Civic Engagement and Service Learning
A Bibliographical Summary
Prepared by the Center for Service Learning
Western Carolina University

Battistoni, R. M. (2002). *Civic engagement across the curriculum: A resource book for service-learning faculty in all disciplines.* Providence, RI: Campus Compact.

> This volume offers faculty in all disciplines rationales and resources for connecting their service-learning efforts to the broader goals of civic engagement. It provides concrete examples of course materials, exercises, and assignments that can be used to develop students' civic capacities regardless of disciplinary area.

Berry, R. G., & Workman, L. (2007). Broadening student societal awareness through service-learning and civic engagement. *Marketing Education Review*, *17*(3), 21-32.

> Egregious abuses of power by businesses like Enron, Tyco, and WorldCom create hardship for thousands of people and undermine the public's trust in business and the marketplace. Societal complaints about business practice quickly turn into demands for Universities to develop business students who are aware of personal and corporate responsibility to a wide range of stakeholders. Some business schools respond to this expectation through service learning, a pedagogical approach that combines rigorous classroom content and theory with experiential application through civic engagement, mostly through service to community organizations. This article examines the responses of 133 marketing students to their service-learning experience, and concludes that service learning is a viable means of developing and improving student social awareness and civic engagement.

Bowen, G. A., & Kiser, P. M. (2009). Promoting innovative pedagogy and engagement through service-learning faculty fellows programs. *Journal of Higher Education Outreach and Engagement*, *13*(1), 27-43.

> This article analyzes the role of service-learning faculty fellows programs in promoting pedagogical innovation and university-community engagement. The analysis highlights the need for institutional change to support service-learning as a vehicle for engagement. Specific recommendations are offered to higher education institutions considering a service-learning faculty fellows program.

Bridgman, M., Shreve, J., White, L., Heaviside, M., Dunshee, L., & O'Loughlin, J. Encouraging civic engagement on college campuses through discussion boards. *Journal for Civic Commitment*, Issue 4, Article 3. Retrieved June 8, 2009, from http://www.mc.maricopa.edu/other/engagement/Journal/Issue4/OloughlinBrooks.pdf

> Recent years have witnessed a decline in civic engagement among college students. Young people display a consistent lack of knowledge of American government, while others feel apathy towards the process of democracy. Within the last few years, the importance of civic engagement has been heavily emphasized. This article focuses on the use of student "discussion boards" as a tool for measuring civic engagement on college campuses.

Bringle, R. G., Clayton, P., & Price, M. (2009). Partnerships in service learning and civic engagement. *Partnerships: A Journal of Service Learning & Civic Engagement*, *1*. Retrieved June 5, 2009, from http://www.partnershipsjournal.org/index.php/part/article/view/87/92

Developing campus-community partnerships is a core element of well-designed and effective civic engagement, including service learning and participatory action research. A structural model, SOFAR, is presented that differentiates campus into administrators, faculty, and students, and that differentiates community into organizational staff and residents (or clients, consumers, advocates). Partnerships are presented as being a subset of relationships between persons. The quality of these dyadic relationships is analyzed in terms of the degree to which the interactions possess closeness, equity, and integrity, and the degree to which the outcomes of those interactions are exploitive, transactional, or transformational. Implications are then offered for how this analysis can improve practice and research.

Casey, K. M., & Springer, N. C. (2006). Ancillary to integral: Momentum to institutionalize service-learning and civic engagement. In K. M. Casey, G. Davidson, S. H. Billig, & N. C. Springer (Eds.), *Advancing knowledge in service-learning, research to transform the field* (pp. 207-222). Greenwich, CT: Information Age Publishing.

Indications that the service-learning and civic engagement movements have prospered in recent years are found in the proliferation and array of publications and online journals and Web resources. Evidence of growth is apparent, yet does it speak to trends toward institutionalization? The authors of this chapter examine the trend toward the institutionalization of service learning and civic engagement, tracing their roots from a few outliers or "pioneers" to what they have become today. Presentation of national indicators and regional accreditation criteria create an evidence-based foundation for making service learning and civic engagement an integral facet of higher education.

Colby, A., Ehrlich, T., Beaumont, E., Rosner, J., & Stephens, J. (2000). Higher education and the development of civic responsibility. In T. Ehrlich (Ed.), *Civic responsibility and higher education* (pp .xxi-xliii). Phoenix, AZ: The Oryx Press.

This book explains the theory and practice of civic learning and provides practical examples of programs that prepare students for lives of civic engagement.

Campus Compact. (2003). *Introduction to service-learning toolkit: Readings and resources for faculty* (2nd ed.). Providence, RI: Campus Compact.

This revised edition brings together the best, most up-to-date writing and resources on service-learning, from learning theory and pedagogy to practical guidance on how to implement service-learning in the classroom. This edition reflects the tremendous growth in service-learning that has occurred since the first *Toolkit* was published in 2000. In addition to updated material throughout, this volume includes expanded chapters on community partnerships, student development, and redesigning curriculum, as well as two new chapters—one exploring the connection between service-learning and civic engagement and the other focusing on community-based research.

Campus Compact. (2003).*Up and running: A step-by-step guide to organizing an introductory service-learning institute.* Providence, RI: Campus Compact.

This is an indispensable tool for building service-learning across disciplines on campuses that do not have established practices and procedures in place for incorporating civic engagement into the curriculum. Drawn from the experience of Introductory Service-Learning Institutes held around the country, the publication includes hands-on information on hosting an institute, from budget preparation to sample agendas to publicity materials.

Davila, A., & Mora, M. (2007). *An assessment of civic engagement and educational attainment.* College Park, MD: University of Maryland, Center for Information & Research on Civic Learning & Engagement.

> The primary results of a study point to the importance of civic participation as one means to foster both social and human capital investments. The purpose of this document is to provide highlights from the two-part study.

Driscoll, A. (2008, January/February). Carnegie's community engagement classification: Intentions and insights. *Change,* 38-41. Retrieved June 8, 2009, from http://www.carnegiefoundation.org/files/elibrary/Driscoll.pdf

> The article reviews the process that colleges and universities go through in being classified as "institutions of community engagement", as stated by the Carnegie Foundation for the Advancement of Teaching. It covers the documentation framework, documentation process, applicants, insights from institutions that have been newly classified, and the challenges that are commonly faced during the process.

Driscoll, A., & Sandmann, L. R. (2004). Roles and responsibilities of academic administrators: Supporting the scholarship of civic engagement. In M. Langseth & W. M. Plater (Eds.), *Public work and the academy* (pp. 51-67). Bolton, MA: Anker.

> Both intellectual and administrative leadership are critical for motivating and preparing an institution for civic engagement. Academic administrators are urged to facilitate campus practices that encourage and reward faculty scholarship of engagement.

Einfeld, A., & Collins, D. (2008). The relationships between service-learning, social justice, multicultural competence, and civic engagement. *Journal of College Student Development, 49*, 95-109.

> This study qualitatively examined how participants in a long-term service-learning program described their understanding of and commitment to social justice, multicultural competence, and civic engagement. Interviews with members of a university-sponsored AmeriCorps service-learning program explored participants' perceptions of the effects of their service.

Eyler, J. (2005). Academic service learning for effective civic engagement. *Diversity Digest*, *9*(1), 16-17.

> These students' musings on their service-learning experience capture some of the ways academic service learning prepares students for civic engagement. Academic service learning that links community service projects to course subject matter not only motivates students to learn, but also provides experiences that facilitate the development of attitudes, skills, and intellectual abilities necessary for effective civic engagement. Retrieved June 5, 2009, from http://www.diversityweb.org/Digest/vol9no1/eyler.cfm

Gelmon, S. B., Holland, B. A., Driscoll, A., Spring, A., & Kerrigan, S. (2001). *Assessing service-learning and civic engagement: Principles and techniques.* Providence, RI: Campus Compact.

> This definitive volume offers a broad overview of issues related to assessment in higher education, with specific application for measuring the impact of service-learning and civic engagement initiatives on students, faculty, the institution, and the community. This volume will assist individuals seeking a comprehensive resource on assessment issues, with applicability particularly in higher education as well as potential applications to other groups interested in assessment.

Gottlieb, K., & Robinson, G. (Eds.). (2002). *A practical guide for integrating civic responsibility into the curriculum*. Washington, DC: American Association of Community Colleges/Community College Press.

Recognizing that an intentional civic responsibility component was missing from many service-learning initiatives, AACC selected six colleges from around the country to participate in a pilot project whose purpose was to identify service-learning strategies to boost civic engagement and foster civic responsibility among community college students. This Guide is the result of two years of work by faculty, staff, and administrators at these colleges.

Hill, M. L. G., Garcia, M., Hill, A. J., & Mejia, P. (2008, Spring). *Ductus exemplo*: Student leadership by example in civic engagement. *The Journal for Civic Commitment, 10.* Retrieved June 5, 2009, from http://www.mc.maricopa.edu/other/engagement/Journal/index10.shtml

This article presents an example of a successful, but challenging, holistic student learning experience in the realm of civic engagement at St. Mary's University of San Antonio, Texas, a Hispanic-serving Catholic university. In the article, the authors explore student attitudinal, civil authority, and contemporary cultural challenges to engaging the community civically in a manner consistent with the mission of the university.

Jacoby, B. (2006). Making politics matter to students: Voting as civic engagement. *About Campus, 11*(4), 30-32.

In this article, the author discusses what educators can do to engage college students in community service, in the democratic process, and in politics. She provides three concrete examples of how educators can recreate the enthusiasm of college students that was present during the 2004 election.

Jacoby, B. & Associates. (2009). *Civic engagement in higher education: Concepts and practices*. San Francisco: Jossey-Bass.

Civic Engagement in Higher Education reveals what it takes to educate college students to be civically engaged citizens, scholars, and leaders. If civic engagement is to gain real traction in higher education, it must be clearly defined, and civic learning outcomes must be established. Opportunities to learn about and practice civic engagement must be embedded throughout the curriculum and the co-curriculum. This book shows how all this can be done, and is being done, at higher education institutions around the country.

Jaschik, S. (2008). Combining first-year engagement and civic engagement. Retrieved January 28, 2008 from http://insidehighered.com/news/2008/01/28/engage

For experts on the undergraduate curriculum and student life, two areas of focus in recent years have been the first-year experience and civic engagement. While frequently talked about in separate conversations, speakers at the annual meeting of the Association of American Colleges and Universities said that combining these two efforts made them both more successful.

Langseth, M., & Plater, W. M. (2004). *Public work and the academy: An academic administrator's guide to civic engagement and service-learning.* Boston: Campus Compact/Anker.

The authors provide academic leaders with a resource to increase their fluency with and ability to lead service-learning and civic engagement efforts on their campuses, with their peers, and throughout higher education. This book is written specifically for academic leaders, including division and department chairs, who have significant responsibility for their campus's academic

programs. It covers a wide variety of topics and includes case studies and descriptions of helpful publications, Web sites, consultants, and networks.

Larson-Keagy, E. (2003, Spring). Global civic engagement: Building an ethic of commitment to service through human geography. *The Journal for Civic Commitment*, *1*. Retrieved June 5, 2009, from http://www.mc.maricopa.edu/other/engagement/Journal/Issue1/LarsonKeagyPrint.shtml

The conventional academic curricula not forgotten, wider circles acknowledge the need to include civic engagement and service-learning into the curriculum to enhance teaching, learning, and the practice of democratic citizenship.

Laurier, L., & Wolf, A. A. (2006, Fall). Inquiry, insight, and civic engagement: Re-visioning the community-based service-learning project in pre-service literacy methods courses. *Journal for Civic Commitment*, *8.* Retrieved June 5, 2009, from http://www.mc.maricopa.edu/other/engagement/Journal/Issue8/Wolf.pdf

The rationale for integrating service-learning projects in pre-service teacher education is explored. Service-learning is identified as a vehicle for integrating inquiry-based instruction and as a context for practicing partnership development with families, schools and corporate stake-holders. Service-learning projects are also discussed as a source for increasing self-efficacy and confidence in pre-service teacher candidates. Four specific examples of community-based service-learning projects and their impact on pre-service teacher candidates enrolled in literacy methods courses at two private, northwestern colleges are presented.

Long, S. E. (2002). *The new student politics: Wingspread statement on student civic engagement* (2nd ed.). Providence, RI: Campus Compact.

This report describes student political and civic engagement as defined by students at a March 2001 Summit on Student Civic Engagement. One of the few available publications to give voice to students themselves, *The New Student Politics* examines contemporary conceptions of civic engagement, politics, and service and provides specific suggestions as to how campuses can improve their commitment to student civic engagement through service-learning, increased support for student political activity, and attentiveness to student voice.

Mable, P. (2007). CAS: Encouraging moral and civic learning through quality programs and services for students. *Journal of College & Character, 9*(2), 1-5.

CAS standards incorporate a focus on student learning and development outcomes that include moral and civic engagement as a dynamic process of interaction between the student and the environment. Each standard has thirteen components (mission, program, leadership, organization and management, human resources, financial resources, facilities, technology, and equipment, legal responsibilities, equity and access, campus and external relations, diversity, ethics, and assessment and evaluation). The components guide and direct the educational culture of institutions as they enhance the learning and development of students relevant to their lives of worth and work.

McLauchlan, J. S. (2009, Spring). Learning citizenship by doing: Evaluating the effects of a required political campaign internship in American government. *Journal for Civic Commitment, 12*. Retrieved June 5, 2009, from http://www.mc.maricopa.edu/other/engagement/Journal/Issue12/McLauchlan.pdf

The author discusses the impact of a required campaign internship component in her American National Government classes during the Fall 2004, Summer 2006, and Fall 2006 semesters. After reviewing the logistics, subject matter, and results of adding a civic engagement component to this

course, she concludes that the experiential learning component had a dramatic impact on the students' understanding of and appreciation for the subject matter. The experience also dramatically increased the students' interest in participating in government and their willingness to take an active role as citizens.

Meisel, W. (2007). Connected co-curricular service with academic inquiry: A movement toward civic engagement. *Liberal Education*, *93*(2), 52-57.

At the colleges and universities working with the Bonner Foundation to build and sustain civic engagement initiatives, students are committed to significant, ongoing involvement in community issues and to engaging other students to join with them in such endeavors. This article provides a backdrop of service, learning, and engagement; describes a civic engagement academic certificate program; and outlines a design for civic engagement withy pillars of content and "pillars of design."

Moore, J., & Dille, B. (2003, Spring). To inform their discretion: Designing an integrated learning community focusing on civic engagement. *The Journal for Civic Commitment, 1*. Retrieved April 4, 2005, from http://www.mc.maricopa.edu/other/engagement/Journal/Issue1/MooreDillePrint.shtml

This article describes the design and creation of a community college learning community that combined governmental studies with research and writing instruction and a required service-learning component to offer practical social and civic experiences. The authors discuss some of the advantages, based on their experience, of the service-learning augmented research model over the traditional group research model.

Musil, C. M. (2003, Spring). Educating for citizenship. *Peer Review, 5*(3), 4-8.

There has been a quiet revolution in the academy over the last two decades. Civic concerns have achieved new visibility alongside the traditional academic mission of higher education. It is difficult to find a college campus that does not tout a coordinating center for community service, service-learning courses, or research centers devoted to distinctly civic issues. Against this background, "Education for Citizenship" looks at integrated, intentional learning and outlines six faces/phases of citizenship.

NASULGC (National Association of State Universities and Land-Grant Colleges). (1999). *Returning to our roots: The engaged institution.* (Report of the Kellogg Commission on the future of the state and land-grant universities.) Washington, DC: Author.

This report urges that the mission of land-grant universities be expanded beyond outreach and service to full engagement with their communities. The engaged institution is seen as being organized to respond to today's and tomorrow's students, bringing research and engagement that offer practical opportunities for students into the curriculum, and using its critical resources to address the problems of the communities it serves.

Oritsejafor, E., & Guseh, J. S. (2004). Civic education among college students: A case study. *Journal of College and Character*, *2*. Retrieved June 8, 2009, from http://www.collegevalues.org/pdfs/CivicEd.pdf

The purpose of this study was to analyze the extent of civic engagement among college students and to determine some of the factors that were associated with civic engagement among these students. A survey of students at North Carolina Central University, a predominantly Black institution, was conducted and analyzed using correlation analysis. Most of the respondents considered voting to be important in civic engagement. The study also found that institutions of higher learning that have

integrated community service in their academic programs are contributing to the promotion of civic engagement.

Ostrander, S. A. (2004). Democracy, civic participation, and the university: A comparative study of civic engagement on five campuses. *Nonprofit and Voluntary Sector Quarterly*, *33*, 74-93.

Based on site visits, interviews on campuses and in host communities, document analysis, and literature reviews, four key findings emerged from this study: (a) shifting and varying emphases in the main components of engagement; (b) local factors that facilitate and present barriers to engagement; (c) intellectual rationales and projects to drive new knowledge, involve faculty, and institutionalize and sustain engagement; and (d) new organizational structures to link the campus and community and share power and resources. The argument is made for a dynamic and developmental framework that acknowledges multiplicity and flow. The article concludes with an initial mapping of changing relationships between local factors and civic-engagement program emphases and an articulation of three main current theories of engagement that a developmental framework would take into account.

Reinke, S. J. Making a difference: Does service-learning promote civic engagement in MPA students? *Journal of Public Affairs Education*, *9*, 129-157.

This project was designed to explore whether service-learning promotes civic engagement for graduate students in public administration. This study represents a first step in evaluating the connection between service-learning and civic engagement in graduate students.

Rowan-Kenyon, H., Soldner, M. E., & Inkelas, K. K. (2007). The contributions of living-learning programs on developing sense of civic engagement in undergraduate students. *NASPA Journal*, *44*(4), Article 7, 750-778. Retrieved June 8, 2009, from http://publications.naspa.org/naspajournal/vol44/iss4/art7

The study examines the influence of elements of the college experience, specifically participation in a living-learning program, on students' self-reported sense of civic engagement. The researchers examined a nationally representative sample of students, including those who participated in civic engagement themed living-learning programs, noncivic-engagement living-learning programs, and students who lived in the traditional residence hall environment. The most significant predictors of sense of civic engagement were not students' participation in living-learning programs, but their precollege perception of the importance of co-curricular involvement, and students' college participation in activities such as community service and student government.

Shappell, A. S. (2006). Methods of theological reflection in the summer service learning program: Integrating spirituality and civic engagement. *Journal of College & Character, 8*, 2-6.

The integration of spirituality and civic engagement is at the heart of a Summer Service Learning Program. This paper explores how methods of theological reflection facilitate the integration of spirituality and civic engagement.

Staub, S. D., & Finley, A. P. (2007, Summer). Assessing the impact of engaged learning initiatives for first-year students. *Peer Review, 9*(3), 18-21. . Retrieved June 8, 2009, from http://www.aacu.org/peerreview/pr-su07/documents/pr-su07_Staub.pdf

Supported by the Bringing Theory to Practice project, Dickinson College has established an engaged-learning initiative for first-year students. The author discusses the results of a research project to rate the effectiveness of these experiences on student engagement, well-being, alcohol use, and civic engagement.

Stover, D. (2004, Spring). From reflective volunteerism to civic activism: Advancing service learning pedagogy through civic engagement. *The Journal for Civic Commitment,* 3. Retrieved June 5, 2009, from http://www.mc.maricopa.edu/other/engagement/Journal/Issue3/Stover.shtml

With the aim of increasing GateWay Community College students' civic literacy and knowledge about political processes, a series of civic engagement assignments were designed and the impact on English/Humanities students' attitudes was measured. Hahn's (2001) ten-year study of 14-19 year olds in five countries, indicated that curriculum can encourage civic engagement by letting students discuss controversial issues in a safe environment. The findings of the GateWay Community College study add support to this claim and demonstrate significant impact on students' attitudes about civic engagement and citizenship.

Vogelgesang, L. J., & Astin, A. W. (2005). *Post-college civic engagement among graduates* (HERI Research Report No. 2). Los Angeles: University of California, Higher Education Research Institute.

A study at HERI revealed that engagement with the community declines sharply during the years immediately after students graduate from college. Compared to when they first entered college, college alumni also show less interest in community issues and in helping others. This research report examines specific forms of civic engagement among college alumni, explores gender difference in post-college activities and beliefs, and describes differences among different types of higher education institutions.

Warner, B., & Warner, B. (2009, Spring). Human services and service learning: Dissimilar but complementary value domains. *Journal for Civic Commitment, 12*. Retrieved June 5, 2009, from http://www.mc.maricopa.edu/other/engagement/Journal/Issue12/Warner.pdf

Human services education has an extensive history of using field-based, experiential learning to connect theoretical concepts with practice. The Council for Standards in Human Services Education requires a minimum number of hours of internship for different level programs (180 hours for the technical level, 250 hours for the associate's level, and 350 hours of internship for bachelor's level programs) with students linking their field experience with prior course content through field experience seminars. Such a requirement would seem to make human services a natural discipline for including service learning as a part of its curriculum.

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