Welcome to the Service Learning Assistant (SLA) Scholarship Program!

As conveyed to you in the application, this is a scholarship program. As such, there are responsibilities and expectations for all faculty/staff and students supported with scholarship dollars through this program. **Prior to accepting your award, make sure to review the following program expectations to ensure that you are able to fulfill all program components and requirements.**

The purpose of this Letter of Agreement (LOA) is to make sure you understand the responsibilities expected of you and your student scholar mentees in the SLA Program. Please read all sections of the LOA carefully.

Once you have completed this form, you will receive a copy of its contents and your responses via email. Make sure to **save a copy for your records.**

**RATIONALE**

The Service Learning Assistant (SLA) Scholarship Program supports:

(a) faculty and staff work consistent with best practices in community-engagement across the domains of teaching, research, or service, and

(b) program, department, school level initiatives that deepen integration of community-engaged teaching and learning practices as dimensions of the curriculum/co-curriculum. Scholarships are considered a form of intramural funding to faculty and staff who, if funded, transfer the scholarship to an eligible student of their choosing.

SLA scholarship funds support faculty and staff work associated with the practices and methods of community-engaged/public scholarship. In particular, SLA funding is intended to enable faculty and staff to manage the increased time commitment, logistics, and relationship-building implicit in the conduct of community-engaged teaching, research, or service projects. It is expected that funding will:

- enhance individual faculty and staff practice and where appropriate, increase the dissemination of community-engaged scholarship/research;
- provide high-quality student mentoring opportunities and where appropriate, enhance the quality of student learning;
- stimulate efforts by academic units to build capacity and infrastructure for sustainable, reciprocal, and transformative community-university partnerships (e.g. in teaching and learning, research, scholarship and creative activity, etc.).
Characteristics of Community-Engaged Scholarship

Varially referred to in literature as the Scholarship of Engagement or Public Scholarship, Community-Engaged Scholarship (CES):

- involves academic projects that engage faculty/staff members and students in a collaborative and sustained manner with community groups.
- connects university outreach endeavors with community organizational goals.
- furthers reciprocal relationships between the university and the community.
- entails shared authority in the research process from design to implementation.
- results in excellence through such products as peer-reviewed publications, peer-reviewed collaborative reports, documentation of outcomes/impact, and external funding.

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:

- increase the scale or scope, deepen the integration of, and/or enhance the quality of service learning and related forms of community-engaged pedagogy,
- increase the scale or scope, deepen the integration of, and/or enhance the quality of co-curricular community service,
- 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.
STUDENT SCHOLAR SUPERVISION AND MENTORSHIP

While the primary goals of the SLA Scholarship Program emphasize enhancing faculty/staff practice and dissemination, the learning and development of student scholars are also important outcomes. We assume that faculty and staff funded through this program model the practices and behaviors associated with CES with their student scholars.

Engaging student scholars in contributing to courses, programs, and projects built on principles of democratic engagement provides students with meaningful learning opportunities, which can be highly transformative and enriching. These same opportunities, however, can run counter to their prior experiences and confront both mentor and mentee with:

(1) implicit assumptions they hold about community capacities to address a given issue or to contribute to the knowledge base,
(2) areas of practice and approaches to inquiry where they are expected to perform at high levels but may have varying levels of prior knowledge, experience and/or skill,
(3) potential gaps in awareness and understanding of key distinctions between technocratic and democratic approaches to community engagement in higher education, as framed by the discipline, the institution, and/or higher education in the U.S. more generally.

For these reasons, relative to your student scholar(s), this program considers a key role for faculty and staff participants in this program to be that of mentor.

MENTOR EXPECTATIONS

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) within the context of your SLA funded work.

As a mentor, you 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, 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. This includes working with your student scholar(s) to select meaningful professional development experiences and to provide feedback to them on analysis of these experiences as outlined in Mentor Orientation and in the student scholar program requirements.

(6) Notify the CSL immediately when a student fails to comply with his or her SLA responsibilities.

(7) Complete an evaluation of your student scholar’s narrative and the end of his/her award period. Instructions, rubrics, and more are available through SLA Program website.

(8) Complete the Mentor Report and Survey accessible through the SLA Program website. Additional details are provided at orientation. Preview a description of summary requirements.

(9) As part of the Mentor Report and Survey, **provide summary outcomes data for funded projects (for all award categories) and aggregated assessment data (for awards under the teaching category only).**

(10) 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.**

**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.*

**STUDENT SCHOLARS PROGRAM REQUIREMENTS**
SLA Student Scholars receive information regarding their roles and responsibilities through several sources.

These sources include:

1) YOU, the mentor,
2) their official electronic Letter of Agreement (LOA), and
3) SLA Student Scholar Orientation.

In this program, your student scholar mentee(s) is/are required to:

• complete an electronic Letter of Agreement (LOA),
• complete Student Scholar Orientation once per academic year,
• complete the professional development activity and reflection requirement (one activity and reflection per semester of scholarship support; mode of reflection is at the discretion of the mentor),
• complete a Civic Minded Graduate post-survey,
• write an end of award reflection narrative submitted to and evaluated by the student's Faculty/Staff Mentor.

It is vital that prospective student SLAs review and understand program expectations prior to accepting their award to ensure that they are able to fulfill all components.

**STUDENT ELIGIBILITY REQUIREMENTS**

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<th>Undergraduate SLA Students</th>
<th>Graduate SLA Students</th>
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<tr>
<td>IUPUI undergraduate students who are selected by faculty or professional staff must qualify by:</td>
<td>IUPUI graduate students who are selected by faculty or professional staff must qualify by:</td>
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<td>(1) Having completed at least 15 credit hours at IUPUI.</td>
<td>(1) Completing at least 6 credit hours at IUPUI.</td>
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<td>(2) Carry at least a <strong>2.75 grade point average</strong>.</td>
<td>(2) Carry at least a <strong>3.00 grade point average</strong> (or 3.00 undergraduate GPA, if in their first semester of graduate school).</td>
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<td>(3) Enroll in and complete at least <strong>9 credit hours at IUPUI/IUPUC during the semester in which they receive the SLA scholarship.</strong></td>
<td>(3) Enroll in and complete at least <strong>6</strong></td>
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For academic year awards, the student must enroll in at least 9 credits hours each semester to maintain eligibility.

(The minimum for summer awards is three credit hours.)

For academic year awards, the student must enroll in at least 6 credits hours each semester to maintain eligibility.

(The minimum for summer awards is three credit hours.)

INvolving Others in the Supervision and Mentoring of your SLA Scholar

A faculty/staff member may share the role of mentor with another faculty, staff, or community partner with prior approval from the CSL. Approval may be solicited at the time of application (e.g. joint application) or after an award determination has been made, but preferably before the beginning of the semester/academic year. These individuals will be considered co-mentors in the program.

Expectations

Co-mentors are:

- required to complete Mentor Program Orientation,
- required to complete an evaluation of the final student narratives,
- required to provide feedback to the student scholar on their professional development activities as outlined in Mentor Program Orientation and student scholar program requirements,
- expected to complete a separate Mentor Report and Survey. (Note: outcomes data only needs to be submitted by one of the individuals holding a co-mentoring role. The CSL's preference is that the Lead Mentor [e.g. the individual that applied for the scholarship] submit the outcomes data in their report.)
OUTCOMES ASSESSMENT AND DATA COLLECTION

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 SLA 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 the program/unit to increase or enhance the engagement of students and faculty/staff in service learning courses and programs or to enhance the quality and depth 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](mailto: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](mailto:norriske@iupui.edu)) [civic learning assessment, digital storytelling, civic minded graduate/professional; SL student learning outcomes assessment—survey based]

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**SLA FUNDED COURSES/PROJECTS INVOLVING CHILDREN**

Beginning in 2012, Indiana University (IU) issued a new policy devoted to programs involving children. This policy may have a direct impact on your course, program or project.

To fully understand the scope of the policy and its potential impact on you, your partners and students, we recommend that you read the [IU Public Safety Policy for Programs Involving Children](#) in its entirety.

**Implications of the IU Children's Policy for SLA Student Scholars:**

In compliance with [IU Public Safety Policy for Programs Involving Children](#), the Center for Service and Learning will check all SLA Student Scholars against the National Sex Offenders Registry regardless of their role with children.
Further, in all cases where an SLA Student Scholars' activities will include serving children under the age of 18, the faculty/staff mentor will need to determine if a full background check is required. In order to make a determination, SLA funded faculty/staff should consult their school/department interpretation of the policy. As an agent of the university, it is the faculty/staff member’s responsibility, not that of the Center for Service and Learning, to demonstrate due diligence in ascertaining that any university-sponsored activities that serve children under the age of 18 supported through the SLA Scholarship Program comply with the policy set forth by IU. This demonstration of due diligence remains in place regardless of whether the activities are conducted on or off campus. For the purposes of the SLA Scholarship Program, the CSL will honor school/department/academic program level administration of the process (e.g. determining which participants need to complete a full background check, monitoring and tracking of the background check process, covering costs of administration).

**Implications for IUPUI Students Enrolled in Courses:**

Students enrolled in service learning courses and one time service events may or may not need to follow the same protocol for background checks as outlined above for SLAs. There are important exceptions to the background check requirements as outlined in the IU Children’s Policy for courses involving community-based learning.

Important contacts:

Faculty and staff with general questions about exceptions to the policy for service learning courses and one time service events can contact Morgan Studer, Program Director of Community Outreach in the Center for Service and Learning, mohughes@iupui.edu, 278-3474.

More detailed questions regarding the interpretation of the IU Children’s Policy should be directed to Nicholas DauSchmidt, Policy and Compliance Assistant, ndauschm@indiana.edu.