Evidence of Activities and Leadership Roles in Teaching

And

Evidence of Course and Program Development

Teaching Research Skills to Undergraduate Psychology Majors

With Dr. Kremer, Dr. Bringle conducted an NSF-funded Social Psychology Undergraduate Research (SPUR) research program that brought six talented undergraduate psychology majors from across the state to IUPUI for each of four summers to work one-on-one with a Psychology faculty member on research.

Support: Four National Science Foundation grants.

Products: SPUR provided the model for an undergraduate research program that has run for 20+ years in the Psychology Department. Based on this program, Drs. Kremer and Bringle published research on the consequences of engaging undergraduates in research (***Journal of Research and Development in Education***).

High School Psychology

A National Science Foundation grant proposal was based on a needs assessment questionnaire Drs. Bringle and Kremer sent to high school psychology teachers within a 2-hour drive of Indianapolis. In addition, they convened an advisory board of six area high school psychology teachers who identified specific content areas and requested an exchange of resources. After receiving the NSF grant, Drs. Bringle and Kremer designed the curriculum and conducted an academic-year program for up-dating high school psychology teachers on psychology content. In addition, the project identified classroom resources for the teachers. Teachers who participated in the project and completed assignments could earn graduate credit.

Support: National Science Foundation grant.

Products: Drs. Bringle and Kremer offered a workshop for high school psychology teachers that was jointly sponsored by the Indiana Psychological Association and the Indiana State Teacher's Association. They also revised part of a high school psychology textbook for Random House. This book was widely adopted in high school courses.

Introductory Psychology

Introductory psychology is a popular course and is typically taken in the first year. The semester enrollment in B104 at IUPUI exceeds 1,000 in the fall semester. Introductory psychology is also an unexpectedly challenging course for new students. The course is highly verbal, but introduces quantitative topics. It requires students to learn a large number of glossary items, but also demands higher-level cognitive skills such as application. It presents conclusions of numerous studies, but requires the flexibility to entertain diverse theoretical perspectives and areas of research for which the conclusions are not settled. In many ways, the introductory psychology course previews for entering students the intellectual demands of college.

Dr. Bringle has taught sections of B104 virtually every year and intensively taught it for 1 1/2 years in the IU/MUCIA Cooperative project in Malaysia. At IUPUI, prior to 1992, 41% of students did not pass (D or F) each test, student satisfaction scores were in the lowest quartile, the GPA for different sections ranged from 1.9 (which was also the mode) to 3.6 (with

differences in learning not accounting for the variance in grades), and 40% of the students did not enroll the next year.

For three years, Dr. Bringle worked with Dr. Kremer on restructuring B104 from a lecture-only format in the following ways: (a) video-taped lectures which are available on cable TV, through libraries, and rental; (b) small (N < 40) recitations in which lecturing is discouraged and collaborative learning is encouraged; (c) faculty development activities to support the transition; (d) out-of-class computer-based examinations; (e) constructing examinations based on course objectives detailed in the syllabus (exams were not constructed by the recitation instructor in order to change the role of the instructor from evaluator to student ally); (f) expanded instructional strategies for higher-order cognitive skills; (g) developing or implementing numerous out-of-class supplements, including a mentoring option, a computerized study guide, a service learning option, and learning communities; (h) expanding course evaluations from exams and student satisfaction to a computer-based pre-test, post-test measure of self-esteem, engagement, social support, and attitudes toward technology; (i) organizing a poster display of student and faculty research; and (j) writing the syllabus for the course. He also made four video-taped lectures for the course. In addition, he assisted Brooks/Cole to design and then beta test an integrated computer-based package that includes an integrated server-based examination, study guide, and grade book. Examination performance has improved in the course and student satisfaction scores are up. This work involved collaboration with Integrated Technologies, the Undergraduate Research Center, the Office of Planning and Institutional Research, Special Media Projects, the Department of English, Faculty Development, Service Learning, and the School of Education.

Support: His work on B104 was supported by 3 internal grants, including a NETwork for Excellence in Teaching grant.

Products: Although Dr. Bringle redirected his attention from the B104 course to service learning in 1994, the structural revisions in the course have been maintained for two decades. Presentations based on the curriculum reform in B104 were made at one international conference, and two national conferences. Two of these presentations detailed the work on the evaluation measure. A presentation was also made on "Restructuring the Introductory Psychology Course" to the Indiana Commission on Higher Education. Integrating service learning into the course resulted in one national presentation and being appointed co-editor of a monograph on integrating service into the psychology curriculum.

Evaluation: The majority of Dr. Bringle's global scores are at or greater than the 65th percentile for the School of Science. A portfolio of Dr. Bringle's contributions to the B104 course (including video-taped lectures) was assembled in Spring, 1995, and evaluated by the School of Science (SOS) Teaching Evaluation Committee and two outside reviewers. Professor McGovern, Arizona State University, concluded, "this is an **exemplary** course. It could be a national model for its integration of the research findings on teaching and learning into IUPUI's students' first experience of our discipline. This course (objectives, teaching approaches, learning materials, exams) could be used also as an ideal illustration of how to implement the recommendations of the recent, APA national conference on undergraduate psychology" (emphasis in original). Professor Appleby, then at Marian College, noted, "Overall, the materials for this course are impressive. Given the admitted problems that the course suffered in the past, this new format must be a welcomed change. The fact that Dr. Bringle has also devised the ‘Thoughts About School’ questionnaire to gather self-report data from students about their academic experience at IUPUI is commendable. It never ceases to amaze me how many ways there are to teach this

course. It appears that Dr. Bringle has found a way to do so at IUPUI that will bring honor to himself and enlightenment to his students." The SOS Teaching Evaluation Committee also reviewed the documents and the video tapes. Ratings by the seven SOS faculty on 14 categories ranged from 4.0 to 4.9 (on a 5-point scale), with 9 of the 14 ratings 4.5 or higher. They concluded, "there is general agreement that the course content developed by Professor Bringle is outstanding."

Mentoring

The best evidence of Dr. Bringle's ability to motivate students to excellence is found in his success in mentoring **undergraduate students in research**. Two of his students have won the departmental research award and several have completed Ph.D. degrees. He mentored Laura Pennybaker and Heather Clark as Senior Science Scholars. The School of Science exit survey of mentorship provides the following data:

	1989	90	91	92	93	94 . . .	97	98	99	00	01	02	03	04	05	06	07	08
Level 1 (remarkable positive impact)	2	3	3	3	4	4	1	0	2	0	4	0	2	1	4	3	10	2
Level 2 (one of top 3)	0	1	6	2	0	2	1	1	2	0	2	2	2	1	1	1	1	1
Level 3 (Influenced course of life)	0	1	0	0	0	1	1	0	0	0	0	4	1	0	1	0	0	0

Support: Two students have been awarded IUPUI grants to support undergraduate research.
Products: Of the five NSF SPUR students with whom Dr. Bringle worked, one earned Ph.D. degrees, one earned a M.S. in psychology and a J.D. degree, one earned an M.S.W. degree, and one is unknown. Overall, his efforts have resulted in 12 undergraduate co-authors on papers published in professional journals and 32 instances of undergraduates as co-authors on papers at professional conferences.
Evaluation: See letters that reflect the level of impact that he has had mentoring IUPUI undergraduate students.

Dr. Bringle has also **mentored graduate students**. Two Psychology graduate students are co-authors on ***The Measure of Service Learning*** (published by the American Psychological Association). Until Julie Hatcher received her Ph.D. in Philanthropic Studies 2008, she was a graduate student taking higher education and philanthropic studies courses. During that time Dr. Bringle mentored her development, particularly in the areas of scholarship and research associated with the pedagogy of service learning. In addition, he supervised her dissertation in Philanthropic Studies. While she was a graduate student, he co-authored 17 journal publications, and two book chapters with her. In addition, he has involved seven other graduate students as co-authors on journal publications, two as co-authors on book chapters, and three as co-editors on a book and one as a co-author on a monograph on research on service learning.

Director, Office of Service Learning (1994-1997; 25% FTE)
Executive Director, Center for Service and Learning (1997-present; 50% FTE)

Dr. Bringle's first service learning course (1981), which paired college students with Senior Companions to visit home-bound elderly, was associated with Professor Kremer's Psychology of Aging course and funded by a National Council on Aging grant. A formal evaluation of that course was conducted (published in ***Educational Gerontology***), but they knew

that the service experience had engaged students in unique and dramatic ways that do not typically occur in a traditional classroom. Because of this positive experience, Dr. Bringle began to integrate service learning into the PSY B104 Introductory Psychology course in 1993. He also applied for the position as Director of the Office of Service Learning because he wanted to share this powerful pedagogy with other faculty. As a result, since 1994, he has been teaching educators on the IUPUI campus about service learning.

In 1993, the Office of Service Learning was organized within Academic Affairs to work with faculty on service learning. In 1994, the Office of Community Service was created in Student Affairs to promote co-curricular community service and campus-wide service events (e.g. United Way Day of Caring, Dr. MLK Day-On of Service). In 1997, the Office of Neighborhood Resources was established by the Chancellor to strengthen interaction between IUPUI and neighborhoods in close proximity to campus. In 2000, these three offices were integrated to create the Center for Service and Learning (CSL), to which an Office of Community Workstudy was added. With Julie Hatcher, Associate Director of CSL, Dr. Bringle provided campus leadership for the expansion of service learning, which is widely recognized as a powerful pedagogy.

CSL has provided many faculty development programs related to service learning and civic engagement to increase the number of service learning courses, including workshops and lectures, the Boyer Scholars Program (faculty research projects), Faculty Community Fellows (community-based projects), Service Learning Faculty Fellows (curriculum design for first-year courses), Themed Learning Community Institute (focus on linked first-year courses), Faculty Liaisons in Service Learning (leaders and change agents in schools on campus), and Engaged Department grants (vertical and horizontal curriculum development of service learning in academic units).

Support: See ***Grants Related to Teaching***.

Products: Dr. Bringle and Julie Hatcher, in their early work, crafted IUPUI's definition of service learning:

> a course-based educational experience in which students participate in organized service that meets community needs, and reflect on the service to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

This definition is widely used in the field. They also developed IUPUI's definition of civic engagement as part of the institutional self-study for the 2002 NCA re-accreditation.

With IU Strategic Directions Initiative funding, Drs. Bringle and Cambridge conducted campus-based and system-based activities that resulted in the book ***Service@Indiana University: Defining, Documenting, and Evaluating***, which provided a basis for faculty involved in service, including service learning, to document their academic work.

Infrastructure:

- In 1993, the Office of Service Learning was organized within Academic Affairs to work with faculty on service learning. When Dr. Bringle became Director in 1994, there were two part-time staff and a budget of $50,000.
- Currently, the Center for Service and Learning with 12 staff, five graduate assistants, and four Senior Scholars and a cumulative budget of over $1,600,000.

Dr. Bringle has also produced scholarship about developing campus infrastructure, including publications focused on organizing a unit to develop service learning, assessment and research resources, faculty development programs, and collaborating with other units on campus.

Service Learning Courses:

In 1993-1994, a survey identified **four** service learning courses on the IUPUI. That is probably an underestimate; although there were many community-based courses being taught at IUPUI (e.g., internships, pre-professional courses, field research, clinicals), the number of courses meeting the definition of service learning (clear educational goals, reflection, service, civic education) was probably small.

The Chancellor's "Doubling Initiative" set the goal within Civic Engagement to double the number of service learning courses. This goal was reached in half the targeted time.

During 2009-10, 138 faculty members from 16 schools offered 309 service learning courses/sections involving 6,211 students at IUPUI. It is estimated that students provided over 118,000 hours of service to approximately 230 community partners.

Evaluation: For his work and leadership on service learning, he has received:

- Four departmental Teaching Excellence Recognition Awards
- SOS Teaching Award
- John A. Whitsel Award for Professional Staff from IUPUI Student Affairs
- W. George Pinnell Award For Outstanding Service from Indiana University

Largely associated with his leadership focused on service learning as a pedagogy, the IUPUI CSL has received the following recognitions related to service learning and civic engagement:

- Since 2003, IUPUI's service learning program has annually been recognized each year as one of the top programs in the country by *U.S. News and World Report*.
- IUPUI was selected as one of three universities in the country, out of 510 that applied, for the President's Higher Education Community Service Honor Roll Award in 2006, and was designated "With Distinction" in 2008, and "With Distinction" in 2009.
- Designated as a "College with a Conscience", 2005, from *Princeton Review*, for outstanding commitment to community involvement.
- IUPUI was in the first group of campuses to receive the "Community Engagement" classification from the Carnegie Foundation for the Advancement of Teaching in 2006; it was designated for both Curricular Engagement and Community Partnerships.
- Recognized by the National Consortium for Continuous Improvement in its 2008 inaugural "Leveraging Excellence" competition, which honors "initiatives that have resulted in significant impact on quality, efficiency, service, or learning."
- IUPUI's Democracy Plaza was the 2008 Gold Award Winner of the NASPA Excellence Award in the category of "Careers, Academic Support, Service Learning, Community Service, and related."
- IUPUI was the highest ranked public institution in the 2006 list of "Saviors of our Cities" and also in the 2009 list of "Best Neighbor" universities.
- The Center for Service and Learning was designated in 2006 as one of the first IUPUI **Signature Centers**. The activities of the Center for Service and Learning Research Collaborative (CSLRC) established IUPUI's prominence nationally and internationally for research on service learning and civic engagement. CSL received the distinction as an IUPUI Signature Center again in 2010.
- In May 2010, IUPUI was selected by the Association of Public and Land-Grant Universities as the North Central regional winner for the W.K. Kellogg Outreach

Scholarship Award, in recognition of the partnership between IUPUI and the George Washington Community School

Regional and National Leadership

Dr. Bringle is regularly invited to share his expertise with other campuses through workshops, lectures, and colloquia conducted on campuses. He has also presented invited keynote addresses on service learning at national and international conferences. He has consulted with Indiana Campus Compact, including developing their Faculty Fellows program (***American Behavioral Scientist***). He has been a member of Campus Compact's Consulting Corps, the National Review Board for the Scholarship of Engagement, and a faculty member for the Engagement Academy. With Julie Hatcher, IUPUI was a member of the group of 12 institutions that was invited to pilot the Carnegie Elective classification for Community Engagement.

Through Dr. Bringle's leadership, IUPUI has hosted symposia, institutes, and conferences focused on various aspects of service learning:

National Gathering
Two conferences on International Service Learning
Two symposia on international service learning
Two IUPUI Research Institutes
Symposium on Assessing Students' Civic Outcomes

Most noteworthy, the 10th Annual Conference for the International Association for Research on Service Learning and Civic Engagement was hosted by the IUPUI Center for Service and Learning and Indiana Campus Compact (ICC). The conference attracted 404 attendees from 44 states and 13 different countries (43 international attendees). The conference included 94 session presentations and 26 poster presentations, totaling 360 presenters. IUPUI's participation in the conference included 49 IUPUI faculty and staff who attended the conference, and 41 of these presented on their research. Nine IUPUI faculty members assisted as track directors and 14 faculty members served as reviewers during the proposal review process. In addition 35 IUPUI faculty and staff with five student scholars led breakfast roundtable discussions, called Civic Engagement Conversations. A volume in the ***Advances in Service-Learning Research*** series will be edited by Julie A. Hatcher and Robert G. Bringle, who were co-chairs of the conference.

Evaluation: Dr. Bringle has received the following external recognitions for his work on service learning:

- **Thomas Ehrlich Faculty Award for Service Learning**, a national faculty award that was designated a "Prestigious External Recognition Award" by IUPUI
- **Brian Hiltunen Faculty Award** from Indiana Campus Compact
- Outstanding Contributions to the Service-Learning Research Field from the International Association for Research on Service-Learning and Community Engagement

International Leadership

Dr. Bringle has provided leadership by hosting many international visitors at IUPUI who are interested in IUPUI's service learning, which is indicative of his international reputation for his work on service learning. In addition, he has worked directly with the following international initiatives related to service learning:

- Marista University, Merida, Mexico: Two campuses visits that included participating in a conference and consulting with faculty and staff on service learning courses and institutional infrastructure.
- Community-Higher Education-Service Partnership, South Africa: From 1999 until 2006, Dr. Bringle was involved in the CHESP project in South Africa. IUPUI was paired with the University of the Free State and he and Julie Hatcher conducted workshops to help with the development of service learning courses. Subsequently, Dr. Bringle was part of an advisory group focused on the monitoring, evaluation, and research associated with CHESP. He consulted on evaluation strategies, presented at conferences and meetings, reviewed grant proposals, and assisted faculty with research projects on several visits to South Africa. He has been part of meetings and conferences with all universities and Technicons that are developing service learning.
- South-East European University, Macedonia: One campus visit to SEEU focused on introducing service learning to the faculty. IUPUI also hosted a visit by faculty and staff from SEEU at IUPUI.
- Campus Engage, Ireland: Hosted by the National University of Ireland, Galway, Dr. Bringle worked on NUIG's service learning program, the national Campus Engage organization, and visited eight campuses to help with developing service learning during a three month sabbatical leave (See letter from Lorraine McIlrath).
- American University of Cairo, Egypt: Dr. Bringle has consulted with AUC faculty and staff in Cairo and on their visits to IUPUI. He has assisted with course development, institutional infrastructure, and with programming for Ma'an, an alliance of Arab universities focused on service learning.
- Four universities, Turkey: Dr. Bringle visited four campuses and offered information on service learning as a pedagogy.

Products: Dr. Bringle co-edited a special issue of ***Acta Academica Supplementum***, a South Africa journal, that was focused on research on service learning and he published an article in that journal issue. He has co-presented with South African colleagues (from Free State, Pretoria, Stellenbosch) at international conferences, and published a comparative study on service learning in three countries (Congo, South Africa, USA) in ***Voluntas***. He organized a panel at the meeting of the International Society for the Study of the Third-Sector with representatives from Egypt, South Africa, Ireland, and the USA. He has published one article with an NUIG colleague (***Journal of Nonprofit and Public Sector Marketing)*** and has an invitation to contribute a chapter on civic outcomes in service learning courses to an edited book from his work in Ireland. He supervised the dissertation research on service learning for L. Naude at the University of the Free State and was an external reader for A. Smith-Tolken.

Evaluation: Dr. Bringle received the Philosophiae Doctor (honoris causa), University of the Free State, South Africa, 2004, which was designated a "Prestigious External Award Recognition" by IUPUI, in recognition of his work on service learning and civic engagement.