

Public Work and the Academy

*An Academic Administrator's Guide to Civic
Engagement and Service-Learning*

Editors

Mark Langseth

Minnesota Campus Compact

William M. Plater

Indiana University-Purdue University Indianapolis

Assistant Editor

Scott Dillon



Campus Compact



ANKER PUBLISHING COMPANY, INC.
Bolton, Massachusetts

Single & Hatcher, 2004.

Public Work and the Academy
*An Academic Administrator's Guide to Civic Engagement and
Service-Learning*

Copyright © 2004 by Anker Publishing Company, Inc. All rights reserved.
Printed in the United States of America. No part of this publication may
be reproduced or distributed in any form or by any means, electronic or
mechanical, including photocopying, recording, or by any information
storage or retrieval system, without the prior written consent of the pub-
lisher.

ISBN 1-882982-73-8

Composition by Beverly Jorgensen/Studio J Graphic Design
Cover design by Tepperman/Ray Associates

Anker Publishing Company, Inc.
176 Ballville Road
P.O. Box 249
Bolton, MA 01740-0249 USA

www.ankerpub.com

8

Indiana University-Purdue University Indianapolis: Advancing Civic Engagement Through Service-Learning

Robert G. Bringle

Julie A. Hatcher

This chapter is a case study of the development of service-learning and civic engagement at Indiana University-Purdue University Indianapolis (IUPUI) and specifically focuses on the leadership role of the dean of the faculties (provost). Holland (1997, 1999b, 2000) identifies seven key organizational factors that support the development of service, service-learning, and civic engagement in higher education (i.e., mission, organizational structure, faculty involvement, promotion and tenure, student involvement, community involvement, and publications and university relations). Each of these is explored by describing the strategies used at IUPUI and by identifying implications for chief academic officers to further advance service-learning and civic engagement.

+ UFS Integration

Indiana University-Purdue University Indianapolis (IUPUI) takes its role in the community seriously. Forged in 1969 from a partnership between the two major public institutions in the state, IUPUI is located in the metropolitan center and state capital of Indiana. Comprised of 22 academic units, with heavy representation from professional schools (e.g., engineering, law, medicine, nursing), this commuter campus provides highly diversified certificate and degree programs to over 29,000 full- and part-time students. The strong emphasis on professional training has sup-

ported a long tradition of community involvement across teaching, research, and service. During the past ten years, initiatives focused on service-learning have provided opportunities to broaden the civic agenda.

Since 1993, with the formation of the Office of Service-Learning (OSL), the dean of the faculties, who serves as the chief academic officer (CAO), and the equivalent of a provost at many institutions, has made a number of strategic decisions to support service-learning and promote a more engaged campus. The CAO has recruited capable faculty and staff leadership, appointed campus-wide committees to advance the work, designed the organizational structure to sustain campus-community partnerships, and reallocated institutional resources to support civic engagement. This has been critical to the success of service-learning over the past decade and the emergence of civic engagement as an area of scholarly work and institutional character. As a result, the campus was recognized by *U.S. News & World Report* in September 2002 as having an exemplary program in service-learning.

Multiple interventions have been made under the academic leadership at IUPUI to stimulate the engaged campus. Based upon the work of Holland (1997, 1999b, 2000), seven key organizational factors that support the development of service, service-learning, and civic engagement in higher education (i.e., mission, organizational structure, faculty involvement, promotion and tenure, student involvement, community involvement, and publications and university relations) are used to organize the case study of IUPUI. Implications for chief academic officers are identified to advance service-learning and civic engagement on other campuses.

Mission

A serious consideration of mission can provide a basis for institutional development of civic engagement to support service-learning, and a widely understood mission statement can constitute a covenant for the institution to act upon its commitments (Holland, 1999b). The campus Mission, Vision, and Values statement asserts that IUPUI is a campus with a clear mission to “serve as a model for collaboration through *partnerships with the community*” [italics added]. The executive leadership

established the OSL in 1993, through the reallocation of campus resources, as a way to act on the campus mission by working with faculty to design service-learning courses and create a culture of service on campus.

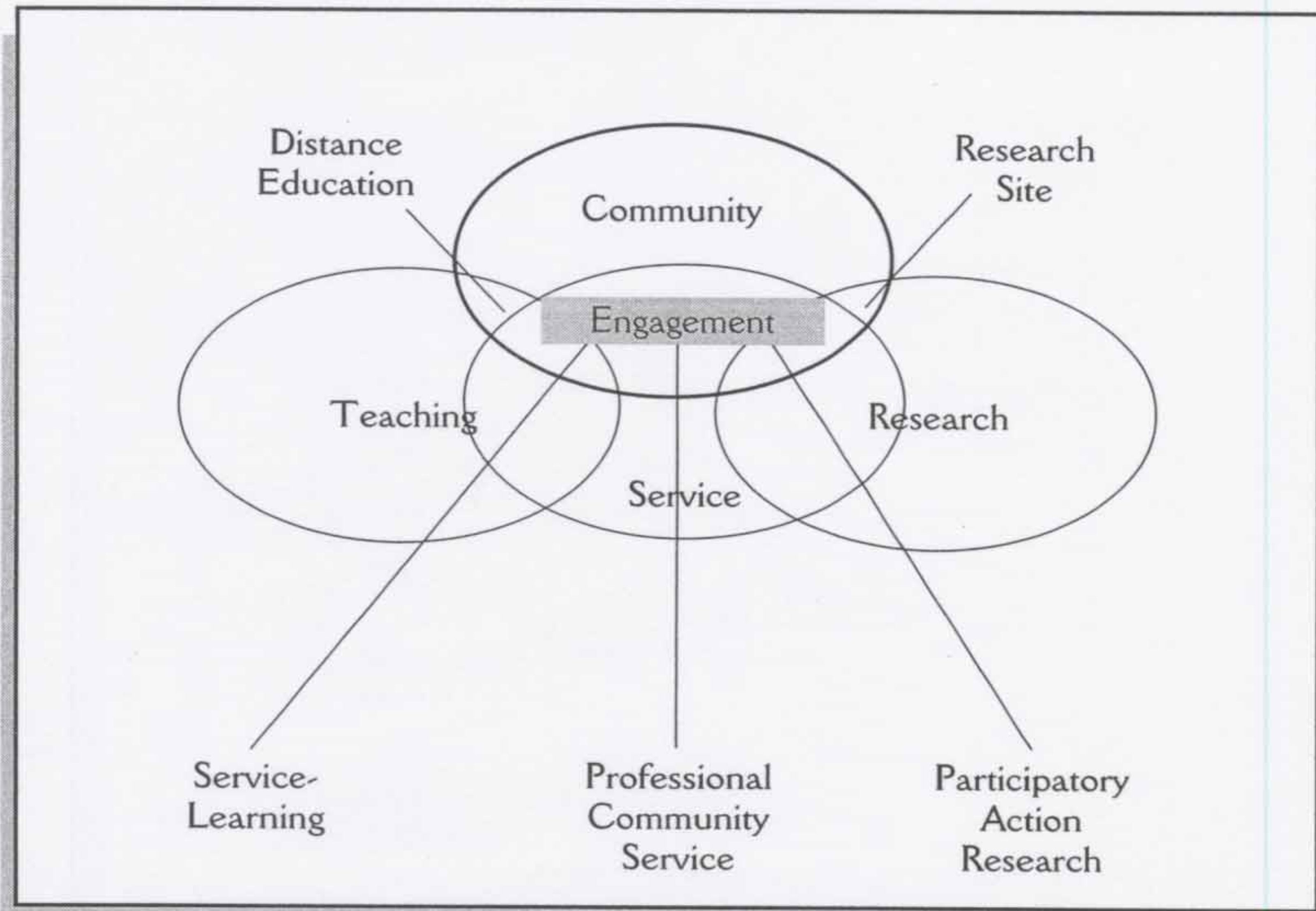
Service-learning is defined at IUPUI as a

course-based, credit bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs, and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility. (Bringle & Hatcher, 1995, p. 112; see Zlotkowski, 1999)

This definition recognizes service-learning as a curricular strategy and contrasts with other approaches that include cocurricular and voluntary community service in the definition of service-learning (e.g., Jacoby & Associates, 1996). Service-learning is valued as an academic enterprise at IUPUI, and the OSL, under the leadership of a faculty director, reports directly to the dean of the faculties.

In fall 2000, the IUPUI Civic Engagement Task Force was formed by the dean of the faculties and the vice chancellor for planning and institutional improvement to prepare for the campus's ten-year accreditation through North Central Association. Civic engagement was selected by academic leadership to be one of two areas of self-study to best represent campus mission for the accreditation review. The Civic Engagement Task Force was asked to examine methods to document civic engagement activities (e.g., reports, web displays of information), evaluate the quality of civic engagement activities, and envision a civic engagement agenda for the campus and its surrounding communities. The task force defined civic engagement as collaborative activity that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life and to advance the campus mission. Civic engagement includes teaching, research, and service in and with the community (see Figure 8.1).

Figure 8.1
Engagement of Faculty Work in the Community



A web-based institutional portfolio documents IUPUI's civic engagement (see www.iport.iupui.edu). A Civic Engagement Inventory captures the many ways that IUPUI faculty, students, and staff are involved in campus-community partnerships, including service-learning, and provides a searchable database for internal and external constituencies. Performance indicators have been identified to document campus progress toward measurable goals for enhancing capacity for civic engagement; enhancing civic activities, partnerships, and patient and client services; and intensifying commitment and accountability to Indianapolis, central Indiana, and the state. Performance indicators have been an integral part of IUPUI's accountability practices. This institutional portfolio enhances the capacity to document the alignment between mission and practice to internal and external constituents, to develop cross-disciplinary programs to address community issues, and to work with the community to set a civic agenda.

The discussion of mission that has occurred as a result of these and other campus initiatives provides an impetus for institutional change in

such core areas as the curriculum, faculty roles and rewards, and budget allocations. For example, annual faculty reports and academic unit performance reports now request documentation of service-learning and civic engagement activities. The lasting outcomes of these interventions will still evolve; however, the process has demonstrated that mission can be more than a hollow statement for brochures and that the exploration and development of mission can be a tool for institutional change to support civic engagement and service-learning (Holland, 1999b).

Implications

The following lessons can be learned from IUPUI's experience of focusing on mission:

- A clear mission statement that includes civic engagement is important; but more important is for the CAO to facilitate continued activities (e.g., appointing task force, sponsoring teaching symposium, faculty governance) to develop consensus about ways in which service-learning and civic engagement are congruent with the mission of the campus.
- Campus definitions of civic engagement, professional service, and service-learning should be deliberated, articulated, and used in publicity, campus policies, and forums.
- Academic administrators must ensure that mission, especially as it relates to civic engagement, plays a clear role in annual performance reviews of the campus, academic units, and faculty; internal planning (e.g., committee work, faculty governance, budgeting, promotion and tenure); and external activities (e.g., speeches, publicity, fundraising, developing partnerships) of the campus.
- Professional staff concerned with civic engagement and service-learning should keep the executive leadership, faculty governance, deans and chairs, and community partners regularly informed about how their work is fulfilling this aspect of campus mission.

Organizational Structure

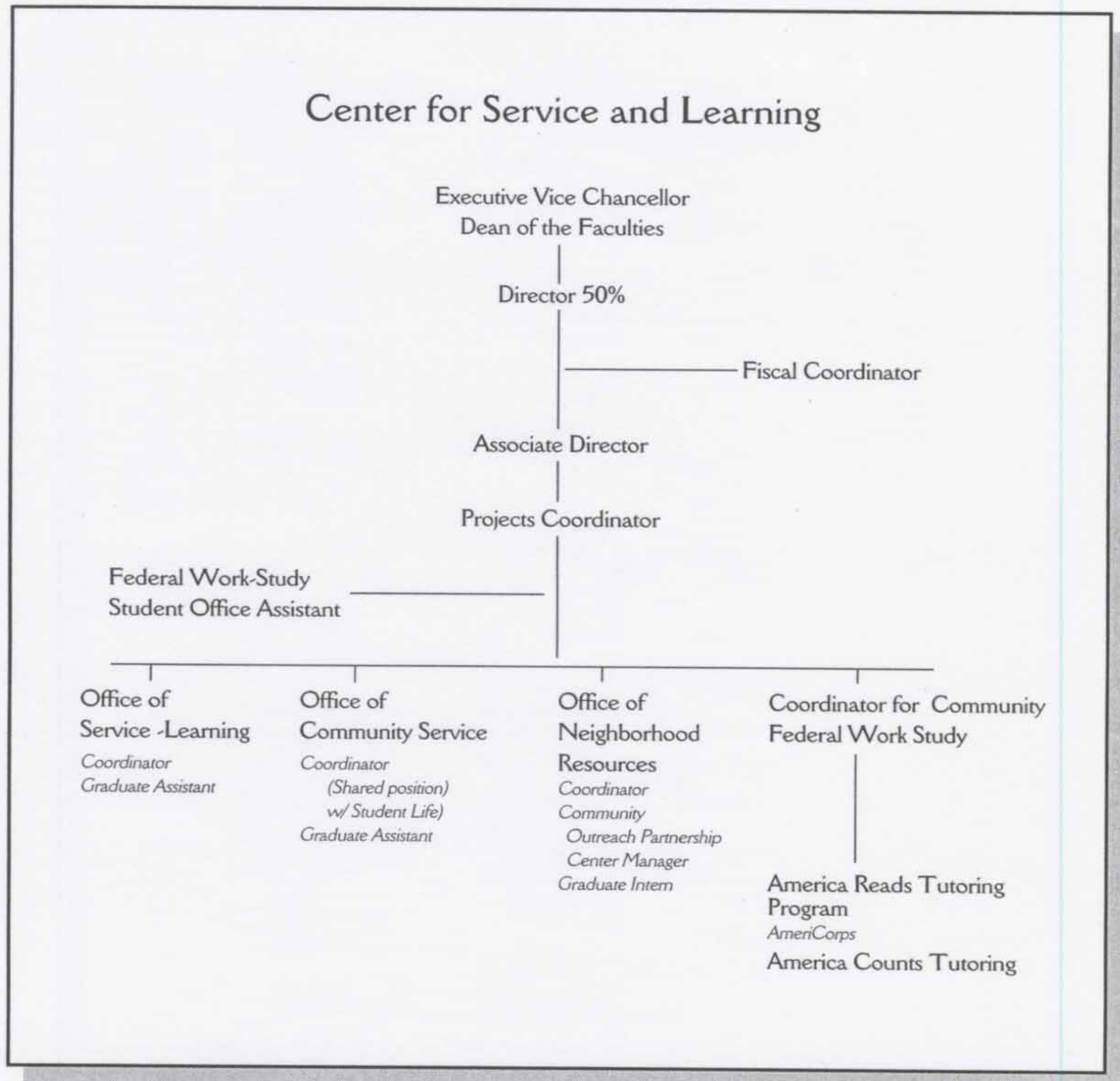
A number of administrative decisions were made by the dean of the faculties over the past decade to create a centralized organizational structure at IUPUI to support service-learning and to advocate for civic

engagement. In 1993, the OSL 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 cocurricular community service and campus-wide service events. In 1997, the Office of Neighborhood Resources was established by the dean of the faculties, with a direct reporting line to the chancellor, to promote the sharing of knowledge and resources with communities by strengthening 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). The CSL places three distinct, yet related, aspects of civic engagement within a centralized unit that can be flexible, responsive, and innovative in addressing community issues. The CSL has a tenured faculty member as director (25% in 1993; 50% FTE currently) reporting to the dean of the faculties because the executive leadership recognizes that faculty leadership is critical to successful growth and development of these initiatives (see Figure 8.2).

The importance of establishing and maintaining the academic integrity of civic engagement was understood by the executive leadership and resulted in the decision to position the CSL under Academic Affairs. Research has found that greater institutionalization is associated with a centralized unit for service-learning that is placed under academic affairs (Bringle & Hatcher, 2000). The CSL has a substantial professional staff (1 FTE in 1993; 9.5 FTE currently), office space in one of the central buildings on campus, and institutional funds to support its core activities. This fiscal arrangement prevents an inordinate reliance on external funds, demonstrates to the campus and the community the level of campus commitment to civic engagement, and provides a secure base to leverage additional external grants for program expansion.

To bridge the gap that can often exist between Academic Affairs and Student Affairs, a unique staff position, Coordinator for Community Service, was created in 1999 as a shared position between the CSL and Student Life and Diversity Programs. The position is jointly funded, and both units provide supervision and input on program development. This professional staff member has primary responsibilities to promote student involvement in cocurricular service and to foster student development through service and service-based scholarship programs. In a short time, this shared position has yielded very positive results in terms of civic par-

Figure 8.2
IUPUI's Centralized Organizational Structure to Support Service-Learning and Civic Engagement



participation of students on a commuter campus and serves as a model for collaboration to involve more students in service and service-learning.

The CSL has served an important centralized function in promoting service-learning and civic engagement on campus. However, there have been other decentralized initiatives that have occurred due to an institutional culture that values campus-community partnerships. The dean of the faculties meets regularly with directors of nine centers on campus (e.g., Center for Earth and Environmental Science, Center on Philanthropy, Center for Urban Policy and the Environment, Indiana Business

Research Center) that have civic engagement as a central component of their mission. Additionally, some units (e.g., School of Dentistry, School of Medicine, School of Nursing, Student Life and Diversity Programs) have created positions to support service-learning and build campus-community partnerships within a unit. This replication at the unit level is welcomed, and the CSL collaborates with these units in grant applications and program implementation.

Implications

The following lessons can be learned from IUPUI's experience of focusing on organizational structure:

- Situating service-learning and civic engagement under Academic Affairs is advantageous to the institutionalization of service-learning. The CAO provides important leadership for service-learning as an academic enterprise. The CAO has a broad understanding of campus work and a vision for how different campus entities can work together to develop programs that contribute to a campus culture that values service.
- Institutional funds should be committed to create and sustain the core organizational structures and program initiatives (e.g., curriculum development stipends, travel funds to conferences, consultants) to support service-learning.
- Structural components that support service-learning and civic engagement need to be flexible and responsive to the organizational context of the campus and the community. Both centralized and decentralized initiatives can contribute to campus-community partnership development.
- Both executive leadership and faculty leadership in a centralized unit are critically important to sustaining the institutionalization of service-learning and civic engagement.
- The CAO can develop mechanisms and program initiatives to bridge the gap that often exists between student affairs and academic affairs in service-learning programs.

Faculty Involvement

“Educational programs . . . need champions. Those champions must be found in the faculty if an innovation is to be profound and long lasting. Administrators should not be shy about seeking out faculty champions” (Wood, 1990, p. 53). Recruiting a faculty director for the OSL, and subsequently for the director of the CSL, was an important institutional strategy at IUPUI. The faculty director, in conjunction with the dean of the faculties, has emphasized the importance of scholarly work in all aspects of service-learning. As a result, the CSL has gained national recognition for developing resources, conducting scholarship and research in service-learning, and exploring important issues in civic engagement in higher education. This climate of scholarly work has involved the director and staff in regional and national conferences and projects related to service-learning. Equally important is the active role the director and associate director assume on various campus committees (i.e., Civic Engagement Task Force, Financial Aid and Scholarship Programs, Metropolitan Affairs Committee of Faculty Council, campus-wide Promotion and Tenure Committee, NCA Accreditation Steering Committee, Task Force on Service, University College). Their involvement promotes successful collaboration between the CSL and many other campus initiatives and keeps civic engagement in the midst of faculty discussions.

The success of civic engagement ultimately hinges on involving faculty. Faculty will be interested in developing civic agendas as part of their professional work to the extent that civic engagement adds value to teaching, student learning, scholarly pursuits, and professional contributions. Recruiting faculty to teach service-learning classes is a matter of faculty development and curriculum revision. A wide variety of faculty development workshops have been conducted at IUPUI (Bringle & Hatcher, 1995; Foos & Hatcher, 1999; see <http://csl.iupui.edu/faculty-info.html>). These workshops are important in developing service-learning classes that are successful for student learning, valuable to community agencies, and satisfying for the instructor, and that adhere to principles of good practice (Howard, 1993). The CSL has no formal control over how service-learning classes are designed and implemented and, therefore, good faculty development activities are the best assurance of quality control. The CSL has a faculty resource library, provides an inter-

nal packet of information and *Service-Learning Tip Sheets: A Faculty Resource Guide* (Hatcher, 1999) to interested faculty, and posts information about resources for faculty on the CSL home page (<http://csl.iupui.edu/home.html>). CSL staff also consult with faculty, review syllabi during course development, facilitate meetings between faculty and community partners, make presentations on service-learning to departmental and faculty meetings, and routinely participate in university symposia (e.g., new faculty orientation, teaching conferences) to support the work of faculty in developing, implementing, and evaluating service-learning courses. Some campuses have developed criteria to designate courses as service-learning courses (e.g., University of Utah, see Zlotkowski, 1999); IUPUI has not done so.

Recruiting faculty for work associated with service-learning and civic engagement is only the starting point. Mature programs need "a different set of interventions . . . to sustain and improve curricular reform" (Bringle, Hatcher, & Games, 1997, p. 46). IUPUI has successfully obtained internal and external resources for faculty (e.g., course development stipends, service-learning assistants, research grants) to further the development, implementation, and evaluation of service-learning courses. The CSL has provided matching funds for faculty to present their work at disciplinary conferences and collaborated with faculty on service-learning research projects. For the first three years, the CAO designated portions of existing curricular development funds specifically for service-learning. The CSL regularly highlights the achievements of faculty both internally and externally through publicity and awards (e.g., Campus Compact's Ehrlich Faculty Award for Service-Learning, Lynton Award for Faculty Professional Service and Academic Outreach).

Collaborating on regional and national projects related to service-learning and civic engagement has been an important intervention to support faculty development on campus. Under the invitation of the dean of the faculties, four faculty members participated in the Kellogg Peer Review of Professional Service project, a national project that resulted in the resource guide *Making Outreach Visible: A Guide to Documenting Professional Service and Outreach* (Driscoll & Lynton, 1999). Three IUPUI faculty members serve on the National Review Board for the Scholarship of Engagement (Driscoll, 2000), which provides a cadre of peers to review and evaluate the scholarship of engagement in faculty

dossiers for administrative decisions. Seven faculty have been faculty Fellows in Indiana Campus Compact's program that integrates teaching, research, and service of the engaged scholar and has become a national model for faculty development (Bringle, Games, Foos, Osgood, & Osborne, 2000).

The dean of the faculties has taken additional action steps to further campus discussion of service, service-learning, and civic engagement. These have included asking each dean to designate two faculty to attend a series of campus workshops on documenting professional service, hosting an Indiana University system-wide conference on the Scholarship of Engagement, cohosting with Indiana Campus Compact the National Gathering for Service-Learning Educators, inviting national leaders to campus to consult with faculty and deans, and identifying civic engagement as a topic for the campus-wide Moore Teaching Symposium. Some of these initiatives have required use of special campus funds; others have required no extra funding, simply a redirection of program focus.

Implications

The following lessons can be learned from IUPUI's experience of focusing on faculty involvement:

- Service-learning is the most important way to involve faculty in civic engagement, because service-learning changes the curriculum, involves faculty and students in educationally meaningful service, and contributes to ongoing campus-community partnerships. The CAO and staff need to identify what matters most to faculty on a campus and help faculty help themselves to improve their teaching, student learning, scholarship, and professional service through service-learning and civic engagement.
- The CAO can appoint faculty and staff responsible for service-learning to campus committees to support collaboration across units and to further campus understanding of service-learning and civic engagement. The CAO should be opportunistic in identifying leverage points to develop strong partnerships between service-learning and other campus initiatives and units (e.g., diversity initiatives, general education, first-year experience, assessment of student learning, financial aid, athletics, honors programs, alumni relations).

- Faculty participation in regional and national initiatives will lead to faculty development and advocacy for service-learning on campus.
- Faculty recruitment activities must be complemented with faculty development activities. Centralized units should find ways to support faculty (e.g., grants, travel funds, release time, service-learning assistants) and to collaborate regularly with faculty (e.g., research projects, conference presentations, grant proposals) over time.
- Civic engagement in general, and service-learning in particular, will only be endorsed by chairs, deans, and departments if it helps them meet their academic and scholarly goals (e.g., attracting majors, retention, student learning, faculty scholarship).

Promotion and Tenure

Making changes in the roles and rewards structure (i.e., faculty annual reports, promotion and tenure guidelines) is a challenging, albeit critical, task for the CAO to embark upon in order for service-learning and civic engagement to become campus priorities. Thus, the dean of the faculties initiated a wide range of activities at IUPUI over the past ten years to change the promotion and tenure guidelines and to encourage recognition of a broad range of scholarly activities. Activities focused on professional service, civic engagement, and service-learning have increased the salience of and literacy about an area of faculty work that is not well understood. In 1994, the IUPUI Task Force on Service, jointly appointed by the dean of the faculties and the president of the faculty council, was charged to develop a concept paper on service as a university responsibility. This document was to be used, first, to stimulate discussion among faculty, librarians, and academic administrators and, second, to help make collaborative decisions about recognizing service within the formal advancement structure. The Task Force on Service conducted research on the role and rewards associated with service in each academic unit, gathered information from peer institutions, studied the extant literature on professional service, met twice with the late Ernest Lynton, and submitted the *Task Force on Service Report* to the IUPUI Faculty Council in fall 1996. A subsequent three-year project expanded the campus discussion of the *Task Force on Service Report* to the entire Indiana University system. In 1997-1998, two representatives from each campus of Indiana

University met to discuss the nature of professional service, its documentation, and criteria for its evaluation. In fall 1997, a presentation on the faculty work was made to the chief academic officers of all eight IU campuses. *Service at Indiana University: Defining, Documenting, and Evaluating* (<http://csl.iupui.edu/documents/eval.pdf>) presents a framework for subsequent discussion and development of the role of service in the mission and practice of each Indiana University campus, provides examples of faculty documentation of professional service, and provides resources for conducting campus-based workshops to continue dialogue and assist faculty in preparing documentation.

As a result of these activities by the dean of the faculties, changes have been made in the faculty annual report format, promotion and tenure guidelines, and unit performance reports. For example, the Faculty Annual Report asks faculty members to indicate if they have implemented service-learning. Promotion and tenure guidelines provide more detail about the types of activities that constitute scholarly service and the types of evidence that can support the evaluation of the work. Unit performance reports ask each school to report on civic engagement activities. Presentations about professional service as scholarly work have been made to the all-university promotion and tenure committee. Each year, members of the all-university promotion and tenure committee receive a modified version of Glassick, Huber, and Maeroff's (1997) criteria for scholarly work and the guidebook *Service at Indiana University: Defining, Documenting, and Evaluating*. These activities must be sustained by the CAO, in part, because the audience changes (e.g., turnover in administrative positions, turnover on committees) and because multiple presentations are necessary to inform and remind key individuals about the manner in which civic engagement can be the basis for scholarly work and how it aligns with institutional mission. Although it is difficult to achieve consensus on promotion and tenure criteria at a highly diverse institution, there is increased latitude among key persons (e.g., deans, chairs, faculty governance, members of promotion and tenure committees) for recognizing civic engagement as scholarly work.

Implications

The following lessons can be learned from IUPUI's experience of focusing on promotion and tenure:

- Faculty promotion and tenure is a central issue to service-learning and civic engagement, and the CAO provides crucial leadership in initiating campus activities that enhance literacy. Promotion and tenure provides a leverage point through which institutional change can occur; however, it takes time and multiple strategies to make changes in the reward structure.
- Centralized units responsible for service-learning must understand and pay attention to the breadth of faculty roles and reward issues on a campus, learn from other campus examples, and advocate for changes in promotion and tenure guidelines and norms that support civic engagement as scholarly work.
- CAOs and centralized units must develop a diverse set of ways of informing the campus community about promotion and tenure issues associated with the civic agenda, including symposia, committee work, workshops, departmental and school meetings, and newsletters.

Student Involvement

Strategies to involve students in service and service-learning must be adapted to align with campus culture. Commuter campuses such as IUPUI face a difficult challenge establishing norms and campus traditions to foster student involvement in the community. Much of this work typically falls under the realm of Student Affairs; however, there are important ways in which the CAO can make resource decisions to support student involvement in service activities. Under the leadership of the dean of the faculties, the CSL has made significant progress towards establishing community service as a distinctive aspect of the educational culture for students at IUPUI through service-learning classes, service-based scholarships, and community-based Federal Work-Study (FWS) programs.

Service-learning classes are offered across schools and levels of the curriculum. Service-learning classes are dual-listed under "Service-Learning" in the schedule of classes, and course descriptions provide information about the nature of the course and the community service that is expected. Service-learning is not a requirement for graduation at IUPUI; to date, only the School of Business requires all students to enroll

in a service-learning course (Introduction to Business Learning Communities).

In 1997, the dean of the faculties appointed a committee in University College to explore service-learning for entering students and to make recommendations for a service-based scholarship program (Hatcher, Bringle, & Muthiah, 2002). The Community Service Scholarship program uses \$124,000 of campus-based scholarship funds to support students who demonstrate merit in service. Five different scholarships are offered (i.e., Freshman Service Scholars, Community Service Scholars, Community Service Leaders, Service-Learning Assistants, America Reads Team Leaders), and programming has been designed to involve scholars in service-learning, campus-wide service events, conferences, and leadership opportunities. The coordinator for community service works with service scholars and student groups to develop leadership and social advocacy through service.

Consistent with a national trend, employment is central to IUPUI students: Over 80% of IUPUI undergraduates work more than 30 hours per week. The unique combination of conducting community service as employment provides an important way in which students can become engaged in communities. In 1996, the IUPUI chancellor was one of the early leaders to endorse President Clinton's America Reads challenge to involve FWS students to improve reading levels of the nation's elementary school children. IUPUI's America Reads program has some 75 college students providing free tutoring to over 350 children annually. Last year, 17% of FWS funds were devoted to community placements, far exceeding the 7% currently mandated by the federal government. The dean of the faculties has set a campus goal of designating 25% of all FWS positions to community placement sites and ensuring that FWS students are academically successful. A shared position was established in 2001 between the CSL and University College for a coordinator for Community Work-Study to support growth in America Reads, to begin an America Counts Tutoring Program, and to design Hispanic and family literacy programs. These community-based FWS programs are valued as a way to contribute to student academic success and retention towards graduation.

Implications

The following lessons can be learned from IUPUI's experience of focusing on student involvement:

- The CAO must be innovative in identifying campus resources and programs (e.g., student organizations, housing, scholarships, FWS, athletics, first-year experiences) that can become realigned, modified, or expanded to advance civic engagement.
- Service-learning is an important way to involve students in their communities, particularly at a commuter campus where the classroom is so central to student life. However, the CAO and professional staff must develop a diverse set of curricular and cocurricular civic activities for students.
- Professional staff should determine what is most central in the lives of their students (e.g., employment, preprofessional development) and develop programs that start with those motives.
- Bridging Student Affairs and Academic Affairs in systematic ways is important to increasing student participation in service and service-learning.

Community Involvement

Faculty development activities (e.g., workshops, colloquia, newsletters, one-on-one consultation) must attend to the critical role that community partners and reciprocal relationships play in successful service-learning. For example, faculty need to know that community agency personnel may be confused about differences between volunteers and students in a service-learning class. Understanding these differences is enhanced when community persons are involved in the design of the service-learning class and the development of the syllabus. Furthermore, responsibilities associated with orienting service-learning students to a site, providing training and supervision, and evaluating students' behavior and performance need to be clarified. Often, community agency personnel assume co-educator roles either at the site or in the classroom. When a service-learning course is offered repeatedly, faculty often become involved in community sites in additional ways (e.g., professional service, research,

volunteers) and community partners become involved in university work beyond the service-learning class.

Designed to extend higher education's participation in communities, a U.S. Department of Housing and Urban Development Community Outreach Partnership Center (COPC) grant supported IUPUI's engagement in the Near Westside neighborhoods of Indianapolis to enhance educational opportunities, economic development, and the neighborhood association. The dean of the faculties serves on the COPC Council, a campus-community committee that oversees COPC activities and envisions future partnership projects. After three years, an evaluation of IUPUI's COPC found reasonable success in the targeted program areas. In addition, however, the study found that a significant campus-community relationship had developed that established the community's confidence that it could access the university and vice versa. The success of establishing a COPC has provided the basis for more civic engagement in these neighborhoods by students, faculty, and staff.

IUPUI has established shared staff positions that have joint responsibilities to both the campus and the community. A staff position in Student Life and Diversity develops collaborations between the campus and four community cultural organizations: Eiteljorg Museum, Urban League, Hispanic Center, and Madame Walker Theater Center. Campus-community committees have been appointed to design programming for each of these partnerships. Additional staff and faculty positions that bridge campus and community are envisioned.

Implications

The following lessons can be learned from IUPUI's experience focusing on community involvement:

- The CAO and professional staff associated with civic engagement should help develop and nurture good community relationships (Bringle & Hatcher, 2002).
- The CAO can select professional staff to communicate with faculty on the importance of reciprocity. High quality service-learning classes should demonstrate reciprocity between the campus and the community in that the service activity is designed and organized to

meet both the learning objectives of the course and the needs identified by the community agency.

- A centralized campus unit plays an important role in the early phases of campus-community relationships. A centralized unit can provide clear information on campus units and programs that might partner with community agencies as well as community resources that might be of interest to the campus and instructors.
- The CAO and staff should identify effective means for affirming the value of campus-community partnerships and conducting ongoing assessment of outcomes of civic engagement. Executive leadership, campus staff, and service-learning instructors must regularly gain feedback from community partners about their perceptions of the nature of the campus-community relationship and outcomes of the work from a community agency perspective.
- The CAO must be vigilant for opportunities to use campus-community partnerships to leverage both campus and community resources to address critical issues in the local community.

Publications and University Relations

Appreciation of the unique contributions that the campus makes to the quality of life in communities is important to garnering respect on campus and among community constituencies. A steady stream of internal publicity about all stakeholders (e.g., students, faculty, staff, community agency partners, service recipients) is an important factor in establishing the role of civic engagement in campus culture. As a result of providing recognition, information, and explanation, campus members develop an understanding of the relationship between mission and practice. External publicity is important for the same reasons. Campus identity is established and maintained through the understanding that others have of the value that civic engagement plays in campus life. CAOs can play a key role in developing this appreciation among politicians, community leaders, the corporate community, members of the board of trustees, alumni, members of the media, and the general public. Even more challenging is establishing in diverse audiences the academic integrity of high quality service-learning, professional service, and applied research. Again, CAOs can advocate to internal audiences that value theoretical scholarly activ-

ities over applied work (e.g., chairs, deans, promotion and tenure committees) and external audiences that are not always well prepared to understand the academic importance of community work.

IUPUI's web-based Institutional Portfolio (www.iport.iupui.edu) is designed to demonstrate to a wide range of persons (e.g., future students, parents, alumni, legislators) that IUPUI is achieving its mission and has strategies, policies, and procedures in place to continue improving its level of achievement. Thus, the Institutional Portfolio involves more than simply collecting and organizing a presentation of work; it also includes evaluation and progress towards performance indicators, with a view to assuring quality in the three major themes of the campus goals for IUPUI: effective student learning, excellent research and scholarship, and exemplary civic engagement.

Another manner in which IUPUI has publicized its work is through traditional academic outlets. Presentations at academic and disciplinary conferences and consultation with other colleges and universities provide opportunities to reflect on one's work, describe and explain program developments, and exchange information that contributes to continued development. In addition, journal publications, books, manuals, and other resources describe components of the work and conceptually explore and extend that work beyond local accomplishments. For example, as a result of collaboration with Indiana Campus Compact on the Universities as Citizens project, a critical exploration of Boyer's vision of the engaged campus resulted in *Colleges and Universities as Citizens* (Bingle, Games, & Malloy, 1999). This academic work has positioned IUPUI as a collaborator in regional (e.g., Midwest Consortium) and national projects (e.g., National Review Board for Civic Engagement, National Research Advisory Board of Campus Compact, AAHE Consulting Corps) that enhance IUPUI's relationships to other organizations and associations (e.g., Campus Compact, American Association for Higher Education, Community-Higher Education-Service Partnerships project in South Africa).

Implications

The following lessons can be learned from IUPUI's experience with publications and university relations:

- CAOs provide leadership and resources for academic and scholarly work related to civic engagement. Publicity, including academic publications, provides important opportunities for reflection, critical examination, recognition, and increased understanding of civic engagement.
- Multiple audiences warrant using multiple methods for disseminating information on service-learning and civic engagement.
- All stakeholders need to be recognized through formal publicity.

Conclusion

Smith (1998) notes, "There are no market forces reinforcing any institutional interest in accomplishing progress on the civic dimension" (p. 2). This is a significant observation, for if there are no market forces to support civic engagement, then the motives must be found in other realms. Harkavy's (1996) analysis finds the will and energy for civic engagement in how the work can improve research, teaching, and learning; tangible secondary benefits that the institution gains among key stakeholders; and making the morally responsible choice for a campus to contribute to a democratic society.

IUPUI has demonstrated a renewed commitment to a civic agenda since 1993. The decade of work has included different types of interventions and activities, formal and informal discourse on many related topics, and developing and redirecting resources and activities for the campus, the community, and higher education. In approaching this work, IUPUI's CAO has established high aspirations for service-learning and civic engagement to:

- Produce high quality work that reflects good intellectual content.
- Persuade others to be curious about the work's potential.
- Build mutually beneficial campus-community partnership programs.
- Articulate the expanding role of higher education in local communities.

At the heart of this work is the commitment to discuss, envision, and critically examine the implications of Boyer's challenge for campuses to

develop and bring dignity to the scholarship of engagement (Bringle, Games, & Malloy, 1999). Ernest L. Boyer (1996b) challenged higher education to connect the rich resources of campuses “to our most pressing social, civic, and ethical problems, to our children, to our schools, to our teachers, to our cities” (pp. 19-20) through the scholarship of engagement. Boyer did not specifically discuss the role of service-learning; however, service-learning has become recognized as a fundamental academic intervention to promote civic engagement and further the public purposes of higher education. We trust that others in higher education, and CAOs in particular, will join Boyer’s challenge to bring dignity to civic engagement by taking steps to make it an integral part of the fabric of their campuses and higher education.