

CIVIC ENGAGEMENT IN HIGHER EDUCATION

Resources and References

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Civic (Community) Engagement

“Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and nonpolitical processes.”

– Thomas Ehrlich (*Civic Responsibility and Higher Education*, American Council on Education/Oryx Press, 2000, p. vi)

“Civic engagement involves participation and contribution to civic and public life through voting, staying politically informed, and engaging in community service. Civic engagement is important to service-learning because when service-learning programs address specific knowledge and skills, civic development is made explicit to students as a core learning outcome.”

– Learn and Serve America’s National Service-Learning Clearinghouse
(http://servicelearning.org/topic/civic_engagement)

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

– Carnegie Foundation for the Advancement of Teaching

Community engagement means “applying institutional resources (e.g., knowledge and expertise of students, faculty and staff, political position, buildings and land) to address and solve challenges facing communities through collaboration with these communities. The methods for community engagement of academic institutions include community service, service-learning, community-based participatory research, training and technical assistance, capacity-building and economic development.”

– S. B. Gelmon, S. D. Seifer, J. Kauper-Brown, & M. Mikkelsen (*Building Capacity for Community Engagement: Institutional Self-Assessment*, Community-Campus Partnerships for Health, 2005, p. 1, http://depts.washington.edu/ccph/pdf_files/self-assessment-copyright.pdf)

CIVIC ENGAGEMENT WEB SITES

American Democracy Project

American Association of State Colleges and Universities

<http://www.aascu.org/programs/adp/about.htm>

The American Democracy Project is a multi-campus initiative focused on higher education's role in preparing the next generation of informed, engaged citizens for our democracy. The project began in 2003 as an initiative of the American Association of State Colleges and Universities (AASCU), in partnership with The New York Times. The goal of the American Democracy Project is to produce graduates who are committed to being active, involved citizens in their communities.

Center for Civic Engagement

University of South Florida, St. Petersburg

<http://www.stpt.usf.edu/community/>

The mission of the Center for Civic Engagement at the University of South Florida, St. Petersburg is to make the campus distinctive in its commitment to civic and community engagement through the development of the Citizen Scholar Program. The objective of the "citizen scholar" model is to combine academic instruction with implementation of concepts learned in the classroom within the local community.

CIRCLE – Center for Information and Research on Civic Learning and Engagement<http://www.civicyouth.org/>

CIRCLE – the Center for Information and Research on Civic Learning and Engagement conducts research on the civic and political engagement of young Americans. CIRCLE was founded in 2001 with a generous grant from The Pew Charitable Trusts and has also been funded by Carnegie Corporation of New York, the Corporation for National and Community Service, the Ford Foundation, the Spencer Foundation, and several others. It is based at the Jonathan M. Tisch College of Citizenship and Public Service at Tufts University.

Civic Engagement

Association of American Colleges and Universities

<http://www.aacu.org/resources/civicengagement/index.cfm>

Civic engagement has become an essential learning goal for institutions throughout higher education. The Association of American Colleges and Universities believes that recent educational innovations to advance civic engagement, such as thematically linked learning communities, community-based research, collaborative projects, service learning, mentored internships, reflective experiential learning, and study abroad are all helping students advance on this essential learning goal.

Civic Engagement

National Service-Learning Clearinghouse

http://servicelearning.org/topic/civic_engagement

Learn and Serve America's National Service-Learning Clearinghouse provides resources and links to resources.

Civic Engagement

University of Chicago

<http://www.uchicago.edu/community/index.shtml>

"The Civic Partnership" is highlighted and various programs are featured at the University of Chicago's Civic Engagement Web site.

Civic Engagement at Boise State University

<http://civicengagement.boisestate.edu/>

"Civic Engagement and Curriculum," "University-Community Partnerships," and "Civic Engagement Events" are featured at this site.

Civic Engagement Initiatives

Campus Compact

<http://www.compact.org/initiatives/civic-engagement-initiatives/>

Embedding engagement throughout higher education institutions is at the heart of Campus Compact's work. Under this broad category are research and other initiatives created to help campuses develop effective service, service-learning, and civic engagement programs. Resources cover various topics: College Student Philanthropy, Campus Vote Initiative, Carnegie Community Engagement Classification, Consulting Corps, Engaged Scholars, Federal Work-Study, Indicators of Engagement, Presidents' Declaration on the Civic Responsibility of Higher Education, Program Models, and the Future of Campus Engagement.

Community College National Center for Community Engagement

<http://www.mesacc.edu/other/engagement/>

The Community College National Center for Community Engagement is a leader in advancing programs and innovations that stimulate active participation of institutions in community engagement for the attainment of a vital citizenry. This site has links to resources, conferences, and model projects.

Community Engagement

Carnegie Foundation for the Advancement of Teaching

http://classifications.carnegiefoundation.org/descriptions/community_engagement.php?key=1213

Carnegie's Community Engagement Elective Classification ("Curricular Engagement" and "Outreach and Partnerships") is described at this site. Institutions were selected in 2006 and 2008, with another round scheduled for 2010.

Community Outreach and Engagement
Western Carolina University
<http://www.wcu.edu/5179.asp>

This site provides information and news about “Engaged Learning” and “Community Outreach and Engagement” at Western Carolina University.

Don and Verna Duncan Civic Engagement Center
Central Washington University
<http://takeactioncwu.com/>

The Don and Verna Duncan Civic Engagement Center at Central Washington University provides opportunities for participation in service experiences that benefit students’ personal, academic, and professional development while simultaneously supporting off-campus communities.

The Duke Center for Civic Engagement
<http://civicengagement.duke.edu/main/>

The Duke Center for Civic Engagement (DCCE) was established at Duke University in 2007. The Center is home for two signature programs, DukeEngage and Coach for College, and serves as a clearinghouse for local volunteer opportunities for students through its DCCE-Durham Programs.

Educators for Community Engagement
www.e4ce.org

Educators for Community Engagement (ECE) is a national organization committed to democratizing classrooms and communities through learning circles, service learning, and critical dialogue. ECE brings together college and university students, faculty, staff, and local community organizations to develop and implement creative strategies for teaching, learning, and social justice.

Faculty for the Engaged Campus
Campus-Community Partnerships for Health
<http://depts.washington.edu/ccph/faculty-engaged.html>

This site provides information derived from a national initiative of Campus-Community Partnerships for Health in partnership with the University of Minnesota and the University of North Carolina at Chapel Hill to strengthen community-engaged career paths in the academy. The initiative was supported by a grant from the Fund for the Improvement of Postsecondary Education (FIPSE) in the U.S. Department of Education.

HENCE – Higher Education Network for Civic Engagement
www.henceonline.org

HENCE – the Higher Education Network for Community Engagement is a response to the growing need to deepen, consolidate, and advance the literature, research, practice, policy, and advocacy for community engagement as a core element of higher

education's role in society. Increasingly, higher education institutions are intentionally connecting academic work to public purposes through extensive partnerships that involve faculty and students in active collaboration with communities. This idea of "community engagement" means renewing the civic mission of higher education and transforming academic culture in ways that are both exciting and challenging.

Imagining America

<http://www.imaginingamerica.org/>

Imagining America is a consortium of colleges and universities committed to public scholarship and practice in the arts, humanities, and design. Imagining America supports campus-community partnerships that contribute to local and national civic life while furthering recognition of the value of public scholarship and practice in higher education itself.

The Impact on Community

IUPUI

<http://www.iupui.edu/civicengagement/>

This site contains information on "engaged" centers as well as videos, news, and events at Indiana University-Purdue University Indianapolis (IUPUI), where service learning and civic engagement programs have earned national acclaim.

NERCHE – New England Resource Center for Higher Education

<http://www.nerche.org/>

NERCHE – the New England Resource Center for Higher Education is a center for inquiry, research, and policy. NERCHE supports administrators, faculty, and staff across the region in becoming more effective practitioners and leaders as they navigate the complexities of institutional innovation and change. One of NERCHE's areas of focus is the scholarship of engagement, which addresses higher education's responsibility to the public realm through faculty work that is relational, localized, and contextual, and favors mutual deference between laypersons and academics.

The Scholarship of Engagement Online

<http://scholarshipofengagement.org/about/FAQs.html>

This site serves as a guide to resources for the scholarship of engagement. It provides answers to frequently asked questions and information on benchmarking engaged institutions.

Scripps Howard Center for Civic Engagement

Northern Kentucky University

<http://civicengagement.nku.edu/>

Public engagement is the central mission of Northern Kentucky University's Scripps Howard Center for Civic Engagement. In every aspect of its programming, the Center seeks to foster citizenship and stewardship.

CIVIC ENGAGEMENT CONFERENCES

Civic Engagement Institute

North Carolina Campus Compact

<http://org.elon.edu/nccc/events/cei.html>

Launched in 2007, North Carolina Campus Compact's Civic Engagement Institute is designed to explore a single civic engagement topic during a daylong gathering each year, in February. The Institute is scheduled for the day before the P.A.C.E. Conference (see below).

International Research Conference on Service-Learning and Community Engagement

International Association for Research on Service-Learning and Community Engagement

http://www.researchslce.org/Files/Public_Site/Conference_Awards_Files/conferences.html

The International Association for Research on Service-Learning and Community Engagement (IARSLCE) organizes this annual conference, held in October. IARSLCE is an international, non-profit organization devoted to promoting research and discussion about service learning and community engagement. IARSLCE was launched in 2005 and incorporated in 2007. The 10th conference is scheduled for 2010.

P.A.C.E. Conference

North Carolina Campus Compact

<http://org.elon.edu/nccc/events/slc.html>

This annual conference, held in February, provides participants with valuable information and skills they can utilize in their civic engagement work. Workshops presented by faculty, staff, students, and community partners provide "how to," "best-practice," and "research and theory" information and resources for various aspects of civic engagement work, including curricular and co-curricular courses, projects, and programs as well as capacity-building and institutionalization efforts.

Symposium on Service Learning & Civic Engagement

Western Carolina University

<http://www.wcu.edu/9818.asp>

This one-day conference, organized by the WCU Center for Service Learning, has been held annually, on the second Thursday of June, since 2005. The Symposium provides a forum for scholarly discussion of issues, perspectives, and best practices in service learning. Also, it facilitates the exchange of information and ideas on innovative civic engagement strategies and programs. A nationally recognized service-learning/civic engagement scholar is the lead presenter.



Second Thursday of June



A.K. Hinds University Center
Western Carolina University

- ▶ A forum for scholarly discussion of issues, perspectives, and best practices in service learning.
- ▶ Exchange of information and ideas on innovative civic engagement strategies and programs
- ▶ Featuring a nationally recognized service-learning and civic engagement scholar is the lead presenter.

<http://www.wcu.edu/9818.asp>

CIVIC ENGAGEMENT PUBLICATIONS

Journal for Civic Commitment

The *Journal for Civic Commitment* is a twice-yearly, online journal dedicated to service learning and civic engagement. Published by the Community College National Center for Community Engagement, this journal offers research and theories, strategies, and tips and techniques to readers. It is dedicated to disseminating research-based and practical information to service learning practitioners, coordinators, and administrators.

<http://www.mc.maricopa.edu/other/engagement/Journal/>

Journal of Community Engagement and Higher Education

This on-line, refereed journal examines perspectives, research, and practices of community engagement and community-based learning in higher education. It is edited and published semi-annually by the Center for Public Service and Community Engagement at Indiana State University in conjunction with Indiana Campus Compact. <http://www.indstate.edu/jcehe/>

Journal of Community Engagement and Scholarship

JCES is a project of the Council of the Center for Community-Based Partnerships at the University of Alabama. It provides a mechanism through which faculty, staff, and students of academic institutions and their community partners disseminate scholarly works from all academic disciplines with the goal of integrating teaching, research, and community engagement. All forms of writing and analysis are acceptable for the journal, with consideration being given particularly to traditional research and creative approaches that apply a variety of methodologies. Manuscripts that demonstrate central involvement of students and community partners are given favorable consideration. <http://www.jces.ua.edu/>

Journal of Higher Education Outreach and Engagement

www.uga.edu/ihe/jheoe.html

The *Journal of Higher Education Outreach and Engagement* is a joint publication of the Institute of Higher Education and the Office of the Vice President for Public Service and Outreach at the University of Georgia. A peer-reviewed publication, the journal welcomes submissions from a broad range of scholars, practitioners, and professionals. Its editorial goals are to serve as a forum to promote the continuing dialogue about the service and outreach mission of the university; and to foster understanding of how the service and outreach mission relates to the university's teaching and research missions as well as the needs of the society.

Michigan Journal of Community Service Learning
<http://quod.lib.umich.edu/m/mjcsl/>

The *Michigan Journal of Community Service Learning* is a national, peer-reviewed journal consisting of articles written by faculty and service-learning educators on research, theory, pedagogy, and issues pertinent to the service-learning community. The purpose is to widen the community of service-learning educators; sustain and develop the intellectual vigor of those in this community; encourage research and pedagogical scholarship related to service learning; contribute to the academic legitimacy of service learning; and increase the number of students and faculty who have a chance to experience the rich teaching and learning benefits that accrue to service-learning participants.

ANNOTATED BIBLIOGRAPHY

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.

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.

Bloomgarden, A. H., & O'Meara, K. (2007). Faculty role integration and community engagement: Harmony or cacophony? *Michigan Journal of Community Service Learning*, 13(2), 5-18.

Colleges and universities that aim to sustain or expand community partnerships and institutionalize civic engagement face important faculty challenges. Faculty adoption of community-based pedagogies and research approaches, in turn, faces important practical and conceptual barriers, as engagement activities appear in competition with expected teaching, research, and service roles. Semi-structured interviews with 29 faculty members at one private liberal arts college explored whether and how faculty achieved integration among teaching, research, and community engagement roles within local expectations for high teaching and research achievement.

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.

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass/Carnegie Foundation for the Advancement of Teaching.

The author argues for a broader understanding of scholarship that takes into account the scope of faculty activity more fully than does the traditional categories of teaching and research. He questions the reward system that pushes faculty toward research and away from teaching. The author offers new paradigms of balancing what he suggests are the four general areas of scholarship: discovery, integration of knowledge, teaching, and service.

Boyer, E. L. (1996). The scholarship of engagement. *Journal of Public Service and Outreach*, 1(1), 11-20.

After years of explosive growth, America's colleges and universities are now suffering from a decline in public confidence and a nagging feeling that they are no longer at the vital center of the nation's work. Still, our universities and colleges remain one of the greatest hopes for intellectual and civic progresses in this country. For this hope to be fulfilled, the academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems, and must reaffirm its historic commitment to the scholarship of engagement. The scholarship of engagement means connecting the rich resources of the university to existing problems, to our children, to our schools, to our teachers, and to our cities.

Bridgman, M., Shreve, J., White, L., Heaviside, M., Dunshee, L., & O'Loughlin-Brooks, J. L. Encouraging civic engagement on college campuses through discussion boards. *Journal for Civic Commitment*, 4, Article 3. Retrieved June 7, 2010, 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 past 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. Presented in this article is a structural model 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.

Bringle, R. G., Games, R., & Malloy, E.A. (Eds.). (1990). *Colleges and universities as citizens*. Needham Heights, MA: Allyn & Bacon.

This book is part of the “Universities as Citizens” Higher Education series initiated by Indiana Campus Compact to provide resources to help higher education enhance community engagement. It contains essays on the role of campuses in civic education, successful institutional change, campus–community partnerships, tailoring change to institutional culture, how community change is consistent with other changes in higher education, and the importance of assessing accomplishments.

Butin, D. W. (2010). “Can I major in service-learning?” An empirical analysis of certificates, minors, and majors. *Journal of College & Character*, 11(2).

This article examines the rise of programs in higher education that award certificates, minors, and/or majors in service learning. The study documented and analyzed a total of 31 academic programs that had service learning at its academic core. Findings from the study suggest that there is indeed a coherent “field” of service learning. Moreover, the findings suggest that the strength and structure of a program is strongly dependent on its status.

Boyle-Baise, M. & Sleeter, C. E. (2000). Community-based service learning for multicultural teacher education. *Educational Foundations*, 14(2), 33-50.

Creates a topology of preservice teachers’ responses to community-based service learning within several courses, investigating meanings they made from their community experiences. Data came from interviews and student essays and papers. The article considers the potential value of community-based service learning as an aspect of multicultural education, suggesting implications for teacher education.

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 (including 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: 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 considered 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.

Driscoll, A. & Lynton, E. A. (1999). *Making outreach visible: A guide to documenting professional service and outreach*. Washington, DC: American Association for Higher Education.

This text offers specifics for developing a review process tailored to an institution's unique culture and is the companion piece to *Making the Case for Professional Service* by Ernest Lynton. Procedures outline the formation of collaborative teams of faculty and administrators developed to reach consensus on goals, definitions, and logistics through guided reflection and discussion of prototype portfolios. Sixteen prototypes are included in the volume.

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 7, 2010, from <http://www.changemag.org/Archives/Back%20Issues/January-February%202008/abstract-carnegie-community-engage.html>

Over the past few years, the Carnegie Foundation for the Advancement of Teaching has engaged in a comprehensive re-examination of its traditional classification system. The redesign stemmed from a concern about the inadequacy of the

classification for representing institutional similarities and differences and its insensitivity to the evolution of higher education. In December 2006, the Foundation announced the inaugural selection of 76 U. S. colleges and universities to be newly classified as “institutions of community engagement,” the first of a set of elective classifications intended to broaden the categorization of colleges and universities. This article provides information on the documentation framework and process, insights from newly classified institutions, 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.

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.

Glassick, C. E., Taylor Huber, M. & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate*. San Francisco: Jossey-Bass/Carnegie Foundation for the Advancement of Teaching.

This text offers a new paradigm for evaluating the scholarship of engagement, a scholarship that better integrates the full range of scholarly activity, research, teaching, and service. It includes discussion of changes in thinking about scholarship and ideas about developing criteria for evaluating a full range of scholarship and for documenting scholarly efforts. It also includes, as appendices, the questionnaire for the National Survey on the Reexamination of Faculty Roles and Rewards and the results of that survey.

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, AACCC 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 publication 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, Article 5. Retrieved June 7, 2010, from <http://www.mc.maricopa.edu/other/engagement/Journal/Issue10/StMarys.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. 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://www.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 an annual meeting of the Association of American Colleges and Universities say that combining these two efforts made them both more successful.

Kellogg Commission on the Future of the State and Land-Grant Universities. (1999). *Returning to our roots: The engaged institution*. Washington, DC: NASULGC (National Association of State Universities and Land-Grant Colleges).

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.

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 institution'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). Global civic engagement: Building an ethic of commitment to service through human geography. *The Journal for Civic Commitment*, 1, Article 4. Retrieved June 5, 2009, from <http://www.mc.maricopa.edu/other/engagement/Journal/Issue1/LarsonKeagy.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.

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 the 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. It also 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 13 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.

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 with pillars of content and “pillars of design.”

Moore, J., & Dille, B. (2003). To inform their discretion: Designing an integrated learning community focusing on civic engagement. *The Journal for Civic Commitment*, 1, Article 5. Retrieved June 7, 2010, from <http://www.mc.maricopa.edu/other/engagement/Journal/Issue1/MooreDille.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). 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, “Educating for Citizenship” looks at integrated, intentional learning and outlines six faces/phases of citizenship.

O'Meara, K. (2005). Principles of good practice: Encouraging multiple forms of scholarship in policy and practice. In K. A. O'Meara & R. E. Rice (Eds.), *Faculty priorities reconsidered: Encouraging multiple forms of scholarship* (pp. 290-302). San Francisco: Jossey-Bass.

During the 1980s, there was a growing concern about the misalignment of the priorities of faculty and the central missions of the institutions in which they worked. Parents, trustees, and legislators became increasingly vocal about the quality of undergraduate teaching and what they regarded as "absentee professors." Journalistic diatribes such as Charles Sykes's *ProfScam* (1988) grew in popularity. The scholarly work was seen by many as disconnected from the larger purposes of American society.

O'Meara, K. (2005). Encouraging multiple forms of scholarship in faculty reward systems: Does it make a difference? *Research in Higher Education*, 46(5), 479-510.

This article presents findings from a national study of chief academic officers of four-year institutions on the impact of policy efforts to encourage multiple forms of scholarship in faculty roles and rewards. The extent of reform, kinds of reform, and influence of initiating reform are examined in four areas: expectations for faculty evaluation, the faculty evaluation process, promotion and tenure outcomes, and institutional effectiveness. The findings are also examined by institutional type.

O'Meara, K. (2006). Encouraging multiple forms of scholarship in faculty reward systems: Have academic cultures really changed? In J. M. Braxton (Ed.), *Analyzing faculty work and rewards: Using Boyer's four domains of scholarship*. New Directions for Institutional Research, No. 129 (pp. 77-96). San Francisco: Jossey-Bass.

The author summarizes the findings from a study involving 729 chief academic officers, who identify both catalysts and barriers to the reform of faculty reward systems.

O'Meara, K., & Jaeger, A. (2007). Preparing future faculty for community engagement: History, barriers, facilitators, models and recommendations. *Journal of Higher Education Outreach and Engagement*, 11(4), 3-26.

The authors of this article consider the historical and current national context for integrating community engagement into graduate education. While it might be argued that most graduate education contributes generally to society by advancing knowledge, the authors refer here to community engagement that involves some reciprocal interaction between graduate education (through students and faculty) and the public – an interaction that betters both the discipline and the public or set of stakeholders for whom the work is most relevant.

Oritsejafor, E., & Guseh, J. S. (2004). Civic education among college students: A case study. *Journal of College and Character*, 5(4), Article 1. Retrieved June 7, 2010, from <http://journals.naspa.org/jcc/vols/iss4/>

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 one 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.

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), 750-778.

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. The most significant predictors of sense of civic engagement were students' pre-college perception of the importance of co-curricular involvement and their 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 described in this article. The author explores how methods of theological reflection facilitate the integration of spirituality and civic engagement.

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.



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