

Sustaining Civic Engagement: Faculty Development, Roles, and Rewards

Robert G. Bringle, Julie A. Hatcher, Steven Jones,
and William M. Plater

Abstract

Civic engagement of students, faculty, and staff is identified as central to the mission of Indiana University-Purdue University Indianapolis (IUPUI). Although nearly all of the Campus Compact Indicators of Engagement could be cited as mechanisms through which IUPUI's civic engagement mission is supported (Bringle and Hatcher 2004), this article will focus on faculty roles and rewards. Following an introduction that describes the university's core mission and values with respect to civic engagement, the discussion will focus on specific policies, procedures, and programs to support faculty roles and rewards for civic engagement. A conceptual framework for faculty development, based on experiential learning theory (Kolb 1984) is used to organize a description of faculty development activities to promote civic engagement.

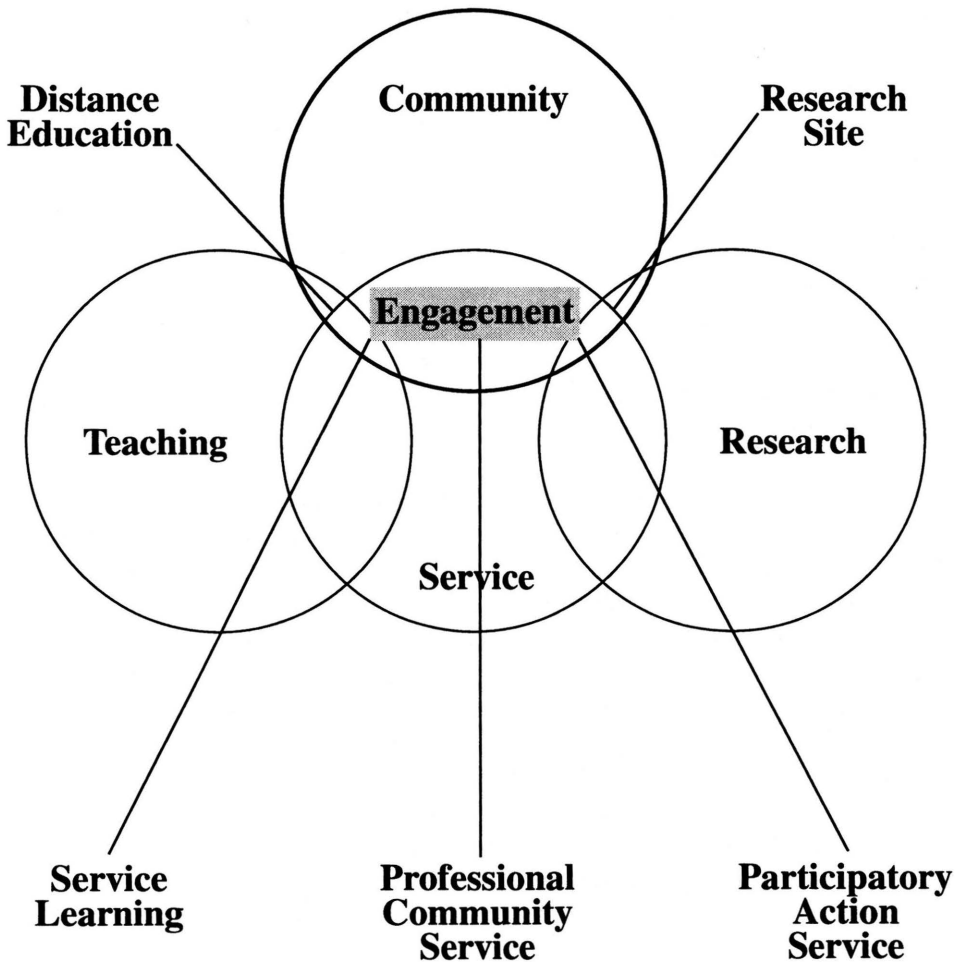
The starting point for defining and sustaining civic engagement through faculty development, roles, and rewards, must first be grounded in an understanding of the campus mission (Holland 1999). Centrally located in the capital of Indiana, within walking distance of the state government, business, and cultural districts, the mission of IUPUI as developed by faculty, staff, community leaders in Spring 2005 and pending Trustee approval in fall 2005 is: *to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement ... IUPUI promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity* (Indiana University 2005).

In 2002, IUPUI completed a "Self-Study on Civic Engagement" as part of the institutional re-accreditation through the North Central Association. In preparation for this institutional review, a campus task force 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" (Hatcher and Bringle 2004). This work played a critical role in re-stating the IUPUI mission during a university-wide mission differentiation project intended to clarify the special strengths of each of Indiana University's eight campuses. Civic engagement is explicitly identified as an IUPUI

mission. In 2005, the Dean of Faculties appointed the Council on Civic Engagement as a permanent campus advisory group to support and advance civic engagement across all units on campus. The Council is comprised of faculty representatives from each school and is responsible for academic policies, assessment, and strategic planning related to civic engagement.

The campus definition of civic engagement represents a shift from the traditional tripartite division of teaching, research, and service, for it intentionally states that civic engagement is not merely a substitute for professional service. Rather, the definition of civic engagement indicates that this work encompasses teaching, research, and service (including patient and client services) “in and with” the community (see Figure 1).

Figure 1
Civic engagement of faculty work in and with the community (Bringle et al. 1999)



Engagement of Faculty Work in and with the Community

Civic engagement has no geographic boundaries and includes university work in all sectors of society (i.e., non-profit, government, business) as well as the local, regional, national, or international settings where this work is situated. However, as a public, metropolitan university, IUPUI assumes a special responsibility for being accountable for the impact of its civic engagement activities within central Indiana, which is consistent with the proposed re-statement of institutional values, which state: In developing and implementing new and revised programs, IUPUI will do so with a sense of RESPONSIBILITY to build on its distinctive history, urban location, and academic and research strengths. IUPUI will provide leadership in the education, research, and civic engagement necessary to sustain a world-class community by meeting its responsibilities to ... prepare graduates to become engaged citizens and civic-minded professionals with documented competencies required to meet the region's economic, social, governmental, and cultural needs (Indiana University 2005).

These campus values provide a basis from which civic engagement is established as integral to the institutional identity, fundamental to student learning, and a basis for faculty scholarly work. The Center for Service and Learning (CSL) convenes the Council on Civic Engagement, collaborates on campus-wide assessment, and serves as a catalyst for campus-community partnership programs; however, civic engagement is the responsibility of each academic unit.

Faculty Recognition, Roles, and Rewards

IUPUI's approach to faculty roles and rewards to support civic engagement can be seen in its recruitment and hiring programs, retention, promotion and tenure policies, and in specific faculty awards. Academic units are giving increased attention to recruiting, hiring, and professionally developing faculty with an explicit understanding of the mission of the campus.

As an example of faculty hiring practices that emphasize civic engagement, the university has created a special faculty category. Under the direction of the Dean of Faculties, a limited number of faculty appointments are being made for "Public Scholar," a title that is used in addition to a faculty member's primary title. Those designated as Public Scholars 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 have a documented record of having made academic work accessible and useful to members of the public and of having assisted the public in making their needs, interests, and capacities understood within the academic community. Thus, the title of Public Scholar honors faculty members whose professional activities not only include exceptional and ongoing partnerships or collaborations in service to the community but also represent high quality academic achievement.

Although Public Scholars have a unique civic engagement requirement, the university communicates the civic engagement mission to all faculty hires. New faculty orientation includes a discussion of the role of civic engagement and professional

service as a component of institutional mission. New faculty receive an electronic storage drive that includes campus information and resources that support teaching, research, professional service, and civic engagement (e.g., *Documenting Service @ Indiana University, New Faculty Orientation Guide, Campus Resources to Support Civic Engagement*). Additionally, faculty can participate in “windshield tours” to gain a better understanding of campus-community partnerships by visiting key community organizations (e.g., HUD-Community Outreach Partnership Center activities, cultural arts tour of museum partnerships, biotechnology initiatives).

In addition to its recruitment and hiring programs, the university’s emphasis on civic engagement as an expectation of faculty work is reflected in its promotion and tenure policies. Although promotion and tenure are based on the traditional categories of teaching, research, and professional service, IUPUI embraces Glassick, Huber, and Maeroff’s (1997) criteria for evaluating scholarly work across these three areas. Thus, the framework has the capacity to honor scholarship of teaching, scholarship of discovery (research), and scholarship of professional service, as well as a balance across the three domains. Faculty seeking promotion and tenure must demonstrate excellence in one of the three areas and be satisfactory in the other two. Currently, approximately 35% of faculty who are annually promoted have a record of demonstrated excellence in professional service, evidence of the balance that the faculty culture for roles and recognitions has for honoring non-traditional forms of scholarship. The scholarly documentation of service entails application of expertise in the community setting, including clinical work for faculty in practice-based professional schools. Furthermore, the promotion and tenure guidelines make clear that professional service is not the same as university service. Consequently, the standards for excellence in this category go far beyond merely listing committee assignments. Instead, 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, 23).

The promotion and tenure guidelines also allow faculty to demonstrate civic engagement through the teaching and research categories. For example, those faculty who are 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] multi-cultural learning” (Indiana University-Purdue University Indianapolis 2005, 18). The guidelines for demonstrating excellence in research also emphasize the civic mission of the university by noting, “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.” They encourage research collaboration with “private industry, governmental organizations, and non-profit agencies” (Indiana University-Purdue University, Indianapolis 2005, 21).

The prominence of civic engagement is also highlighted by the chief academic officer during a meeting, each year, with newly tenured faculty. Similarly, intentional efforts to link expectations for promotion and tenure with annual reviews, salary evaluations, post-tenure review, and honors occur in all three dimensions of faculty work, including professional service and civic engagement.

As another example of the university's expectations of faculty civic engagement, each Dean annually provides information on civic engagement to the Vice-Chancellor for Planning and Institutional Improvement in order to document faculty achievements toward campus mission. The highlights of these accomplishments are used in internal and external campus publicity. Faculty are also prompted to enter project information on the Civic Engagement Inventory, a web-based portal that 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). Annually collecting this information reinforces the value of civic engagement from an institutional perspective.

The university also recognizes faculty excellence in civic engagement through specific awards and recognitions. The campus annually recognizes an individual faculty member with the Chancellor's "Faculty Award for Excellence in Civic Engagement." The faculty members receiving this award exemplify high standards of civic engagement, professional service, or service-learning and they have documented records of achievement that include peer review, student evaluations, assessments from community organization representatives, and evidence of scholarly research, publication or presentations developed from the professional service to the community and civic engagement. Records demonstrating a sustained commitment to community development through effective partnerships are expected, as is evidence of the faculty member's continued growth and development as a teacher, researcher, and scholar. Along with public recognition at the Chancellor's Honors Convocation and a plaque, the faculty recipient receives a \$3,000 base salary increase; this increase is in addition to any merit increase awarded by the faculty member's department and school. This faculty award parallels two other awards that are also made each year by the Chancellor for "Excellence in Research" and "Excellence in Teaching." Additionally, the Chancellor's "Community Award for Excellence in Civic Engagement" is given annually to a community organization that has demonstrated an ongoing commitment to support student learning through service-learning and campus-community programs. A one-time cash award of \$5,000 is given to the selected community organization. Finally, the highest campus-level distinction is the Chancellors Professor title, which may be awarded annually up to three faculty. To be eligible, faculty must have "a career-long record of high-level achievement in all three areas of faculty work (teaching, research/creative works, and civic engagement) and a demonstrated commitment to the mission of the campus.

Faculty Development

Faculty development activities have the greatest appeal and integrity when they develop faculty knowledge and expertise that contribute to (a) faculty members achieving their professional goals, and (b) institutions achieving objectives consistent with their mission. Metropolitan universities have a particular interest in intentionally organizing infrastructure and designing faculty development activities that, in part, assist faculty in being successful in contributing to the civic engagement component of their respective institution's mission. When there is convergence of the individual and institutional agendas, faculty are well-positioned to engage in work that is intrinsically meaningful and the institution is capable of honoring that work with its most significant rewards: salary, promotion, and recognition. Faculty will be motivated to participate in faculty development activities when they are confident that their interests are aligned with these institutional reward structures. This requires that the expectations for administrative review and advancement are unambiguously established, the criteria are clearly documented, and the standards are articulated with consensus.

Organizational Structure for Faculty Development. Given the importance at IUPUI of faculty work that supports civic engagement, a well-organized and implemented approach to faculty development for civic engagement is essential. The overall responsibility for faculty development resides with the Office of Professional Development (OPD), which is directed by an Associate Vice-Chancellor who reports to the Executive Vice-Chancellor and chief academic officer. Organizationally, the Office of Professional Development includes the Center for Teaching and Learning, the Center for Research and Learning, the Center for Service and Learning (CSL), and the Center on Integrating Learning. Together, these four units support the development of faculty in each aspect of scholarly work. The responsibility for faculty development related to civic engagement rests primarily with the Center for Service and Learning, although CSL collaborates with other campus units to encourage and support faculty civic engagement.

Conceptual Approaches to Faculty Development. Conceptual approaches to faculty development fall into two broad categories: (a) motivational theories, which focus on the internal and external factors that motivate individuals to explore new ideas and/or change behavior, and (b) learning theories, which focus on identifying the mechanisms by which individuals acquire new skills and knowledge. Motivating factors are important (Abes, Jackson, and Jones 2002), hence the presence of faculty recognition, roles, and rewards activities discussed above. However, the primary approach to faculty development through the Center for Service and Learning (CSL) has been shaped primarily by learning theory (Bringle and Hatcher 1995; Bringle, Hatcher, and Games 1997; Bringle, Games, Foos, Osgood, and Osborne, 2000). The experiential learning theory of David Kolb (1984) is often referred to as the theoretical framework for service-learning and this model of learning is also recognized as a valuable framework for faculty development (Chism, Lees, and Evenbeck 2002). In the following section, specific faculty development activities are described to illustrate

how these program activities align with Kolb's conceptual approach to learning, a cycle that includes the four interactive dimensions of abstract conceptualization, active experimentation, concrete experience, and reflective observation.

Abstract Conceptualization. Faculty are, to a great extent, predisposed to favor abstract thinking. Therefore, many faculty development activities at IUPUI are directed at increasing the understanding that faculty have of pedagogies and practices associated with service-learning and civic engagement. Each year, CSL offers a set of workshops to assist faculty in developing a comprehensive understanding of service-learning and civic engagement. Workshops include such topics as "Introduction to Service Learning," "Reflection for Civic Learning," "Developing Community Partnerships," "Course Assessment and Research," "International Service-Learning," "Civic Engagement as a Scholarly Activity," and "Documenting Professional Service and Outreach" (Bingle and Hatcher 1995). Readings and handouts are provided, and each hour and a half session provides opportunities for discussion among participants. One of the key benefits of these workshops is to establish face-to-face interaction between faculty and CSL staff, which often leads to further consultation and collaboration. In addition, an ongoing faculty listserv has been created for workshop participants to keep faculty informed of conferences, grant opportunities, and program activities.

CSL has also sponsored a speaker series titled "Thoughtful Conversations on Civic Engagement," which are campus-wide lectures on a variety of topics (e.g., increasing democratic participation of college students, developing infrastructure for civic engagement, information on model programs) by experts from across the country. These formal presentations are accompanied by in-depth small group discussions with key individuals from the campus and the community.

Active Experimentation. Although predisposed toward abstract thinking about their work, faculty can also benefit from opportunities to experiment actively with topics related to service-learning and civic engagement. CSL sponsors an Engaged Department Institute, modeled after the curriculum designed by Campus Compact, that invites academic units to send a team of faculty and staff to discuss and plan for civic engagement at the unit level. Although some formal background material is presented during the two-day workshop, the emphasis is placed on team members having time to explore how their unit is currently involved in the community and how they might enhance and enrich that engagement by developing a plan for the next several years. In addition, some of these faculty teams subsequently choose to develop grant proposals for internal university funds designated for developing infrastructure to enhance civic engagement.

Asking faculty members to prepare grant proposals invites them to actively experiment with concepts and strategies to improve civic engagement in ways that are consistent with their goals. The "Commitment to Excellence Civic Collaborative" funds are university funds designated to achieve campus mission. These internal grants support selected proposals for either (a) a department to develop new curricula that supports

civic engagement, or (b) interdisciplinary teams to develop civic engagement activities around a community issue (e.g., environment, obesity, community development). Preparing proposals for these internal funds has several benefits. First, requiring teams of faculty to work on implementing civic engagement develops a collective faculty culture that can expand and sustain civic engagement within departments and schools. Faculty can see civic engagement not only as something important to themselves as individuals, but also important to a department and its mission (e.g., broad curricular goals across courses within the major). Second, these grants assist in creating developmental models for civic engagement across the curriculum (e.g., first-year courses, major courses, capstone courses) and collaboration either within or across departments. As faculty see that civic engagement is integrated into the curriculum, including classes that they do not teach, they are more likely to develop the collective values needed to advance curricular change and sustain civic engagement. Third, grant recipients are required to search for additional internal and external resources to sustain civic engagement. Fourth, these grants provide opportunities through which CSL staff can facilitate the development of a decentralized infrastructure to support civic engagement.

Concrete Experiences. Faculty are largely unfamiliar with service-learning as a pedagogy. In addition to lack of knowledge and concrete experience, many fail to see how service-learning is relevant to their courses (Abes, Jackson, and Jones 2002) and they fail to appreciate how community service can enrich the learning of their students. Providing faculty with community service experiences can be a way of producing increased understanding of the potential for service-learning as well as other forms of civic engagement. CSL sponsors numerous campus-wide community service activities for faculty, students, and staff (e.g., United Way Day of Caring, Dr. Martin Luther King, Jr. Day-On of Service) that provide opportunities for faculty to become more familiar with community agencies, community issues, and the benefits of community service.

Another way of providing concrete experiences is structuring opportunities for faculty to observe and listen to the successes of their peers. Abes, Jackson, and Jones (2002) found that service-learning faculty identified advice from colleagues as particularly helpful as they developed their service-learning courses. An annual “Showcase of Civic Engagement” provides an opportunity for faculty to share their successes and their plans for civic engagement with each other. Participating faculty prepare a poster session that visually describes current activities and future plans. Faculty, deans, community foundation representatives, and community agency partners are invited to attend to gain a clearer picture of the wide range of civic engagement activities. This informal interaction leads to increased understanding and collaboration across projects and also provides an additional forum in which to recognize faculty engagement.

Reflective Observation. Practitioners who systematically reflect on their activities are better positioned to improve their work over time (Schon 1983). CSL looks for opportunities to include civically-engaged faculty in workshop presentations and presentations at professional conferences as a means for having them reflect on their

civic engagement activities and share their experience with others. CSL collaborates with faculty to publish the results of their civic engagement in academic journals. IUPUI faculty have also reflected on their civic engagement by preparing dossiers and documentation as part of the Kellogg Peer Review of Professional Service (Driscoll and Lynton 1999) and as part of an Indiana University project on defining, documenting, and evaluating professional service (<http://csl.iupui.edu/facultyinfo.html>). A new program initiative, the Boyer Scholars Program, will provide more formal support for faculty to advance their scholarship of engagement.

Because the internal grants for Engaged Department/Schools and Interdisciplinary Community Projects are distributed over a three-year period, grantees can implement approaches to developing infrastructure to support civic engagement over time. Thus, in contrast to one-year, one-shot projects, this extended grant period provides opportunities to support not only conceptualization and experimentation, but also assessment, reflection, and changes to programming based on feedback and program evaluation. Grant recipients are required to provide an assessment plan and quarterly reports through which they articulate successes and challenges and their plans for adjustments and improvements. In other words, the internal grant process structures opportunities over time for iterations of experimentation, assessment, and reflection.

A critical aspect of reflection occurs for faculty during the preparation of their dossier for promotion and tenure. CSL staff members meet with faculty to discuss, review, and provide feedback on dossiers that contain significant civic engagement, professional service, and service-learning components. Additionally, CSL staff meet with the campus promotion and tenure committee each year to articulate the campus mission of civic engagement, to discuss the nature of professional service as faculty work and as scholarly work, and to suggest effective ways for reviewing dossiers.

Discussion of Faculty Development at IUPUI

In addition to organizing these activities with Kolb's model, another way of analyzing the activities previously described is to understand that they represent interventions at multiple levels of the institution that are repeated over time. The advocacy of executive leadership is important; however, it is also important to design interventions for deans and chairs, develop conceptual frameworks for the campus, provide clear statements about the use of various terms (e.g., service-learning, reflection, civic engagement), identify exemplars to illustrate good practice, communicate regularly with academic units about civic engagement, and have resources (e.g., grants, expertise) with which to develop civic engagement. The activities to develop an understanding of the nature of civic engagement and its relationship to faculty roles and rewards have been directed at not only full-time, tenure-track faculty but also new faculty, newly -tenured faculty, doctoral students, and adjunct faculty as well as support staff (e.g., advisors, communication and marketing, alumni office). These interventions are coordinated with other institutional activities such as curricular reform (e.g., learning communities, capstone courses, honors program), institutional assessment and accreditation,

budgeting, revising the campus mission statement, strategic planning, and developing interdisciplinary approaches to civic engagement. Thus, rather than a piecemeal collection of disparate activities, these activities illustrate the importance of intentionally designing a comprehensive set of mission-driven interventions to support civic engagement (Bringle, Games, and Malloy 1999; Bringle and Hatcher 2004).

Conclusion

IUPUI seeks to cultivate in all members of the campus community the desire to make Indianapolis and central Indiana one of the world's best places to live, to work and to learn through the discovery and wise use of knowledge (Plater 2004). This vision is noteworthy in that it is centered on the community itself, not the university. Moreover, it focuses on local achievement and attainment by bringing the best of the world's intellectual resources to bear on the geographic, economic, social, cultural, and political community of which it is a part. This vision for IUPUI can be shared by the community, and the role of the university is defined by its instrumentality not by its own aggrandizement. There are many colleges and universities with even stronger statements of their expectations for civic engagement, but at IUPUI, there is little ambiguity about the aspiration that civic engagement is important, for faculty, staff, students, and the community itself.

Not every college or university may have made civic engagement such a central part of its mission, values, vision, and self-identity. There is nothing wrong with having more modest or greater ambitions than IUPUI for the institution's role in civic engagement or for defining the expectations for students' individual engagement with the civic community. Regardless of the degree of prominence attached to civic engagement, the standard for faculty roles, rewards, and recognitions must be aligned with and proportionate to the institution's declared mission and must be supported by a purposeful, well-designed approach to faculty development.

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Author Information

Robert G. Bringle, Ph.D. (Social Psychology, University of Massachusetts) is Chancellor's Professor of Psychology and Philanthropic Studies and Director, 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 (M.S., Education) 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 has focused on the institutionalization of service learning in higher education, the use of reflection activities in service-learning courses, the implications of John Dewey's philosophy for undergraduate education, guidebooks and resources for faculty, and institutional issues associated with enhancing and assessing civic engagement.

Steven G. Jones, Ph.D. (Political Science, University of Utah) is the Coordinator of the Office of Service Learning in the Center for Service and Learning (CSL) at Indiana University-Purdue University Indianapolis. Prior to joining CSL, he was the Associate Director of the Integrating Service with Academic Studies project at Campus Compact from 2002-2004. From 1995-2002 he was an associate professor of political science at the University of Charleston where he also served as the Director of the Robert C. Byrd Institute for Government Studies. He edited the second edition of Campus Compact's Introduction to Service Learning Toolkit and is co-author of two other Campus Compact monographs, *The Community's College: Indicators of Engagement at Two-Year Institutions* and *The Promise of Partnerships: Tapping into the Campus as a Community Asset*. He is also co-editor, with Jim Perry, of *Quick Hits for Educating Citizens*, which will be published by Indiana University Press in June 2006.

William M. Plater, Ph.D. (English, University of Illinois Urbana-Champaign) is Executive Vice Chancellor and Dean of the Faculties of Indiana University-Purdue University Indianapolis. As the chief academic officer, Plater has led campus efforts to improve undergraduate retention, enhance the effective use of technology, develop IUPUI as a model for civic engagement, and increase research productivity as a part of the campus vision to become a leading urban research university. He holds adjunct appointments in philanthropic studies and informatics and has written on topics related to technology, higher education, and planning as well as literature.

Robert G. Bringle
Chancellor's Professor of Psychology and Philanthropic Studies
Director, Center for Service and Learning
Indiana University-Purdue University Indianapolis
E-mail: rbringle@iupui.edu
Fax: 317-278-7683

Julie A. Hatcher
Associate Director, Center for Service and Learning
Indiana University-Purdue University Indianapolis
E-mail: jhatcher@iupui.edu
Fax: 317-278-7683

Steven G. Jones
Coordinator, Office of Service Learning
Indiana University-Purdue University Indianapolis
Email: jonessg@iupui.edu
Telephone: 317-278-2539
Fax: 317-278-7683

William M. Plater
Executive Vice-Chancellor and Dean of the Faculties
Indiana University-Purdue University Indianapolis
E-mail: wplater@iupui.edu
Telephone: 317-274-4500