

Camras Pathways to Professional Excellence Program

(Institutional Self-study, Criterion Five, p. 91)

Program Summary

The service pathway is focused on service learning and action and is comprised of two parts: (1) a shared service learning experience plus (2) an individualized service action plan. The aim is to build on Camras student initiative, enthusiasm, and creativity that helps others and develops service leadership potential. Camras scholars who elect to participate in the service pathway make the commitment outlined below. Full participation in the program over sophomore, junior, and senior years will merit a Certificate in Service Leadership upon graduation from IIT.

I. Shared Service Learning Experience

The value of a service commitment is substantially enhanced through collaboration with others who share similar convictions. Camras scholars who make a commitment to the program will have the opportunity to broaden their views of service and its role in society, and share insights that develop a capacity for service leadership that has lifelong value, regardless of a person's career direction. With this perspective, the program incorporates the following shared service learning experience for all participants.

A. Sophomore Leadership Retreat

- Participation in at least one sophomore leadership retreat

B. Roundtable Discussions (2 per semester)

- Preparing for service experiences
- Service learning body of knowledge
- Sharing previous experience and current plans
- Reflecting on service experiences
- Guest speaker series

C. Group Projects

- Field trip each semester to a non-profit, social, community, or public agency organization
- Special annual service project
- Participation on a Camras Society Service Committee

II. Individual Service Action Plan

Each Camras scholar who chooses to participate in the program proposes a Service Action Plan that is reviewed by the program coordinator. This plan should reflect a Camras scholar's passion for service and define the service commitment that he or she wishes to make. This plan will have a broad, three-year horizon with specific action items and goals established on a yearly basis. Camras scholars are encouraged to consider building on their previous service commitments and consider new opportunities. As part of their action plans, Camras scholars select from the following representative list at least one service option (A-C) and at least one IPRO service option (D). Once the Camras scholar submits their plans, they meet with the program coordinator to review and finalize their plans.

A. University Programs

- student government
- student service organizations (e.g., Rotaract)
- IPRO (various service roles and responsibilities are available)
- Invention to Venture Workshop
- Camras Pathways (Camras Society Service Committee; Camras weekends; freshman mentoring; freshman introduction to the pathways program)
- admission ambassadors (open house; campus tours; student panels)

B. Community Outreach and Pre-College Programs

- Digital Media Center
- FIRST Robotics
- special events (e.g., IIT 100, bridge building competition, HawkGlides for Charity)
- math and science education
- tutoring and mentoring (at local area schools)
- high school science fairs and competitions
- summer invention, teambuilding, and entrepreneurship camps for high school students and teachers
- summer bridge programs for new students

C. Community Organization and Public Agency Programs (with themes that span the arts, the environment, education, healthcare and welfare)

- candidate non-profit organizations (Hyde Park Art Center, Museum of Science & Industry, Pilgrim Baptist Church (Thomas A. Dorsey Gospel Music Archives & Visitor Center), Lugenia Burns Hope Center for Leadership, Harold Washington Cultural Center, The Salvation Army, Chicago Lighthouse for the Blind & Visually Impaired, Greater Chicago Food Depository, Center for Neighborhood Technology, Easter Seal Society, Friends of the Chicago River, Habitat for Humanity, Access Community Health Network, Center for Green Technology, Center for Neighborhood Technology, Kids in Danger)
- candidate public agencies (Chicago Park District, Chicago Transit Authority, Pace Suburban Bus, Metra, City of Chicago, State of Illinois)

D. IPRO service projects (Camras scholars play a leadership role in forming, managing or actively participating in at least one of the following):

- Enrollment in one or more service-focused IPRO team courses (3 credit-hours each) (which helps to fulfill the two-IPRO general education requirement)
- Independent study integrated with a service-focused IPRO team (1-3 credit hours)
- Voluntary participation on a service-focused IPRO team on a continuing basis while at IIT

IPRO Service Projects

Camras students have the opportunity to provide service to the IPRO Program in various ways, including organization of the semi-annual IPRO Projects Day Conference, and participation in creating a formal "IPRO Program Service Learning Cluster" as described below:

IPRO Program Service Learning Cluster

IIT plans to create a formal Service Learning Cluster, with team projects for undergraduate students at its core, and embedded within our established Interprofessional Projects (IPRO) Program. At its core, the IPRO Service Learning Cluster, representing on the order of six teams on a continuing basis, will immerse students in on-going long-term team projects, whether for-credit or on a voluntary basis, for community and other non-profit organizations. A Service Learning Cluster will encourage IIT students to engage in community service work that serves non-profit organizations on a long-term basis.

This experience is envisioned as having four components for enriching our students' experiences at IIT: (a) Develop a context and culture for participating in an extended community service learning experience, including insight derived from a customized "service learning body of knowledge"; (b) Engage in an on-going service learning team experience, working with a non-profit organization partner; (c) Reflect upon the lessons learned during this experience and provide valuable feedback to enrich the experience for those who follow; and (d) Act as service learning ambassadors, as team leaders, as IPRO Fellows and IPRO Scholars, and as alumni mentors.

Creation of the Service Learning IPRO (ServPRO) Cluster supports our aim of establishing methodologies that support themed clusters of team experiences, including entrepreneurship, service learning, international, research, design and process improvement. In developing a formal cluster of service learning team projects, we will: (1) Structure the context and culture for a ServPRO Pathway; (2) Develop and demonstrate a servant leadership development process; (3) Develop and demonstrate a service learning team reflection process; and (4) Formalize ServPRO project partnerships with candidate non-profit organizations.

Through the IPRO Program over the years, we have been working with a growing number of community and non-profit organizations, including the Museum of Science and Industry, Access Community Health Network, Lugenia Burns Hope Center for Leadership Development, Pilgrim Baptist Church and others. There is a tremendous opportunity to provide long-term, broad social benefits through a vibrant IPRO Service Learning Cluster that serves the City of Chicago and its people, schools, environment and public services; nationally prominent non-profit and social organizations; and unique institutions that include world-renowned museums, libraries and zoos.