

# 2007-2008 Academic Affairs - Center for Service and Learning

Section	Document Name
Goals and Objectives	• <a href="#">Campus Performance Report (Banta) 2007-08.docx</a>
Fiscal Health	• <a href="#">Campus Performance Report (Banta) 2007-08--Financial</a>
Other Questions	• <a href="#">Campus Performance Report (Banta) 2007-08--Other Questions.docx</a>

## Mission

### Mission

The mission of the Center for Service and Learning is to involve students, faculty, and staff in service activities that mutually benefit the campus and community. The Center for Service and Learning collaborates with other campus units, develops community partnerships, coordinates and evaluates programs, and promotes service, service&nbsp;learning, and civic engagement to further&nbsp;the academic and public purposes of the University.&nbsp;

### Vision

Make service a distinctive aspect of the educational culture at IUPUI.

## Goals and Objectives

[See attachment for Goals and Objectives](#)

## Fiscal Health

See attached document.

## Reallocation Plan

Not Applicable

## Other Question(s)

1. **If you had to implement a budget reduction of 3-5% in your base general fund budget, a) what would be your budget priorities and b) what strategies would you employ to walk the fine line of maintaining critical operations and investing in your future? Please describe how faculty and other stakeholders will be involved in the decision making process.**

A 3-5% reduction in base, on top of the \$125,000 reduction between 2007-08 and 2008-09 will result in reduction of program support across all four CSL offices (i.e., Community Service, Service Learning, Community Work Study, & Neighborhood Partnerships). Support for faculty development of service learning courses, faculty programs directed at improving service learning and civic engagement, and 3-year engaged department grants will be either truncated or eliminated. Faculty will be consulted as a new plan for faculty development is developed for 2009-2010.

2. **Please describe current commitments or plans that require multiple year funding, including the amount of funding required and the length of time the initiative's funding is required.**

Budget cuts this past year of \$125,000 plus any additional budget cuts in 2009-2010 will require truncating or eliminating multiple-year funding programs in CSL(i.e., Engaged Department, Interdisciplinary Community Partnerships).

3. How do you intend to use your reserves over the next four years? Please provide the information by fiscal year.

CSL has no cash reserves. Current fiscal analysis projects a very modest amount of unspent funds from 2008-2009 and we are planning on using that cash carry-over to lessen the effects of program adjustments in 2009-2010.

4. How do you define return on investment for diversity efforts in your unit (e.g., numbers of faculty/staff/students recruited and retained, grants received for special studies, new teaching methods or courses, placement of graduates, program reputation)? What are you doing to improve your ROI?

All CSL programs are designed to meet diversity goals because they provide opportunities for students, faculty, and staff to work with diverse groups in communities. In addition, the return on investment in CSL programs comes from indirect contributions to diversity goals (e.g., through service learning courses, CSL supported civic engagement projects).

CSL programs directly reflect diversity goals. For example, 24% of the Community Work Study students in 2007-08 were from minority groups, which aligns with the demographics of the public schools and community centers in which they work. The retention + graduation rate for this group of students was 86%. The Sam H. Jones Service Scholarship program included 30% minority students, who attained a 100% retention + graduation rate for 2007-08. These high retention rates contribute to the campus priority of retention of minority students.

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All of IUPUI's civic engagement programs for students—curricular and co-curricular—are designed to engage students with persons of diverse backgrounds and needs. Students' community service activities benefit not only the community itself, but also contribute to students learning about diversity by involving students with community members of diverse racial, ethnic, and economic backgrounds. Student training programs for scholarship recipients and tutors address diversity issues. Faculty workshops include discussions about managing student expectations and reactions to community placements for relating to persons from diverse backgrounds. Student Learning Assistants provide faculty with support so that they can offer service learning courses and implement other civic engagement projects that connect with community members of diverse backgrounds. Fugate Scholars act as liaisons between the university and neighborhood organizations, tutoring disadvantaged youth and providing them with information about college access, thereby serving as role models for potential future IUPUI students. Team Works students serve as liaisons between community partner sites and IUPUI, thus strengthening campus-community partnerships.

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