

**Lilly Family School of Philanthropy
2014-2015 Community Engagement Report**

**Indiana University-Purdue University Indianapolis
Office of Community Engagement**



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About this Report

This report is intended to provide information regarding the type and level of community engagement of the Lilly Family School of Philanthropy students, faculty, staff, and alumni during the academic year 2014-15 as well as how participation has changed over time. Schools are encouraged to use the information for reports, program review, grant applications, and support for research and scholarship.

Data in this report have been collected from several sources:

- Campus-wide Community-Based Learning Inventory (CBLI)
- Indiana University Office of Engagement
- Institutional Research and Decision Support
- IUPUI Office of Alumni Relations
- IUPUI Office for Community Engagement
- IUPUI Office of Student Involvement
- IUPUI Office for Undergraduate Success

The 2015 School Engagement Reports were developed specifically to illustrate what we know is happening within your unit. However, it is only a starting point for a larger conversation about opportunities for engagement in the future. We look forward to assisting you to capture these data for internal and external reporting purposes and to identify campus and school priorities, partnerships, and opportunities for growth. Please contact Kristin Norris, Director of Assessment (norriske@iupui.edu), if you have any questions.

Student Learning and Success

At IUPUI, students have many opportunities to take part in curricular and co-curricular community-based engagement opportunities such as service learning courses, internships, community-based research, service-based scholarship programs, alternative break trips, field study, volunteerism, and community work study. Research shows that participating in service during college is a predictor of future behaviors such as attending graduate school, earning higher degrees, donating money to one's alma mater, socializing with different racial/ethnic groups, and participating in volunteer/community service work after college¹. IUPUI provides resources to assist students in preparing for, accessing, and succeeding through community engagement.

Community-Based Learning Courses

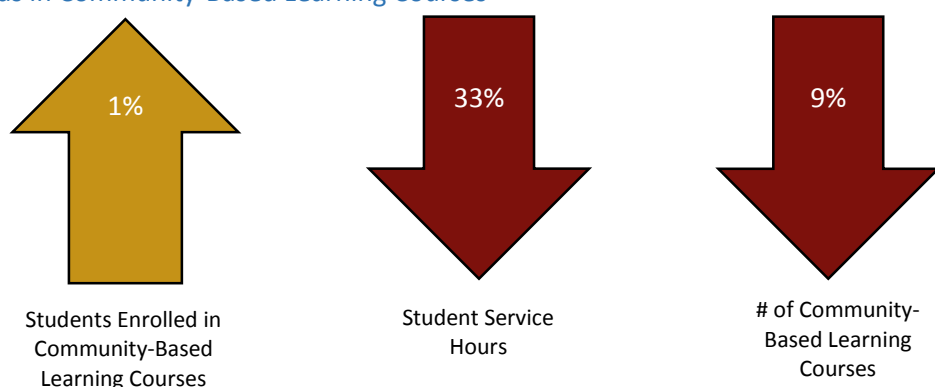
Table 1.1 includes data regarding community-based learning courses Lilly Family School of Philanthropy offered during the 2014-2015 academic year, as well as the previous year. Figure 1.1 illustrates the trend of these numbers compared to the prior academic year.

Table 1.1 Community-Based Learning Courses

Academic Year	Student Participation	Service Hours	Instructors	Course Sections	Community Partners
2013-14	190	2,710	No Data	11	No Data
2014-15	192	1,829	7	10	20

Source: Community-Based Learning Inventory.

Figure 1.1 Trends in Community-Based Learning Courses

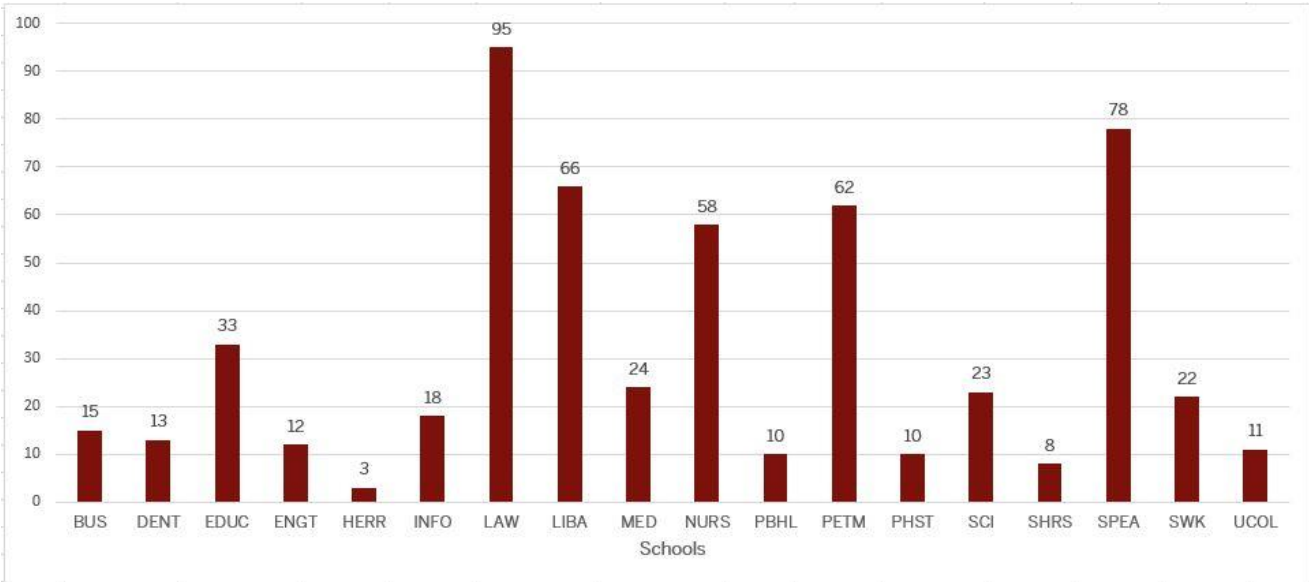


Source: Community-Based Learning Inventory.

¹ Astin, A.W., Sax, L. J., & Avalos, J. (1999). Long-term effects of volunteerism during the undergraduate years. *The Review of Higher Education*, 22(2), 187-202.

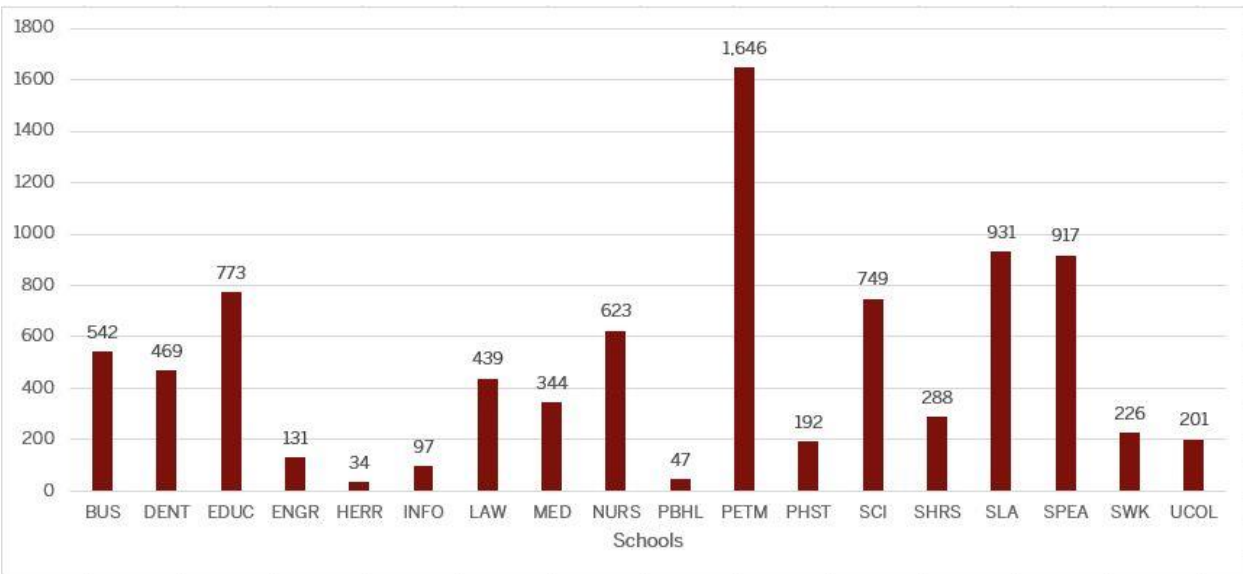
Figures 1.2 and 1.3 illustrate how your school compares to other schools across campus. The OCE is interested in discussing these trends, additional sources of information, and opportunities for growth.

Figure 1.2 Number of Community-Based Learning Courses by School (N = 561)



Source: Community-Based Learning Inventory.

Figure 1.3 Number of Students Participating in Community-Based Learning Courses by School (N = 8,649)

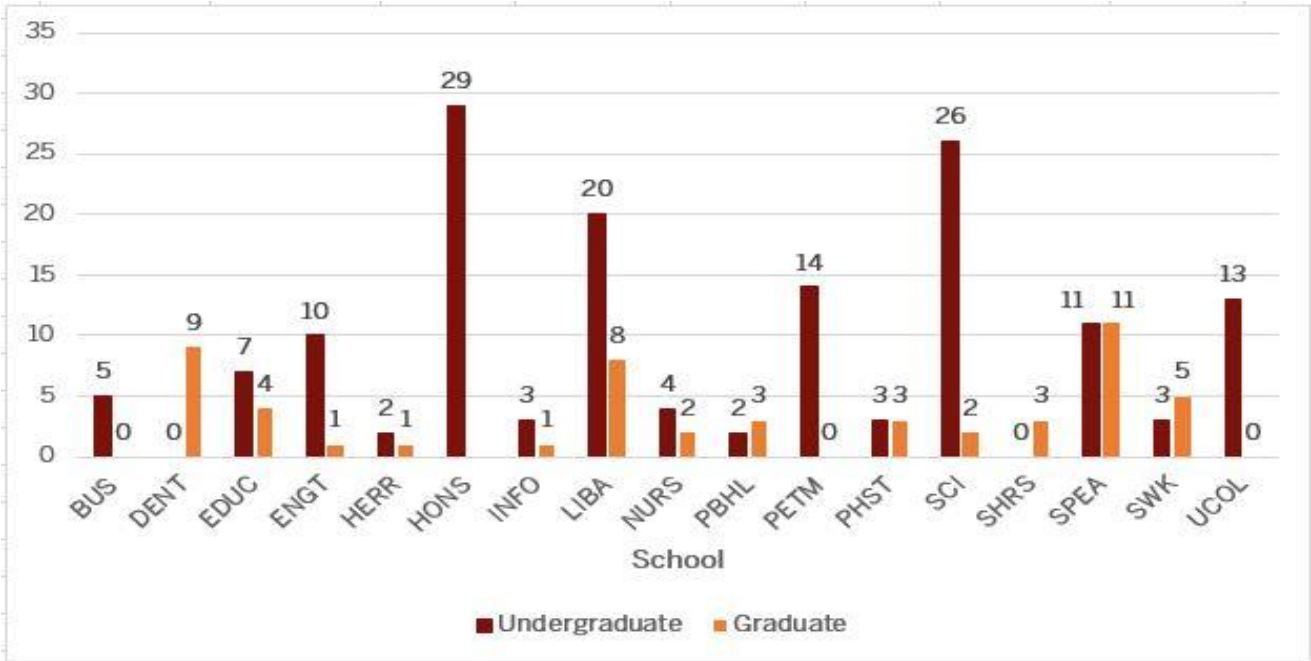


Source: Community-Based Learning Inventory. NOTE: Number of students does not represent unique individuals.

Service-Based Scholarships – Sam H. Jones Community Service Scholars

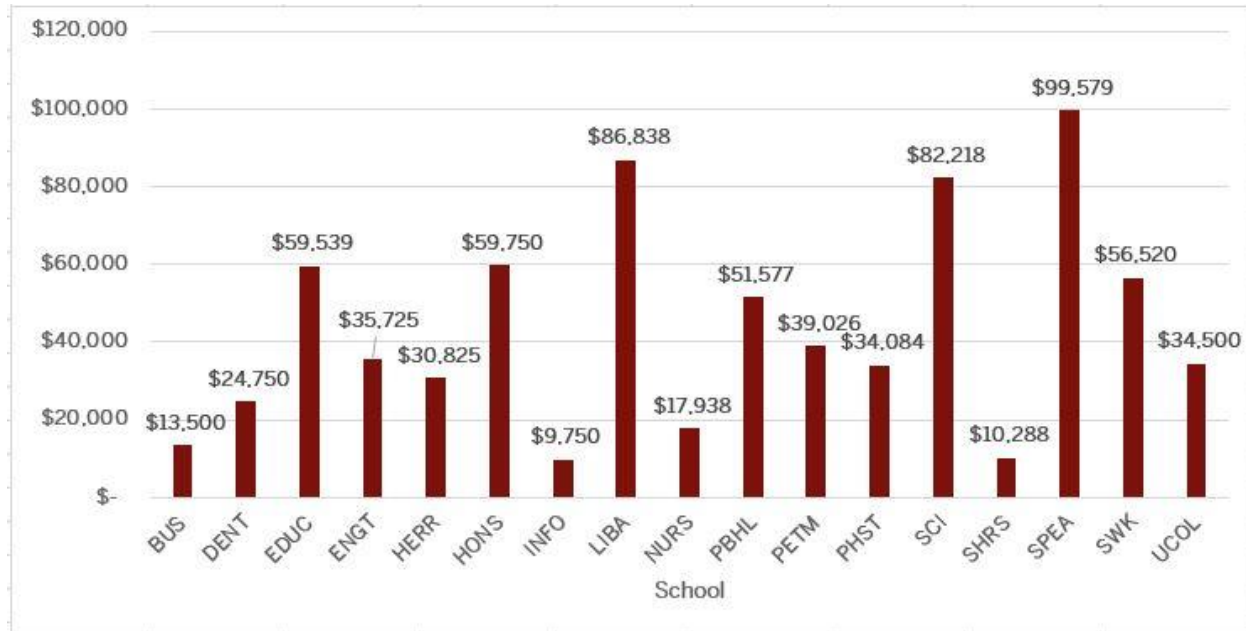
The Center for Service & Learning (CSL), a unit within the Office of Community Engagement, engages students, faculty, staff, and community members in educationally meaningful service to promote learning and development, to advance best practice and research, and to further community goals and the civic engagement mission of the campus. CSL also provides support to students for community-engaged research and hosts the Sam H. Jones (SHJ) Community Service Scholarship program, which recognizes student service as a form of merit. SHJ funds are made available to incoming, transfer, graduate, and professional students and offer opportunities for community engagement through courses, projects, and programs. Figures 1.4 and 1.5 include the number of students and the amount of funding by school.

Figure 1.4 Number of Students Receiving Sam H. Jones Community Service Scholarships by School (N = 174)



Source: Center for Service & Learning. NOTE: Students may be enrolled in more than one program/school and their dual enrollment is represented here.

Figure 1.5 Amount of Sam H. Jones Community Service Scholarships by School

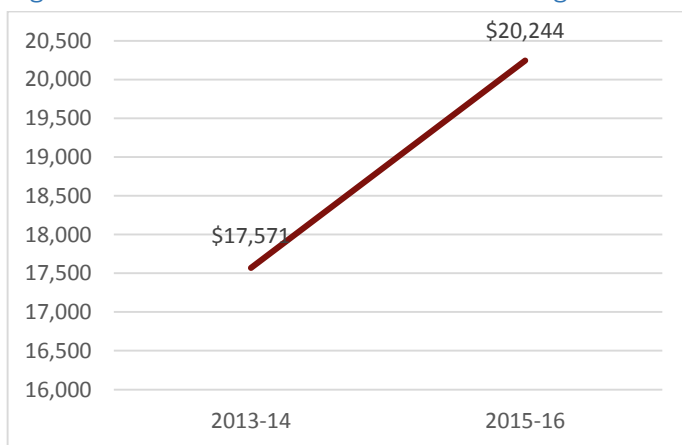


Source: Center for Service & Learning. NOTE: Students may be enrolled in more than one program/school and their dual enrollment is represented here.

Lilly Family School of Philanthropy Sam H. Jones Community Service Scholarship Recipients

In 2014-2015, 6 students enrolled in the Lilly Family School of Philanthropy received a Sam H. Jones Scholarship, for a total of \$20,244 in scholarships to support community engagement and their civic learning. See Appendix A for a list of students who received Sam H. Jones Scholarships, as well as the type of scholarship, amount awarded, and their mentor, if applicable.

Figure 1.6 Trends in Amount of SHJ Funding



Source: Center for Service & Learning.

William M. Plater Civic Engagement Medallion

The William M. Plater Civic Engagement Medallion honors graduates who demonstrate exemplary commitment to their communities during their time at IUPUI and have exhibited personal development, intellectual growth, and positive community impact as a result of their civic engagement experiences. Recipients are expected to have engaged in a variety of activities demonstrating depth and diversity of commitment in serving their communities. 58 students were awarded the Plater Civic Engagement Medallion for the 2014-2015 academic year.

Three Lilly Family School of Philanthropy students were awarded the William M. Plater Civic Engagement Medallion:

- Colton Strawser, Philanthropic Studies
- Wyatt D. Jackson, Philanthropic Studies
- Rachael Ogorek, Philanthropic Studies

Faculty and Staff Development and Success

The Office of Community Engagement, along with several other units on campus, support the campus in attracting and retaining the highest quality faculty, staff, and students by building a culture of engagement. Centers and initiatives within OCE provide resources aimed at developing and enhancing community-engaged practices that foster mutually-beneficial campus-community partnerships. Additionally, the Center for Service Learning (CSL) offers a broad range of faculty-development programs, workshops, and funding to strengthen community-engaged teaching, research, and assessment, such as the Service Learning Assistant (SLA) program and the Public Scholarship Faculty Learning Community. The following section includes information on faculty and staff engagement in your unit.

Lilly Family School of Philanthropy Community-Based Learning Courses

Appendix B includes the community-based learning courses the Lilly Family School of Philanthropy offered during the 2014-2015 academic year, as well as the instructor's name and primary instructional role, number of students who participated in community-based learning, and the number of community partners engaged.

The Lilly Family School of Philanthropy had 7 faculty teach 10 courses in which 192 students contributed 1,829 hours of service.

Service Learning Assistant Scholarship Program

The Center for Service & Learning awarded \$220,000 in Service Learning Assistant (SLA) Scholarships funds to over 69 faculty/staff who, in turn, worked with 79 students who assist with service learning courses and community programs. SLA funds are intended to support faculty and staff work that enables them to manage the increased time commitment, logistics, and relationship building required of projects and initiatives conducted in and with communities under the domain of community-engaged scholarship. It is expected that such support enhances faculty/staff community-engaged scholarly practice, provides high-quality student mentoring opportunities, and builds capacity for sustainable, mutually beneficial community-campus partnerships.

Faculty from the **Lilly Family School of Philanthropy** received **\$10,500 in SLA funding last year** (see Table 1.2) and two faculty members were supported through other faculty development funding (see Table 1.3).

Congratulations to **David Craig**, who received the Chancellor's Faculty Award for Excellence in Civic Engagement from the IU School of Liberal Arts and the Lilly Family School of Philanthropy.

Table 1.2 Faculty Work Supported by SLA Scholarship Program

Faculty Name	Department	Award Amount	Award Type				Mentee, Student (School)
			Teaching	Research	Service	Capacity Building	
Fady Qaddoura Richard Clark	Philanthropic Studies	\$3,000	X				Berkley Koger (SLA) Glory Kubicek (UCOL)
Kim Williams-Pulfer Heng Qu Elizabeth Dale	Philanthropic Studies	\$4,500	X				Da'Janique Peterson (ENGR) Julia Doyle (UCOL) Bryor Schepers (SLA)
Shariq Siddiqui Tyrone Freeman	Philanthropic Studies	\$750	X				Da'Janique Peterson (ENGR)
Genevieve Shaker	Philanthropic Studies	\$2,250	X				Andrea Groner (PHIL)
TOTAL		\$10,500					

Source: Center for Service & Learning.

Table 1.3 Lilly Family School of Philanthropy Faculty/Staff Development Fund Recipients

Faculty / Staff	Award Amount	Award Type	
		Leadership Development	Conference Presentation / Dissemination
Genevieve Shaker	\$300		X
Elizabeth Dale	\$300		X
TOTAL	\$600		

Source: Center for Service & Learning.

Alumni Success

When students are involved and engaged during college, they have a stronger sense of belonging to the campus that fosters loyalty, pride, and community involvement². IUPUI, OCE, and the IUPUI Office of Alumni Relations recognize the importance of sustained involvement and opportunities for IUPUI alumni to stay connected and engaged through a variety of annual activities such as the IUPUI Alumni Leadership Dinner, Holiday Night, and the IUPUI Regatta. Participation in these events continues to remain positive and further demonstrates that IUPUI alumni have a sense of belonging and pride in their schools and the campus.

The OCE is interested in partnering with your school and gathering data that would be useful to understanding the impact of alumni related to community engagement, including student participation in the Student Organization for Alumni Relations (SOAR), which works to strengthen the bond between current students and alumni.

Engaged Economic and Community Development

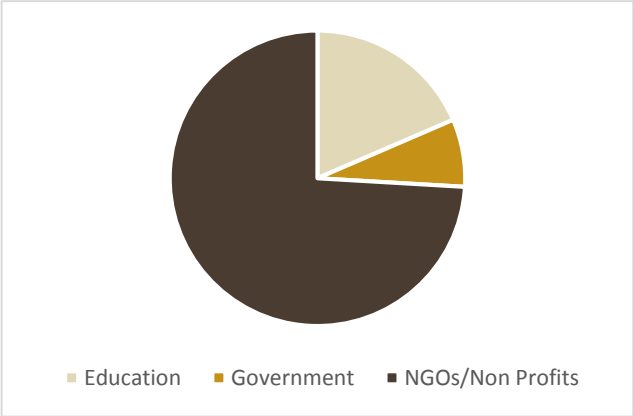
In 2014-2015, faculty surveyed for the Community Based Learning Inventory (CBLI) cited 486 different partners in the Community-Based Learning Inventory, a 10% increase from last year. While these numbers are impressive, OCE's goal is to understand the impact that such partnerships have on the community. Future reports will illustrate the many ways community organizations are partnering with IUPUI through curricular and co-curricular programs, research, outreach, and scholarship. The OCE is able to assist with identifying partners as well as faculty from other disciplines who are partnering with the same organizations.

Figure 1.7 identifies the type of community partners (e.g., education, government, non-profit, for-profit) and Table 1.4 illustrates the most frequently cited community partners from within the Lilly Family School of

² Astin, A.W., Sax, L. J., & Avalos, J. (1999). Long-term effects of volunteerism during the undergraduate years. *The Review of Higher Education*, 22(2), 187-202.

Philanthropy. Please contact our office if you are interested in knowing how others at IUPUI are working with these partners.

Figure 1.7 Community-Based Learning Courses Partners Status (N=27)



Source: Community-Based Learning Inventory.

Table 1.4 Frequently Cited Community Partners

Community Partners	Citations
Gleaner's Food Bank	4
Damien Center	2
Julian Center	2
Wheeler Mission Ministries	2

Source: Community-Based Learning Inventory.

Appendix A

Lilly Family School of Philanthropy Sam H. Jones Scholarship Recipients

Student Name	SHJ Scholarship Type	Total Amount Awarded	Faculty/Staff Mentor (if applicable)
Kayla Broughton	Community Service Scholar	\$3,500	
Patrice Duckett	CSL Service Associate (GA's)	\$6,144	
Brittany Florentine	Fugate Fellows Scholar Service Corps Scholar	\$5,100	
Heather Rogers	Alternative Break Leader	\$1,000	
Meredith Deem	Service Learning Assistant	\$2,250	Blevins (Polis Center) Hinkle (Spirit & Place)
Andrea Groner	Service Learning Assistant	\$2,250	Shaker (PHIL)
TOTAL		\$20,244	

Source: Center for Service & Learning.

Appendix B

Lilly Family School of Philanthropy Community-Based Learning Courses

Subject	Course	Faculty Last Name	Primary Instructional Role	# of students that participated in community-based learning	Total service hours for course	# of community partners for course
PHST	105	Shaker	Administrator	11	110	3
PHST	105	Dale	Graduate*	25	200	No data
PHST	105			25	200	No data
PHST	105	Williams-Pulfer	Graduate	21	126	4
PHST	105	Clark	Graduate	26	182	6
PHST	105			28	196	5
PHST	105	Quaddoura	Graduate	20	200	4
PHST	105			12	120	4
PHST	201	Siddiqui	Graduate*	23	345	No data
PHST	490	Freeman	Tenure-Track/Tenured	1	150	1
TOTAL	10			192	1,829	

Source: Community-Based Learning Inventory. Note- "*" indicates role was identified through other means, not self-reported.