


- As academic departments prepare their graduate and professional students for complex environments and challenge both inside and outside the academy, faculty are increasingly turning to service learning and community engaged research methods as tools to effectively prepare the next generation of faculty and professionals as “stewards of the disciplines” (Golde and Walker, 2006).

Many in higher education circles associate the growth in popularity of service learning in American colleges and universities with  **outcomes associated with the undergraduate student experience**. Increasingly, however, traditional methods of service-learning, as well as participatory research and evaluation methods, are becoming standard fair in graduate and professional curricula nationally. Professional and disciplinary associations are moving to develop programs and recommendations that address the interface of the discipline with their various publics in the form of engaged practice, research and scholarship (O’Meara and Jaeger, 2008). Similarly, a number of national initiatives and organizations have begun to develop programs, resources and research agendas targeting the development of the next generation of faculty, researchers, professionals and artists vis-à-vis their engagement with their various publics. These include: **Imagining America**, **Community-Campus Partnerships for Health** (CCPH), NERCHE’s (**New England Resource Center for Higher Education**), **Next Generation Engagement Project**, and the newly formed **Academy of Community-Engaged Scholars**.

IUPUI, with its high concentration of professional schools and graduate programs, has the potential to be a leader in graduate and professional curriculum development and assessment that emphasize the intentional integration of service learning and other community-engaged teaching and research methods. Indeed, the campus is already building its capacity to track the promulgation of courses at the 500 level and beyond. Recently, the Registrar’s Office created a new series of course notations specific to graduate and professional courses that incorporate the use of engaged pedagogies, like service learning. Official inventories of graduate and professional course offerings at the graduate and professional remain incomplete as many faculty and administrators remain unaware of the course tagging options. Nonetheless, existing course data does highlight some of our campus’ strengths.

Several schools actively integrate service learning into their graduate/professional offerings. These include programs and departments in the Health Professions, particularly those that emphasize community health (e.g. Nursing, Public Health, Occupational Therapy) as well as those that address practice and research associated with civil society development, social justice, public policy practice, research and scholarship (e.g. Public Affairs, Social Work). The emphasis on community-engaged practice is also evident in the curricular offerings in programs such as Herron’s MFA in Visual Communication Department, and the School of Liberal Arts (e.g. Public History, Museum Studies, and Applied Anthropology).

With financial and consultative support from the Center for Service and Learning, the IU School of Dentistry (IUSD) has organized a faculty learning community involving faculty from multiple departments including **Preventive and Community Dentistry** and Pediatric Dentistry. Currently, the group is involved in curriculum-tuning associated with learning and assessment tied to their newly designated community-based education electives. IUSD’s CBE courses incorporate elements of both international and domestic service learning vertically throughout the IUSD curriculum. The care that IUSD faculty are taking to analyze not only individual course outcomes, but also those tied to programmatic outcomes holds promise for other academic units seeking to refine their curricula in a manner that:

produces stewards of the disciplines (Golde and Walker, 2006) who are prepared with the tools and skills needed to develop knowledge that advances the public good in light of the complex economic environment of the coming decades and

infuses the skills of dialogue and consensus building essential for practice and teaching that necessary for building trust and developing active collaborations with diverse and underserved communities.

develops scholars able to support the teaching and research mission of the engaged campus (see for example—Campus Compact’s report on  **Engaged Learning Economies**, Wittman and Crews, 2012).

For those interested in learning more about tools available to support faculty using service learning and other community-engaged pedagogies with graduate and professional students, contact Mary Price, Service Learning Specialist, price6@iupui.edu.

Citations:

Golde, C. and Walker, G. (2006). *Envisioning the Future of Doctoral Education: Preparing Stewards of the Discipline - Carnegie Essays on the Doctorate*. Jossey-Bass: San Francisco.

O'Meara, K.A. and Jaeger, A. (2008). *Preparing Future Faculty for Community Engagement: Barriers, Facilitators, Models, and Recommendations*. *Journal of Higher Education Outreach and Engagement*, Volume 11, Number 4, p. , (2006). Accessed: 3/18/2013

Wittman, A. and Crews, T. (2012). *Engaged Learning Economies: Aligning Civic Engagement and Economic Development in Community-Campus Partnerships*. Boston: Campus Compact