

Stay Informed

CSL Newsletter


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From Our Executive Director: Cheers to Your Moral Imagination!

Congratulations...and cheers to each of you for the role you have played in advancing community engagement at IUPUI. Because of your dedication, IUPUI has once again received the **Carnegie Classification for excellence in Community Engagement**. This national award recognizes that as a campus we have deepened our commitment, increased our resources, and strengthened both campus and community partnerships. This recognition is possible because of you. Through your moral imagination you have designed creative solutions and taken new action for the common good. Whether through your teaching and learning, your research and creative activity, or your service and volunteer activities, we are very grateful for your moral imagination.

I was first introduced to the concept of moral imagination in a graduate course, *Philanthropy and Literature*, in the mid-1990s. Initially, it sounded like a soft and somewhat vague concept. However, I have come to appreciate that the moral imagination is a critical component to philanthropy as well as ethical professional practice (Werhane, 2002). Moral imagination includes both self-reflection and the ability to imagine ourselves in the situation of another. It is the "ability to imaginatively discern various possibilities for acting in a given situation and to envision the potential help and harm that are likely to result from a given action (Johnson, 1993, p. 202)." Cultivating the moral imagination, is not done on our own, for its development is nourished through social interactions with others and is supported by organizational leadership.

The Center for Service and Learning values your input as to how we can best support your moral imagination for community engagement. Through formal mechanisms such as the IUPUI Strategic Plan, and the Carnegie Classification portfolio, we have identified a clear set of  **goals** to achieve. And, through informal conversations we have gathered your collective insight for how to deepen the campus culture for community engagement. Over the past two months we have met with more than thirty campus stakeholders to hear their visions for deepening the campus culture of engagement. Without a doubt, the key take away from these coffee conversations is a recognition that many of you care very deeply about this work. You have creative and innovative ideas for how community engagement can be

- integrated more fully into undergraduate learning,
- a distinctive feature of graduate education,
- combined with research to address the Grand Challenges,
- a means to celebrate the many contributions of staff, and
- a way to attract and retain talented and diverse faculty.

As you take a look at our  **CSL plan** to deepen the campus culture for community engagement, we welcome additional ideas. You are the engine behind community

engagement. We, and others across the new **Office of Community Engagement** will continue to work as a catalyst to support your goals. Our aspiration is to support the development of civic-minded graduates and professionals like you who are dedicated to imagining new ways to work together.

Citations:

Fesmire, S. (2003). *John Dewey and moral imagination: Pragmatism and ethics*. Bloomington: Indiana University Press.

Johnson, M. (1993). *Moral imagination*. Chicago: University of Chicago Press.

Werhane, P. H. (2002). Moral imagination and systems thinking. *Journal of Business Ethics*, 38, 33-42.

Faculty Transitions and Inflection Points

By **Robert G. Bringle**, Senior Scholar, CSL

I distinctly remember getting my doctoral comprehensive examinations successfully behind me and thinking, "That was the last exam I will ever have to take." What I didn't realize at the time were the layers of evaluation I would face subsequently as a faculty member. Although what followed were not formal examinations, there have been plenty of assessments that occurred. There are internal evaluations of performance (e.g., annual reviews, tenure review, promotions, awards) and external evaluations (e.g., submitted manuscripts, grant applications, presentations at conferences). The point of bringing this up is not to question the role of assessment (I happen to think that it can be an important motivator and source of feedback), but to use it to illustrate some of the transitions that occur in academic life. Everyone in a tenure-track faculty role is acutely aware of the transition from pre-tenure to tenured status. That transition is fraught with anxiety during its anticipation and feelings of accomplishment, relief, liberation, and celebration on the other side.

Approaches to faculty development need to consider a broad range of transitions that faculty and instructors go through during their professional lives. We can expect that different priorities exist for faculty at different stages of their careers. What do new faculty or instructors need or want? Newly tenured faculty? Senior lecturers? Full Professors? How can the full mission of IUPUI, including civic engagement, become an integral part of their careers?

Harry Boyte at the University of Minnesota conducted interviews with senior faculty on all campuses of the U of M system. What he reports is that senior faculty are thinking about the end of their careers and what they might accomplish before they exit professional life. Many of them expressed satisfaction with what they had accomplished with regard to their discipline-based work, but they yearned for something else. For many, this included a re-direction of their professional work toward civically meaningful activities and partnerships.

Just as service learning is focused on the civic learning and civic development of students, the Center for Service and Learning's faculty development is concerned with

the civic development of faculty, instructors, and professional staff. The Center for Service and Learning has regularly tailored faculty development activities to various stages of careers. CSL staff have presented information on civic engagement at new faculty orientation and conducted workshops to orient new faculty to IUPUI and its civic engagement opportunities and rewards. Workshops have been conducted to help faculty develop dossiers for tenure as well as for promotion to all levels. The Boyer Fellows program enabled faculty to develop scholarship from their civic engagement activities. The Engaged Department and the Departmental Liaison programs facilitated the development of leadership for civic engagement.

What is CSL's goal for faculty development? To help professionals develop a passion for their civic engagement, to identify a broader meaning for their work, and to see transitions as opportunities for exploring new facets of their work. The "north star" for CSL's faculty development is the **complete and connected scholar**. Eugene Rice at the Association for American Colleges and Universities put forth the goal of the complete and connected scholar, based in part on Ernest Boyer's foundational re-examination of the professoriate. By "complete", Rice means having "a sense of the way in which different forms of scholarly work interrelate and enrich one another" (Rice, 1996, p. 22). He goes on to note, "The notion of the complete scholar becomes a career objective that unfolds over a lifetime of scholarly work. Faculty would have the opportunity to grow and change over time, being basically competent in, and committed to, a broader conception of scholarly work" (p. 22). The aspiration of being complete reflects balance and integration across IUPUI's complete mission: teaching, research, and civic engagement. A "connected" scholar engages in "scholarly work that would provide interactive connection with students, the larger community, and the central mission of one's institution" (p. 23). Becoming a complete and connected scholar offers an important aspiration for professionals to reflect on as they examine their career path and a basis against which to evaluate subsequent choices. How can your next day, your next semester, or your next transition provide an opportunity for you to explore becoming a more complete and a more connected scholar?

Citations:

Rice, R. E. (1996.). *Making a place for the new American scholar (Working paper No. 1)*. Washington, D.C.: American Association for Higher Education. In Forum on Faculty Roles and Rewards).

Community Engagement: A Dean's Perspective

By **Jay M. Gladden**, Dean, IU School of Physical Education and Tourism Management

Despite a wide variety of incredible work, colleges and universities are still only scratching the surface relative to community engagement! We have an incredible opportunity to partner with our communities for mutually beneficial outcomes. It is important we seize the moment and challenge ourselves to pursue this opportunity with vigor. Doing so will create more high impact practices for our students, provide new and interesting research directions for our faculty and serve to more clearly articulate the value of higher education as a whole.

As the Dean of a school that is heavily invested in community work, I grapple with a variety of questions on how to mobilize for greater impact in our community every day. While I don't have all the answers, I have plenty of questions.

For example, how do we strategically engage in this work so that we maximize the outcomes? I am extremely fortunate to work with a faculty that values our connection to the Indianapolis community. Our faculty are engaged in a variety of ways with the community. But, recently we have asked ourselves, how do we connect our passions such that the efforts of faculty and students drive even greater outcomes?

We don't have all the answers to this question, but I am pleased to say that we are trying. For example, in 2012, we entered into a partnership with the **John H. Boner Center** that allows us to have a teaching and learning lab in the Fitness Zone attached in the **Chase Near East Side Legacy Center**. Multiple classes worth of students are in the center engaging with local residents and faculty are working at the site conducting research.

More recently, we have created a board of industry leaders to focus on how we can develop "deep" partnerships with these tourism and sports organizations. For example, in 2015, we will be working with **Indiana Sports Corporation** through student volunteers, student internships, and student projects, and we will begin a journey with them and others in the community to better focus our energy on sports as a tool for economic development.

The other major question with which I have been grappling is how do we measure the effectiveness of our work? We exist in an industry that is used to using very clear metrics to evaluate teaching and research accomplishments. Community engagement work can be more complicated to assess, and in a number of cases more time consuming. For example, if the goal is community impact, what artifacts do we use to measure this impact? More importantly, how do we build a culture that values a different type of output, or at least a variation on traditional assessment methods?? Perhaps the reason we are only scratching the surface in our communities is because we have not yet put the proper incentive structure in place.

These questions and challenges should be viewed not as challenges but as exciting opportunities to pursue. For in that pursuit, there can be incredible impact!

Transitioning toward partnership impact – Transitioning through partnership approaches

By **Emily M. Janke**, Director, Institute for Community and Economic Engagement, UNCG, and **Patti H. Clayton**, PHC Ventures, Senior Scholar, CSL, UNCG.

Higher education institutions are transitioning toward attending more explicitly to the impacts--individual, organizational, societal, etc.--of engagement. How we conceptualize and support community-campus partnerships--the types of partnerships we envision and the corollary structures, policies, and practices we implement--substantially affect the impacts of this work and are arguably themselves in transition.

Do we support partnerships grounded in *individual* agendas? This approach often involves professional development for individuals establishing interpersonal relationships and projects that align with their particular interests. This partnership level often contributes to counts of total numbers of engagement activities.

Do we foster and sustain *networks*? This approach often involves establishing collectives at department, college, and/or cross-unit levels and supporting (e.g., with professional development and funding) groups of faculty, staff, and students as they work with community members on shared interests. This partnership level often contributes to documentation of the interdisciplinarity as well as the scope and depth of engagement (e.g., curricular and co-curricular pathways).

Do we invest in *institutional* infrastructure to support multi-faceted, evolving partnerships? This approach often involves forming interorganizational partnerships that may have their own operating budgets, staff, space, and coordinating mechanisms and that sometimes evolve into partnership entities with their own meta-level identities and branding; and it may be especially well-suited to catalyzing culture change. This partnership level often contributes to evidence of sustainability and institutionalization of engagement.

Enhancing the impact of engagement requires that we be *intentional* about the partnership approaches or levels (i.e., individual, network, institutional) chosen in any particular context. The choice has implications for organizational structures, policies, and staffing; for curricular and co-curricular design; for the types of questions that need to be--and can be--inquired into and the nature of impacts that can be achieved. It influences whether professional staff who support engagement focus on (and need skills for), for example, consulting with individuals on courses and research projects, navigating policies on cross-listed courses, or building cross-sector communication. It influences whether funds are spent, for example, on instructor stipends to integrate service-learning, "engaged department" retreats to develop curricular assessment strategies and engaged research collaborations, or salaries for positions to support complex partnership operations. Many campuses and communities are transitioning toward network- and institutional infrastructure-based partnerships.

Enhancing the impact of engagement also requires that we strategically *integrate* across the levels--enabling efficiencies and generating synergies. Integration depends on understanding the distinctive opportunities and constraints of each in various contexts and under various conditions. It is advanced by, for example, coordinating the mapping of individual, unit, organization, institution, and community assets and using the resultant information to nurture connections within and across partnership levels. Integration requires that we systematically determine "who is doing what, with whom, where, and for what purposes"; share this information widely; and support individuals, networks, institutions--indeed, the engagement community as a whole--in leveraging diverse resources and capacities toward fulfilling public purposes.

Being intentional about partnership levels - and strengthening the interconnections between them - can go a long way toward expanding and deepening the impact of community engagement.

IUPUI Creating Comprehensive Office of Community Engagement

IUPUI is strengthening its commitment to faculty, staff, students and the Indianapolis community through the creation of a comprehensive Office of Community Engagement.

[Read more >>](#)

Events and Information

- [Alternative Spring Break Going International](#)
- [Two Service Learning Faculty Members Honored with Sutton Award for Student Abroad and IUPUI Global Engagement Award](#)
- [Missing Dr. Richard Kiely's Visit to IUPUI? View a recording of his presentation](#)
- [Community Organizing Workshop Series](#) – March 6, March 13
- [Alternative Spring Break](#) - March 14-21, 2015
- [Cesar Chavez Day of Service](#) - March 28, 2015
- [Bringle Civic Engagement Showcase and Symposium: RSVP](#) – April 14, 2015 ([ADD to your calendar](#))
- [Connecting Campuses with Communities Registration](#) is Now Open - May 11-15, 2015