



From the Executive Director: Fare Ye Well, IUPUI

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I have given lectures, workshops, and keynote addresses on service learning and civic engagement at 50+ other campuses across the nation and around the world. In all of these speeches I have had the luxury of referring to our work on the IUPUI campus, which provides a rich set of examples of support, collaboration, and accomplishment associated with civic engagement. In many of these speeches I end with my favorite parting anecdote, which I borrowed from Russ Edgerton, past-president of the American Association for Higher Education. As I leave IUPUI at the end of this semester, I would like to share that anecdote with the broader campus community.

A medieval traveler is walking down a road and comes upon a construction site. He sees a stone mason chiseling and asks him what he is doing. The mason responds, "I am squaring a stone." The traveler walks on and sees, at the same construction site, another stone mason chiseling and asks him what he is doing. This mason answers, "I'm building a cathedral."

Two individuals, doing the same work, with very different perspectives on their work.

For the past 18 years, Julie Hatcher and I have had the extraordinary opportunity to develop service learning and civic engagement on this campus. With the leadership and support of Chancellor Bepko, Dean Plater, Chancellor Bantz, and Dean Sukhatme, we have helped faculty enhance courses with an integral community service component, develop partnerships with the community, and integrate this work across their service and research. Through the Sam H. Jones community service scholarship program, we have supported students who provide service to central Indiana communities, organize service activities to involve other students, and serve as co-educators in service learning courses and co-researchers in community-based research. We have also developed an exemplary partnership with the neighborhoods to the west of campus over a 15 year period that, among many accomplishments, helped George Washington Community High School become one of the most successful and recognized community schools in the nation.

In all cases, our overarching goal has been to have faculty, students, and staff engage with community partners in **educationally meaningful service** that deepens the integrity with which everyone approaches community-based activities. This means thinking very intentionally about designing opportunities and activities that result in greater depth, integrity, and purpose through democratically-oriented activities that are not **in**, not **on**, and not **for** the community, but **WITH** the community. We have aspired to developing new models for how service occurs, how teaching occurs, and how research occurs in the academy so that we are producing **civic-minded graduates**.

Thus, although the Chancellor's Doubling Initiative for civic engagement is focused on doubling the number of service learning courses, our broader purpose goes well beyond those numbers. This vision has been guided by Ernest Boyer, who stated in his 1997 seminal work on the scholarship of engagement, "**What is needed is not just more programs, but a larger purpose, a larger sense of mission, a larger clarity of direction.**"

We are not, then, interested in "just" expanding service learning at IUPUI. We are not interested in "just" developing more partnerships with the community. We are not interested in "just" trying to develop more volunteers.

IUPUI is exploring new models of higher education that provide a re-examination of the academy's public purposes. In some ways this re-examination is a variation on prior themes (e.g., service to the community as part of faculty roles and rewards, mobilizing knowledge for public purposes), whereas in other cases it represents a paradigmatic shift that is raising fundamental issues that are qualitatively distinct from past practices (e.g., the role of democratic processes in civic engagement, education and research through collaboration with different constituencies, diverse approaches to epistemology, global perspectives on civic engagement and civic outcomes).

In 20 years, I hope that we all look back and realize that what we have been working on produced significant, distinctive, and novel changes that not only altered the nature of this campus but also are

emulated by other institutions of higher education.

I, therefore, dare you, as a discourse community, to explore the best ways in which the strengths and assets of this campus can be developed to further engage our faculty, students, and staff in educationally meaningful community service.

What would it be like to be part of revolutionary change in higher education? You tell me-- because you are part of it. But I know that I am preaching to the choir in the cathedral.