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 2005-2006:

- Collaborated with faculty, staff, and International Programs to support the development of international service learning courses in Mexico, South Africa, and Jamaica.
- Sponsored Engaged Department Institute involving 48 faculty from 5 schools in a two-day institute for departmental planning.
- Increased the funding to faculty for Service Learning Assistants; 91 SLAs supported the implementation of service learning classes and civic engagement activities.
- Conducted 14 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 9 grants to faculty teams from 5 schools with Commitment to Excellence funding, to increase infrastructure in academic units to support civic engagement.
- In 2005-2006, 107 faculty taught 157 service learning courses; approximately 340 faculty and staff participated in professional development workshops and consultations.

Evidence of Progress for 2005-2006:

- Reached Chancellor’s doubling goal for service learning courses 4 years early.
- IUPUI classified by Carnegie Foundation in elective area of Community Engagement.
- IUPUI recognized by US News and World Report (Fall 2005) for the fourth year in a row, as having...
Activities planned for 2006-2007:

- Conduct 12 professional development workshops, with some workshops for targeted audiences; conduct two activities for new faculty.
- Award 10 grants for service learning course development with Commitment to Excellence funding.
- Consult with faculty teams on departmental strategies to implement service learning across the curriculum.
- Increase funding and provide training for Service Learning Assistants to support civic engagement of faculty, including assistance to support service learning courses.
- Work to develop new service-learning classes with Public Scholars and faculty through the Boyer Scholars program, Interdisciplinary Civic Partnerships, Engaged Department Initiatives, Honors, the American Democracy Project, and International Programs.
- Develop protocol to assess student outcomes in service learning classes.
- Develop measures for international service learning outcomes.
- Conduct faculty workshops related to assessment of student reflections.

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 2005-2006:

- Developed RFP for Boyer Scholars and Civic Engagement Curriculum grants and reviewed processes for Year 4 of Commitment to Excellence funding.
- Awarded 9 grants to faculty from 5 schools, utilizing 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.
- 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.
- Updated 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.
- Participated in orientation of campus promotion and tenure committee.
- Conducted three discipline specific workshops in collaboration with Departments or Schools.
- Sponsored four Conversations on Civic Engagement to target topic areas identified by Deans (e.g., community-based research, Engineers Across Borders, civic-minded professionals).
- Collaborated with Departments or Schools to secure internal funds and external funding for discipline-specific service learning programs.
- Provided information on service learning to all members of the Council on Civic Engagement for distribution within Schools/Units.

Evidence of Progress for 2005-2006:

- Sponsored Engaged Department Institute involving 48 faculty from 5 schools in a two-day...
Activities planned for 2006-2007:

- Conduct 5 discipline specific workshops in collaboration with Departments or Schools.
- Sponsor 4 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 2005-2006:

- 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 2005-2006:

- 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.
- Conference strand devoted to civic engagement at the IUPUI Assessment Institute.

Activities planned for 2006-2007:
- Collaborate with CTL to develop online resources through Oncourse and online teaching modules to support development and implementation of service learning classes.
- Through the Registrar and Council on Civic Engagement, identify unit specific strategies to document community-based learning experiences on student transcripts.
- Collaborate with faculty and staff to integrate service learning into two Thematic Learning Communities, two Gateway courses, three Honors courses, and four Capstone courses.
- Collaborate with International Affairs to integrate service learning into study abroad opportunities.
- Promote use of internal funds for course development for service-learning.
- Collaborate with faculty and staff to develop student exit interview related to civic engagement, using the ePortfolio system.

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 2005-2006:

- 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 2005-2006:

- In 2005-06, 2818 students (36% increase over 2004-05) were enrolled in 157 service learning classes (202% increase) at 296 community partnership sites (42% increase).
- Through service learning classes, students contributed 53,648 total hours of service, an increase of 11.5% from the previous year.

Activities planned for 2006-2007:

- Increase publicity for service-learning classes through the electronic schedule of classes, JagNews, brochures, CSL website, etc.
- Meet with Learning Community mentors about service-learning and CSL programs.
- Visit Learning and Gateway courses to share information on CSL programs.
- Promote service-learning to key student groups (e.g., American Humanities, SPEA Nonprofit-Mangement majors, student organizations.)

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 2005-2006:
Made first appointments of 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.

Hosted a second Listening to Communities Dialogue with community partners to identify community impact of service learning students.

Designed and implemented Community Partner as Co-Educator training program to improve resources of community agency staff to support learning of college student volunteers.

Analyzed IUPUI data from Year 1 of "Campus and Community Survey" research project. Collected Year 2 data.

Evidence of Progress for 2005-2006:

- Chancellors Community Award for Excellence in Civic Engagement was awarded by Chancellor Bantz.
- Three Community Associates have been appointed to recognize their collaboration with the campus in service learning and civic engagement.
- Recognition by The Princeton Review and Campus Compact as a "College with a Conscience" (81 awards made out of 900 nominations).
- Fit for Life program highlighted by the Mayor of Indianapolis in the Fit City Program.

Activities planned for 2006-2007:

- Host a Listening to Communities Dialogue with community partners to identify community impact of service learning students.
- Conduct Community Partner as Co-Educator training program to improve resources of community agency staff to support learning of college student volunteers.
- Analyze data for IUPUI from Years 1 and 2 of "Campus and Community Survey" research project.
- Host reception for community partners to celebrate their contributions to service learning at IUPUI.

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 2005-2006:

- 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.
- Participated in FASPAC to coordinate recruitment, accountability, retention, and programming of IUPUI scholarships.
- Designed new type of scholarship, Community Service Leaders, to provide on-site leadership of Service Scholars at five selected community agencies.
Scholars at five selected community agencies:
- Developed Fugate Scholarship with the Lumina Foundation, for George Washington Community School graduate.
- Made presentations at national conference on Service Scholarship program.

Evidence of Progress for 2005-2006:

- Selected as a College with a Conscience, designation by Princeton Review and national Campus Compact.
- Additional campus funds have been designated for the Sam H. Jones Community Service Scholarship program.
- Published book chapter on IUPUI’s Jones Scholarship program.
- Worked with SCALE for FSS.

Activities planned for 2006-2007:

- Examine procedures for screening, reviewing, rating, interviewing, and selecting scholarship recipients.
- Offer 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.
- Make 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.
- Develop and &nbsp; pilot &nbsp; Civic-Minded Graduate scale and exit narrative to assess student civic engagement.

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 2005-2006:

- 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, Waveland, MS)
- 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 of Service, Make a Difference Day, Holiday Assistance).
- Administered volunteer intake form for community agencies and campus participants on new CSL website.
- Maintained a Volunteer Listserv, a campus listserv with distribution to 750 plus subscribers, with weekly information about events, resources, grant opportunities. Many subscribers forward the information to other listservs and it is estimated that postings reach over 1,500 students, faculty, and staff at IUPUI.
- Developed Fall alternative break in Chicago for undergraduates.
- Responded to Hurricane Katrina through new program implementation.
- Collaborated with Senator Bayh’s office on Service Summit for Make a Difference Day.
Evidence of Progress for 2005-2006:

- CSL coordinated 17 campus-wide service events; 1,074 volunteers contributed over 4,750 hours of service at 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.
- After Hurricane Katrina, 212 IUPUI students, faculty and staff volunteered 430 hours at Hope International Ministries sorting donated goods in the warehouse.
- IU named by AASCU to be the lead university in a grant project to register 50,000 college students for the 2006 elections.

Activities planned for 2006-2007:

- Develop Fall alternative break in Chicago for undergraduates in addition to two alternative spring break service trips.
- Continued response to Katrina Hurricane Disaster Relief through alternative spring break trips.
- 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 Pulliam Scholars, 21st Century Scholars, Norm Brown Minority Achievement Scholars).
- Continue to coordinate monthly campus-wide service events.

☑ 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 2005-2006:

- 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.
- Continued support 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 2005-2006:

- 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.
Activities planned for 2006-2007:

- 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.
- Host campus leadership training through Break Away, national student organization that focuses on service-trips during spring break.
- Collaborate with Undergraduate Student Government on civic leadership programs.
- Collaborate with other units to develop Civic Leadership Scholars program.

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 2005-2006:

- Published Connections newsletter and distributed to campus and community stakeholders.
- Organized campus-wide event 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.
- Recognized contributions of students, staff, faculty, and community partners on the IUPUI homepage and CSL website.

Evidence of Progress for 2005-2006:

- Collaborated with Sagamore to publish names of campus volunteers during National Volunteer Recognition week in April.
- Awarded the William M. Plater Civic Engagement Medallion to 10 graduating students in honor of their exemplary commitment to their communities.
- Awarded two Community Associate titles to community leaders.

Activities planned for 2006-2007:

- Recognize Volunteer Teams that have organized volunteers from their units to participate in service activities.
- Award a "Service Medallion" to graduates who have demonstrated outstanding commitment to community service during their undergraduate experience at IUPUI.
- Coordinate reception to recognize service contributions of faculty, staff, students, and community partners.

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 2005-2006:

- Collaborated with campus departments (i.e., Nursing, Public Health, SPEA, Center for Economic Education) on the implementation of HUD-COPC New Directions grant.
- Coordinated meetings of the campus-community COPC Council.
- Participated in GWCS Early College High School Committee and Community Advisory Board.
- Designed Community lider Service Leaders Program to place five Service Scholars in community organizations in WESCO.
- Fit for Life program was implemented in a service learning course in the Department of Physical Education.
- Financial Literacy programs were offered, in partnership with Annie E. Casey and George Washington Community School.
- The Hawthorne Community Garden was developed as part of the nutrition education program of the COPC New Directions grant.
- Health Education Family Nights involved students, faculty, and staff from Schools of Nursing and Physical Health.
- Windshield tours of WESCO were conducted to introduce students, faculty, staff, and visitors to this longstanding campus-community partnership.

Evidence of Progress for 2005-2006:

- Continued progress toward opening of the Westside Wellness Center at School 63.
- Three financial literacy education workshops were held to benefit residents in the WESCO area.
- Service learning students created a report entitled "Start Here: A Plan of Action for WESCO", intended as a blueprint to be used by CSL and George Washington Community School in planning and implementing new projects and programs.

Activities planned for 2006-2007:

- 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.
- Collaborate with the School of Nursing and Department of Physical Education on the development of a Wellness Center at George Washington Community School.
- Identify and recruit 2 additional organizations to provide services to the WESCO area.

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 2005-2006:

- 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.
- Participated in 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 2005-2006:

- 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 2006-2007:

- 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.
- 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.
- Develop a 2-year plan to initiate another "COPC" community.
- Initiate contacts with Cripsus Attucks High School to facilitate campus partnership opportunities.

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

Objective 1. Coordinate work study 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
Time Frame: Ongoing

Actions taken for 2005-2006:

- 104 IUPUI work-study students served as reading and math coaches at eleven community sites and public schools.
- College student coaches provided one-on-one tutoring, as well as homework help, to 468 youth, contributing 19,000 hours of free tutoring during the year.
- 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 2005-2006:

- Results from the Basic Reading Inventory assessment indicated that 91% of the children tutored through America Reads increased at least one reading level.

Activities planned for 2006-2007:

- 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.
- Plan and implement Community Works program with teams of work-study students.
- Expand America Counts program to 3 new sites.

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 2005-2006:

- 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.
- Convened the Campus Task Force on Community Work Study to focus on program development, implementation, and evaluation of Community Works.

Evidence of Progress for 2005-2006:

- 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.
- Report filed with Executive Vice Chancellor.

Activities planned for 2006-2007:

- 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.
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

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**Actions taken for 2005-2006:**

- 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.

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**Evidence of Progress for 2005-2006:**

- 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.

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**Activities planned for 2006-2007:**

- 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.

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

Objective 1. Conduct research on service learning and civic engagement, and disseminate results to stakeholders.

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

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** Ongoing

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**Actions taken for 2005-2006:**

- Five staff published 7 books, peer reviewed articles, and book chapters on service learning and civic engagement.
- Five staff served as peer reviewers for manuscripts and national grant proposals at the request of editors and review boards.
- Collected and analyzed Year 1 data on statewide research project with Indiana Campus Compact on campus-community partnership programs.
- Hired Academic Assessment Specialist to design and implement assessment and research projects.
Evidence of Progress for 2005-2006:


Activities planned for 2006-2007:

- Submit manuscript on Service Learning Retention study.
- Submit manuscript on Service Learning and Business.
- 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.
- Provide support to faculty and Boyer Scholars in achieving goals of research and scholarly publications.
- Apply for designation as an IUPUI Signature Center.
- Begin planning for international service learning outcomes project.

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 2005-2006:

- Conducted faculty workshops on research and the scholarship of engagement, on documenting service, and on campus Promotion &amp; Tenure processes as they relate to service and civic engagement.
- Selected second 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 &amp; Tenure review.
- Trained and assisted first cohort of faculty in research on the use of student reflection for assessment of
Evidence of Progress for 2005-2006:

- Continuation of the Boyer Scholars program to support faculty in the scholarship of engagement, a unique program in higher education.
- Submitted proposal for designation and funding as an IUPUI Signature Center.
  - Collaborative presentations by staff and Boyer scholars at the International Service Learning Research conference at Portland State University, and at the Moore Symposium on Teaching.

Activities planned for 2006-2007:

- 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.
- Train and assist second cohort of faculty in research on the use of student reflection for assessment of service learning (DEAL II).
- Collaborative presentations by staff and Boyer scholars at the International Service Learning Research conference at Portland State University.
- Seek funding for research projects related to service learning and civic engagement.

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 2005-2006:

- Collaborated with the South African Community-Higher-Education-Service-Partnership universities assessment and research of service learning.
- Collaborated with International Partnerships for Service Learning and Leadership on program evaluation and research.
- 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 in the School of Dentistry.
- Conducted ten workshops and colloquia on service learning and civic engagement on college campuses.

Evidence of Progress for 2005-2006:
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 International Partnership for Service Learning recognized IUPUI as a strong intellectual partner in advancing civic engagement in higher education.

Hosted international service learning conference, in collaboration with the International Partnerships for Service Learning. Conference attended by 110 participants from 30 campuses around the world.

Co-authored charge article of pilot project for Carnegie Foundation elective classification in Community Engagement.

Co-edited Acta Academica issue of Service Learning in South Africa.

Activities planned for 2006-2007:

- 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.
- Collaborate on multi-campus research study on using student reflection to assess student outcomes from service learning courses.

Goal 6. To promote service learning, professional service, and civic engagement in higher education locally, nationally, and internationally.

Objective 1. Provide campus leadership to help IUPUI units collaborate with Indianapolis and Central Indiana communities, in order to develop and implement a visionary civic agenda for IUPUI.

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit:

Time Frame: Ongoing

Actions taken for 2005-2006:

- Faculty and staff representatives from all Academic Units appointed as members of the 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.
- Collaborated with members of CCE on project to document experiential learning on student transcripts.
- Appointed first two 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.
- Collaborated with External Affairs on update of campus website to better represent campus mission through Community Engagement link.

Evidence of Progress for 2005-2006:

- 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.
- IUPUI received elective classification in Community Engagement by the Carnegie Foundation.
Activities planned for 2006-2007:

- 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.
- Begin use the classifications established for Experiential Learning (e.g., service learning, internship, clinical) to document experiences on student transcripts.

Objective 2. Collaborate with campus stakeholders 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 2005-2006:

- 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 Hildalgo, Mexico and the village of Calnali.
- One staff served as a consultant to establish service sites for future trips to Cuernavaca and Calnali, Mexico, and Paros, Greece.
- 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 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.
- Collaborated with International Partnership for Service Learning and Leadership to host campus Institute for International Service learning.
- Hosted delegation and discussed future partnerships with University of Free State, South Africa.

Evidence of Progress for 2005-2006:

- 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.
- Graduate social work student was placed in South Africa for an internship.
- Collaboration with William Plater on International Community Development Workshop.

Activities planned for 2006-2007:

- 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 Hildalgo 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.
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 2005-2006:

- 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 five working groups: Academic Affairs, Assessment, Strategic Planning, Publicity and Recognition, and International Civic Engagement. Faculty appointed to convene each working group.
- Criteria established for the appointment of Public Scholars, faculty who demonstrate a high record of excellence in civic engagement.
- Report of second year achievements of Council on Civic Engagement filed with Faculty Council.

Evidence of Progress for 2005-2006:

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

Activities planned for 2006-2007:

- Convene the Council on Civic Engagement (CCE); support working groups by providing necessary information for effective decision making.
- Identify tasks for each of the five working groups of CCE, 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.
- Collaborate with faculty on external grants in civic engagement to address unit specific priorities.
- Host community reception to highlight campus service commitment to develop more formal linkages between IUPUI, city government, and local and state non-profit organizations.
- Participate in IUPUI Academic Plan, including representation on Action Teams.

Fiscal Health

The Center for Service & Learning has monthly staff meetings with all CSL staff, and monthly meetings with the Program Coordinators. The Administrative Accounts Coordinator meets monthly with the Director and Associate Director, and submits updated status reports on all accounts. During the second half of the fiscal year, Coordinators submit special requests for reallocation of funds, and additional supplies, equipment, etc. to the Administrative Accounts Coordinator for discussion at the monthly budget meetings. All fiscal decisions are approved by the Director.

Each Program Coordinator is allocated funds at the beginning of the fiscal year based on their program needs.
Coordinators also manage any grant runs that they solicit and awarded. A status report is submitted to each Program Coordinator monthly pertaining to funds they manage, and progress concerning the funds is discussed with the Administrative Accounts Coordinator regularly.

The CSL Director and Associate Director meet quarterly with the Center’s Directors group and with the Council on Civic Engagement, which has representation from the other academic units and key support units. These meetings are used as a mechanism for obtaining faculty input into program priorities that will influence budgeting decisions. The Administrative Accounts Coordinator also meets occasionally with the Centers’ Fiscal Officers group to learn and share knowledge of campus policies, procedures, systems and common fiscal issues.

Currently, CSL has three shared positions with other academic units (Campus Community Life and University College) in order to enhance efficient use of resources. Coordinators routinely seek internal funding (e.g., University College Student Council, Student Activities, Professional Development funds) for program expansion.

A significant portion of CSL work is driven by helping faculty (e.g., faculty development, curricular change) and faculty input about programs shapes budget decisions. Shared information and discussion will all of the various faculty and non-faculty sources help to give a broader perspective to budget issues in general, and help to create a better understanding of the campus processes and possible solutions for future budget constraints.

Under Dean Plater’s direction, CSL developed a tentative contingency plan for diminishing resources. This would first reduce programming support, and if necessary, staff support. When CSL is more fully integrated with OPD, there may be additional opportunities to consolidate resources toward joint outcomes.

Student fees are not applicable to CSL.

Reallocation Plan

Other Question(s)

1) 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)?

All program activities supported by the Center for Service & Learning support the campus mission of civic engagement. Specifically, in the 2005-06 academic year, 2,818 students were enrolled in 157 service learning classes. They contributed 53,648 hours of service through 296 community partnerships. This represents a 36% increase in the number of students, 12% increase in service hours, and 202% increase in the number of service-learning courses from the previous year. Since 2000, IUPUI has doubled the number of service learning classes and the faculty who teach them; nearly doubled the number of students enrolled in service learning classes; doubled the number of schools that offer service learning classes; and provided nearly four times the amount of service hours to an expanding range of community organizations.

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 factors lead to high rates of retention towards graduation. In 2005-06, the retention rate for Service Scholars was 87%; retention rate for CWS tutors was 83%. Both of these programs involved a higher-than-average percentage of minority students (33% of Service Scholars, 25% of CWS tutors); Therefore, the high retention rates also contribute to the campus priority of retention of minority students.

The Center for Service & Learning participates in an active program of scholarship and research. In terms of contributing to the campus goals in external funding, CSL secured $108,718 in external grants in 2005-06.
2) Diversity: What actions have you taken and what results have you achieved in retaining and graduating a diverse student body; enhancing diversity in research, scholarship, and creative activity; and recruiting, developing, and supporting diverse faculty and staff?

In 2005-06, the retention rate for Sam H. Jones Service Scholars was 87%; retention rate for Community Work-Study tutors was 83%. Both of these programs involved a higher-than-average percentage of minority students (33% of Service Scholars, 25% of CWS tutors); Therefore, the high retention rates also contribute to the campus priority of retention of minority students.

In 2005-06 CSL recruited and hired a minority staff member as the Director of the Office of Community Partnerships. This office supports faculty, students, and staff in developing connections to the diverse neighborhoods of Indianapolis, particularly those on the westside. Staff participate in the COPC Council, a campus-community advisory group with diverse representation across stakeholders.

Community service programs organized by the Office of Community Service provides faculty, staff, and students with many opportunities (e.g., MLK Day- On of Service, UW Day of Caring, etc.) to work with organizations serving diverse populations.

3) Campus collaboration: In what ways has your unit collaborated with other units to enhance teaching and learning and/or research and scholarship? What plans do you have to strengthen collaborative activities in coming years?

CSL routinely collaborates with units across campus to achieve mutual goals, and we plan to continue this type of activity in the future. Highlights from 2005-06 include the following:

CSL Staff co-chair the Campus Task Force on Community Work Study with the Career Center. CSL staff meet regularly with colleagues in OPD to work on a wide range of initiatives (e.g., student e-portfolio, resources for service learning, faculty learning community on civic education, communities of practice). CSL collaborated with the Council on Internships to create a classification system to document experiential learning experiences on student transcripts. Staff of CSL coordinated the Council on Civic Engagement and participated in the Council on Retention and Council on Internships.

In addition, CSL collaborated with Dr. Banta’s office to organize a conference strand devoted to civic engagement at the IUPUI Assessment Institute. Finally, in collaboration with the Office of International Affairs, CSL hosted a national conference on service learning and leadership.

4) International scholarship: How extensively are faculty in your school involved in research on international topics or in collaborations with international colleagues? Please cite some examples.

CSL staff meet regularly with the Office of International Affairs to identify mutual goals to advance international civic engagement. As a result of this collaboration, the campus has gained designation as a Distinguished Partner from the International Partnership for Service Learning and Leadership. Second, in 2005 we hosted a national conference on service learning, which included 110 participants from 50 U.S. campuses. These collaborations have reinforced the value of identifying strategic campus partnership (e.g., Moi University) to strengthen international civic engagement.

5) Internationalization of curriculum: How extensive are international perspectives and content in curricula in your school? Are international perspectives present in the core requirements for undergraduate degrees? Are there degree or certificate programs with an international emphasis? Do you have study abroad programs?

The Center for Service Learning helps support faculty and departments with training and funding for development of service learning courses, including those with an international component.