Loyola University New Orleans 2014 Community Engaged Learning, Teaching and Scholarship Annual Report

1.0 Executive Summary

In 2013-2014, the Office of Service Learning was re-named the Office of Community Engaged Learning, Teaching and Scholarship. Three main reasons prompted the name change: (1) the new name reflects a more up-to-date paradigm of how universities interact with their communities (engagement vs. service); (2) it reflects the increasing involvement of faculty, community partners and students in a broader array of community engagement activities; and (3) it centralizes responsibility for tracking and monitoring community engagement efforts throughout the university.

Supporting service learning courses is still the office’s top priority. In addition, OCELTS now also formally supports community engaged research and scholarship efforts among faculty and officially manages the Community Based Federal Work Study (CBFWS) Program. Previously, these responsibilities were not clearly assigned to any Loyola unit, and the Office of Service Learning partially fulfilled them in an ad hoc way. OCELTS is also now officially responsible for monitoring recertification standards for the Carnegie Elective Classification for Community Engagement.

Along with this name change, Loyola's Community Engagement Research and Assessment Director (Ms. Heather Mack) was transferred from the Office of Institutional Research and Effectiveness to OCELTS, bringing office's staff to 3.0 FTE.

OCELTS’ mission and vision statements were revised as follows:

Mission: The mission of the Office of Community-Engaged Learning, Teaching, and Scholarship (OCELTS) is to help Loyola embody the Jesuit vision of a university with and for local and global communities.

Vision: Driven by Loyola’s university-wide community engagement objectives, OCELTS’ vision is that all Loyola students, faculty and staff will have the skills and willingness to navigate the complex path to a more just world, including an advanced understanding of social justice and the opportunity and commitment to contribute to social justice in their personal and professional lives. We envision a university which, through a strong network of sustainable, focused partnerships, makes a positive impact on the world through service, awareness, advocacy and systemic change. In this vision, Loyola is distinguished as an anchor institution “with and for” its communities.

OCELTS is located within the Office of Academic Affairs and reports to the Vice Provost for Academic Affairs.

2.0 Unit Profile Summary

See the staff headcount below in 2.1, as well as a five-year historical overview.

It is important to note that OCELTS is significantly understaffed by any reasonable measure. For example, study abroad had 3.0 FTE staff members in 2012-2013, and 223 students studied abroad (this count is not nonduplicated).* This results in a ratio of 74.3 students per FTE staff member. This year, 564 students participated in service learning (this count is nonduplicated), for a ratio of 188 students per FTE staff member. Similarly, LUCAP had one full-time staff advisor 2012-2013. LUCAP volunteers documented 3350 hours of service on behalf of approximately 8 community partners in 2012-2013.** This year, service learning students documented 16,359 hours of service learning on behalf of 51 unique community partner agencies. This results in a ratio of 17 partnerships managed and 5786 hours of service facilitated per FTE staff member in OCELTS. In other words, OCELTS is roughly twice as productive as LUCAP per FTE staff member.

*The source for this is CIE's annual report from 2012-2013, posted on its intranet.

**The source for this is Mission and Ministry's annual report from 2012-2013, posted on its intranet.

2.1 Staff Headcount

In 2013-2014, OCELTS had no FTE faculty positions and no budget for faculty salaries or stipends.
Staff headcount over last five academic years

FY 0910: 2.0 FTE (1.0 FTE director, 1.0 FT Americorps/VISTA Program Coordinator*)
FY 1011: 2.0 FTE (1.0 FTE director, 1.0 FT Americorps/VISTA Program Coordinator*)
FY 1112: 1.5 FTE (1.0 FT director, 0.5 PT Admin Asst)
FY 1213: 1.8 FTE (1.0 FT director, 0.8 FTE Admin Asst)
FY 1314: 3.0 FTE (1.0 FT director, 1.0 FT Admin Asst, 1.0 FT research/assessment specialist)

The Office of Service Learning employed a full-time Americorps/VISTA member in FY 0910 and 1011 as Program Coordinator. This is not reflected on Loyola payroll records, since this employee was not paid by Loyola but by the federal government through a subgrant to the Louisiana Campus Compact. The placement of Americorps/VISTA members in service learning offices of Louisiana colleges and universities through this subgrant was discontinued in August 2011, and the Louisiana Campus Compact disbanded in 2012 in accordance with the recommendation of most member institutions (including Loyola).

3.0 Goals for Current Academic Year

Goals for OCELTS:

1. Lead discussions with IRB representatives regarding accountability and protections in community engaged research projects. Productive discussions were undertaken with CELTS FAC, IRB, and Grants & Sponsored Programs. New CER protocols were recommended. IRB will respond next fall.
2. Recognize the work of grant-funded Community Engagement Research Fellows (L. Murphy, C. Rogers/V. Andrews). Event ("Scholars With and For Others") held.
3. Continue working to strengthen tracking procedures for service hours in programs across the university. Progress was made with the Donnelley Center, the University Honors Program, and the sociology department's Social Justice Scholars program.
4. Increase opportunities for direct contact between service learning professors and community partner representatives. Very successful “Meet the Partners Road Trip” event was held. Plans to repeat a similar event in the future are underway.
6. Successfully transition to new office name, new brand, and broadened mission. Name change widely disseminated, all key committees endorsed broadened mission.
7. Transform annual survey of service learning community partners into a university-wide Loyola Community Survey, incorporating partners engaged by other programs. Accomplished. Further broadening will depend upon cooperation of other programs.

In addition to these operating goals for the office, OCELTS continues to hold out the following goals for its 3 key constituencies:

Students
1. Students will make connections between course content and service learning experiences.
2. Service learning will strengthen students’ understanding of social justice.
3. Service learning will help students explore the root causes of social problems.
4. Service learning will help students understand distinctions between service and social change.

Faculty
1. Faculty will find the experience of teaching a service learning course satisfying.
2. Faculty will feel confident about possessing the skills to teach a service learning course effectively.
3. Faculty will be able to articulate a service learning objective for every SL course they teach.
4. Service learning will help advance faculty careers and stimulate their productivity.
5. Sufficient rewards and incentives will exist to attract faculty to service learning, engaged research, and other forms of community-based work. Existing disincentives will be identified and minimized.

Community partners
1. Partnering with OCELTS will help build community partners’ capacity to promote positive social change.
2. Partnering with OCELTS will increase partners’ ability to leverage their relationship with Loyola.
3. Partnering with OCELTS will help partners know how to access resources at Loyola beyond just volunteers.
4. Partnering with OCELTS will strengthen partners’ connections to one another.

OCELTS will need to formulate a new strategic plan in 2014-2015. This may involve updating the goals for our 3 key constituencies. Like the office’s 2008-2013 strategic plan, which was designed to dovetail with "Loyola 2012," the next plan should be designed to dovetail with the university’s new institutional strategic plan, which should be finalized next year.
4.0 Budget for Current Academic Year

Operating

OCELTS' operating budget in 2013-2014 was $22,000. The single biggest obstacle to the adequacy of OCELTS' operating budget is transportation. Providing transportation supports to service learning and CBFWS students accounts for as much as 35% of OCELTS' operating budget. This includes purchasing and distributing RTA tokens and prepaid gas cards, maintaining Cycloserve bicycles, paying rental fees to other Loyola departments for one-time use of vans, and many other supports. While one-time grant funds have partially lessened this burden, OCELTS will not have access to any grant funds in 2014-2015. More importantly, lack of adequate transportation supports for students is a university-wide concern at Loyola. Critical shortages in this area have been consistently mentioned in assessment surveys as a cause for concern for students, faculty, partners, and parents. It is imperative that Loyola address the transportation needs of its students in a coordinated, university-wide fashion.

It should be noted that OCELTS is now officially responsible for assuming the costs of running the CBFWS program. Although the cost of running this program is not large, it does amount to approximately $2000-$3000 per year for trainings, publicity materials, events and transportation supports.

Aside from transportation, OCELTS's largest expense in 2013-2014 was office supplies ($3400 or 15%). Next was incentives and awards for faculty, community partners and students at $2942 (13.4%). Printing, publicity, and advertising also accounted for a large share at $2800 (12.7%). Approximately $2170 (9.8%) was spent on the office's two major events (the SERVE Fair, held at the beginning of each semester). Computers, technology and software (including the replacement of the director's six year old computer) accounted for $1991 (or 9%) of the office's budget. $1819 (8.2%) was spent on conferences, nearly all of it supporting faculty members' professional development and scholarly activity, and virtually none on OCELTS' staff members' own travel.

The remainder of OCELTS' operating budget was spent on local business meals and miscellaneous other expenses (furniture, subscriptions and books, mileage reimbursement, etc).

To be adequate, keep pace with peer institutions, and faithfully meet its broadened portfolio of responsibilities, the ideal annual operating budget for OCELTS would be $35,000.

Salaries

3.0 FTE positions in OCELTS (2.0 FT exempt, 1.0 FT nonexempt) were budgeted at $158,447. In addition, OCELTS was allocated $3500 in 2013-2014 for student assistants from the Office of Academic Affairs. This funded a student assistant during the school year and a summer intern.

To be adequate, keep pace with peer institutions, and faithfully meet its broadened portfolio of responsibilities, OCELTS should have an additional 0.5 or 1.0 FTE position, ideally for a Faculty Fellow, who could be partially or fully bought out from his or her departmental responsibilities for 1-2 years to focus on supporting community engaged scholarship and teaching.

5.0 Assessment Report

OCELTS continued its ongoing cycle of ongoing assessment in 2013-2014 with twice-yearly surveys of service learning students and annual surveys of community partners. Once again, both faculty and community partners received individualized survey data reports comparing their students to the overall pool of service learners. The goal of this process is to provide actionable feedback to improve the all-around quality of the service learning experience for students. In addition, OCELTS required CBFWS employers to complete twice-yearly student performance evaluations with student employees.

Full assessment results are available in OCELTS' 2013-2014 Cumulative Assessment Report on OCELTS' intranet at www.loyo.edu/engage (password required to access intranet).

6.0 Summary of Achievements

OCELTS' director earned a Ph.D. in December 2013.

OCELTS' research and assessment specialist was invited to serve on the AJCU Commitment to Justice Conference's Steering Committee.

OCELTS' research and assessment specialist was invited to present at the University of San Francisco on the impact of one-day service events.

OCELTS' research and assessment specialist was funded to participate in the Catholic Social Teaching Project being run out of the University of Notre Dame.
OCELTS led the effort to submit a strong application on Loyola’s behalf for the President’s Higher Education Community Service Honor Roll. Loyola is once again eligible for the PHECSHR after a period of ineligibility due to CBFWS shortfalls.

OCELTS oversaw the first-ever Award for Outstanding Achievement in Service Learning, which is awarded jointly to one service learning student and his or her partner agency (winner: Natalie Jones ’14 and Project Lazarus).

OCELTS oversaw the first-ever distribution of Honor Cords for Achievement in Service Learning to 25 graduating seniors.

OCELTS nominated Freret Neighborhood Center for the Gulf South Summit’s Award for Outstanding Community Partner Contributions to Service Learning. FNC won the award and received a plaque and monetary donation from GSS at its annual conference at Auburn University. OCELTS’ director accompanied FNC staff to the awards ceremony.

Service learning has an important place in the upcoming Quality Enhancement Plan and institutional strategic plan.

OCELTS’ director served on the following committees:

- Community Based Federal Work Study Task Force (chair)
- University Campaign Council
- JSRI Advisory Committee
- Center for Faculty Innovation Advisory Committee
- Student Success Summit Instructional Effectiveness Workgroup

7 Supporting Documents

Community Engaged Learning, Teaching and Scholarship Supporting Documents

13-14 Assessment Report.pdf
Community Engagement Objectives--FINAL.pdf
Data Highlights 2013-2014.pdf
Loyola Community Partner Survey 2013-14.pdf
Partnership Rubric FINAL.pdf
Placement Survey.docx
Service for others has a new name at Loyola _ Loyola at a Glance _ Loyola University New Orleans.pdf