

## **Council on Civic Engagement**

**Summary 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 (1) define and systematically measure civic engagement, including community-based student learning; (2) double community-based learning by 2010; (3) 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.**

### **Outline for Council Annual Reports**

1. What aspects of the charge to your council have provided the foci for your first year of work and what specific goals have you been pursuing?

The Council on Civic Engagement (CCE) has focused on three primary areas of campus work:

1. Academic Affairs

#### **Initial Agenda Items:**

- Identify types of civic engagement and community-based learning
- Review academic and faculty matters related to civic engagement
- Develop plans for furthering faculty development activities associated with civic engagement
- Develop a campus response to the new Carnegie Classification System for civic engagement
- Review and provide recommendations for the support for civic engagement activities in promotion and tenure, faculty roles and rewards, and faculty recognition
- Develop recommendations for supporting academic matters related to the doubling initiative

2. Assessment

#### **Initial Agenda Items:**

- Monitoring assessment of doubling initiative
- Develop common reflective experience for all IUPUI graduates
- Assist with assessment of student outcomes in community-based learning
- Contribute to institutional assessment of civic engagement
- Assist with developing measures of civic outcomes

- Contribute to work on student and faculty electronic portfolios.

### 3. Strategic Planning

#### **Initial Agenda Items:**

- Assess and advise on infrastructure, barriers, and strategies for promoting civic engagement
- Advise on community outreach functions, including Community Learning Network
- Contribute to strategic planning and implementation to long-term partnerships with local governments
- Develop plans for increasing student, faculty, and staff involvement in civic activities
- Envision plans to distinguish student and campus life through community engagement

2. How have you approached each of these goals, i.e., what activities have you pursued related to each goal?

The Council assumed authority to: (1) develop policy for IUPUI on civic engagement, (2) provide endorsements for internal and external purposes, (3) advocate for the centrality of civic engagement at IUPUI and with external constituencies, (4) monitor, compile, analyze, and disseminate information about civic engagement, (5) review the work of Steering Committee and the Working Groups, (6) bring diverse views to issues, and (7) foster campus and community literacy about civic engagement.

The CCE Steering Committee was established to organize the work of the CCE through the following activities: (1) propose goals for the CCE for the year, (2) set the agenda for each Council meeting, (3) promote interdependency among the Working Groups, (4) quickly respond to issues and matters that demand such a response, and (5) produce an annual report for the CCE.

The CCE Working Groups for Assessment, Academic Affairs, and Strategic Planning are responsible for specific issues related to civic engagement in their respective domains. Their activities include gathering information from appropriate constituencies, consulting with appropriate groups on campus and in the community, analyzing information, formulating responses for the issue, and providing regular updates on their work to the Steering Committee and the CCE. The expectation is that, as work progresses, items will be brought from the Working Groups to the Council for presentation, discussion, feedback, and endorsement.

The Working Groups, as they conduct their work, have been charged to engage additional constituencies on an “as needed” basis. These could include, but are not limited to, (1) community residents, (2) community leaders, (3) government leaders, (4) representatives from the business community, (5) student leaders, (6) students

(e.g., focus groups), (7) national experts (this can be coordinated through the CSL), (8) campus faculty and students, and (9) campus administration.

3. What evidence have you collected and considered for each of your goals, and what variables are you tracking to assess progress?

The Carnegie Classification pilot project will result in an updated institutional portfolio of evidence about civic engagement activities at IUPUI. This will be the first compilation (aside from Annual Performance Report) of civic engagement activities since the NCA accreditation self-study on civic engagement. In addition, it will provide the basis for a transition from the Civic Engagement Inventory, used for the NCA accreditation self-study on civic engagement, and other means for tracking civic engagement in the future (transcript notation, electronic Faculty Annual Reports). The Carnegie report will be completed Fall, 2005.

4. What have you learned in connection with each goal, and what actions are being taken to address your findings?

Many participants on the CCE are rather new to campus discussions about CE, even though they have connections to the work or have been engaged in the work. There is a nomenclature that CSL and a few others use that is not widely understood. It has been necessary to invest considerable Council time in educating them about this nomenclature (e.g., civic engagement, service learning, community-based learning) and the array of initiatives that is taking place (e.g., CTE grants on CE, assessment strategies, recognition for CE). We hope to develop the capacity of members of the CCE to perform several functions in the future, including clarifying CE in their units, advocating for CE in their units and on campus, collecting information from units to inform the Council's work, and identifying campus and unit obstacles for CE.

The CCE will need to clarify the scope of its work for attending to (a) campus-wide issues, (b) civic engagement in units, and (c) advisory to CSL programs and operations.

5. With what other groups or individuals has your council engaged to pursue its goals and objectives?

See matrix for a summary.

Are there any other groups or individuals you hope to engage in the coming months?

Yes, as the work becomes more focused, there will opportunities to collaborate with other groups or individuals.



Goals for 2004-5	Approach	Evidence	Learnings and Actions	Connections with Others
Identify types of civic engagement and community-based learning	CCE reviewed the campus document on types of community-based and experiential learning	CCE endorsed the document	General support for codifying courses based on the Glossary	This document was generated from CSL and circulated to various groups, including AA, Deans, and Internship group
Develop plans for furthering faculty development activities associated with civic engagement	CCE reviewed the proposed campus document on Community Scholars and Community Associates	Suggested issues for consideration by Dean Plater	General support for recognizing community partners	This document was generated from CSL and circulated to various groups, including AA, Deans, and Metropolitan Affairs Committee of Faculty Council
Review and provide recommendations for the support for civic engagement activities in promotion and tenure, faculty roles	The Working Group on Academic Affairs created a document on Public Scholars as an academic title	Preliminary document being circulated within Academic Affairs	Strong support for greater faculty recognition	The document has been circulated to Dean Plater, with the plan that it will be discussed by CCE and circulated to Deans

and rewards, and faculty recognition				
Assess and advise on infrastructure, barriers, and strategies for promoting civic engagement	CCE acknowledged the importance of increased recognition for faculty and others involved in civic engagement	The CCE had a discussion with four staff members from Communications and Marketing. Appointed one new member from C&M to CCE	There was a lack of clarity in C&M on what civic engagement is and how to portray it in media.	Communications and Marketing
Develop recommendations for supporting academic matters related to the doubling initiative	Steve Jones, CSL reported to the CCE on the Engaged Department Institute conducted in Jan., 2005, and Commitment to Excellence grants from CSL for civic engagement	There is increased familiarity with CSL's work devoted to doubling initiative.	There is lots of room for increasing familiarity with civic engagement as part of mission and as part of campus work.	Center for Service and Learning
Develop a campus response to the new Carnegie Classification System for civic engagement And Contribute to institutional assessment of civic engagement	We are going to ask CCE representatives to collect information on their unit's civic engagement activities so that we can have a CE portrait that will contribute to the Carnegie portfolio.	Work in progress. Full report due Fall, 2005.	IUPUI does not have a systematic method for collecting up-to-date information on civic engagement activities.	IMIR is collaborating with CSL to produce the Carnegie portfolio.