

**School of Physical Education and Tourism  
Management  
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 IU School of Physical Education & Tourism Management (PETM) 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](mailto: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 college<sup>1</sup>. IUPUI provides resources to assist students in preparing for, accessing, and succeeding through community engagement.

### Community-Based Learning Courses

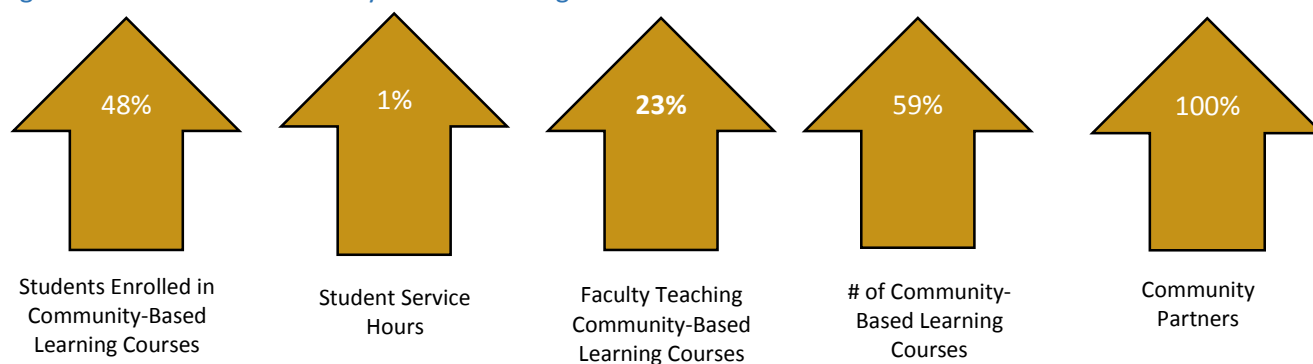
Table 1.1 includes data regarding community-based learning courses the IU School of PETM offered during the 2014-2015 academic year, as well as the previous three years. Figure 1.1 illustrates the trend of these numbers compared to the prior academic year.

Table 1.1 Community-Based Learning Courses

Academic Year	Student Participation	Service Hours	Instructors	Course Sections	Community Partners
2011-12	1,679	41,125	16	60	38
2012-13	1,373	53,483	22	57	28
2013-14	852	60,846	13	39	61
2014-15	1,646	61,431	16	62	122

Source: Community-Based Learning Inventory.

Figure 1.1 Trends in Community-Based Learning Courses

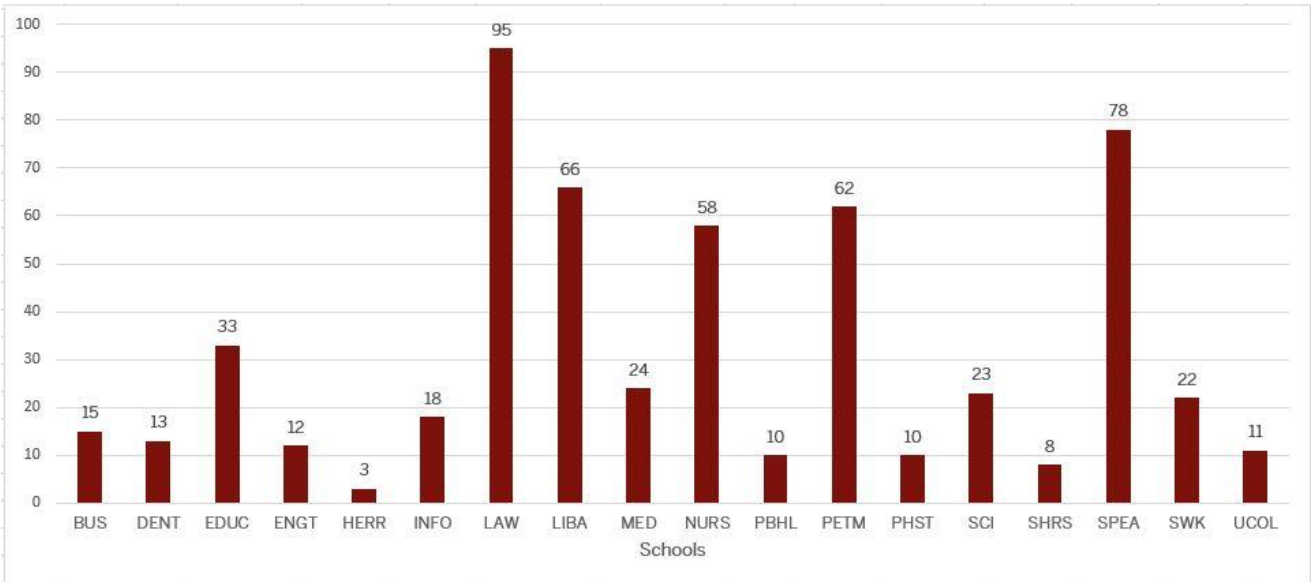


Source: Community-Based Learning Inventory.

<sup>1</sup> 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.

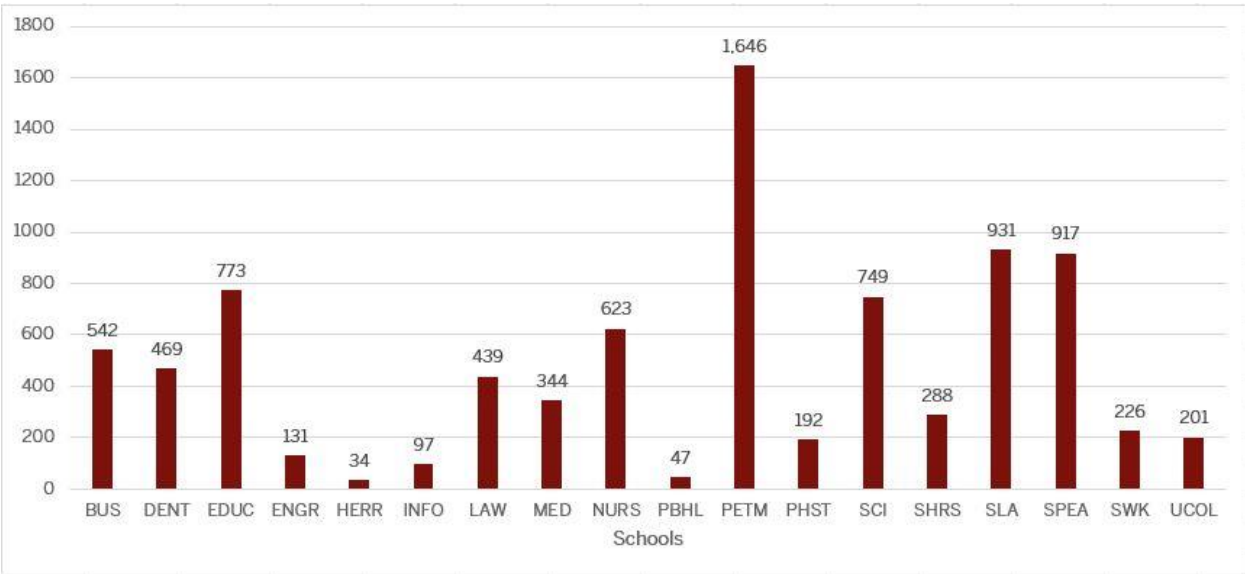
Figures 1.2 and 1.3 illustrate how your school compares to other schools across campus. The OCE is interested in discussing these trends, additional sources of information, and opportunities for growth.

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)

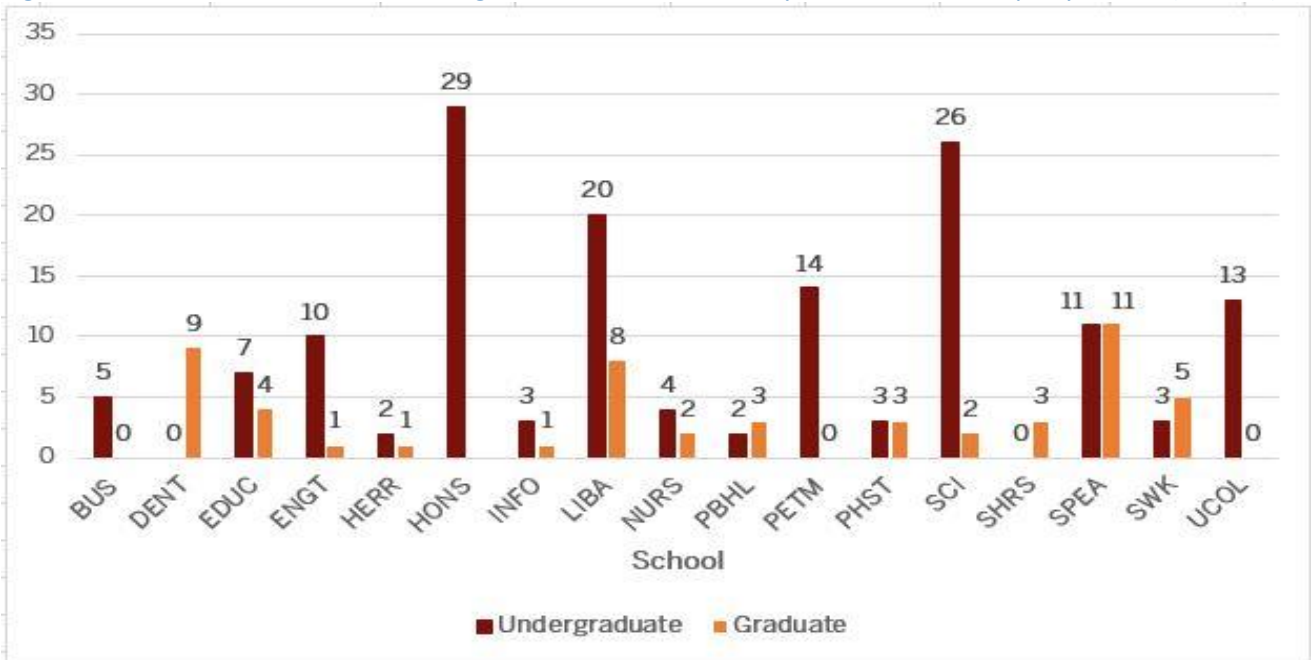


Source: Community-Based Learning Inventory. NOTE: Number of students does not represent unique individuals.

# 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 and is intended to supplement the information contained in Figure 1.6, which illustrates the trend in SHJ funding specific to PETM.

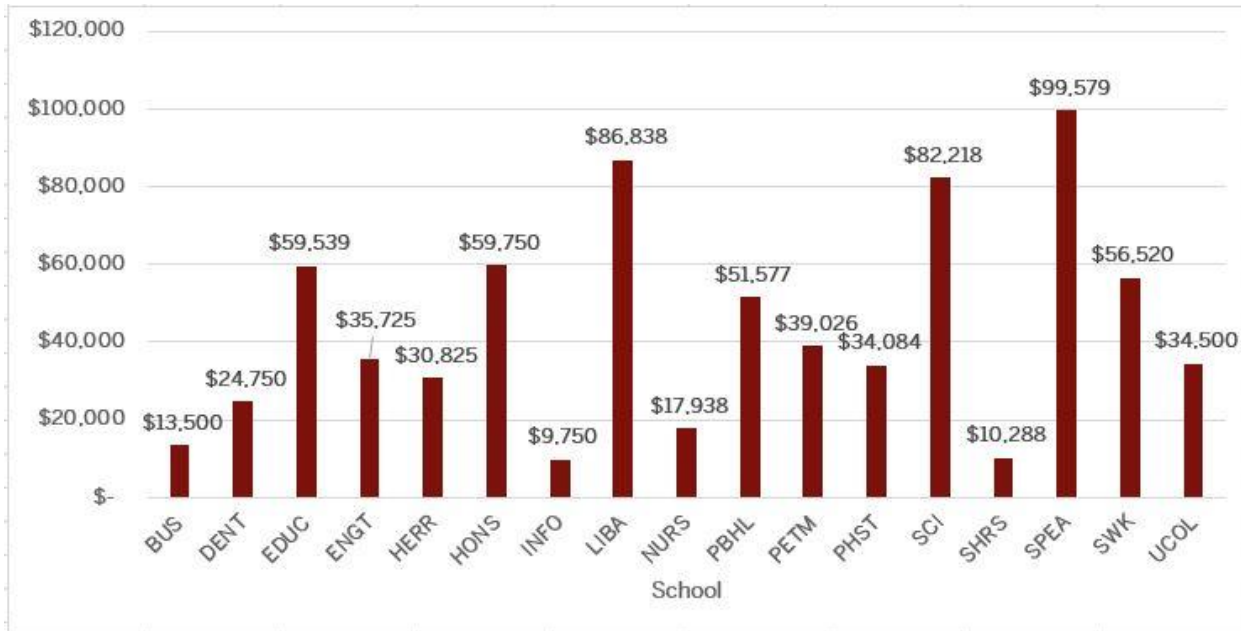
Figure 1.4 Number of Students Receiving Sam H. Jones Community Service Scholarships by School (N = 174)



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

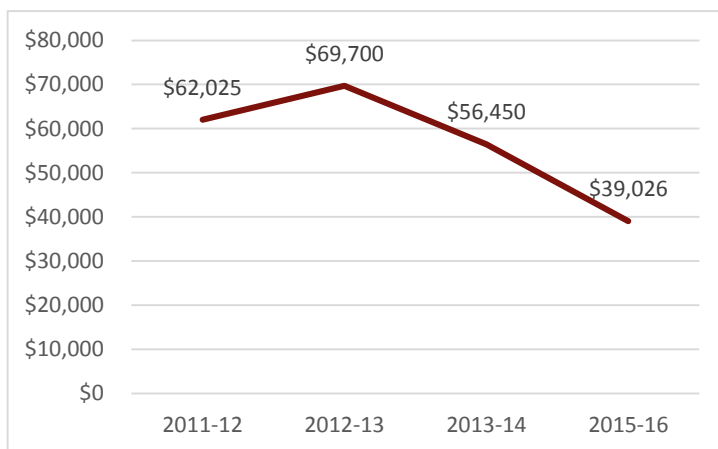


Source: Center for Service & Learning. NOTE: Students may be enrolled in more than one program/school and their dual enrollment is represented here.

## IU School of Physical Education & Tourism Management Sam H. Jones Community Service Scholarship Recipients

In 2014-2015, **14 students enrolled in the IU School of PETM received a Sam H. Jones Scholarship, for a total of \$39,026 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.

Two IU School of Physical Education & Tourism Management students were awarded the William M. Plater Civic Engagement Medallion:

- Joy DeBaun
- Mitch Sermersheim

## Top 100 Honorees

The IUPUI Office of Alumni Relations, a unit within the Office of Community Engagement, works with the Indianapolis Alumni Council and the Student Organization for Alumni Relations (SOAR) to coordinate, select, and recognize the campus's Top 100 juniors and seniors. Students are recognized for scholastic achievement, extracurricular activities on campus, and community service. More than 1,400 nominations were received for this prestigious award.

Seven students from the School of Physical Education & Tourism Management were honored as IUPUI's 2014 Top 100:

- Jamie Collier, Sports Management
- Lauren Hansen, Kinesiology
- Niral Patel, Pre-Med Kinesiology
- Stephen Stashevsky, Exercise Science Pre-Physical Therapy
- Sarah Tanner, Tourism, Convention, and Event Management
- Natalie Trout, Exercise Science Pre-Physical Therapy
- Ben Vickery, Exercise Science



## 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.

The Center for Service & Learning appreciates **Kathleen Stanton-Nichols** for participating in the Public Scholarship Faculty Learning Community, the goal of which is to establish interdisciplinary faculty support networks to define and identify resources on public scholarship for IUPUI.

### IU School of PETM Community-Based Learning Courses

Appendix B includes the community-based learning courses the IU School of PETM 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 IU School of PETM had 30 faculty teach 62 courses in which 1,646 students contributed 61,431 hours of service.**

### Service Learning Assistant Scholarship Program

As part of the Sam H. Jones Community Service Scholarship Program, Service Learning Assistant (SLA) Scholarships 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 will enhance faculty/staff community-engaged scholarly practice, provide high-quality student mentoring opportunities, and build capacity for sustainable, mutually beneficial community-campus partnerships. **Faculty from the School of PETM received \$26,000 in SLA funding last year** (see Table 1.2).

Table 1.2 Faculty Work Supported by the SLA Scholarship Program

Faculty Name	Department	Award Amount	Award Type				Mentee, Student (School)
			Teaching	Research	Service	Capacity Building	
Allison Plopper	Kinesiology & PETM	\$14,400	X		X	X	Alexis Viers (PETM) Hailey Macke (PETM) Kelsey Robertson (PETM) Jordan Jones (PETM)
Kathleen Staton-Nichols	Kinesiology	\$12,000		X	X	X	Dana Yenke (SPEA) Ashley Morgan (SPEA) Chris Tyler (SCI)
TOTAL		\$26,000					

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 involvement<sup>2</sup>. 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.

During the 2015 academic year, staff from the Office of Alumni Relations worked with 12 schools to host 87 events in which 17,763 alumni participated. Table 1.3 and 1.4 highlight these numbers specifically for the IU School of PETM. These events and service on boards showcase collaboration and pride for IUPUI as students, faculty, staff, alumni, and the community come together.

<sup>2</sup> 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.



Table 1.3 Alumni Events

School	Events	Attendance
DENT	16	1,515
ENGR	2	176
HERR	4	246
SHRS	5	726
LAW	12	782
NURS	6	203
<b>PETM</b>	<b>2</b>	<b>305</b>
PBHL	3	194
SWRK	13	630
SPEA	3	119
SCI	4	145

Source: IUPUI Office of Alumni Relations.

Table 1.4 Alumni Board Meetings

School	Board Meetings	Attendance
DENT	11	250
ENGR	2	74
HERR	1	21
SHRS	2	44
LAW	4	137
NURS	4	54
<b>PETM</b>	<b>4</b>	<b>82</b>
PBHL	3	42
SWRK	4	120
SPEA	1	17
SCI	3	72

Source: IUPUI Office of Alumni Relations.

## Student Organization for Alumni Relations (SOAR)

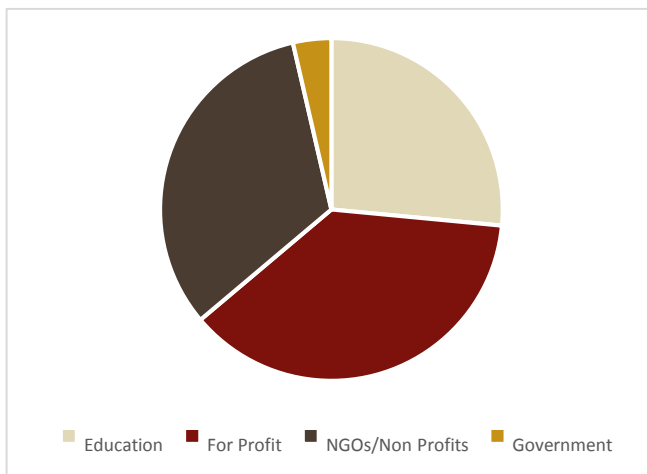
The Student Organization for Alumni Relations (SOAR) works to increase student awareness of IUPUI alumni activities and programs. As the official IUPUI Student Ambassadors, SOAR students are dedicated to strengthening the bond between current students and alumni. The OCE would like to thank **Lauren Hansen** from the IU School of PETM for her commitment to supporting alumni relations and serving as the SOAR Vice President of Senior Year Experience.

## 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 1.5 illustrates the most frequently cited community partners from within the School of PETM. 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=166)



Source: Community-Based Learning Inventory.

Table 1.5 Frequently Cited Community Partners

Community Partners	Citations
Indianapolis Monumental Marathon	10
Chase Near Eastside Legacy Center	5
Holy Angels Catholic Church	5
Ivy Tech Community College	5
Ben Davis High School	4
Motor Activity Clinic	4

Source: Community-Based Learning inventory.

## Appendix A

### IU School of PETM Sam H. Jones Scholarship Recipients

Student Name	SHJ Scholarship Type	Total Amount Awarded	Faculty/Staff Mentor (if applicable)
Eduard Berman	Service Corps Scholar	\$1,500	
Brandon Coats	Community Service Leader	\$2,000	
Emma Fletcher	Community Partner Scholar Democracy Plaza Leader Service Complete Scholar	\$6,188	
Justin Kiesel	Team Leader Scholar	\$3,750	
Mosopefoluwa Ladabo	Democracy Plaza Leader Service Complete Scholar	\$2,188	
Chelsea Parkinson	Fugate Fellows Scholar	\$3,000	
Jordan Jones	Service Learning Assistant	\$3,000	Plopper
Hailey Macke	Service Learning Assistant	\$3,000	Plopper
Kelsey Robertson	Service Learning Assistant	\$3,000	Plopper
Vanessa Shake	Service Learning Assistant	\$3,000	Hinkle (Polis Center)
Ashley Tofani	Service Learning Assistant	\$3,000	Stanton
Alexis Viers	Service Learning Assistant	\$3,000	Plopper
Joshua James	Service Learning Assistant	\$1,200	Plopper
Alejandro Jaquez	Service Learning Assistant	\$1,200	Plopper
<b>TOTAL</b>		<b>\$39,026</b>	

Source: Center for Service & Learning.

## Appendix B

### IU School of PETM 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
TCEM-H	305	Alvarez	Lecturer	10	350	1
TCEM-H	305			10	350	1
TCEM-H	305			10	350	1
TCEM-H	305			9	315	1
TCEM-H	305			40	1400	1
HPER-L	135	Angermeier	Clinical	24	288	1
HPER-L	135			24	96	1
HPER-L	135			24	288	1
HPER-H	464			15	150	1
HPER-H	352			13	130	1
HPER-P	393	Bradley	Clinical	17	5950	12
HPER-P	393			32	11200	20
HPER-P	393			7	2800	6
HPER-P	393			14	5600	14
TCEM-E	404	Cecil	Administrator	6	150	1
TCEM-E	404			12	300	1
HPER-P	495	Culp	Tenure-Track/Tenured	7	70	1
HPER-P	497			16	80	1
HPER-P	390			7	35	1
HPER-P	212	Fallowfield	Lecturer	21	84	1
HPER-P	212			24	96	1
HPER-P	443			12	480	1
HPER-P	443			20	800	1
HPER-P	212			149	596	1
HPER-P	432	Gladden	Administrator	23	690	1
HPER-P	432			21	210	No Data
HPER-P	373	Mikesky	Tenure-Track/Tenured	66	1320	1
HPER-P	373			37	740	4
HPER-P	211	Pierce	Tenure-Track/Tenured	73	584	1
HPER-P	426			30	600	1
HPER-P	426			25	500	1
HPER-L	135	Plopper	Lecturer	22	220	1
HPER-P	246			16	48	1
HPER-P	246			24	72	1
TCEM-E	104	Shonkweiler	Lecturer	70	350	1

TCEM-E	404			10	800	2
TCEM-E	104			50	250	1
TCEM-E	404			12	960	2
TCEM-E	404			13	1040	2
TCEM-E	304			28	140	1
HPER-P	410	Stanton-Nichols	Tenure-Track/Tenured	31	434	2
HPER-P	398			14	196	2
HPER-P	410			42	588	2
HPER-K	541			1	40	1
HPER-P	443	Swinford	Lecturer	20	400	1
HPER-P	403			63	567	2
HPER-P	443			24	480	1
HPER-P	410			24	384	No Data
HPER-P	403			64	576	3
HPER-P	495	Urtel	Tenure-Track/Tenured	4	0	No Data
HPER-P	290			75	450	1
HPER-P	390			44	1100	1
TCEM-C	387	Vaughan	Clinical	7	700	7
TCEM-C	401			18	5400	17
HPER-L	135			12	36	1
TCEM-G	110			12	48	1
TCEM-C	387			13	1300	13
TCEM-C	401			19	5700	19
TCEM-C	301			35	210	1
TCEM-G	110			25	100	1
TCEM-G	499	Wyatt	Adjunct/Associate	25	1000	1
TCEM-G	499			31	1240	1
TOTAL		62		1,646	61,431	

Source: Community-Based Learning Inventory.