Conceptualizing Civic Engagement: Orchestrating Change at a Metropolitan University

Robert G. Bringle, Julie A. Hatcher, and Barbara Holland

Abstract

Indiana University-Purdue University Indianapolis (IUPUI) has undertaken numerous initiatives over the past fifteen years that have contributed to the development, clarification, and increased understanding of civic engagement and its related components. This case study demonstrates how advancing the public purposes of higher education requires the commitment, persistence, vision, and good judgment of many, but in particular the Chief Academic Officer, who assumes pivotal responsibility for civic engagement as a fundamental aspect of faculty work and student learning.

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"What is needed is not just more programs, but a larger purpose, a larger sense of mission, a larger clarity of direction" (Boyer 1994, A48).

More than a decade ago, Ernest Boyer (1994) promoted a new model for higher education that revitalized the notion of community engagement as a central mission for twenty-first century colleges and universities. Boyer's model involves undergraduates in social issues, extends classrooms into communities, balances theory and practice, promotes an integrated view of knowledge, and, ultimately, expands the nature of scholarly work. His far-reaching vision for higher education has led to critical examination of how community involvement can change the nature of faculty work, enhance student learning, better fulfill campus mission, and improve the quality of life in communities (Bringle, Games, and Malloy 1999a; Boyer 1994, 1996; Calleson, Jordan, and Seifer 2005; Colby, Ehrlich, Beaumont, and Stephens 2003; Edgerton 1994; Harkavy and Puckett 1994; O'Meara and Rice 2005; Percy, Zimpher, and Brukardt 2006; Rice 1996). As a result, higher education institutions today continue to rethink and redefine their public purposes.
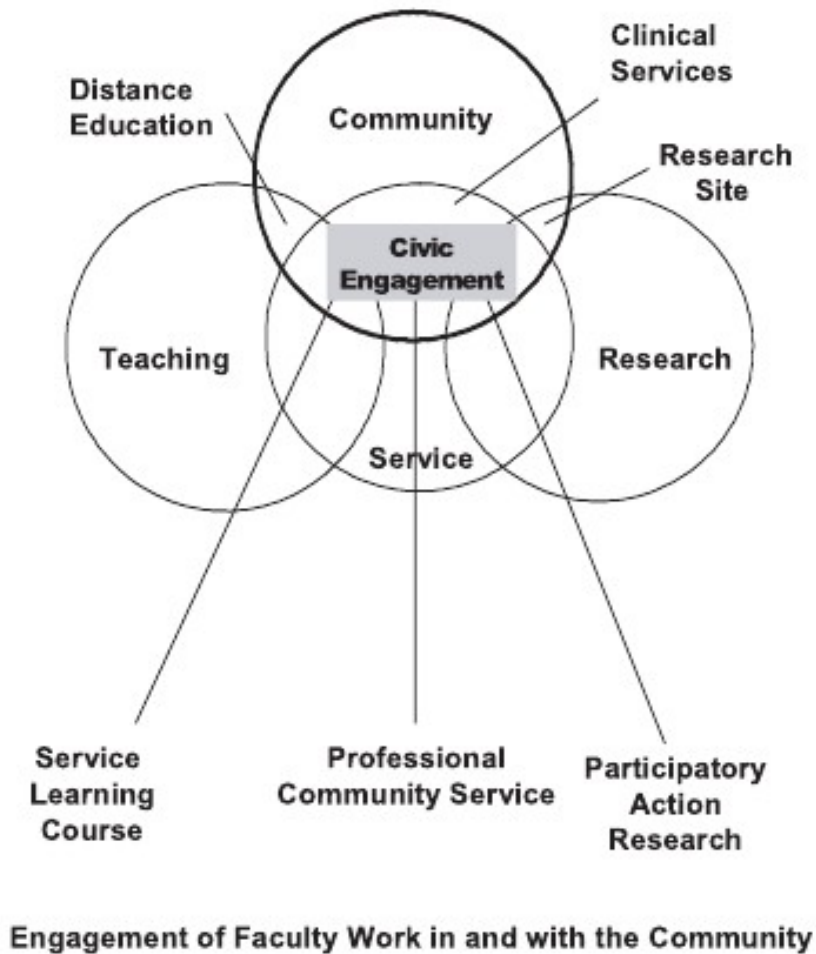
This renewed commitment to community involvement is frequently termed "civic engagement" (Langseth and Plater 2004). It is central to the role that metropolitan universities play in developing new models for the future of all institutions of higher education. The Declaration of Metropolitan Universities explicitly describes how engagement affirms the signatories' commitment to be responsible for and responsive to communities throughout the breadth of faculty work: teaching, research, and service.

The history of higher education includes many different types of community involvement (Peters, Jordan, Adamek, and Alter 2005; Thelin 2004; Thomas 1998), and metropolitan universities have a long tradition of emphasizing involvement with their immediate communities. Metropolitan universities, because of their location and proximity to urban conditions, have an enlightened self-interest in building and sustaining mutually beneficial campus-community partnerships (Bensen, Harkavy. and Puckett 2000; Maurrasse 2001). By virtue of their context, mission, values, flexibility, and assets, metropolitan universities are well positioned to present new models of civic engagement to other colleges and universities, to borrow selectively from best practices across higher education, and to improve upon past practices of application and outreach (Bringle, Games, and Malloy 1999c; Fear, Sandmann, and Lelle 1998; Lelle, Fear, and Sandmann 1998).

This article attempts to clarify discussion and examination of civic engagement within metropolitan institutions and across institutional types. It examines how civic engagement can be conceptualized and defined in higher education and highlights the role of the Chief Academic Officer in supporting the development of intellectual frameworks for this important work. The institutional leadership and scholarly work of Dr. William M. Plater, Executive Vice Chancellor and Dean of the Faculties at Indiana University-Purdue University Indianapolis (IUPUI) from 1987 to 2006, is used to illustrate how campuses might move forward by convening groups and developing programs to promote clearer understanding of civic engagement (Bringle and Hatche, 2004; Bringle, Hatcher, and Clayton 2006; Bringle, Hatcher, Hamilton, and Young 2001; Langseth and Plater 2004).

In this case study of IUPUI, we differentiate between the terms "community involvement" and "civic engagement" (Bringle, Hatcher, and Clayton 2006). "Community involvement" is defined primarily by location and includes faculty work in communities and clinical settings either on or off campus. These types of activities extend the academy's knowledge to the public through a variety of communication mechanisms, which may be active (e.g., continuing education, extension services, public information programs, radio/television broadcasts) or passive (e.g., athletic programs, cultural events, library services, publications). "Civic engagement" is a subset of community involvement and is defined by both location and process; that is, civic engagement is not only in, but also with, the community (Figure 1). According to this distinction, civic engagement, unlike traditional public service and outreach, emphasizes participatory, equitable, collaborative, and democratic processes (e.g., design, implementation, assessment) that are mutually beneficial to campuses and communities. Civic engagement is consistent with many reinterpretations of community involvement that focus on the importance of reciprocity as a new framework for these activities (Bringle, Games, and Malloy 1999a; Kellogg Commission 1999). This distinction between community involvement and civic engagement is consistent with Boyer's (1994) call for fundamental changes in the structure and behavior of the academy.

Figure 1. Civic Engagement as Faculty Work in the Community (adapted from Bringle, Games, and Malloy 1999b, 5).

Distance Education

Clinical Services

Community

Research Site

Civic Engagement

Teaching

Research

Service

Service Learning Course

Professional Community Service

Participatory Action Research

Engagement of Faculty Work in and with the Community

Advancement of civic engagement in higher education "emerges at the intersection of institutional mission and academic leadership" (Plater 2004, 1). The importance of mission and mission statements for furthering civic engagement is well documented (Holland 1999; Furco and Holland 2004; Maurrasse 2001), yet translating that mission into clear definitions and conceptual frameworks is also necessary to guide campuses in strategic planning, budget decisions, program development, and institutional assessment. Academic leadership is critical to shaping both specific nomenclature and coherent programs related to civic engagement. As Plater noted,

> Even though missions change but little over decades or even centuries, there is always opportunity for leaders to give energy, purpose, and optimism to mission in new ways as they adapt colleges and universities to meet changing social, economic, technological, and global conditions (2004, 2).

Academic leaders orchestrate conversations and convene key constituencies to affect consensus about the nature of civic engagement in particular institutional contexts, especially in relation to student learning, faculty work, institutional priorities, and strategic campus-community partnerships. William Plater conducted this work at IUPUI with a consistent vision of the unique role that metropolitan universities can, and should, assume in their communities and the unique voice that metropolitan universities can, and should, share within higher education.

Conceptual and Definitional Issues

Historically, examples of community interactions by American higher education institutions are remarkably varied. These examples include: cooperative extension and continuing education programs, clinical and pre-professional programs, top-down administrative initiatives, centralized administrative-academic units with outreach missions, faculty professional service, student volunteer initiatives, economic and political outreach, community access to facilities and cultural events, and most recently, service learning classes (Thomas 1998). Each of these can be situated within the traditional areas of academic work: teaching, research, and service. The emergence of calls for deepening and broadening the engagement of the academy, however, has brought widespread confusion about terminology because there are few standard definitions. This confusion is an issue for both higher education at large and for individual campuses.

As institutions of higher education have explored the expansion of their public purposes, various terms and phrases have been woven into the fabric of discussions about civic engagement. Academic leaders responsible for coordinating institutional development such as planning, faculty development, alignment with mission, resource management and reallocation, assessment, accreditation can advance civic engagement by facilitating the development of clear nomenclature on their campuses:

> Finding the right language for one's own institution is both pragmatic and a source of authority because few academic communities respond well to the definition, terminology, jargon, and prescriptions of others. Academic leaders who can create the right language and terminology for their community can both inspire future action and deflect resistance or criticism. Communication is the basis of community, and language is the gateway of acceptance (Plater 2004, 17).

Terms such as "civic education," "civic engagement," "community engagement," "community-based learning," "community service," "engaged scholarship," "experiential learning," "outreach," "participatory action research," "partnership," "professional service," "public scholar," "public service," "scholarship of engagement," "scholarship on engagement," "service," "service learning," and "voluntary service" are related to or elements of this work.

As civic engagement has become more salient in higher education, campuses have developed their own definitions for some of the terms. Consequently, these terms may have different uses and meanings on different campuses. Even when definitions have been clearly established and communicated on a campus, the constituents (students, faculty, staff, administrators, campus partners, funding agencies) will have uneven understanding until the terms become well-rooted in campus culture and organizational processes. In addition, different campus cultures, missions, and priorities will bring attention to different terms.

Numerous initiatives at IUPUI have contributed to the clarification, definition, and understanding of civic engagement and its related components, although the work to develop widespread campus literacy is ongoing. Bringle and Hatcher (2004) and Bringle, Hatcher, Jones, and Plater (2006) describe many institutional programs and initiatives. William Plater, as the Chief Academic Officer, articulated a clear vision for the work, strategically convened stakeholders, set concrete timelines and goals, collaborated with faculty governance, established firm relationships with community partners, networked with national organizations and initiatives (e.g., American Association for Higher Education, Association of American Colleges & Universities, American Association of State Colleges and Universities, American Democracy Project, Campus Compact, National Association of State Universities and Land Grant Colleges, Urban 13) and reallocated campus resources to support the campus mission of civic engagement. For the purpose of this discussion, those campus initiatives that resulted in clarifying nomenclature and advancing literacy related to civic engagement will be highlighted.

IUPUI Initiatives to Conceptualize Civic Engagement

A series of initiatives over the past fifteen years helped to clarify the concept of civic engagement at IUPUI. Some of these initiatives led to specific definitions, others to a broader understanding, particularly among faculty, of civic engagement and its implications for campus mission. Here is a brief chronology of these efforts:

- The Office of Service Learning was established in 1993 on the recommendations of a campus planning committee. The director, a full-time faculty member with 25 percent release time, reported directly to William Plater, Dean of the Faculties. An early task was to define "service learning" (Table 1) and share this definition in a campus inventory of service learning classes. This task was a formative step in institutionalizing service learning on campus (Bringle and Hatcher 1996). The Office of Service Learning has developed a model for implementing and assessing service learning on a campus, a curriculum for faculty development and scholarship, and a program of research on outcomes of service learning. Recognized nationally as an exemplary service learning program, the office is now part of the Center for Service and Learning.

Table 1. IUPUI's Definitions of Terms Related to Community Involvement and Civic Engagement

Civic Education: Learning activities intended to help students acquire knowledge (e.g., from academic studies, about volunteer opportunities, contemporary social issues), skills (e.g., listening to others, diversity, building consensus), and dispositions (e.g., efficacy, valuing community engagement, social trusteeship of knowledge) related to civic participation, civic processes, and civic systems.
Civic Engagement: Active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of

life in communities in a manner that is consistent with the campus mission. This indicates that this work encompasses teaching, research, and service (including patient and client services) in and with the community.

Community Engagement: Describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity (Carnegie Foundation for the Advancement of Teaching, see <http://www.carnegiefoundation.org/classification/Community_Engagement>).

Community Involvement: Defined by location; teaching, research, and service that takes place in the community.

Community-Based Learning: See Experiential Learning

Community Service: Voluntary service conducted by students, staff, or faculty; not necessarily grounded in academic expertise or a representation of the academic mission of the campus.

Engaged Scholarship: See Scholarship of Engagement

Experiential Learning: Formal, supervised learning experiences that rely substantially on students' applying through direct experience the knowledge and information acquired through reading, simulations or electronic exercises, faculty instruction, or other modes of learning directly within the context and duration of the course. Experiential learning entails the integration of (a) knowledge—the concepts, facts, and information acquired through formal learning and past experience; (b) activity—the application of knowledge to a "real world" setting; and (c) reflection—the analysis and synthesis of knowledge and activity to create new knowledge.

Outreach: The application of knowledge and provision of services to the community. Activities that extend knowledge in the academy to the public through a variety of mechanisms which may be active (e.g., continuing education, extension services, public information programs, radio/television broadcasts) or passive (e.g., athletic programs, cultural events, library services, publications).

Partnership: A close mutual cooperation between two parties having common interest, responsibilities, privileges, and power (Jacoby 2003).

Participatory Action Research: Engaged research that involves collaboration between the campus and community to identify mutually beneficial outcomes of the research (Strand, Marullo, Cutforth, Stoecker, and Donohue 2003). That is, the

research is conducted in such a way that the academic participants benefit because it meets their scholarly interests (i.e., contributes to the academic knowledge base) and the community participants benefit because it meets their civic interests (e.g., informs action that promotes social justice and quality of life). To the degree that these motives and outcomes converge, the activities and the supporting partnership fulfill the expectations of civic engagement.

Placement: A location in the community that is a host site for campus volunteers, students involved in experiential learning, and faculty conducting research.

Professional Community Service: See Professional Service.

Professional Service: Service applies a faculty member's knowledge, skills, and expertise as an educator, a member of a discipline or profession, and a participant in an institution to benefit students, the institution, the discipline or profession, and the community in a manner consistent with the mission of the university. There are four types of service, including (a) service to students, (b) service to the institution, (c) service to the discipline or profession, and (d) service to the community.

Public Scholar: A title that recognizes faculty members who demonstrate excellence through the application of expertise in their respective fields to community initiatives through (a) professional service, (b) teaching, and (c) scholarship, research, and creative activity. Public scholars will have a documented record of having made academic work accessible and useful to members of the public and of having assisted the public members in making their needs, interests, and capacities understood within the academic community. At the core of the work that is to be recognized through this title is the demonstrated capacity to work effectively with community partners in a manner that (a) is participatory and values the community partners as collaborators, (b) benefits the community partners (e.g., agencies, neighborhoods, clients) in ways that are identified by them and others as being significant and effective, and (c) furthers the scholarship of the faculty member in ways that are recognized by others as having academic as well as community impact.

Public Service: See Outreach.

Scholarship of Engagement: Scholarly modes of teaching, research and service that depend on reciprocal and mutually beneficial knowledge-based partnership relationships between faculty and external partners. Learning, discovery, and service in an engaged scholarly mode can be recognized by the exchange of knowledge between academic and community partners, and evidence of relevance and utility in both academic and community settings.

Scholarship on Engagement: Scholars, oftentimes in the field of outreach and engagement, who study the processes, relationships, and impact of engaged scholarship on external constituencies and on the academy.

Service: See Community Service, Professional Service.

Service Learning: A course or competency-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 and a broader appreciation of the discipline, and (c) gain an enhanced sense of personal values and civic responsibility.

Student Engagement: National Survey of Student Engagement: (a) Level of academic challenge; (b) active and collaborative learning; (c) student interactions with faculty; (d) enriching educational experiences; (e) supportive campus environment; (f) development of work-related knowledge and skills; (g) student engagement with technology; (h) student engagement with civic virtue; and (i) student engagement with co-curricular activities.

• The IUPUI Task Force on Service, jointly appointed by Dean Plater and the President of Faculty Council in 1994, was charged with developing a concept paper on service as a University responsibility of faculty and as a component of the IUPUI mission (at that time). This concept paper was used, first, to stimulate discussion among faculty, librarians, and academic administrators, and second, to make collaborative decisions about recognizing service within the formal advancement structure. During 1997-1998, this work was expanded to the entire Indiana University system. A publication, "Service at Indiana University: Defining, Documenting, and Evaluating," presents a definition of professional service (Table 1), a framework for subsequent discussion and development of the role of service in the mission and practice of each Indiana University campus, examples of faculty documentation of professional service, and resources for conducting campus-based workshops to continue dialogue and assist faculty in preparing documentation.

The above work also resulted in significant changes in the IUPUI Promotion and Tenure Guidelines and the Annual Report completed by each faculty member. Although the mission of IUPUI now refers to "civic engagement," the promotion and tenure guidelines are still organized around teaching, research, and service. The section of the guidelines on service specifies that professional service can be a basis for tenure and academic advancement, using language that parallels similar presentations on teaching and research. The guidelines make clear that professional service is not the same as university service; the standards for excellence in professional service go far beyond listing committee assignments.

Rather, faculty who seek promotion and tenure on the basis of excellence in service must demonstrate "how their work exceeds normative levels of activity and is, in fact, excellent because it contributes to the knowledge base or demonstrates a level of proficiency that itself illuminates the practice for others" (Indiana University-Purdue University Indianapolis 2005-2006 p. 23). Faculty seeking promotion and tenure must demonstrate excellence in at least one of the three areas and satisfactory performance in the other two. Between 20 and 35 percent of the faculty promoted each year present a record of demonstrated excellence in professional service. In addition, the promotion and tenure guidelines allow faculty to demonstrate civic engagement through teaching and research. For example, faculty seeking promotion or tenure on the basis of excellence in teaching are specifically encouraged to report their use of "technology, distributed education, problem-based learning, service learning [and/or] multicultural learning" (Indiana University-Purdue University Indianapolis 2005-2006, 18). The guidelines for demonstrating excellence in research similarly emphasize the civic mission of the university, noting that "as the state's only designated metropolitan university, IUPUI has specific opportunities and responsibilities to engage in research that draws on and supports its urban environment," and encourage research collaboration with "private industry, governmental organizations, and non-profit agencies" (Indiana University-Purdue University Indianapolis 2005-2006, 21).

- With Dean Plater's support, four IUPUI faculty members were selected to participate in the Kellogg Peer Review of Service project. The documents on community service projects they prepared appear in Making Outreach Visible: A Guide to Documenting Professional Service and Outreach (Driscoll and Lynton 1999), which provides faculty with examples of scholarly civic engagement and advice about documenting it. This work has been the basis for campus workshops and presentations on how service and civic engagement can have scholarly attributes and be documented for review by peers.

- Dean Plater established the Center for Service and Learning (CSL) in 1999. This new unit combined the work of service learning, voluntary student service, community work-study, and neighborhood partnerships. The faculty director, now at 50 percent release time, continued to report directly to Dean Plater. As part of Academic Affairs, the Director of CSL is well informed about campus initiatives related to all aspects of faculty work and student learning.

- In 2000 Dean Plater formed the IUPUI Civic Engagement Task Force to examine methods of documenting civic engagement activities at the institutional level (e.g., reports, web displays of information), to evaluate the quality of civic engagement activities, and to envision a civic engagement agenda for the campus and its surrounding communities. The Civic Engagement Task Force, comprised of faculty and staff, defined civic engagement as:

  Active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in

communities in a manner that is consistent with the campus mission
(Bringle and Hatcher 2004, 127).

This definition of civic engagement departs from the traditional tripartite division of faculty work as teaching, research, and service (although the IUPUI Promotion and Tenure Guidelines are still organized that way), and clearly states that civic engagement is not merely a substitute for professional service. Instead, the definition incorporates teaching, research, and service (including patient and client services) in and with the community, consistent with the idea that contemporary civic engagement should be reciprocal, mutually beneficial, participatory, and democratic (Figure 1). Thus, faculty can document their civic engagement work under teaching, research, service, or across these categories, as appropriate.

At about the same time, Dean Plater convened the directors of twelve IUPUI centers that had civic engagement as a defining attribute of their work (see<http://www.iupui.edu/community/engagement/>). This group met at least semi-annually, with the goal of structuring formal dialogue to improve practice, increase collaboration, and disseminate information to the community about campus resources.

• As IUPUI prepared for its 2002 accreditation review by the Higher Learning Commission, the campus built on the work of the Civic Engagement Task Force by redefining its mission to include: (a) Teaching and Learning; (b) Research, Scholarship, and Creative Activity; and (c) Civic Engagement, Locally, Nationally, and Globally (see <www.iupui.edu>). The new mission gave civic engagement a status equal to that of teaching and research.

For its re-accreditation review, IUPUI elected to conduct a special emphasis self-study on civic engagement. Faculty were asked to enter information about civic engagement projects in the university's Civic Engagement Inventory (see <http://www.imir.iupui.edu/ceinv/>). This Web-based portal provides information on campus-community partnerships according to project type (e.g., service learning class, co-curricular service activity, community-based research) and domain (e.g., youth programs, health and human services, economic development). Development of the inventory provided an extremely important opportunity for campus-wide participation in discussions and presentations about the nature of civic engagement, further increasing the literacy of faculty, staff, and community stakeholders.

Concurrently, faculty and staff at IUPUI developed a set of institutional Performance Indicators for a broad range of mission-critical objectives (see <www.iport.iupui.edu>). This development began with the articulation of a set of three to four broad performance objectives within each mission area (i.e., teaching and learning; research, scholarship and creative activity; civic engagement), followed by the identification of three to four general performance indicators for

each broad objective. Relevant quantitative and qualitative measures were then assembled for each general indicator. As a core component of campus mission, all Deans are asked to report annually on civic engagement activities, allowing information for campus Performance Indicators to be updated regularly. This information is used in the State of the Campus address given annually by the Chancellor and in the Chancellor's annual Report to the Community, a publication sent to state legislators, civic leaders, community advisory boards, and community partners.

• In 2003 Indiana University designated new internal Commitment to Excellence funds to support undergraduate learning on each of its eight campuses throughout the state. IUPUI allocated its share of these funds to support undergraduate learning in all three areas of campus mission, including civic engagement. The Center for Service and Learning received a portion of funds to advance programming and began awarding three-year Engaged Department grants to enhance civic engagement at the academic unit level. The availability of these funds has provided opportunities for faculty leadership to design curricular civic engagement within and across academic units and enabled the campus to double the number of service learning courses within just a few years, thus meeting one of our new Chancellor's strategic goals for undergraduate education.

• Dean Plater appointed the Council on Civic Engagement in 2004, which includes faculty representatives from each academic unit and other key staff members, giving it the following charge:

If IUPUI is to help make central Indiana one of the world's best places to live, to work and to learn through the discovery and use of knowledge, how should the campus organize itself to play a role in this transformation? What specific steps should we take to achieve this vision? How will we know we are making adequate progress on this objective? In the near term, we should seek to (a) define and systematically measure civic engagement, including community-based student learning; (b) double community-based learning by 2010; [and] (c) document that by 2010 every graduate of an IUPUI degree program has completed a reflective experience that enhances their understanding of the responsibilities of citizenship.

The Council provides a standing forum to discuss civic engagement activities and advise campus processes such as assessment, communication, faculty roles and rewards, strategic planning, and transcript documentation related to civic engagement.

During the same year, Dean Plater allocated Commitment to Excellence funds to hire Public Scholars with academic appointments in two departments and civic engagement as an academic expectation. Additionally, the use of the term "Public Scholar" as an academic appointment was approved by the Council on

Civic Engagement and has been expanded so that other faculty may receive that
rank (Table 1).

• Also in 2004, Dean Plater opened the IUPUI Solution Center to provide a single
  point of access to campus resources, to develop partnerships, create professional
  internships, link community and faculty, and customize programs and research
  for community clients. The Solution Center serves the state as a key partner in
  increasing the numbers of highly trained and degreed professionals in the state
  of Indiana and in facilitating meaningful collaboration and talent-driven
  partnerships with Indiana's business, industry, nonprofit, and government
  sectors.

• Another key development in 2004 was Dean Plater's appointment of a Working
  Group on Experiential Learning to explore systematic ways of documenting
  experiential learning (e.g., internships, clinicals, service learning classes, field
  work, pre-professional community learning experiences) on official transcripts.
  The set of transcript notations that resulted was approved by the Academic
  Officers Committee of Indiana University and made available for use by all IU
  Registrars. The notations provide formal documentation for (a) Community-
  Based Research, (b) Organized Community Service Activity (i.e., service
  learning course), (c) Significant Time in Community Setting (e.g., internship,
  practice teaching), and (d) Immersed in Different Culture (e.g., study abroad).

• Dean Plater accepted an invitation in 2005 for IUPUI to be one of twelve
  campuses to participate in piloting a new, elective classification for "Community
  Engagement, under the aegis of the Carnegie Foundation for the Advancement of
  Teaching, which was revising its classification system for higher education
  institutions. "Elective" classifications are based on the voluntary participation of
  campuses in providing documentation for review. The issue of terminology
  associated with community engagement was a critical component of the pilot
  project with much debate about terms and conceptual frameworks among
  representatives of different institutional types.

Implications

Each of these initiatives could be seen, to some degree, as specific to IUPUI's campus
mission, academic culture, and commitment to supporting, developing, expanding, and
assessing civic engagement. Furthermore, some of the examples are one-time activities
or opportunities with limited replicability and applicability to other campuses. They
are offered, however, to illustrate how William Plater, in his role as Chief Academic
Officer, led campus initiatives, convened work groups, engaged IUPUI in national
projects, and nurtured a spirit of exploration, deliberation, and program development
around civic engagement. While some of these activities preceded the formal use of
the term "civic engagement," they established important institutional building blocks
for informing campus understanding when civic engagement was codified as a
component of mission. These initiatives and many other program activities (Bringle

and Hatcher 2004; Bringle et al. 2006) have resulted in institutional change that has increased understanding and institutional support for service learning and civic engagement. They illustrate that advancing the public purposes of higher education requires the ongoing commitment, vision, and good judgment of many, but, in particular, executive leaders, who can assume the responsibility for maintaining clarity of purpose for the development of civic engagement.

At the core of these activities has been the intentional development of nomenclature that has guided IUPUI's work. Table 1 provides examples of IUPUI's definitions of key terms associated with civic engagement. Some of these definitions emerged from long deliberations among CSL staff or campus committees, whereas others have been adopted from current literature and national discussions. Although each campus may appropriately want to engage in its own deliberation about "civic engagement" and other terms, it is time for a broader discussion within higher education about these terms and their use. We are offering them, therefore, knowing that even if everyone does not agree with our definitions, they may stimulate eventual convergence that permits clear communication within higher education about civic engagement, descriptions of the work, and evaluation of the outcomes.

The quality of William Plater's leadership on civic engagement is demonstrated by the numerous awards and recognitions conferred on IUPUI and its staff. Since 2003, for example, the campus' service learning program has been recognized as one of the top programs in the country by U.S. News and World Report. In 2006, IUPUI was recognized in the "Saviors of our Cities" national report by the New England Board of Higher Education as one of 25 urban colleges and universities that have dramatically strengthened the economy and quality of life of their neighboring communities. IUPUI was the highest ranked public university receiving this distinction. Most noteworthy, in 2006, the inaugural year for the award, IUPUI was selected by the Corporation for National and Community Service as one of three universities in the country, out of 510 that applied, to receive the Presidential Award for exceptional accomplishments in General Student Community Service activities. Additionally, a formal announcement by the Carnegie Foundation in 2006 confirmed IUPUI's designation as a member of the first group of colleges and universities to receive the distinction of Community Engagement in the two categories of "Curricular Engagement" and "Outreach and Partnerships."

Conclusion

IUPUI's strong commitment to civic engagement is evidenced across the campus; it includes supporting faculty in scholarly work related to civic engagement, promoting educational practice that prepares civic-minded graduates (Sullivan 2005), developing international programs that emphasize civic engagement, assessing student and institutional outcomes, and communicating this identity to the public. Furthermore, strategic decisions about the future of IUPUI reflect the importance of civic engagement and the campus' role in Indianapolis, the state, and the world.

Metropolitan campuses often pioneer the development of programs for a civic agenda and to test principles of good practice. These lessons are relevant to other types of campuses, regardless of the degree to which they choose to emphasize civic engagement as part of their mission, culture, norms, and practice. As Bringle, Games, and Malloy noted,

> What is at stake for the future is not only the well-being, intensity of purpose, and level of societal responsibility of institutions of higher education but also the well-being of the society to which institutions and persons are called to serve. The challenge is to recognize the complexity of the issues involved, the need for thoughtful and systematic analysis of the options for the future, and an engagement of the next generation for lives of committed service in line with their individual and collective sense of appropriate priorities (1999c, 203).

The IUPUI case is not unique; the Coalition of Urban and Metropolitan Universities Declaration documents the commitment of more than 80 campuses that are involved in communities in educationally meaningful ways and that are exploring and developing engagement as part of their campus culture, values, and policies. Each of these institutions has similar lessons and examples to offer. If it is accurate that "the heart of institutionalization may be summarized in a few words: intentionality, coherence, and commitment" (Furco and Holland 2004, 38), then the IUPUI case study demonstrates how William Plater's leadership embodied each of these attributes in guiding the development of conceptual frameworks for civic engagement at IUPUI and more broadly within higher education.

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Author Information

Robert G. Bringle, Ph.D. (Social Psychology) is Chancellor's Professor of Psychology and Philanthropic Studies, and Director, IUPUI Center for Service and Learning at Indiana University-Purdue University Indianapolis. His books include With Service in Mind, Colleges and Universities as Citizens, and The Measure of Service Learning. Dr. Bringle received the Ehrlich Award for Service Learning and an honorary doctorate from the University of the Free State, South Africa for his scholarly work on civic engagement and service learning.

Julie A. Hatcher, A.B.D. (Philanthropic Studies) is Associate Director, Center for Service and Learning at Indiana University-Purdue University Indianapolis, an instructor in the School of Liberal Arts, and a doctoral student in Philanthropic Studies. Her scholarly work focuses on the institutionalization of service learning in higher education, implications of John Dewey's philosophy for undergraduate education, and institutional issues associated with civic engagement. She received the Brian Hiltunen Award from Indiana Campus Compact for her contributions to service learning and was named Outstanding Women Leader for part-time staff and faculty.

Barbara Holland, Ph.D. (Higher Education) is Director of the National Service-Learning Clearinghouse, a project funded by the Learn and Serve America of the Corporation for National and Community Service. She also serves as a Senior Scholar with Indiana University-Purdue University Indianapolis in their Center for Service and Learning, as Adjunct Professor at the University of Western Sydney, and as executive editor of Metropolitan Universities journal. Previously, she held senior administrative positions at Portland State University and Northern Kentucky University. Her research focuses on organizational change in higher education with an emphasis on the institutionalization and assessment of community engagement strategies.

Robert G. Bringle
IUPUI Center for Service and Learning
801 West Michigan Street, BS 2010
Indianapolis, IN 46202
E-mail: rbringle@iupui.edu
Telephone: 317-278-3499
Fax: 317-278-9150

Julie A. Hatcher
IUPUI Center for Service and Learning
801 West Michigan Street, BS 2010
Indianapolis, IN 46202
E-mail: jhatcher@iupui.edu
Telephone: 317-278-2370
Fax: 317-278-9150

Barbara Holland
National Service-Learning Clearinghouse
4 Carbonero Way
Scotts Valley, CA 95066
E-mail: barbarah@etr.org
Telephone: 866-245-7378, ext. 273