Service Learning Assistant Scholarship Program
Faculty/Professional Staff Roles and Responsibilities (last updated 08/2014)

The Center for Service for Service and Learning, through Commitment to Excellence (CTE) Funds, underwrites the funding for the Service Learning Assistant Scholarship Program. Instructors and staff sponsors affirm and commit to the following guidelines regarding the use of SLA Scholarship funds and mentorship of individual SLAs.

1 - USE OF FUNDS:
The Center for Service and Learning awards SLA scholarship support on a competitive basis. Recurring funding is not guaranteed.

Because the primary focus of the program lies in advancing and enhancing faculty/staff capacity building, scholarships may not be used to:

- support independent, individual student research or student-initiated service projects, or
- cover student travel costs for international service projects or study abroad.

SLA scholarships support faculty and staff work within and across the following domains of practice:

**Teaching:** Scholarships awarded under this category support faculty/instructional staff involvement in the design, implementation, and/or assessment/evaluation of:

1. Domestic/international service learning courses and/or programs,
2. Program or school level curricula that create intentional civic learning pathways for students from point-of-entry to program completion,
3. University-sponsored, co-curricular programs that include intentionally designed community service projects.

**Research, Scholarship & Creative Activity:** Scholarships awarded under this category support faculty/instructional staff involvement in the design and implementation of research and/or other scholarly projects that contribute to the knowledge base (e.g. disciplinary, interdisciplinary, SoTL, engagement, community-university partnerships, etc.). Preference is given to those studies that draw upon participatory methods of inquiry and modes of democratic engagement or that emphasize examination of:

1. service learning and/or community-engaged pedagogies as fields of inquiry (e.g. civic learning, evidence of deep learning, student retention, building critically reflective practice, effective design models, social justice education, place-based learning, inter-professional education, etc.),
2. critical analysis of the design models and outcomes of service learning and other expressions of university-community engagement (for communities, faculty, institutions, students, etc.),
3. studies that draw explicitly upon participatory methods of inquiry and modes of democratic engagement to address issues/questions of public concern and/or to co-create new knowledge/inform practice.

**Service:** Scholarships awarded under this category support faculty/staff that provide professional expertise to community groups and organizations. In particular, this program seeks to support faculty/staff that conduct their service based on principles of democratic engagement to meet both parties’ (faculty/staff/unit and the organization/group) stated goal(s).
**Capacity Building:** Scholarships awarded under this category support faculty/staff who have taken on formal/informal leadership roles in their respective program or academic unit and who are engaged in expanding the capacity of their program/unit to advance one or more of the following:

1. increase the scale or scope, deepen the integration of, and/or enhance the quality of service learning and related forms of community-engaged pedagogy,
2. increase the scale or scope, deepen the integration of, and/or enhance the quality of co-curricular community service,
3. increase the scale or scope, deepen the integration of, and/or enhance the quality of strategic community-university partnerships as dimensions of the curriculum or in connection with other university initiatives (e.g. inter-professional education, campus diversity, inclusive education, high impact practices, retention, and graduation).

Build infrastructure necessary to monitor, assess, and evaluate the outcomes and impacts of community-university partnerships on students, faculty/staff, university programs, and communities.

**2 - COLLECTION OF ASSESSMENT DATA:**

Assessment data from courses, programs, and projects provide valuable sources of information to support critically reflective practice among faculty and staff who emphasize community engaged teaching, research, and service. The Center for Service and Learning is committed to supporting faculty and staff to:

- **Engage in principles of good practice associated with their use of service learning pedagogy and engagement in community-university partnerships.**
- **Collect data from community engaged teaching, partnership, and research projects that support faculty/staff advancement and retention.**
- **Use data from course/program/project assessment/evaluation to improve the practice, quality, and outcomes of service learning and related pedagogies in ways that:**
  - enhance student learning,
  - support the retention and graduation of a diverse student body,
  - utilize inclusive, participatory approaches to evaluation that include community voice throughout the process, and
  - contribute to positive community outcomes that reflect principles of democratic engagement.

To these ends, faculty and staff granted SLA scholarship funds are expected to collect evidence of outcomes associated with their course(s)/project(s). The CSL requests this information to assist our unit in advocating for service learning and community engagement funding at the campus level.

Your work to provide evidence of the outcomes of service learning and community engagement enables our office to argue for additional resources to support additional partnership work. Collectively, such efforts enhance our campus' ability to build meaningful relationships, contribute to the knowledge base, advance student learning, and improve the outcomes of communities served by IUPUI.

**Types of Evidence Requested**

**Teaching Awards:** Aggregate assessment data of student learning outcomes from courses and programs using service learning pedagogy and which are supported with SLAs scholarship dollars. This data may include, but is not limited to, information generated from survey instruments or data generated from course assignments.
The CSL has several tools available for faculty/staff to use to assess student learning outcomes. Several are available on the CSL’s website.

Faculty/staff may opt to use an assessment instrument/tool of their own design.

**Research, Scholarship, Creative Activity and/or Service Awards:** Aggregate data that describes key findings or outcomes associated with the project. Data format will vary depending on the type of project conducted.

**Capacity Building Awards:** Data should provide evidence of how SLA support has increased the capacity of you (the mentor), the program or project to increase or enhance the engagement of students and faculty/staff in service learning courses and programs or to enhance the quality, depth and outcomes of community-university partnerships.

To identify possible overlaps in your existing practice, you may find it helpful to consider your existing data collection efforts in light of SLA scholarship program priorities. The topic of outcomes assessment will be more fully addressed at Mentor Program Orientation.

To learn more, contact:

Mary Price, Director of Faculty Development (price6@iupui.edu) [service learning instructional design models, faculty/staff outcomes, academic program evaluation, partnership assessment/evaluation, intercultural learning, integrative and applied learning assessment, international service learning assessment]

Kristin Norris, Assessment Director (norriske@iupui.edu) [civic learning assessment, digital storytelling, civic minded graduate/professional; SL student learning outcomes assessment—survey based]

**3 - SLA SUPERVISION AND MENTORSHIP:**

As a mentor, you are responsible for guiding your student scholar’s learning as it relates to your course or project. It is expected that your mentoring practice will be influenced by your own disciplinary tradition(s) and that you will also guide your mentees to build their understanding and skill in applying the principles of democratic engagement (Saltmarsh, Hartley & Clayton 2009: 6-7) as interpreted through your field/discipline and within the context of your SLA funded project.

Faculty and staff mentors/supervisors are expected to:

1. **Familiarize yourself with the roles and responsibilities** of faculty/staff mentors AND student scholars.
2. Register for and complete Mentor Program Orientation once per Academic Year. Registration information and deadlines for Mentor as well as Student Scholar orientation are available online.
3. As part of Mentor Program Orientation, complete the Mentor Letter of Agreement (LOA).
4. As part of Mentor Program Orientation, screen and identify a qualified student(s) to receive the scholarship. It is the responsibility of the faculty/staff mentor to screen student(s) to ensure that they meet the minimum eligibility requirements as outlined on the CSL website.
5. Provide regular mentoring, supervision, guidance, and feedback to the SLA throughout the duration of the award consistent with the principles of good practice in service learning and/or community-engaged scholarship. This includes: a) working with your student scholar(s) to select meaningful professional development experiences and b) to engage them in reflection on these experiences and c) to provide feedback to your scholars on their analysis of these and related SLA experiences as outlined in Mentor Orientation.
6. Notify the CSL immediately when a student fails to comply with his or her SLA responsibilities.
7. Complete and submit an evaluation of your student scholar’s narrative at the end of his/her award period. Instructions, rubrics, and more are available through SLA Program website.
8. As part of the Student Narrative Evaluation, submit electronic copies of your student scholar(s)’ professional development reflections and final reports to the CSL at the end of his/her award period.
9. Complete the Mentor/Co-Mentor Award Report and Survey accessible through the SLA Program website.
10. As part of the Mentor Award Report and Survey, provide summary project or community outcomes data for funded projects (for all award categories) and aggregated student assessment data (for awards under the teaching category only).

IMPORTANT INFORMATION REGARDING THE DISBURSEMENT OF SCHOLARSHIP FUNDS
Both mentors AND students are required to demonstrate completion of program orientation and their respective LOAs in order for scholarship funds to be released to the student's Bursar account. Evidence of both the faculty and student(s)' orientation completion must be on file in the Center for Service and Learning in order for scholarship processing to advance.