This handbook serves as a guide for students in the Service Learning Assistants (SLA) program and should serve as a reference/guide.
Introduction and Welcome

On behalf of the Center for Service and Learning (CSL), we congratulate you on your award and welcome you to the family of Sam H. Jones Community Service Scholars at IUPUI! The Service Learning Assistant Program is unique among the Sam H. Jones Scholarships as SLAs primary interaction is with IUPUI faculty/staff mentors and community partners versus working directly with the CSL staff.

The following information was compiled in order to provide faculty/staff mentors with a greater understanding of the Center for Service and Learning, what it means to be a Sam H. Jones scholar, the purpose of the SLA program, the roles and expectations we have of you as members of the program, as well as detailed instructions for interacting with the OnCourse site. We encourage you to get to know your student SLAs and we hope that you are instrumental in their civic and professional growth and development.

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Service Learning Assistant - Program Description

Purpose

Service Learning Assistant (SLA) Scholarships recognize IUPUI students selected by faculty or
professional staff to:
Service Learning Assistant – Program Description

Purpose

Service Learning Assistant (SLA) Scholarships recognize IUPUI students selected by faculty or professional staff to:

- assist in the implementation of a service learning class,
- conduct community-based research,
- expand the capacity of campus departments to increase the number of students who participate in service-learning, or
- complete a service project in and with the community.

While advancing faculty and staff community engaged in scholarship and service lies at the core of the SLA program, the Center for Service and Learning views this program as an excellent opportunity for students to further their academic, professional, and civic development by cultivating the essential knowledge and skills to be active professionals in their communities, the confidence and commitment to make a difference in communities, and a respect towards others from diverse backgrounds. By serving as an SLA, student scholars increase their knowledge:

- of skill sets necessary to support collaborative projects in and with diverse individuals and groups,
- create problem-solving and active learning,
- of the non-profit sector and the role of volunteers in the community,
- of community assets and challenges both within Indianapolis and other communities,
- of their role in the community through their professional work and volunteering, and
- of their educational and career goals.

The SLA program promotes more frequent interaction with peers, faculty, and staff; increased voluntary participation in campus and community organizations; and follow-through on commitments to others (Hatcher, Bringle, Brown, & Fleischhacker, 2006).

In addition, it is our hope that SLAs embrace the opportunity they have been given and use the program to develop and grow on a personal level. With the assistance of faculty/staff mentors, we hope that students analyze their experiences throughout this process and take advantage of the resources made available to them. It is our goal that SLAs not only impact the students and/or community partners they serve, but spread their knowledge to their peers in order to increase awareness of the importance of civic engagement.

Functions of SLAs

Funding for SLA Scholarships is made available on a competitive basis to support faculty and staff in community engaged scholarship in any of the following areas:

- **Teaching:** An SLA may serve as a teaching assistant to an instructor in a service learning class, coordinate details on service learning placements, or assist community agencies in hosting and monitoring students.
- **Research:** An SLA may serve as research assistant on the research project to a faculty or staff member who is designing and implementing a research project on the practice of service learning or conducting a community-based research project with a community organization.
- **Service:** (A) An SLA may facilitate implementation of several service learning courses across a department/unit or serve as a liaison between campus and community organizations in order to increase the capacity of the unit to increase the number of students involved in service learning courses. (B) Alternatively, an SLA may coordinate duties related to a faculty/staff member designed service project in
which the sponsoring faculty member has been asked to provide professional expertise in collaboration with a community organization to meet the organization’s stated need.

- **Capacity Building:** The faculty/professional staff member is engaged in expanding the capacity of their unit to engage in service learning. An SLA may assume coordinating duties related to expanding support to faculty in a unit who teach service learning courses, provide administrative support to track and improve data collection on service learning courses within the unit or to serve as a unit liaison between campus and community organizations.

**Scholarship Awards**

Faculty and staff apply for SLA Scholarships. If the application is approved, awards are distributed to students who have been selected by the faculty/staff applicant. Scholarship awards may be used to support educational expenses (e.g. tuition, fees) at IUPUI. Scholarship monies are credited to the student’s account in the Bursar’s Office. Students are responsible for the impact an award may have on their account. If accounts have no balance due, a check will be mailed to the student’s home of record. Scholarship amounts are based on the number of hours a student works per week with/for a professor.

Funding priority is given to faculty and staff proposals that will:

a) Increase the number of IUPUI students involved in community-based civic engagement activities through service learning courses;

b) Build capacity for departments and units to engage more students by improving the quality of existing or establishing new partnerships in the community;

c) Improve the quality of service learning classes by intentionally linking service experiences with civic learning outcomes.

Please note that SLA Scholarships cannot be used to support individual student research or service projects in the community.

**Overview of the Sam H. Jones Scholarship Program**

**Sam H. Jones Scholarship program**

The Sam H. Jones Community Service Scholarship program ($340,000 annually), is an important campus initiative to involve students in the community as an integrated aspect of their college experience. Sam H. Jones was a dedicated public servant and Chief Executive Officer of the Indianapolis Urban League for 36 years. Sam Jones built bridges between races and genders, advocated for social change to assure equal access to education, housing, healthcare, and contributed to improving the quality of life for many people in Central Indiana.

**How does the Sam H. Jones Scholarship Program impact Service Learning Assistants?**

It is because of the Sam H. Jones scholarship program that the CSL is able to furnish faculty and staff mentors with Service Learning Assistants (SLAs). Unlike other Sam H. Jones scholarship recipients, SLAs are nominated by a faculty member (students cannot apply directly). In addition, SLAs are assigned to work on a particular project or course for the entire semester while other scholarship recipients plan various campus wide service events administered through the Office of Community Service or the America Reads/America Counts program and are open to anyone interested in participating. At the core of the scholarship program, SLAs are critical to the success
of service learning on IUPUI’s campus because their efforts engage students that may not otherwise have been exposed to civic engagement opportunities. In summary, SLAs enable their faculty/staff mentor to further IUPUI’s community and civic engagement through their efforts.

Center for Service and Learning

Mission
The Center for Service and Learning (CSL) is a centralized campus unit that supports civic engagement across the campus. Its mission is to engage 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 IUPUI.

As an IUPUI Signature Center, CSL is engaging in activities that promote faculty research and scholarship on service learning as a pedagogy, including the assessing outcomes, developing international service learning, promoting diversity education, and enhancing persistence.

National Recognition
In 2006, IUPUI received a United States Presidential Award for exceptional accomplishments in community service. This is not the first, but the fifth time in the past two years that IUPUI has received national recognition for the service to community and collaborative community partnerships that distinguish this urban campus. In addition, the Center for Service and Learning has been recognized through the President’s Honor Roll in 2006 and 2009.

IUPUI has been designated as 1 of 25 urban institutions called “Saviors of our Cities.” The Princeton Review, Campus Compact, the Carnegie Foundation for the Advancement of Teaching, and the U.S. News and World Report have also honored IUPUI for collaboration with its communities of stakeholders. The Center for Service and Learning has campus-wide responsibilities to promote and assess civic engagement. In addition to the work of the Center’s four offices, CSL supports civic engagement through dispersing campus Commitment to Excellence funds in support of civic engagement, following through on civic engagement goals identified by the campus self-study on civic engagement, and through participation in the IUPUI Council on Civic Engagement.

Additionally, the campus is an active member of the American Democracy Project and has gained national recognition for Democracy Plaza.

- Most Innovative Award – ADP regional conference, 2007 (River Falls, WI)
- Gold Excellence Award (highest in category) from NASPA (National Association of Student Personnel Administrators Conference), 2008 (Boston, MA)
- An article on the ACUI website

Programs
The CSL offers scholarships that focus on three distinct types of service: charity or direct service, project programming, and advocacy. Most students who come to IUPUI prefer to be involved in direct service (44.4%) or project programming (36.4%) (Bringle, Hatcher, & McIntosh, 1999). The scholarship programs are designed to invite students to explore all types of service. Service scholars reflect on their experiences in meaningful ways through service-learning course assignments, training and leadership seminars, monthly log sheets, final reports, and both formal and informal conversations with CSL staff (Hatcher & Bringle, 1997; Bringle & Hatcher, 1999).
In 2008, the CSL reported that almost 4,000 students contributed nearly 75,000 hours to 252 community partner organizations through service learning classes offered by 123 faculty members—all-time high numbers for the campus. These figures do not include hundreds of thousands of hours contributed by community work study and community service scholarship students and by professional school students in field work, internships, and practica.

Get involved!

If you are interested in becoming more civically engaged, there are multiple offices within the Center for Service and Learning designed to assist you.

- **The Office of Community Service** coordinates programs to promote and recognize the involvement of students, in the community. This office cultivates student leadership, organizes campus-wide service events, facilitates alternative break trips and works with student organizations and community agencies to promote service opportunities. The office is located on the third floor of the Campus Center in room 370 within Campus and Community Life.

- **The Office of Neighborhood Partnerships** collaborates with community organizations and other campus units to build long-term partnerships between IUPUI and its surrounding neighborhoods. This office facilitates the Community Outreach Partnership Center (COPC) Initiative.

- **The Office of Community Work Study** involves students in the community through Federal Work-Study employment. Through these placements, students have the opportunity to integrate career exploration and educational experiences with meaningful employment.

For a list of volunteer and service activities the Center for Service and Learning supports, visit the Campus and Community Life website at [http://life.iupui.edu/ccl/volunteer/](http://life.iupui.edu/ccl/volunteer/). Keep in mind we are always looking for student leaders to coordinate community service projects.

If you are interested in additional scholarship information, please go to [http://www.csl.iupui.edu/About/5d.asp](http://www.csl.iupui.edu/About/5d.asp).

Office of Service Learning

**The Office of Service Learning** assists faculty to develop, implement, and assess service-learning classes. This office consults with faculty, provides resources for course development, conducts research, and promotes the scholarship of engagement.

Communication

Throughout the semester, we will use the OnCourse SL Assistants site to communicate announcements, remind you of deadlines, collect End-of-semester data, and various other tools that increase the level of communication between the CSL and SLAs. The following is a general overview of expectations we have regarding your use of the OnCourse site:

- **Messaging**: You may use the ‘Messages’ tool within the site to contact us. However, if you choose this method of contact, please be sure to check the box next to “Send a copy of this message to recipients’ email address” to ensure a timely response. Keep in mind, you can always email us directly at price6@iupui.edu (Mary Price) or mylike@iupui.edu (Michelle Like).
In addition, you could send an email to both of us through OnCourse by selecting “Coordinator Role”. However, keep in mind that you still need to send a copy to our email addresses or we may not respond in a timely manner. Lastly, this does NOT copy your faculty/staff mentor.

If you want to copy your faculty/staff mentor, you need to add them individually by holding down the CTRL key and selecting their name. (Note: you can select multiple recipients by using the CTRL key while clicking on additional names). DO NOT send a message to the “Evaluator Role” as it will go to ALL faculty/staff mentors within the site.

**Resources**

Within the OnCourse SL Assistants site under the ‘Resources’ tool, there are articles and links to information we have identified as valuable to your work. You are highly encouraged to look at these documents to develop a greater understanding of service learning.

In addition to the resources located within OnCourse, the Office of Service Learning has compiled a list of resources and added them to the CSL website (http://csl.iupui.edu/osl/2d.asp).

**Troubleshooting**

If you encounter a problem during the End-of-Semester reporting process, feel free to contact Michelle Like (mylike@iupui.edu or call 278-0013). PLEASE look at the “Student Reporting Guidelines” and “Video of Student Instructions” before starting the reporting process. The majority of your questions are answered in the video and very few problems will occur if you follow the steps as outlined. However, in rare cases technology may be difficult and if that is the case, please do not hesitate to contact us.

**Workshops**

The Office of Service Learning provides several services to faculty to help them begin or improve service-learning courses.

- **One-on-one consultations**: CSL staff are available to meet with individual faculty members and academic staff to discuss how to get started with service learning, how to identify and work with community partners, how to assess student learning, how to frame and evaluate student reflection, how to highlight service learning for promotion and tenure, and many other topics.
- **University-wide workshops**: CSL staff conducts regular workshops that are open to the entire IUPUI community. Workshop topics include Introduction to Service Learning, Using and Evaluating Reflection, Assessing Service Learning, Service Learning as Scholarship, International Service Learning, and Developing and Sustaining Community Partnerships.
- **Department and School workshops**: CSL can design workshops specifically for your department or school. Research suggests that the impact of service-learning on students is stronger when it is integrated in meaningful ways across a student’s major discipline courses. CSL staff can also help you identify external experts in your discipline to conduct workshops for departmental or school faculty.

**SLA Eligibility, Expectations, and Responsibilities**

**Student Eligibility**

Student eligibility is identified below. When an SLA application is approved, the faculty/staff mentor is responsible for verifying numbers 1 and 2. The Bursar’s Office will verify item 3.
**Fall/Spring Awards:**

**Undergraduate SLA Students**
IUPUI undergraduate students who are selected by faculty or professional staff must qualify by:

1. Have completed at least 15 credit hours at IUPUI.
2. Carry at least a **2.75 grade point average**.
3. Enroll in and complete **at least 9 credit hours** during the semester in which they receive the SLA scholarship and/or, **18 credits distributed across the Fall/Spring semesters (9/9) for academic year (AY) awards.**

**Graduate SLA Students**
IUPUI graduate students who are selected by faculty or professional staff must qualify by:

1. Completing at least 6 credit hours at IUPUI or IUPUC.
2. Carry at least a **3.00 grade point average** (or 3.00 undergraduate GPA if in their first semester of graduate school).
3. Enroll in and complete **at least 6 credit hours** during the semester in which they receive the SLA scholarship, or, **12 credit hours distributed across the fall/spring semester (6/6) for academic year (AY) awards.**

**Summer Awards:**

**Undergraduate SLA Students**
IUPUI Undergraduate students who are selected by faculty or professional staff qualify by meeting the responsibilities by:

1. Completing at least 15 credit hours at IUPUI;
2. Carry at least a 2.75 grade point average;
3. Enroll in and complete 3 credit hours during the semester in which they receive the SLA scholarship.

**Graduate SLA Students**
IUPUI Graduate students who are selected by faculty or professional staff qualify by meeting the responsibilities by:

1. Completing at least 15 credit hours at IUPUI;
2. Carry at least a 2.75 grade point average;
3. Enroll in and complete 3 credit hours during the semester in which they receive the SLA scholarship.

**NOTE**: The scholarship funds will be deposited into your bursar account. Accepting this scholarship may impact any existing financial aid package you already have. **BEFORE** signing your agreement, please ask the Office of Financial Aid Services (CE 250A or call 317-274-4162 during business hours) how this scholarship may affect your aid package. [http://www.iupui.edu/~finaid/](http://www.iupui.edu/~finaid/)
Both undergraduate and graduate SLAs are expected to:

1. Sign an electronic SLA Letter of Agreement (LOA) that lists their award, number of hours they will serve each week, and outlines the expectations associated with the program.

2. Complete SLA Student Orientation. There are both in-person and live versions available to students each semester. More information about orientation can be found online.

3. Participate in at least one professional development activity per semester and write a brief reflection on the activity based on the reflection prompts located in OnCourse.

4. Complete the End-of-Award Period Analysis. SLAs are asked to complete an online survey and submit 2-4 page evaluation of their SLA experience. Reporting deadlines, guidelines, and instructions are outlined in the SLA’s Letter of Agreement, on the SL Assistants OnCourse site, and are also posted online (http://csl.iupui.edu/osl/sladeadlines.asp). The narrative portion of the report will present how the SLA’s experiences have contributed to their academic, civic, personal and professional development. Students are instructed to complete their reports in a timely manner so that their faculty/staff mentor has plenty of time to review it and complete their report. Reporting instructions will be available at least 3 weeks prior to the beginning of finals and it is highly recommended that it is completed early so as to not interfere with course obligations (also see material on PAGE 13 of this handbook).

5. Students who fail to fulfill all responsibilities and program requirements as specified above and in their Service Learning Agreement will forfeit their eligibility for future SLA scholarship awards.

Expectations

- **Represent IUPUI** – As an SLA, you are representing IUPUI at all times as well as your faculty/staff mentor, department, and the Sam H. Jones Scholarship Program. In your interactions with fellow students, community partners, and local residents, keep in mind that you are not only a student, but have been selected to participate in activities that require a higher level of commitment and responsibility. Further, you are viewed as mentor to students and as a professional among the members of your school and the community. As such, we ask that you conduct yourself in a professional manner at all times.

- **Civic Engagement Showcase** - Attend and/or present at the Civic Engagement Showcase with your mentor. The Civic Engagement Showcase is held annually in April and highlights the work of IUPUI faculty, students, and community partners in research, teaching, and service activities that have a positive impact on Indianapolis communities and other communities in which IUPUI has a presence. SLAs are highly encouraged to present their work along with their mentor and community partner(s).

- **Professional Growth and Development** - Take responsibility for your growth and development including attending Professional Development Workshops and/or conferences. As part of your Letter of Agreement (LOA), you are expected to participate in at least one professional development opportunity per semester (in addition to SLA orientation).

  *This may include:*
  - a workshop offered by CSL,
  - disciplinary or content specific workshops recommended by your mentor,
  - leadership seminars offered through Campus and Community Life’s (CCL) LEAD IUPUI program (http://life.iupui.edu/ccl/leadership/seminars/index.html),
  - information technology workshops such as those offered through STEPS run by UITS, (http://kb.iu.edu/data/atmi.html),
o attending or presenting at a national or local conference related to your service as an SLA. Your mentor may have specific recommendations; CSL staff will also forward other opportunities to you through SL Assistants OnCourse site.

In deciding which professional development opportunities to seek out, we recommend that you review opportunities and discuss with your mentor which professional development opportunities will be most appropriate for you. The selections you make will vary based upon the type of SLA appointment. For example, if your SLA responsibilities include a great deal of research, then attending an SPSS (data analysis software program) workshop offered through UITS or one focused on collaborative research strategies might best serve your needs. However, if your SLA role is to assist a faculty member in the implementation of a service learning course, then attending a workshop on how to facilitate reflection or communication strategies with community partners may be more appropriate. Either way, the important thing is that you sit down with your mentor and discuss the options available to you and consider opportunities for your individual growth and development.

- **Stay Connected with Your Mentor** – An essential dimension of succeeding in your role as an SLA is to keep in regular contact and maintain open lines of communication with your faculty/staff mentor. The more the two of you grow to see one another as co-collaborators, co-researchers, the stronger the relationship you will develop with your mentor. You should take this opportunity to develop a relationship that could lead to future opportunities in life. We suggest that you arrange a time to meet with your mentor on a regular basis. During these meetings, you should discuss your experiences, growth, challenges, your thoughts, and even your career goals. Obviously, you will meet with your mentor to discuss the status of your project, but take advantage of the time to ask questions and let your mentor know what you are thinking. Remember, they have selected you, so they obviously see potential in you and are genuinely interested in your growth and development as a professional.

- **Attain Skills and Knowledge** – Show initiative and desire to learn about service learning and how you can impact society as a whole. Keep in mind that this is a service scholarship and as such you should understand the various types of service and community engaged scholarship (see Important Terms section). There are additional readings related to service learning and community-based research in the “Resources” folder within the SL Assistants OnCourse site. We highly recommend you read these and become familiar with basic theories and practices related to your mentor’s project.

- **Complete Reports and Meet Deadlines** – Stay tuned for important deadlines and for the End of Semester Reports (see below).

- **End-of-Semester Reporting Guidelines** – Both faculty and staff mentors, as well as students, that receive scholarship support through the Service Learning Assistant Program are expected to complete reports regarding their SLA experience. For students, the final reporting process includes **three steps**:  

  (1) completion of an informed consent form,  
  (2) completion of an online pre- and post-survey, and  
  (3) completion of a short end-of-award analysis.  

  **All of these steps are to be completed in the OnCourse SL Assistants site**

- **SEMESTER DEADLINES**: Please refer to the link below for specific deadlines for the upcoming academic year, [http://csl.iupui.edu/osl/sladeadlines.asp](http://csl.iupui.edu/osl/sladeadlines.asp). Please note that posted deadlines are guidelines for faculty staff mentors in that the listed dates refer to the deadlines that both student and mentor reports should be completed. As part of your mentor’s reporting process, they are asked to review and comment on their student’s reports, as such we strongly recommend that you submit your end-of-semester report **TWO WEEKS PRIOR** to the posted
deadline to ensure that your mentor has adequate time to complete their review. Failure be SLAs and their mentors to submit reports in a timely fashion can result in forfeited eligibility for future SLA scholarships.

- **INSTRUCTIONS:** Detailed instructions on how to complete the End-of-Semester Report is also available at [http://csl.iupui.edu/osl/sladeadlines.asp](http://csl.iupui.edu/osl/sladeadlines.asp) and via the SL Assistants OnCourse site.
- **PURPOSE:** CSL uses these reports to assist staff in improving the program for students, to help the CSL advocate for increased service scholarship funding at the campus level as well as to document the outcomes of service learning and community-based scholarship for the campus and community.

### Important Terms

In this section, we've included some key terms that you may encounter during your period of scholarly service as a Service Learning Assistant. Additional articles and resources are available in the SLA OnCourse site under the *Resources Tab.*

- Civic Engagement
- Civic Engagement in relation to IUPUI’s mission
- Service Learning
- Experiential Learning
- Active Learning
- Community-Based Research
- Community-Engaged Scholarship
- Reflection defined
- IUPUI’s RISE to the Challenge

### Civic Engagement

*Civic engagement* is active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner consistent with the campus mission. This work includes teaching, research, and service in and with the community.

Civic engagement in higher education is defined as teaching, research, and service “in and with” the community (Indiana University-Purdue University Indianapolis, 2002). As a distinct form of community engagement, civic engagement values mutual reciprocity and the democratic participation of both campus and community partners. Most importantly, though, our commitment to civic engagement helps students *learn how to improve civic life* in the communities they will call home, at the same time helping IUPUI improve life in Indianapolis.
Civic Engagement in relation to IUPUI’s mission

On a national level, colleges and universities have been charged with the responsibility of developing a more civic-minded citizen. According to Thomas Ehrlich, “Campuses should not be expected to promote a single type of civic or political engagement, but they should prepare their graduates to become engaged citizens who provide the time, attention, understanding, and action to further collective civic goals. Institutions of higher education should help students to recognize themselves as members of a larger social fabric, to consider social problems to be at least partly their own, to see the civic dimensions of issues, to make and justify informed civic judgments, and to take action when appropriate” (Measuring Up 2000: The State-by-State Report Card for Higher Education).

In response to these efforts, IUPUI has been a leader among urban institutions in as a civically engaged public research university. To further demonstrate our commitment to service learning, civic engagement has been identified as a critical component in our mission statement:

IUPUI’s mission is to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement.

Service Learning

Service Learning is a teaching method designed to lead to civic/community engagement outcomes. There are multiple definitions for service learning. IUPUI has adopted a campus definition for service learning as created by Drs. Bob Bringle and Julie Hatcher.

Service learning is a course-based, credit-bearing educational experience in which students
a) participate in an organized service activity that meets identified community needs, and
b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility. (Bringle & Hatcher, 1995)
According to Thomas Ehrlich, another leader in the field, service learning is “academic study closely tied to community service through structured reflection—is a particularly important pedagogy for promoting civic responsibility, especially when used with collaborative learning and problem-based learning, two other modes of active learning. Service learning connects thought and feeling in a deliberate way, creating a context in which students can explore how they feel about what they are thinking and what they think about how they feel; through guided reflection, it offers students opportunities to explore the relationship between their academic learning and their civic values and commitments” (Measuring Up 2000: The State-by-State Report Card for Higher Education).

**Experiential Learning**

Experiential learning is defined as formal, supervised learning experiences that rely substantially on students’ applying through direct experience the knowledge and information acquired through reading, simulations or electronic exercises, faculty instruction, or other modes of learning directly within the context and duration of the course. Consequently, experiential learning entails the integration of:

- **knowledge**—the concepts, facts, and information acquired through formal learning and past experience;
- **activity**—the application of knowledge to a “real world” setting; and
- **reflection**—the analysis and synthesis of knowledge and activity to create new knowledge.

Experiential learning may occur on campus, in the community, or both. Although many co-curricular student activities can also be categorized as experiential learning, approval for transcript notations applies only to those activities that are linked to students’ academic coursework. ([http://www.registrar.iupui.edu/transcript/trans-experiential.html](http://www.registrar.iupui.edu/transcript/trans-experiential.html))

According to Hatcher and Bringle (1997), “learning theorists recognize that not all experiences result in learning, particularly discipline-based learning. John Dewey called for education to be deeply rooted in experience (1916), yet he acknowledged that experience in and of itself is not always educative (1933). Experiences often create controversy, and if the controversy is not reflected upon, it can be a misleading, even harmful experience, which produces a lack of sensitivity and responsiveness in the learner (Dewey 1933). Although an encounter has the potential to develop key perceptions that foster personal growth, it is only when the experience is thoughtfully considered and analyzed that generalizations are formed to influence future action (Glenn and Nelson 1988).”

**Active Learning**

Active learning is a process whereby learners are actively engaged in the learning process, rather than "passively" absorbing lectures. Active learning involves reading, writing, discussion, and engagement in solving problems, analysis, synthesis, and evaluation. Active learning is also known as **cooperative learning** ([http://www.mywiseowl.com/articles/Active_learning](http://www.mywiseowl.com/articles/Active_learning)).

**Community-Based Research**

Community-Based Research (CBR) takes place in community settings and involves community members in the design and implementation of research projects. Such activities should demonstrate respect for the contributions of success which are made by community partners as well as respect for the principle of "doing no harm" to the
communities involved. Depending on the field, community-based research is also referred to as community-based participatory research or collaborative research.

In order to achieve the goals of CBR, the following principles should guide the development of research projects involving collaboration between researchers and community partners, whether the community partners are formally structured community-based organizations or informal groups of individual community members.

**Principles:**

- Community partners should be involved at the earliest stages of the project, helping to define research objectives and having input into how the project will be organized.
- Community partners should have real influence on project direction--that is, enough leverage to ensure that the original goals, mission, and methods of the project are adhered to.
- Research processes and outcomes should benefit the community. Community members should be hired and trained whenever possible and appropriate, and the research should help build and enhance community assets.
- Community members should be part of the analysis and interpretation of data and should have input into how the results are distributed. This does not imply censorship of data or of publication, but rather the opportunity to make clear the community's views about the interpretation prior to final publication.
- Productive partnerships between researchers and community members should be encouraged to last beyond the life of the project. This will make it more likely that research findings will be incorporated into ongoing community programs and therefore provide the greatest possible benefit to the community from research.
- Community members should be empowered to initiate their own research projects which address needs they identify themselves (University of Washington School of Public Health http://sph.washington.edu/research/community.asp).

**Community-Engaged Scholarship**

"Scholarship that involves the faculty member in a mutually beneficial partnership with the community.

Community-engaged scholarship can be transdisciplinary and often integrates some combination of multiple forms of scholarship. For example, service-learning can integrate the scholarship of teaching, application, and engagement, and community-based participatory research can integrate the scholarship of discovery, integration, application and engagement." [http://depts.washington.edu/ccph/scholarship.html](http://depts.washington.edu/ccph/scholarship.html)

Community-based teaching, research, and service are central to goals such as eliminating health disparities and improving the health and economic vitality of communities and are increasingly being embraced as central to the academic mission of health professional schools. Thanks to the recommendations of national organizations, the requirements of accrediting bodies, the investments of funding agencies, and the favorable results of community-based education and research, the future is bright for community-engaged scholars in the academy.

Community-engaged scholarship overlaps with the traditional domains of research, teaching, and service and an approach to these three domains which is often integrative. As illustrated in Figure 1, approaches such as community-based participatory research (CBPR) and service-learning (SL) represent types of community-engaged scholarship that are consistent with the missions of research, teaching and service.
Reflection defined

Reflection engages students in the intentional consideration of their experiences in light of particular learning objectives. The following are a few definitions of reflection:

- “active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends” Dewey, J. (1910).
- *The reflective practitioner:* How professionals think in action to “integrate the understanding gained into one’s experience in order to enable better choices or actions in the future as well as enhance one’s overall effectiveness” Rogers, R. (2001).
- *Reflection in higher education:* A concept analysis. Innovative Higher Education

Guidelines for reflection:

- Clearly links service experience to learning objectives
- Is structured in terms of expectations, assessment criteria
- Occurs regularly throughout semester
- Provides feedback from instructor
- Includes opportunity to explore, clarify, and alter values (Bringle & Hatcher, 1999).

In part, the vagueness about reflection in service learning exists because the term reflection describes both a cognitive process (Dewey 1933; King and Kitchener 1994; Kolb 1984; Mezirow 1991; Schon 1982; Sheckley, Allen, and Keeton 1993) and a structured learning activity (Goldsmith 1996; Henry 1994; Silcox 1993). We define reflection as the intentional consideration of an experience in light of particular learning objectives.

Although reflection is agreed to be an essential element of effective practice in service learning (Howard 1993; Jacoby 1996; Porter-Honnet and Poulsen 1989), and external funders (e.g., Fund for the Improvement of Post-Secondary Education, Corporation for National Service) have called for clearly structured reflection components as part of community service learning program proposals, teachers have not had much guidance in designing structured learning activities that promote intentional consideration (Hatcher & Bringle, 1996).
IUPUI’s RISE to the Challenge Initiative

As of Fall 2009, IUPUI has introduced the “RISE to the IUPUI Challenge” initiative signifying experiential learning experiences in either Research, International, Service learning or Experiential learning in the workplace or community. This challenge encourages undergraduate students to include at least two of the four RISE experiences into their degree programs. Once accomplished and upon conferral of a Bachelor’s degree (not Certificate), a notation is added to the students’ transcript that they have accomplished this experiential milestone. At this point, this is merely a challenge with contemplation of eventually making a requirement for an undergraduate degree.

For details about the RISE Challenge, see http://www.iupui.edu/administration/acad_affairs/rise/.

Frequently Asked Questions (FAQs)

I have been selected by a faculty member to serve as an SLA, now what?
Where do I need to send my LOA?
When should I expect to see the scholarship on my bursar account?
What happens if I can’t attend the orientation?
Where can I get a list of workshops I can attend to fulfill my requirement?
How do I access the SL Assistants OnCourse site?
When is my End-of-semester report due?

I have been selected by a faculty member to serve as an SLA. Now what?

- SLAs are technically an award given to a faculty member. Faculty members must apply for the award before the start of the semester, or in some cases submit a renewal application. Once the CSL has received all of the proper paperwork, the faculty member is notified of the award and is then instructed to identify a student. Once we have been given the student’s name, we draw up a contract known as your Letter of Agreement (LOA). Once you have completed the LOA, returned it to our office. You should go ahead and complete Orientation, and then begin working with your faculty/staff mentor as soon as possible.

Where do I need to send my LOA?

- SLAs will receive their electronic LOA via e-mail to their IUPUI e-mail address. They must fill it out online and submit it electronically. Once this is completed, they will receive an e-mail confirmation.

When should I expect to see the scholarship on my bursar account?

- It will take roughly 2 weeks for the scholarship to be credited to your account once the LOA and orientation requirements have been met. It is recommended that you go ahead and pay your tuition bill to avoid any penalties. Once the money hits your Bursar account, you will receive a reimbursement check or direct deposit refund, depending on how your account is set up.

What happens if I can’t attend the orientation?

- Attending orientation is very important for you and your student(s). This is why we announce the dates in advance and offer multiple times when possible. However, if for some unforeseen reason you cannot
attend the orientation, online orientations presentations will be posted to the CSL website for you to access.

**Where can I get a list of workshops I can attend to fulfill my requirement?**

- There are a number of ways to fulfill your professional development requirement:
  - Attend a workshop offered by CSL.
  - Disciplinary or content specific workshops recommended by your mentor.
  - Leadership seminars offered through Campus and Community Life’s (CCL) LEAD IUPUI program ([http://life.iupui.edu/ccl/leadership/seminars/index.html](http://life.iupui.edu/ccl/leadership/seminars/index.html)).
  - Information technology workshops such as those offered through STEPS run by UITS, ([http://kb.iu.edu/data/atmi.html](http://kb.iu.edu/data/atmi.html)).
  - Attend or present at a national or local conference related to your service as an SLA. Your mentor may have specific recommendations, CSL staff will also forward other opportunities to you through SL Assistants OnCourse site.

**How do I access the SL Assistants OnCourse site?**

- Go to OnCourse ([http://oncourse.iu.edu](http://oncourse.iu.edu)) and log in using your CAS username and passphrase. Click on “More” that is at the top of your screen next to your list of classes (Note: for most of you, it does not automatically appear in your top navigation window because your classes come first). Scroll down to “Projects” you will see a site called “SL Asst. AY13-14” – click here. You can add this to your list of preferred viewing sites to avoid having to go through this process each time.

**When is my End-of-Award Period Analysis due?**

- Please refer to the link below for specific deadlines for the upcoming academic year: [http://csl.iupui.edu/osl/sladeadlines.asp](http://csl.iupui.edu/osl/sladeadlines.asp). We strongly recommend that you submit your end-of-semester report **TWO WEEKS PRIOR** to the posted deadline to ensure that your mentor has adequate time to complete their review and so that it will not interfere with your finals.

Failure of student SLAs to comply with the program and/or reporting requirements of the SLA program can result in forfeited eligibility for future SLA awards.