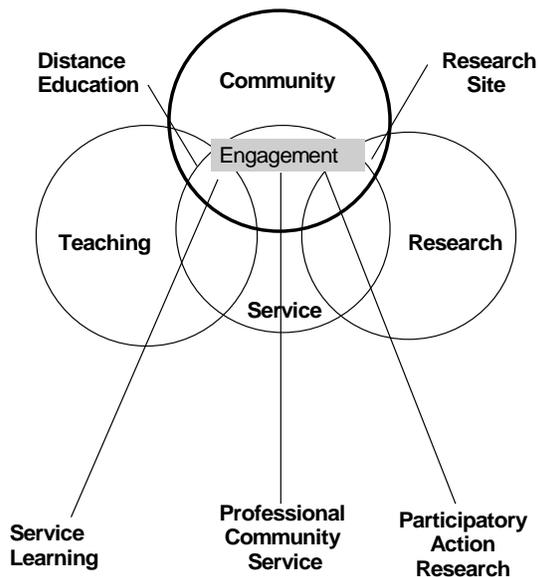
Civic Engagement

The Center for Service and Learning supports the mission of IUPUI to promote excellence in civic engagement. Civic engagement is active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner that is consistent with the campus mission.

Civic Engagement Task Force

“Civic Engagement” and “Teaching and Learning” were selected as the focus for a successful institutional self-study for the North Central Association accreditation visit (Nov. 18-20, 2002). Civic engagement is active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner that is consistent with the campus mission. This work encompasses teaching, research, and service (including patient and client services) not only *in* but also *with* the community. As only the third university to explore civic engagement in the accreditation process, IUPUI continues to break new ground. The web-based IUPUI Portfolio at www.iport.iupui.edu reports about this important work. The IUPUI Portfolio is comprised of (a) NCA Special Emphasis Self-Study, and (b) Civic Engagement Inventory. The Civic Engagement Inventory is an interactive database that allows faculty and staff to continuously update and search for information on civic engagement activities.

A Civic Engagement Task Force, appointed in November 2000 to prepare for the NCA Self-Study, continued its work in articulating ways that civic engagement can be documented and assessed to demonstrate progress towards this aspect of campus mission. Performance Indicators for civic engagement have been identified, and campus units were asked to report on these indicators through annual reporting mechanisms. The scope of this work is captured in the following diagram of civic engagement. Civic engagement includes university work in all sectors of society: nonprofit, government, and business.



Engagement of Faculty Work in the Community

Awards, Grants, Presentations, Publications, Research Projects

Recognitions and Awards

Campus Recognitions

- The IUPUI Center for Service and Learning was recognized as the eighth best service learning program in the nation by *U.S. News & World Report*.

Faculty Awards

- *W. George Pinnell Award for Outstanding Service* ~ Dr. Robert G. Bringle
- *Indiana Campus Compact Hiltunen Award for the Scholarship of Engagement* ~ Julie Hatcher
- *Thomas Ehrlich Award for Excellence in Service Learning* ~ Elizabeth Monroe, Department of History and Director of IUPUI's Public History Program.

Staff Awards

- *Outstanding Female Staff Leader* ~ Kathryn Meredith, CSL Fiscal Coordinator, was honored during Women's History Month for her service and support of students.
- *Outstanding Mentor Award* ~ Lorrie Brown, Coordinator of Student Life and Community Service, was awarded this honor by Student Life and Diversity Programs for her sponsorship of the student organization, College Mentors for Kids.

Student Awards

Mayor's Community Service Award

Cathryn Cline was the only IUPUI student and one of the youngest recipients of Mayor Bart Peterson's Community Service Award. She has been honored with an IUPUI Community Service Scholarship for four consecutive years based on her community outreach and campus leadership and involvement.

IUPUI Heart of Philanthropy Award

Joseph Zielinski received this award at the USA Awards Banquet for his extensive organization and work on both the MLK Day of Service and the COOL City Indy Conference. He is a Community Service Scholar who volunteers at LeGore Boys and Girls Club and Big Brothers/Big Sisters.

IUPUI Outstanding Female Leader

IUPUI female students involved in service activities were recognized for their strong personal characteristics, outstanding academic achievements, and commitment to servicing others: Tiffany Boyer, Cathryn Cline, Rachel Gilmour, Evelyn Hovee, Chandana Kakana, Elizabeth Lyttle, and Tricia Stubblefield.

IUPUI Alumni Advisory Council ~ Outstanding Undergraduate Students

Students nominated by CSL were selected based on their excellence in academic performance, involvement in campus life, and service to the community. Community Service Scholars, Cathryn Cline, Rachel Gilmour, David Fleischhacker, and Jason Gabehart, were named among the 10 Outstanding Male and Female Students for this award. Also named among the top 100 students were four other students.

ICC Richard C. Wood Community Service Award nominee

Evelyn Hovee, a Community Service Scholar volunteered at the Southeast Neighborhood Development group and organized many campus service activities.

Grants

University of Pennsylvania, WEPIC Replication Project Grant, originally awarded \$29,167.00 in 2001-2002. However, an additional \$15,000 was awarded this year to continue the work.

Develop Service Learning projects at George Washington Middle School in partnership with the Westside Indianapolis Neighborhood Congress (WINC) and the Westside Cooperative Organization (WESCO).

Indiana Campus Compact, America Reads Program Grant, \$23,226.15 (Year 5)

Hired two full-time AmeriCorp members to hire and train tutors, coordinate, and oversee the America Reads tutoring program at nine off-campus sites, and purchase program supplies.

Corporation for National Service, Martin Luther King Day of Service Grant, \$3,486.00 (Year 4)

This grant supported 266 participants at 25 different service sites in the community on January 20th.

Indiana Campus Compact, Measurement Instruments in Service Learning: Students Grant, \$10,000.00

This grant continues to support the publication of a book on scales for service learning researchers and program evaluators that will be published by the American Psychological Association in November, 2003.

Indiana Campus Compact, Partnerships in Action Grant, \$3,000.00

A campaign to sponsor a variety of events to inform Westside residents of the benefits of neighborhood schools, gain community input on programs for a new elementary school, and changes to the Indianapolis Public School system.

Community Service Director Fellowship Grant, \$2000.00

This was an initiative that established the Campus Outreach Opportunity League (COOL) chapter, a city-wide initiative which brings service-minded student leaders together to eradicate homelessness in Indianapolis.

Student Citizenship Fellowship Grant, \$2000.00

This initiative is also to help establish the Campus Outreach Opportunity League.

Indiana Campus Compact Student Dialogue Grants

IUPUI students received these grants that engaged students and community in civic engagement:

- Tiffany Boyer, *Student Dialogue Grant: Breaking the Silence*, \$500.00
- Peter Przysieszny, *Habitat for Humanity Birdhouse Service Project*, \$486.16
- Ashlee Moore, *College Mentors for Kids Project*, \$450.00
- Rachel Gilmour, *Service, Civic Engagement, and Citizenship dialogue series: Demystifying the Lobbying Process*, \$300.00
- Rashad Taylor, *Service, Civic Engagement, and Citizenship dialogue series: An evening of culture and artistic expression*, \$300.00

Publications

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Bringle, R. G. (2002, October). *Enhancing theory-based research on service learning*. Keynote address presented at the 2nd International Conference on Service Learning Research, Nashville, TN.

Bringle, R. G. (2002, October). *Identifying and evaluating quantitative scales for service learning research*. Paper presented at the 2nd International Conference on Service Learning Research, Nashville, TN.

Bringle, R. G. (2002, October). *Motives for service of entering college students*. Paper presented at the 2nd International Conference on Service Learning Research, Nashville, TN.

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- Bringle, R. G. (2002, June). *Integrating service into the curriculum*. Lafayette College.
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- Bringle, R. G. (2002, November). *Assessment, accreditation, and new media: IUPUI's on-line self-study*. 2002 Assessment Institute, Indianapolis, IN.
- Hatcher, J.A. (2003, January). Service learning in higher education. Faculty Symposium, Indiana Purdue at Fort Wayne, Fort Wayne, IN.
- Hatcher, J.A. (2002, November). Assessing service learning and student engagement. Campus Compact National Summit, Providence, RI.
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- Hatcher, J.A. (2002, June). *Reflective practice in service learning*. West Virginia Campus Compact, WV.
- Hatcher, J.A. (2002, October). *Motives for service of entering college students*. 2nd International Conference on Service Learning Research, Nashville, TN.
- Hatcher, J.A. (2002, October). *Identifying and evaluating quantitative scales for service learning research*. Second International Conference on Service Learning Research, Nashville, TN.

Ongoing Research Projects

ICC/Lilly Retention Grant (Bringle, Hatcher, & Muthiah, & Bannon, IUPUI) Ongoing

Three year, multi-campus study on the relationship between involvement of freshmen in service learning and their persistence to second year. The third year of this 3-year project included program coordination and survey administration on 11 Indiana campuses in Fall, 2001, collecting enrollment data for the Fall 2000 cohort, data entry, analyses, and writing about preliminary findings.

Motivations of Business Students to be Involved in Voluntary Service. (Bringle, Magjuk, Hatcher, McIntosh) Ongoing

Based on surveys of more than 400 IUPUI students, this research seeks to identify similarities and differences between students enrolled in the School of Business and students enrolled in other majors including liberal arts, education, and social work. Based on the work of Cleary et al. students self-reported their motivations for involvement in voluntary service and service learning. Manuscript in preparation.

Designing Reflection in Service Learning Courses. (Bringle, Hatcher, Muthiah)

A multi-campus research survey of undergraduates students enrolled in service learning courses which asked students to describe how the service learning course was designed in terms of the nature of the service component, the level of faculty and peer interaction, the nature of the reflection components and the quality of the learning experience. Results indicate that the degree of integration of academic content with the service experience and the nature of the reflection activities were significant correlates of course quality. Characteristics of reflection that predicted course quality were reflection activities that clarify personal values, reflection activities that are a regular part of the course, and reflection activities that are structured with clear guidelines and directions. Implications for service learning educators are discussed.

5/28/03 pkh

Appendix A

Center for Service and Learning Strategic Plan

Goal 1: Support the development of service learning classes.

Objective 1. Increase the number of faculty teaching service learning classes:

- Conduct 6 campus-wide faculty development workshops.
- Conduct 2 activities for new faculty (e.g., participation in new faculty orientation, community tours in WESCO, welcome letter).
- Consult regularly with staff in the Center for Teaching and Learning (e.g., faculty development support, teaching fellowships, program leader meetings, publicity, workshops, handbooks, faculty awards).
- Increase funding to faculty for Service Learning Assistant Scholarships by 10%.
- Provide training for Service Learning Assistants.
- Assist 3 faculty member secure external funding for development of service learning classes.
- Expand the availability of a Service Learning Option in 4 new courses.
- Write a Corporation for National and Community Service grant.

Objective 2. Increase understanding and support for service learning among administrators in each academic unit on campus:

- Host a luncheon for service learning faculty and their Department Chairs.
- Conduct 3 departmental/school faculty development workshops.
- Send information semi-annually to all Department Chairs.
- Collaborate with department or school to secure external funding for discipline specific service learning program.

Objective 3. Collaborate with campus teaching and learning initiatives to provide resources (e.g., workshops, sample syllabi, course development grants) to increase the types of courses that include a service learning component:

- Collaborate with faculty and staff to develop service learning in 1 Gateway courses for undergraduates.
- Collaborate with faculty and staff to develop service learning 1 Capstone/integrator courses for seniors.
- Collaborate with faculty and staff to develop service learning in 1 Learning Block courses for entering students.

Objective 4. Increase student enrollment in service learning classes:

- Increase publicity for service learning classes (e.g., electronic schedule of classes, JagNews, brochures, Sagamore, admissions literature, orientation, Learning Communities presentations, web pages, campus Bulletin).
- Promote service learning to key student groups (e.g., American Humanities, SPEA Nonprofit Management majors, undergraduate Philanthropic Studies classes, student organizations).
- Host workshop for all academic advisors.
- Have all Community Service Scholarship recipients use Service Learning Option.

Goal 2: Increase campus participation in community service activities.

Objective 1. Expand Community Service Scholarship program to increase student participation in service activities:

- Conduct annual retreat for Service Scholars.
- Collaborate with Community Service Leaders to organize 8 group service projects annually, increasing participation of student volunteers by 10% annually.
- Explore sponsoring an academic-based spring break service trip.
- Offer presentations at national conferences on Community Service Scholarship program.

Objective 2. Develop and secure resources to support involvement in community service:

- Create a student information center on lower level of University College to inform students about short and long-term service opportunities, including AmeriCorps, VISTA, and international service programs.
- Create a brochure to use in student recruitment that promotes community service involvement of the campus.
- Update web page, listserv, Volunteer Opportunities Notebook with current volunteer opportunities in the community.
- Increase number of campus teams that participate in one-time service events by 10% annually.
- Explore integrating service as a vital program component of new student housing.

Objective 3. Increase ways to recognize those involved in community service activities.

- Host annual spring recognition event.
- Provide publicity to Sagamore, Indianapolis Star, and Communications Office to highlight Freshmen Service Scholars, Community Service Scholars, and Community Service Leaders.
- Host spring recognition event at each America Reads tutoring site for families of youth.
- Publish semi-annual newsletter for CSL and distribute to campus and community stakeholders.
- Recognize staff Team Leaders who have organized volunteers from their units to participate in campus community service activities during the year.
- Reward volunteers throughout the year with tokens of appreciation (e.g., small boxes of candy, certificates, and ribbons at Volunteer Fair).

Goal 3: Strengthen campus-community partnerships.

Objective 1. Expand ONR's range of campus-community partnerships.

- Collaborate with 2 faculty members to secure external funds to support their community-based projects.
- Write grant to support the Community Literacy Program and Community Works program.
- Increase Federal Work-Study community placements from 18% to 28% of campus Federal Work-Study funds.
- Collaborate with Student Employment Services to create a guide for Community Agencies who host Federal Work-Study students.
- Collaborate with other campus units to pilot a Math Counts tutoring program for middle school students.

Objective 2. Deepen and expand the WESCO-IUPUI partnership.

- Increase faculty involvement in WESCO by 20%.
- Offer workshops to faculty about WESCO.
- Sponsor faculty tours of WESCO.
- Offer grants to faculty for civic engagement in WESCO.
- Host annual breakfast and workshop for community agency representatives and faculty.
- Participate in the development of a K-6 school in WESCO.
- Expand the America Reads tutoring program at George Washington Middle School by 20% each year.
- Increase diversity of funding to support WESCO initiatives.
- Conduct regular job fairs for WESCO residents.
- Convene America Reads Site Supervisors semi-annually.
- Increase the number of students in Federal Work Study placements, internships, and practica placements in WESCO by 10%.

Objective 3. Collaborate with campus units and central Indiana communities to develop and implement a visionary civic agenda for IUPUI.

- Convene Campus-Community Advisory Board for the CSL.
- Redefine agenda/purpose/mission for Civic Engagement Task Force.

Goal 4: Advance the scholarship of service.

Objective 1. Collaborate with faculty and departmental units on scholarship and research.

- Secure internal research grant.
- Collaborate with 2 faculty members on research projects, scholarly presentations, and publications.
- Collaborate with one academic unit on service learning research.

Objective 2. Collaborate with national organizations on scholarship and research.

- Collaborate with South African CHESP partnership universities to assess learning outcomes of students involved in service learning.
- Collaborate on the National Research Center.
- Serve on the Michigan Journal of Community Service Learning editorial board.
- Collaborate with the Center on Philanthropy.

Objective 3. Conduct research and disseminate results to stakeholders.

- Complete final report on the Service Learning and Retention research study.
- Publish 4 articles on outcomes of and issues related to service learning.
- Conduct research on student outcomes of Community Service Scholars.
- Present research data at national conferences annually.
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Goal 5. Promote civic engagement in higher education.

Objective 1. Document the various forms of civic engagement.

- Develop publicity (e.g., web, print, video) that captures the variety, breadth, and depth of campus-community partnerships.
- Collaborate on regional initiatives (e.g., ICC Midwest Consortium, Midwest Health Professionals).
- Continue work on Civic Engagement Inventory.

Objective 2. Build consensus among academic leadership of the importance of civic engagement to meet school and campus mission.

- Identify campus and external funds to support the development of civic engagement on campus.
- Publish scholarship related to civic engagement.
- Collaborate with campus initiatives (e.g., Principles of Undergraduate Learning, University College, Learning Communities, retention, assessment, diversity) to generate models of civic engagement.
- Collaborate to develop and disseminate new models for evaluating civic engagement.

Objective 3. Collaborate regionally, nationally, and internationally to further higher education's commitment to civic engagement.

- Participate on the National Review Board for Civic Engagement
- Participate in the South African Community-Higher Education-Service Provider program as a consultant and collaborator.
- Invite Alex McCormick, Carnegie Foundation, to campus to discuss the new classification system for higher education.