

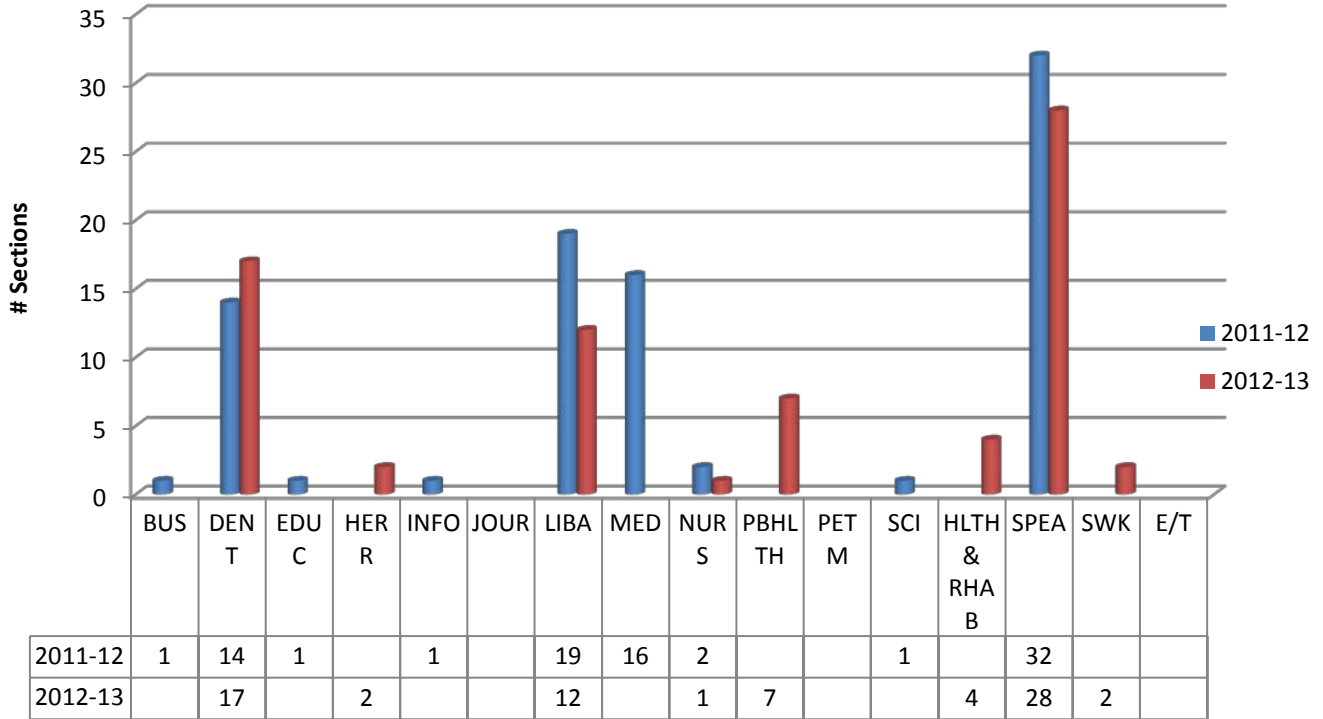
Graduate Affairs Committee

Tuesday, January 28th, 2014

Presenter: Mary F. Price, Center for Service and Learning, price6@iupui.edu

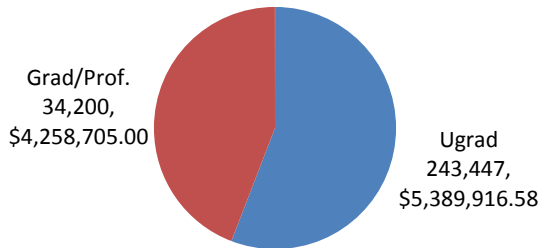
IUPUI Documented Grad/Professional SL Course Sections 2011-2013

Source: Campus wide SL Inventory



Estimated Economic Contributions of Students in Service Learning Courses

Source: 2012-13 IUPUI Service Learning Inventory



Note: Calculations based on the standard volunteer rate (Ugrad) and Pro Bono rates (Grad/prof.).

Some Initial Questions for Consideration by Graduate/Prof. Faculty and Administrators

- What is the level of awareness in my academic program school of available course tags to monitor and track community engaged teaching and learning at the graduate/professional level?
- Who is responsible for course tagging in your unit?
- What levels of interest among your colleagues and peers are there in improving the monitoring, assessment and evaluation of curricular based community engaged and community based learning experiences? (NOTE: Responses may vary depending on standpoints taken: outcomes and impacts on communities involved, preparing future faculty and/or professionals, student recruitment/ retention particularly as it relates to diversity, issues of quality teaching and learning, faculty/staff/partner workload and capacity)
- How might the CSL enhance its data collection efforts to offer data back to the GAC that would help to advance campus goals for graduate/professional teaching, learning and community outcomes?
- How inaccurate is the data currently captured at the campus level as it relates to the use of service and experiential learning in your curriculum? How can the CSL help you and your colleagues tell your story?
- What criteria should be used to apply available tags to existing and/or new courses?
- Is there policy currently governing community engaged/community-based teaching at the graduate/professional level? Should there be?
- Course sections may not always be the relevant unit of analysis (projects or partnerships are other lenses), how should the campus document curricular-based CE/CB teaching, learning and research involving students and faculty?
- Under what conditions should this learning be transcribed and how?
- Do existing tagging systems meet the needs of graduate and professional programs? If not, what else needs to be on the table?

Relevant campus websites:

IUPUI Registrar, Service and Experiential Learning Page: http://registrar.iupui.edu/exp_service_learning.html

EL/RISE Notation Crosswalk (aka. RISE Designation Grid) – so you understand how your course may have come to be tagged as GRSL or GREX... http://registrar.iupui.edu/recorder/RISE_DesignationSummaryGrid2.html

Tagging grad/professional courses as service or experiential learning: <http://registrar.iupui.edu/schbld.html> (scroll down to Grad Instructions listing)

Experiential Learning Notations on IU student transcripts: <http://registrar.iupui.edu/transcript/tran-experiential.html>

Wanting to start a local conversation...you may be interested in the following:

O'Meara, K. (2008). Graduate Education and Community Engagement. *New Directions in Teaching and Learning*, 113: 27-42.

Next Generation Engagement Project sponsored by AASCU and Imaging America :

http://www.nerche.org/index.php?option=com_content&view=article&id=355&Itemid=96