Mission

The mission of the Center for Service and Learning is to involve students, faculty, and staff in service activities that mutually benefit the campus and community. The Center for Service and Learning collaborates with other campus units, develops community partnerships, coordinates and evaluates programs, and promotes service, service learning, and civic engagement to further the academic and public purposes of the University.

Vision

Make service a distinctive aspect of the educational culture at IUPUI.

Goals and Objectives

- **Goal 1: To support the development of service learning classes.**

- **Objective 1.** Increase the number of faculty teaching service learning classes
  
  **Campus Planning Theme:** Teaching and Learning
  
  **Secondary Goals:**
  
  **Sub Unit:** Office of Service Learning
  
  **Time Frame:** Ongoing

Actions taken for 2004-2005:

- Collaborated with faculty, staff, and International Programs to support the development of international service learning courses in Greece, Mexico, South Africa, and Jamaica.
- Sponsored first Engaged Department Institute involving seventy faculty from thirteen schools in a two-day institute for departmental planning.
- Increased the funding to faculty for Service Learning Assistants; the total number of SLAs awarded tripled from 2003-04. 84 SLAs supported the implementation of service learning classes and civic engagement activities.
- Conducted ten campus-wide professional development workshops
- Participated with OPD in Orientation for new faculty, New Faculty Handbook, Promotion & Tenure Committee
- Consulted with faculty and departments on service learning course design.
- Awarded seven grants to faculty teams from four schools in Year 2 of Commitment to Excellence funding to increase infrastructure in academic units to support civic engagement.
- In 2004-2005, fifty-three faculty taught 52 service learning courses; approximately 212 faculty and staff participated in professional development workshops and consultations.

Evidence of Progress for 2004-2005:

- IUPUI recognized by *US News and World Report* (Fall 2004) for the third year in a row, as having one of the top ten service learning programs in the nation.
- Updated institutional portfolio of civic engagement work for Carnegie Classification Pilot Project. Including
Activities planned for 2005-2006:

- Conduct fifteen professional development workshops, with some workshops for targeted audiences; conduct two activities for new faculty each year.
- Award thirteen grants for service learning course development in Year 3 of Commitment to Excellence funding (2005-2006).
- Consult with faculty teams on departmental strategies to implement service learning across the curriculum.
- Conduct survey of faculty who have taught service learning courses to gain input on program goals.
- Increase funding for Service Learning Assistants to support civic engagement of faculty, including assistance to support service learning courses.
- Develop online teaching modules with CTL for service learning.
- Plan for protocol to assess student outcomes in service learning classes.

Objective 2. Increase understanding and support for service learning among administrators in Departments/Schools.

Campus Planning Theme: Teaching and Learning

Secondary Goals:
Sub Unit: Office of Service Learning
Time Frame: Ongoing

Actions taken for 2004-2005:

- Developed RFP for Boyer Scholars and Civic Engagement Curriculum grants and reviewed processes for Year 3 of Commitment to Excellence funding.
- Awarded seven (7) grants to faculty in Year 2 of Commitment to Excellence funding to support Interdisciplinary Community Partnerships, IUPUI-Partners Course Development Grant, and Engaged Department/School Grants, and support grantees through program implementation and workshops.
- Hosted six Civic Engagement Conversations to increase campus understanding of civic engagement that include public lectures and meetings with key persons from the campus and community.
- Worked with FACET, International Affairs, and American Democracy Project on campus and IU programming.
- Met with twelve Deans to discuss service learning and civic engagement; identified mutual goals and future program priorities; identified sources of internal support for the development of civic engagement in their academic units.
- Provided Deans with information about student, faculty, staff involvement in service learning and civic engagement (e.g., names of instructors/courses, enrollment, grants, service scholarships).
- Identified internal communication strategic plan for all units in CSL to increase campus literacy of service learning, civic engagement, and community partnerships.
- Created new CSL website with additional information for faculty on service learning course design.
- Patti Clayton, CSL Senior Scholar, presented at the Moore Symposium on Pedagogies for Enhancing Critical Thinking.

Evidence of Progress for 2004-2005:

- Sponsored first Engaged Department Institute involving seventy faculty from thirteen schools in a two-day institute for departmental planning.
- Sponsored first Showcase for Civic Engagement highlighting work of faculty across campus; invited all
Activities planned for 2005-2006:

- Conduct three discipline specific workshops in collaboration with Departments or Schools.
- Sponsor four Conversations on Civic Engagement to target topic areas identified by Deans (e.g., community-based research, Engineers Across Borders, civic-minded professionals)
- Collaborate with Departments or Schools to secure internal funds and external funding for discipline-specific service learning programs.
- Provide information on service learning to all members of the Council on Civic Engagement for distribution within Schools/Units.
- Meet with Department Chairs and faculty who teach service learning courses to increase understanding of service learning pedagogy.
- Consult with faculty on service learning course design.

Objective 3. Collaborate with others on campus teaching and learning initiatives to increase the types of courses that include a service learning component.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: Office of Service Learning
Time Frame: Ongoing

Actions taken for 2004-2005:

- Worked with CTL/OPD on wide ranges of initiatives (e.g., student e-portfolio, CLASSIFY project, online resources for service learning, faculty learning communities, Communities of Practice for PULs, assessment)
- Co-sponsored Faculty Learning Community on Civic Education.
- Collaborated with Council on Internships to create classification system (e.g., service learning, internship, clinical) to document Experiential Learning experiences on student transcripts.
- Coordinated Council on Civic Engagement; participated on Council on Retention and Council on Internships.

Evidence of Progress for 2004-2005:

- Indiana University has approved use of Experiential Learning classification on student transcripts; each school will determine best process to document student involvement in community-based learning experiences.
- Co-sponsored two-day institute with the American Association of State Colleges and Universities, the American Democracy Project, and Office of Professional Development on service learning and civic engagement; seventy-five participants from 25 colleges in attendance. The program for this institute drew from various units on campus (e.g., IMIR, Planning and Assessment, CTL, COIL)

Activities planned for 2005-2006:

- Collaborate with CTL to develop online resources through OASIS and online teaching modules in
Objective 4. Increase student enrollment in service learning classes:

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** Office of Service Learning  
**Time Frame:** Ongoing

**Actions taken for 2004-2005:**

- Provided training for Service Learning Assistants who support faculty on implementation of service learning courses.
- Increased publicity for service learning classes (e.g., new CSL website, electronic schedule of classes, JagNews, brochures, Sagamore, admissions literature, orientation, Learning Communities presentations, campus Bulletin).
- Supported development of service learning in Learning Communities and Gateway courses (e.g., Sociology, Communication Studies, Education, Business, Nursing, Social Work).
- Presented at University College Learning Communities and Mentor retreat on service learning and focused on service learning in Gateway Courses.

**Evidence of Progress for 2004-2005:**

- In 2004-05, over 2,075 students were enrolled in 52 service learning classes at 209 community partnership sites.
- Through service learning classes, students contributed over 48,105 total hours of service, more than twice the number of service hours contributed in 2003-04.

**Activities planned for 2005-2006:**

- Visit classes each semester (e.g., Business Learning Communities, Honors, Gateway classes) to share information on CSL programs, including new video "Knowing Through Service: Student Engagement at IUPUI".
- Promote service learning to key student groups (e.g., American Humanics, University College Student Mentors, Orientation Staff, SPEA Nonprofit Management majors, student organizations).
- Support Gateway initiative projects; attend workshops and planning retreats.
- Consult with instructional teams on service learning course development.

Objective 5. Collaborate with community partners to increase their understanding of service learning.

**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**  
**Sub Unit:** Office of Service Learning  
**Time Frame:** Ongoing

**Actions taken for 2004-2005:**
Hosted six Civic Engagement Conversations and invited targeted community partners to attend so that they could increase their understanding of campus commitment to civic engagement.

- Create non-remunerative appointment for Community Associates to recognize community expertise and leadership in service learning and civic engagement.
- Collaborated with Indiana Campus Compact and IU Public Opinion Lab on research project entitled "Campus and Community Survey" to increase understanding of community perceptions of the value of campus-community partnership programs.

Evidence of Progress for 2004-2005:

- Chancellor Community Award for Excellence in Civic Engagement was awarded by Chancellor Bantz to Protective Order Pro Bono Project of Greater Indianapolis, Inc.
- Three Community Associates have been appointed to recognize their collaboration with the campus in service learning and civic engagement.

Activities planned for 2005-2006:

- Host a second Listening to Communities Dialogue with community partners to identify community impact of service learning students.
- Design and implement Community Partner as Co-Educator training program to improve resources of community agency staff to support learning of college student volunteers.
- Analyze data from Year 1 of "Campus and Community Survey" research project.

Goal 2: To increase campus participation in community service activities.

Objective 1. Expand and develop the Sam H. Jones Community Service Scholarship program.

- Campus Planning Theme: Civic Engagement
- Secondary Goals:
- Sub Unit: Office of Community Service
- Time Frame: Ongoing

Actions taken for 2004-2005:

- Conducted welcome events, orientation, and mid-year retreat for Service Scholars.
- Service Scholars planned a wide-range of civic engagement events (e.g., MLK Day-On, Voter Registration Drive, Democracy Plaza events, National Youth Service Day, Oxfam Hunger Banquet) to increase volunteer and civic participation.
- Redesigned scholarship program to include emphasis on civic engagement activities, greater program identity, and clearer prominence of the legacy of Sam H. Jones.
- Five Service Scholars were selected as among the Top 100 IUPUI students.
- Participated in FASPAC to coordinate recruitment, accountability, retention, and programming of IUPUI scholarships.
- Hired Assistant Coordinator for Community Service, with key responsibilities for scholarship program implementation and enhancement.
- Coordinated campus application for selection as a College with a Conscience, designation by Princeton Review and national Campus Compact.
- Designed new type of scholarship, Community Partner Scholars, to provide on-site leadership of Service Scholars at five selected community agencies.
Evidence of Progress for 2004-2005:

- IUPUI was selected by the Princeton Review and Campus Compact as one of the nation's 81 best colleges fostering social responsibility and public service. Selection as A College with a Conscience highlighted the Sam H. Jones Community Service Scholarship Program. Selected schools demonstrated that they have both "an administration committed to social responsibility and a student body actively engaged in serving society".
- Additional campus funds have been designated for the Sam H. Jones Community Service Scholarship program, creating one of the largest service-based scholarship programs in the nation: program to be highlighted in book chapter published by Campus Compact in 2005.
- Retention towards graduation rate for all Service Scholars 87%

Activities planned for 2005-2006:

- Examine procedures for screening, reviewing, rating, interviewing, and selecting scholarship recipients.
- Develop Fugate Scholarship for George Washington Community School graduate.
- Develop Civic Leadership Scholars program to advance goals of American Democracy Project and activities sponsored through Democracy Plaza.
- Offer presentations at national conference on Service Scholarship program.
- Create e-mail newsletter for all Service Scholars.
- Evaluate the scholarship program through surveys, focus groups, and other assessment tools.

Objective 2. Increase participation in community service and civic engagement activities.

Campus Planning Theme: Civic Engagement

Secondary Goals:
Sub Unit: Office of Community Service
Time Frame: Ongoing

Actions taken for 2004-2005:

- Hosted the annual Volunteer Fair and Spring Into Service Fair for community agencies to recruit student, faculty and staff volunteers.
- Co-sponsored two alternative spring break service trips (i.e., Atlanta, GA, Nashville, TN)
- Sponsored service days for Honors, Welcome Week, Residential Programs
- Coordinated monthly campus-wide service events that have become part of campus tradition (e.g., United Way Day of Caring, MLK Day-On Service, Make a Difference Day, Holiday Assistance).
- Sponsored advocacy events such as Raise Your Voice, March to the Statehouse, voter registration, and Oxfam Hunger Banquet.
- Developed volunteer intake form for community agencies and campus participants on new CSL website.
- Developed new format for the Volunteer Listserv, a campus listserv with distribution to 500 plus subscribers, with weekly information about events, resources, grant opportunities. Many subscribers forward the information to other listserv and it is estimated that postings reach over 1,000 students, faculty, and staff at IUPUI.

Evidence of Progress for 2004-2005:

- CSL coordinated 19 campus-wide service events; 942 volunteers contributed over 3,800 hours of service at 77 local community agencies.
- IUPUI was selected by the Princeton Review and Campus Compact as one of the nation's 81 best colleges fostering social responsibility and public service. Selection as A College with a Conscience. Selected schools demonstrated that they have both "an administration committed to social responsibility and a student body actively engaged in serving society".
Activities planned for 2005-2006:

- Develop Fall alternative break in Chicago for undergraduates in addition to two alternative spring break service trips.
- Respond to Katrina Hurricane Disaster Relief through new program implementation.
- Collaborate with Senator Bayh's office on Service Summit for Make a Difference Day.
- Collaborate with External Affairs, Staff Council and campus units to create staff Volunteer Teams to recruit volunteers for campus wide service events.
- Work with other scholarship programs on campus to design meaningful service experiences for undergraduates (e.g., Bepko Scholars, Honors, Nina Pullium Scholars, 21st Century Scholars, Norm Brown Minority Achievement Scholars).
- Collaborate with other units to bring National Issues Forum training for student leaders and faculty.
- Create and publish a Student Guide to Civic Engagement at IUPUI brochure.

Objective 3. Work with student organizations to increase their involvement and leadership in community service.

Campus Planning Theme: Civic Engagement
Secondary Goals:
Sub Unit: Office of Community Service
Time Frame: Ongoing

Actions taken for 2004-2005:

- Created RFP for student organization to access funding for mini-grants to support service activities in the community.
- Awarded mini-grants to College Mentors for Kids! and APO for service projects.
- Supported development of two new student organizations, Circle K and Student Advocates for Global Equality
- Staff led and participated in the American Democracy Coordinating Committee, resulting in a wide range of student activities (e.g., Rock the Vote voter registration, campus dialogue in Democracy Plaza on pertinent social issues).

Evidence of Progress for 2004-2005:

- Circle K received charter through Kiwanis International.
- Democracy Plaza was highlighted as an outstanding campus program at the American Association of State Colleges and Universities summer institute for the American Democracy Project.
- Two Herron School of Art and Design students were among 10 semi-finalists in national competition for “Film Your Issues”, a public service announcement competition.
- Student leadership brought MTVs Rock the Vote on to the IUPUI campus; 866 voters were registered and candidates for state participated in this unique event targeted to increase civic participation of college students.

Activities planned for 2005-2006:

- Provide an online tracking tool for student organizations to report their service involvement on new CSL website.
- Hold a Service Leader Summit/Retreat annually to create a network of service minded leaders at IUPUI.
Objective 4. Improve and increase ways to recognize those involved in community service activities.

**Campus Planning Theme:** Civic Engagement

**Secondary Goals:**
- Sub Unit: Office of Community Service
- Time Frame: Ongoing

**Actions taken for 2004-2005:**

- Published Connections newsletter in November and distributed to campus and community stakeholders.
- Organized first annual Ice Cream Social to recognize all campus volunteers during National Volunteer Recognition week in April.
- Provided summary to Deans of faculty, staff, and student involvement in CSL programs.
- Designed "profiles" template to recognize contributions of students, staff, faculty, and community partners on the new CSL website.

**Evidence of Progress for 2004-2005:**

- Collaborated with Sagamore to published approximately 575 names of campus volunteers during National Volunteer Recognition week in April.

**Activities planned for 2005-2006:**

- Recognize Volunteer Teams that have organized volunteers from their units to participate in service activities.
- Create "Service Medallion" for graduates who have demonstrated outstanding commitment to community service during their undergraduate experience at IUPUI.

Goal 3: To develop and strengthen campus-community partnerships.

Objective 1. Deepen and expand WESCO-IUPUI partnership.

**Campus Planning Theme:** Civic Engagement

**Secondary Goals:**
- Sub Unit: Office of Neighborhood Partnerships
- Time Frame: Ongoing

**Actions taken for 2004-2005:**

- Collaborated with campus departments (i.e., Nursing, Public Health, SPEA, Center for Economic Education) on the implementation of HUD-COPC New Directions grant.
- Coordinated regular meetings of the campus-community COPC Council.
- Participated in GWCS Early College College High School Committee and Community Advisory Board
- Designed Community Partner Scholars Program to place five Service Scholars in community organizations in WESCO.
- A new service learning course in the Department of Physical Education (P403: Rhythmic Aerobic Training) has led to the implementation of Fit for Life Program with youth at George Washington Community School. High school students can now gain one credit towards graduation for participation in this health and exercise class.
- Financial literacy programs were offered, in partnership with Annie E. Casey and George Washington Community School for ninety-four community residents.
- The Hawthorne Community Garden was developed as part of the nutrition education program of the COPC New Directions grant involving eight nine residents and seven students and staff.
- Two Health Education Family Nights involved students, faculty, and staff from Schools of Nursing and Physical Health, providing information to 250 community residents.
- Three windshield tours of WESCO were conducted to introduce 105 students, faculty, staff, and visitors to this longstanding campus-community partnership.
- Published Service learning in the K-12 Classroom in collaboration with teachers from GWCS.

Evidence of Progress for 2004-2005:

- The IUPUI Mens Basketball Team takes training table at Judges Bar-B-Q, a new eatery in WESCO; many campus meetings are held in the IUPUI room at Judges an extra room built specifically for IUPUI.
- Twelve service learning classes are offered in WESCO.
- Thirteen Strategic Community Partners for CSL are located in WESCO.

Activities planned for 2005-2006:

- Collaborate with OPD to include a windshield tour of campus-community partnerships for New Faculty Orientation in 2005.
- Publish and distribute 5-year WESCO Health Plan to key campus and community stakeholders.
- Publish and distribute Predatory Lending educational pamphlet to community stakeholders.
- Increase the number of students in internship, service learning, and practicum placements in WESCO by working with the Solution Center and Commitment to Excellence initiatives.
- Collaborate with faculty and other campus centers on grant proposals that target asset-development in WESCO.
- Support implementation of goals of the WESCO Educational Task Force.
- Pilot Community Partner Scholars Program to place five students in community organizations in WESCO.
- Collaborate with J. Shellhorn, Herron School of Art, on implementation of HER A461 Professional Practice, as a service learning course which will support the predatory lending campaign activities of the COPC New Directions grant.
- Collaborate with the School of Nursing and Department of Physical Education on the development of a Wellness Center at George Washington Community School.

Objective 2. Support the development of additional campus-community partnerships.

Campus Planning Theme: Civic Engagement
Secondary Goals:
Sub Unit: Office of Neighborhood Partnerships
Time Frame: Ongoing

Actions taken for 2004-2005:

- Collaborated with University of Notre Dame on the Indiana Community Outreach Partnership Center (COPC) Coalition annual meeting that brings together university representatives
from across Indiana who are involved in community-university partnership efforts.
- Consulted with Martin University on development of COPC grant application at the request of HUD Office of University Partnerships.
- Developed recommendations appointment processes for Community Educators, Community Partners, and Community Associates.
- Participated in campus partnership meetings with Urban League, Eiteljorg Museum, Indiana State Museum, Hispanic Center.

Evidence of Progress for 2004-2005:

- Recognized by HUD Community Outreach Partnership Center as a leader in creating and sustaining mutually beneficial campus-community partnership programs. Have been asked to provide consultation services to other local universities attempting to develop campus-community partnership programs.
- Recognized by other colleges and universities in the state and region for commitment to campus-community partnership programs. Lead campus, along with Butler University, in facilitating the Indiana COPC Coalition.

Activities planned for 2005-2006:

- Develop standards of good practice for campus-community partnerships, gain feedback from Council on Civic Engagement, and circulate to all departments on campus.
- Convene campus and community stakeholders to set priority goals for Office of Neighborhood Partnerships.
- Participate in campus strategic planning for partnership programs with Indianapolis Public Schools.
- Convene faculty and community stakeholders to identify common goals for partnership with the near-Eastside community.
- Work with IU Foundation to identify community and corporate sponsorship for program expansion.
- Collaborate with faculty on two new grant proposals.

Goal 4: To develop and support community-based work-study program.

Objective 1. Coordinate CWS programs including America Reads, America Counts, Hispanic Reads, and Community Works.

**Campus Planning Theme:** Civic Engagement

**Secondary Goals:**
- **Sub Unit:** Office of Community Work-Study Programs
- **Time Frame:** Ongoing

Actions taken for 2004-2005:

- Community Work Study Program (CWSP) recruits, trains, and supports college students to become reading and math coaches through three tutoring programs: America Reads, America Counts, and Hispanic Reads.
- In 2004-2005, 101 IUPUI work-study students served as reading and math coaches at eleven community sites and public schools, representing a 71% increase in the number of college student tutors in the past year.
- In 2004-2005, college student coaches provided one-on-one tutoring, as well as homework help, to more than 490 K-9 youth, contributing over 14,500 hours of free tutoring during the year, representing a 26% increase in the number of hours of free tutoring provided by college students in the past year.
In 2004-05, America Reads hosted 8 community literacy events and distributed more than 1,000 books to children.

A grant from Indiana Campus Compact provided support for two full-time AmeriCorps members to serve as Program Coordinators for America Reads.

Federal Work-Study community placements have increased from 18% to 34% of campus Federal Work-Study funds; the campus clearly exceeds the national requirement of 7% of CWS placements.

Evidence of Progress for 2004-2005:

- In the 2004-2005, 44% of the reading and math coaches employed through the CWSP were minority students, and 30% of the students selected as Team Leader Scholars were minority students. These high rates demonstrate the success of this employment-based program in the area of minority recruitment and retention.
- Retention towards graduation rate for all CWS tutors was 82%.
- Results from the Basic Reading Inventory assessment indicated that 86% of the children tutored through America Reads increased at least one reading level.

Activities planned for 2005-2006:

- Research best practices and develop training curriculum for America Counts coaches.
- Create resource and activity handbook for Hispanic Reads program.
- Secure external funding for program expansion.
- Plan and implement assessment plan for all CWS tutors.
- Identify new community partners for program expansion.
- Obtain community feedback on programs.

Objective 2. Collaborate across campus units for program effectiveness and accountability.

Campus Planning Theme: Civic Engagement
Secondary Goals:
Sub Unit: Office of Community Work-Study Programs
Time Frame: Ongoing

Actions taken for 2004-2005:

- CSL staff participated in Accelerated Improvement Process training to improve internal processes. With consultation from Human Resources, AIP was used on two key projects to improve decision making and expedite processes: improving Community Work Study and creating a new CSL website.
- A Campus Task Force was formed to streamline the internal processes related to Community Work Study. A preliminary report has been completed to facilitate transition of CWS from the Career Center to the Center for Service and Learning.
- Met with Enrollment Services and provided program information on CWSP and CSL.

Evidence of Progress for 2004-2005:

- Transition of responsibilities for CWSP from Career Center to the Center for Service and Learning has been smoothly accomplished due to the strong collaboration among all campus stakeholders.
Activities planned for 2005-2006:

- Convene the Campus Task Force on Community Work Study to focus on program development, implementation, and evaluation of Community Works.
- Continue to transition responsibilities for CWSP from the Career Center to CSL.
- Collaborate with Office of Financial Aid to promote CWSP during Financial Aid Month.
- Conduct program review of all community work-study programs (America Reads, America Counts, Community Works).
- Implement Community Works, a program to place student in government and nonprofit agencies.

Objective 3. Strengthen campus-community partnerships through CWSP. Objective 3:

**Campus Planning Theme:** Civic Engagement

**Secondary Goals:**

**Sub Unit:** Office of Community Work-Study Programs

**Time Frame:** Ongoing

Actions taken for 2004-2005:

- Expanded number of CWS partnership sites from eight to eleven; continued strong partnerships within WESCO
- Provided Site Supervisor resources on CSL website.
- Met with Site Supervisors to gain perspective on program implementation and improvement.
- Secured funding from Indianapolis Foundation, Family Literacy Grant to expand Hispanic Reads tutoring program.
- Secured funding from Hoover Family Foundation, Family Literacy Program, to provide family enrichment activities through America Reads.

Evidence of Progress for 2004-2005:

- Each year, new requests from community agencies and schools for college tutors exceed campus capacity to provide CWS tutors; the value of America Reads, America Counts, and Hispanic Reads is well-known in the community.

Activities planned for 2005-2006:

- Convene Site Supervisors twice annually for program updates and improvement.
- Provide professional development opportunities for agencies through CIAVA.
- Create Community as Co-Educator training in collaboration with Community Learning Network and Solution Center for Site Supervisors.
- Update and improve Site Supervisors Handbook for College Student Volunteers.

Goal 5. To advance the scholarship of service and civic engagement.

Objective 1. Conduct scholarship of research and disseminate results to stakeholders.

**Campus Planning Theme:** Research, Scholarship and Creative Activity

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** Ongoing
Actions taken for 2004-2005:

- Seven staff presented a total of 42 presentations and workshops at state, national, and international conferences.
- Five staff published 12 peer reviewed articles and book chapters on service learning and civic engagement.
- Two staff published 9 reports for community and public stakeholders.
- Five staff served as peer reviewers for manuscripts and national grant proposals at the request of editors and review boards.
- Completed data analysis on Service Learning and Retention research study.
- Created survey instruments and processes with Indiana Campus Compact on statewide research project on campus-community partnership programs.

Evidence of Progress for 2004-2005:


Activities planned for 2005-2006:

- Submit manuscript on Service Learning Retention study.
- Submit manuscript on Service Learning and Business.
- Submit book chapter on research and assessment for new publication by Campus Compact
- Plan assessment protocol for Sam H. Jones Community Service Scholarship Program.
- Plan assessment protocol for Community Work-Study tutors.
- Continue research project with Indiana Campus Compact.
- Support Boyer Scholars in achieving goals of research and scholarly publications.

Objective 2. Collaborate with faculty and departmental units on scholarship and research.

Campus Planning Theme: Research, Scholarship and Creative Activity

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2004-2005:

- Conducted faculty workshops on research and the scholarship of engagement, on documenting service, and on campus Promotion & Tenure processes as they relate to service and civic engagement.
- Selected first cohort of Boyer Scholars, a faculty development program to advance the scholarship of engagement for faculty with demonstrated excellence in civic engagement.
- Collaborated with faculty on publications on civic engagement.
- Consulted with faculty on preparation of dossiers for Promotion & Tenure review.

Evidence of Progress for 2004-2005:
Started the Boyer Scholars program to support faculty in the scholarship of engagement, a unique program in higher education.

Activities planned for 2005-2006:

- Support scholarly activities associated with the Interdisciplinary Civic Partnerships, the Engaged Schools and Departments, the American Democracy Project, and the Public Scholars.
- Involve Boyer Scholars in presentations at Moore Symposium on Teaching and national conference on Outreach and Public Scholarship.
- Write article on Boyer Scholars faculty development program.
- Support the development of participatory action research and community-based research among faculty and academic units.

Objective 3. Collaborate with national and international initiatives on scholarship and research.

Campus Planning Theme: Research, Scholarship and Creative Activity

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2004-2005:

- Collaborated with the South African Community-Higher-Education-Service-Partnership universities assessment and research of service learning.
- Collaborated with American Association of State Colleges & Universities to host a two-day institute on service learning and civic engagement.
- Collaborated with International Partnerships for Service Learning and Leadership on program evaluation and research.
- Met with national Campus Compact to determine common research interests as they relate to service learning and retention.
- Reviewed manuscripts for the South African CHESP project to be part of national resource publication on service learning and grant proposals as part of their capacity building program.
- Participated in national demonstration project with Community Campus Partnerships in Health on documentation of service for promotion and tenure.
- Conducted ten workshops and colloquia on service learning and higher education on college campuses.

Evidence of Progress for 2004-2005:

- The frequency of requests to participate in scholarly activity, both nationally and internally, indicates a high regard for the scholarly expertise related to service learning and civic engagement.
- The American Association of State Colleges & Universities recognizes IUPUI as a strong intellectual partner in advancing civic engagement in higher education.

Activities planned for 2005-2006:

- Collaborate with state and national groups on developing infrastructure to support research on service learning and civic engagement.
- Advise national Campus Compact on future program priorities.

Goal 6. To promote service learning, professional service, and civic engagement in higher education locally, nationally, and
Objective 1. Intensify commitment and accountability to Central Indiana by CSL providing campus leadership so that IUPUI units collaborate with Indianapolis and Central Indiana communities to develop and implement a visionary civic agenda for IUPUI.

**Campus Planning Theme:** Civic Engagement

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** Ongoing

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**Actions taken for 2004-2005:**

- Faculty and staff representatives from all Academic Units appointed as members of the new campus Council on Civic Engagement (CCE) to increase collaboration across campus, to review and advise on campus policies related to civic engagement, and to advance strategic planning for campus-community partnerships across all units.
- Criteria established for the appointment of Community Associates, a non-remunerative appointment for community partners who demonstrate a high record of excellence in collaboration in service learning and civic engagement.
- Met with other Center directors on campus to identify common goals and strategies to advance civic engagement and improve internal processes to support this aspect of campus mission.
- Produced brochure entitled *IUPUI Centers: Engaged in Community Work* and distributed to key campus and community stakeholders.
- Collaborated with External Affairs on redesign of campus website to better represent campus mission through Community Engagement link.

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**Evidence of Progress for 2004-2005:**

- Campus was one of 12 colleges and universities selected to participate in a national pilot project sponsored by the Carnegie Foundation for the Advancement of Teaching, to create a new, voluntary classification for Community Engagement.

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**Activities planned for 2005-2006:**

- Collaborate with others on campus to achieve goals of the Memorandum of Understanding with the City Council by identifying strategies to address juvenile delinquency.
- Consult and collaborate with leadership on Advancing Indiana to align campus work in civic engagement with new IU system-wide approach to economic development and engagement.
- Members of CCE will identify academic processes in their school to use the classifications established for Experiential Learning (e.g., service learning, internship, clinical) to document experiences on student transcripts.
- Meet with other stakeholders to advance campus partnerships with Indianapolis Public Schools.

Objective 2. Collaborate with campus stakeholders to support the development of strategic international partnerships to advance international civic engagement for students, faculty, and staff.

**Campus Planning Theme:** Civic Engagement

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** Ongoing
Actions taken for 2004-2005:

- Served as a catalyst for development of international service learning, with focused attention on campus partnerships with Moi University, Eldoret, Kenya and with the University of Hidalgo, Mexico and the village of Calnali.
- Three staff served as consultants to establish service sites for future trips to Cuernavaca and Calnali, Mexico, and Paros, Greece.
- Service Learning Assistants provided student leadership for Calnali spring break service trip.
- Consulted with University of Free State, South Africa on service learning and civic engagement.
- Consulted with Community Higher Education Service Project in South Africa on implementation of national priorities for service learning and civic engagement.
- Met regularly with International Affairs and Study Abroad to identify common goals for program improvement and implementation; collaborated to offer a number of workshops on international service learning.
- Identified principles of good practice for selection of community service sites in international setting.

Evidence of Progress for 2004-2005:

- Selected as a Distinguished Campus Partner by the International Partnership for Service Learning and Leadership, an international organization of colleges and universities around the world.
- First IU MSW student was placed in South Africa for an internship
- Robert G. Bringle was awarded the honorary degree Doctor of Philosophy at the University of Free State in Bloemfontein, South Africa for his contributions to service learning and civic engagement.

Activities planned for 2005-2006:

- Collaborate with International Partnership for Service Learning and Leadership to host campus Institute for International Service Learning; host planning teams from across the country to design and implement international service learning programs.
- Meet with other stakeholders to advance campus international partnerships with Moi University in Eldoret, Kenya.
- Meet with other stakeholders to advance campus international partnerships in Mexico with University of Hidalgo and village of Calnali, and language immersion program in Cuernavaca.
- Meet with other stakeholders to advance campus international partnerships with University of Free State, South Africa.
- Consult with international visitors with expressed interest in service learning and civic engagement.
- Advise faculty and staff on principles of good practice as they relate to international civic engagement (e.g., partnership formation, reflection, service learning course development).

Objective 3. Build consensus among academic leadership on the importance of civic engagement to meet school and campus mission.

Campus Planning Theme: Civic Engagement
Secondary Goals:
Sub Unit:
Time Frame: Ongoing

Actions taken for 2004-2005:

- Met with Deans of twelve schools to discuss common goals for civic engagement and identified ways that CSL programs can advance unit goals.
• Provided each Dean a summary report of ways that students, faculty, and staff were involved in CSL programs.
• Convened the Council on Civic Engagement (CCE), including organization of three working groups: Academic Affairs, Assessment, and Strategic Planning. Faculty appointed to convene each working group.
• Members of CCE conducted inventory of unit activities to contribute information for Carnegie Pilot Project on Community Engagement.
• Criteria established for the appointment of Public Scholars, faculty who demonstrate a high record of excellence in civic engagement.
• Report of first year achievements of Council on Civic Engagement filed with Faculty Council.

Evidence of Progress for 2004-2005:

• Chancellors State of the Campus address provided current information on the status of the doubling initiative in civic engagement.

Activities planned for 2005-2006:

• Convene the Council on Civic Engagement at least four times each year; support working groups by providing necessary information for effective decision making.
• Create two additional working groups: Publicity and Recognition, International Civic Engagement.
• Identify tasks for each of the five working groups, based on prior strategic planning and input from academic units through the Carnegie Pilot Project on Community Engagement.
• Involve all members of CCE in specific ways to strengthen understanding and resources between school and campus based civic engagement initiatives.
• Redesign the online Civic Engagement Inventory as systematic way to gather campus information on campus-community programs.
• Consult with faculty stakeholders on strategic plans for Round 2 of Commitment to Excellence funding; secure endorsement from Deans on proposals.
• Host Conversations on Civic Engagement that are directly linked to unit priorities.
• Collaborate with faculty on external grants in civic engagement to address unit specific priorities.
• Co-host, with other campus centers, a Service Summit to highlight campus service commitment to develop more formal linkages between IUPUI, city government, non-profits, state commission of service.

Fiscal Health

Reallocation Plan

Other Question(s)

Doubling goals. In what ways has and will your responsibility center contribute to the Chancellor’s doubling goals for enrollment (retention and graduation rates and degree conferrals), research and scholarship (grants and contracts), and civic engagement (service learning, internships, community collaborations)?

The Center for Service and Learning takes seriously the challenge to design programs that are educationally meaningful and contribute to student success towards retention and graduation. Through the Sam H. Jones Community Service Scholarship Program and Community Work-Study Programs (i.e., America Reads, America Counts, Hispanic Reads) intentional effort is given to provide support to students through orientation and training, peer and faculty interaction, involvement in meaningful activity, and continual feedback and recognition. All of these are factors that lead to high rates of retention towards graduation. In 2004-05, the retention rate for Service Scholars was 87%; retention rate for CWS tutors was 82%. Both of these programs involve a high percentage of minority students (i.e., 30% of Service Scholars, 48% of CWS tutors) therefore these above average retention rates also contribute to the campus priority of retention of minority students.
All program activities supported by the Center for Service and Learning support the campus mission of civic engagement. Specifically, in terms of the Chancellor’s Doubling Goals, records indicate that 2,075 students were enrolled in 52 service learning classes, contributing 48,105 hours of service through 209 community partnerships. This represents only a slight 4% increase of the number of students enrolled in service learning courses since last year. However, the number of hours contributed to the community increased by 90% in one year, indicating that the depth of student involvement has increased significantly. The number of service learning classes increased by 27%. With new service learning courses in development phase through Commitment to Excellence funding, it is anticipated that the increase in number of students in service learning will be significantly higher next year.

CSL participates in an active program of scholarship and research. In terms of contributing to the campus goals of doubling external funding, CSL secured $187,211 in external grants to support program expansion in 2004-05.

**Diversity.** What actions have you taken and what results have you achieved in diversifying your student body (particularly in improving the success rates of minority students) and your faculty and staff?

Diversity issues are central to CSL programming across all program areas. Service learning requires students to cross boundaries and interact with diverse groups. Preparation of students, organized service experiences, and structured reflection activities provide students with opportunities to explore issues related to diversity. In 2004-05, 2,075 students participated in 52 service learning classes, and contributed 48,105 total hours of service through 209 community partnerships.

The Sam H. Jones Scholarship program provides a similar opportunity for students to develop new perspectives on diversity through service learning, service in the community, organizing programs for involving others in community service, providing leaderships in working with diverse populations, supporting students and faculty who are also working with diverse populations through community service and service learning, and supporting the work of nonprofit organizations who serve diverse populations. Diversity training is provided for most Service Scholars. Sam H. Jones Community Service Scholarship program awarded 152 students service scholarships, including 54 Service Learning Assistants to faculty in 13 Schools, for a total of $265,400. Intentional efforts are made to recruit minority students; 30% of the Service Scholars are minority students. Retention to graduation rate for Service Scholars is 87%.

The Community Work Study program recruits and trains a diverse group of students to provide free tutoring in reading and math. In 2004-05, 48% of the tutors were minority students and Team Leaders. All tutors received training in diversity and worked with diverse populations in community organizations and schools in Indianapolis. In 2004-05, America Reads, America Counts, and Hispanic Reads program, involved 101 college students, who provided 19,185 hours of free tutoring to 490 K-9 youth at nine community sites.

The Office of Neighborhood Partnerships supports faculty, students, and staff in developing connections to the diverse neighborhoods of Strongtown, Haughville, and Hawthorne across community-based research, teaching, and civic engagement. Staff participated in the COPC Council, a campus-community advisory group with diverse representation across stakeholders. Community service programs organized by the Office of Community Service (e.g., MLK Day-On of Service, Day of Caring, Into the Parks, Christmas Family Assistance), and in collaboration with others on campus, provides faculty, staff, and students with many opportunities to work with organizations serving diverse populations.

**Campus coordination and cooperation.** Are you willing to work with an adjudicative group in resolving conflicts in course and program offerings in the spirit of reducing campus duplication and overlap? If so, what forum or format would be most helpful to you? Please cite examples of your cooperation with other units in resolving such conflicts.

CSL routinely collaborates with units across campus to achieve mutual goals. Highlights from 2004-05 include the following:

- CSL Staff Co-Chair Campus Task Force on Community Work Study with Career Center. Using the Accelerated Improvement Planning process, representatives from CSL, Career Center, Payroll, Financial Aid, University College, and Human Resources worked together to improve internal processes and make recommendations for campus policy. This work will streamline processes, transfer new responsibilities to CSL, improve services to students and community sites, and strengthen CWS programs.

- CSL staff met regularly with Office of International Affairs to identify mutual goals to advance international civic engagement opportunities for students.
As a result of this collaboration, the campus has gained designation as a Distinguished Partner from the International Partnership for Service Learning and Leadership. Plans are underway to host a national conference in 2006. Additionally, this collaboration has reinforced the value of identifying strategic campus partnerships (e.g., Moi University) to strengthen international civic engagement.

Under the leadership of Nancy Chism, CSL staff met regularly with colleagues in OPD to identify mutual program goals for teaching, learning, service, and research. Work on the e-portfolio has been enhanced through the involvement of CSL staff, new faculty learning communities have been offered through collaboration with the American Democracy Plaza, and strategic planning has benefited from these conversations. Internal processes to streamline support services within CSL and OPD have been discussed, however due to lack of proximity, staff realignments have yet to occur. There is an increased exchange of information across units to improve processes.

CSL staff participated in Accelerated Improvement Process training, and in collaboration with Steve Hodges, External Affairs, have developed a new CSL website. This process is seen as a model for how other units can develop websites consistent with campus goals for creating a unified public image. Additionally, this collaboration has resulted in an improved campus website to better reflect campus mission for civic engagement.

Through Commitment to Excellence funding, strong partnerships have been developed with a number of departments and schools on campus. There is a greater exchange of information, in addition to resources, and this has resulted in improved service delivery to the academic units. The Engaged Department Institute and Showcase for Civic Engagement are two new strategies to further support and recognize individual faculty and schools.

4) What actions have you taken to promote the retention of all students, and in particular, individuals who would diversify the student body, e.g., ethnic, racial, and gender minorities?

5) What uses are you making of the student technology fee?