

Council on Civic Engagement
Annual Report 2005-2006
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1. What aspects of the charge to your council have provided the foci for your work and what specific goals have you been pursuing?

The Council on Civic Engagement (CCE), which is comprised of representatives from each school and many centers, serves as a campus-level means for overseeing the civic engagement mission of the campus. The goals for the 2005-6 Council were derived from the initial charge given in September 2004, and feedback gained from each School during participation in the Carnegie Foundation for the Advancement of Teaching pilot project on elective classification for Community Engagement in 2005.

- Advance campus progress towards the Chancellor's Doubling Goals for Civic Engagement.
- Develop plans for Experiential Learning Notation on transcripts.
- Acquire evidence for the Carnegie elective classification for Community Engagement.
- Evaluate and update the campus Performance Indicators for civic engagement
- Revise the Civic Engagement Inventory; providing input to the group responsible for developing the campus-wide electronic Faculty Activity Report (FAR).
- Develop a draft Civic Engagement Strategic Plan for the campus.
- Develop infrastructure to support and assess international civic engagement.
- Develop campus capacity to represent civic engagement to internal and external audiences.

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

The CCE met three times and five working groups meet to address particular goals and bring recommendations back to the Council. Staff from the Center for Service and Learning (CSL) are liaisons for each working group.

- *Academic Affairs:* The Academic Officers Committee of Indiana University endorsed a policy for transcript notation of Experiential Learning (e.g., service learning class, internship, clinical). Working with the Registrar, a campus plan to determine the structure and authority for use of the notation system, as well as informing faculty and departments about this notation, is under development. An academic appointment for "Public Scholar" has been approved for faculty distinction in civic engagement. In addition, academic appointments for "Community Scholar" and "Community Associates" were approved for community partners and the first two Community Associates were appointed.
- *Assessment:* Information for the Carnegie classification project was acquired in spring 2005, including information gathered by CCE members from their units and through IMIR. The Performance Indicators for civic engagement were updated on the IUPUI Institutional ePortfolio (www.iport.iupui.edu). The web-based Faculty Annual Report (FAR) is being developed under the auspices of the Office of Academic Policies, Procedures, and Documentation and meetings were held with them.
- *Strategic Planning:* A preliminary draft of a Campus Strategic Plan for Civic Engagement was circulated and a subset of CCE members reworked the draft during an all-day retreat in spring 2006. See the attached summary of progress to date.
- *International Civic Engagement:* A definition of international civic engagement was drafted and reviewed by CCE. Campus activities included hosting a major conference titled "Engaging the

World: Developing a Campus-Wide Approach to International Service-Learning” in conjunction with the International Partnership for Service Learning and Leadership (March 2006).

- *Communications, Publicity, Community Relations*: Discussion focused on a more coherent way to represent civic engagement to external communities through the campus website and a user friendly inventory. The term “Community Engagement” was selected for the front page of the IUPUI website. Information gathered through the Carnegie pilot project was shared with Communication and Marketing to highlight faculty engagement. A model used by Informatics was recommended for review and revision. The Assessment working group met with representatives of the Office of Communications and Marketing to discuss interest in updating and redesigning the Civic Engagement Inventory; the Offices of Planning and Institutional Improvement and of Communications and Marketing both have web developers available to work on this task. The second annual “Showcase for Civic Engagement” was held in April 2006 to highlight faculty and student engagement. The first “Plater Medallion For Civic Engagement” were awarded to ten graduating seniors for their exemplary commitment.

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

- Doubling Initiative: Since 2000, the number of service learning classes, faculty, students and hours contributed to the community has steadily increased. This year, the statistics indicate a significant spike in service learning classes. This increase is a direct result of the Engaged Department and Civic Collaborative initiatives coordinated by CSL and funded through the Commitment to Excellence funds. According to the information gathered by CSL (*as of 6/29/06*), the campus has doubled the number of service learning classes and the faculty who teach service learning classes; nearly doubled the number of students enrolled in service learning classes; doubled the number of schools that offer service learning classes; and from the community perspective has provided nearly four times the amount of hours to an expanding range of community organizations.

Academic Year	Faculty	Service Learning Classes	Schools	Students	Hours	Community Agencies
2005-06*	100	156	15	2,797	51,462	297
2004-05	53	52	12	2,075	48,105	209
2003-04	50	41	10	2,001	25,307	210
2002-03	57	42	9	1,889	15,758	128
2001-02	56	37	8	1,922	20,037	71
2000-01	48	28	7	1,440	13,006	35

*2005-6 data collection not yet complete.

- Evidence for campus performance on campus goals was compiled into the campus report submitted to the Carnegie Foundation for the elective classification for Community Engagement. As one of twelve campuses that participated in the pilot project, IUPUI has been selected to receive distinction as one of the first one hundred colleges and universities to be classified for “Community Engagement”.
- The Performance Indicators for civic engagement also provide evidence at the institutional level for campus performance.

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

The campus can achieve the primary indicator for Civic Engagement of the Chancellor's Doubling Initiative (i.e., service learning) through a centralized campus unit and targeted programs to support and increase faculty and departmental leadership.

As one of the chief advocates for civic engagement on campus, CSL can engage the campus in worthwhile conversations (e.g., meeting with Deans, Conversations on Civic Engagement); activities (e.g., American Democracy Project, Political Engagement Project, Engaged Department initiative), and contribute to scholarship associated with faculty work on civic engagement.

Although there is improved institutional capacity for documenting civic engagement, we still know that we are underreporting civic engagement. There needs to be better use of a revised Civic Engagement Inventory to increase a) campus ability to report on civic engagement, and b) external constituents understanding of campus resources and expertise to address community issues.

We are poised to implement more extensive assessment of students' learning outcomes for civic engagement (e.g., knowledge, skills, and abilities that results from service learning), improve the quality of service learning in courses and civic engagement across the campus, and implement a means for collecting exit narratives on civic learning from graduates.

We have suggested to the development group that a uniform FAR be pursued for the campus and that it include a mechanism for flagging or tagging civic engagement activities listed by faculty. The "flag" would in turn generate an automatic e-mail message inviting the faculty member to enter the activity or initiative in the CEI.

5. With what other groups or individuals has your council engaged to pursue its goals and objectives? Are there any other groups or individuals you hope to engage in the coming months?

We have given examples of internal (e.g., academic units, centers, Registrar, IMIR, Communications and Marketing, APPD) and external collaborators (e.g., Carnegie Foundation for the Advancement of Teaching, Campus Compact) in descriptions of past activities. We plan for these collaborations to continue and expand.