

RESOURCE REVIEW

This spring, hundreds of college students spent their break in New Orleans and southern Mississippi helping rebuild communities and supporting people whose lives had been changed by Hurricane Katrina.

Over the past three years, 183 campuses have joined the American Association of State Colleges and Universities' American Democracy Project. Originally intended as a three-year initiative involving a score of schools, the response exceeded all expectations, and the project has been extended well beyond the initial timeframe.

This fall Campus Compact will celebrate its 20th anniversary. Originally the brainchild of four college presidents, the organization has grown to include more than 980 campuses and 31 state offices. It has mobilized 20 million students to participate in community service over the past two decades.

These phenomena are part of a civic-engagement movement that has spread across American college campuses. Indeed, the idea of civic engagement has become so popular that the term may have become too inclusive to be useful: A search on Google of the term "civic engagement" in May 2006 resulted in nearly nine million hits. Moreover, what we mean by the term is debatable—even the words *civic* and *engagement* are in dispute. Does civic incorporate both governmental and non-governmental activities, or does it mean public life as distinct from government? And is it a good thing? For some, *civic* has the connotation of an elite, white, male domain. Meanwhile *engagement* is a term also used by those examining students' engagement with their studies (e.g., the National Survey of Student Engagement).

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CIVIC ENGAGEMENT IN HIGHER EDUCATION

BY JOHN S. O'CONNOR

Nevertheless, the term has become a catchall for both individual and institutional activities that connect the campus to the community. So I will use it in this review, adopting the definition of civic engagement that Thomas Ehrlich provides in *Civic Responsibility and Higher Education* (2000): "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 non-political processes" (Preface, vi).

Contemporary concern about civic engagement, or rather disengagement, can be traced back more than 20 years to the period in which Campus Compact was founded. Interest in the topic has increased significantly in the past decade with the release of two well-publicized reports in 1998—the National Commission on Civic Renewal's *A Nation of Spectators* and the Council on Civil Society's *A Call to Civil Society*; with publication of Robert Putnam's *Bowling Alone*, first as a 1995 article and then expanded into a book in 2000; and with the growth of the service-learning movement. During the 1990's, foundation and federal funds provided seed money for programs connecting campuses and communities across the country.

This resource review will begin by offering a personal short list of necessary reading for those who want to understand the recent civic-engagement movement and then identify additional key resources, which are increasingly Web based, by categorizing them as pertaining to individuals or institutions. The

review does not systematically address contemporary political theory or civics education. Both topics could come under the civic-engagement umbrella, and some texts from those areas of study are included in the review, but political theory and civics education are also distinct bodies of literature and space limits their discussion here. (In *Every Student a Citizen*, 2000, the Education Commission of the States distinguishes between *civic education* and *education for citizenship*. The former transmits knowledge about democracy and democratic processes,

Resource Box I

OVERVIEW OF APPROACHES

- Campus Compact: <http://www.compact.org>
- Colby, A., T. Ehrlich, E. Beaumont, and J. Stephens (2003). *Educating citizens: Preparing America's undergraduates for lives of moral and civic responsibility*. San Francisco, CA, Jossey-Bass. 352 pp, \$32.
- Ehrlich, T. (2000). *Civic responsibility and higher education*. Washington, DC, The American Council on Education and The Oryx Press. 448 pp, \$45.
- Kezar, A., A.C. Chambers, J. Burkhart (2005). *Higher education for the public good: Emerging voices from a national movement*. San Francisco, CA, Jossey-Bass. 384 pp, \$40.
- The National Forum on Higher Education for the Public Good: <http://www.thenationalforum.org>

while the latter gives students opportunities to acquire a “democratic self” and specific civic skills.)

A good place to start becoming acquainted with civic engagement is the Ehrlich (2000) anthology cited above. Although written before 9/11, this text is still current in its identification of issues (in part one) and its survey of the movement (in parts two and three). Part four provides sector-specific issues—for community colleges, comprehensive and research universities, historically black colleges and universities, liberal-arts colleges, and religious institutions. The contributors, from Alexander Astin to Edward Zlotkowski, are all figures central to the movement over the past decade or more.

Ehrlich’s broad overview can be supplemented and updated by a 2005 anthology, *Higher Education for the Public Good*, edited by Adrianna Kezar, Anthony Chambers, and John Burkhardt. This book, whose audience is primarily campus administrators, emphasizes public policy and institutional mission. Another companion text to Ehrlich’s anthology is *Educating Citizens* (2003) by Anne Colby, Thomas Ehrlich, Elizabeth Beaumont, and Jason Stephens. This book summarizes the research on civic and moral development and presents a wealth of designs for moving civic engagement and ethical judgment back to the center of academic attention on campus. Adoption as the core text for the American Association of State Colleges and Universities’ American Democracy Project increased the book’s clout.

The Web has become a central source for disseminating information on civic engagement. Two Web sites that belong in this initial list provide wide-ranging information on research and programs: those of Campus Compact (<http://www.compact.org>) and of the National Forum for Higher Education and the Public Good (<http://www.thenationalforum.org>). Under Elizabeth Hollander’s superb leadership over the past decade, the Compact has connected service-learning to community and political activism and become the primary clearinghouse for civic engagement on the Web. The site lists Compact publications and other print and Web reports and provides a calendar of programs and events, service-learning syllabi, best practices, and other resources.

Naming the National Forum on Higher Education for the Public Good (<http://www.thenationalforum.org/>) as an essential resource is as much a recognition of the need for such a project and site as it is recognition of the value of the existing site. It is targeted at “three important constituents involved in the ‘public good movement’: higher education professionals, policymakers, and the public.” The ambitious goal of bringing together these three audiences is partly met by the site’s mix of theory, research, and practice. Funded primarily by the Kellogg Foundation, the forum focuses on Michigan’s civic issues. But given the number of graduate assistants involved, it also is a powerful force for future researchers and leaders in the field in general.

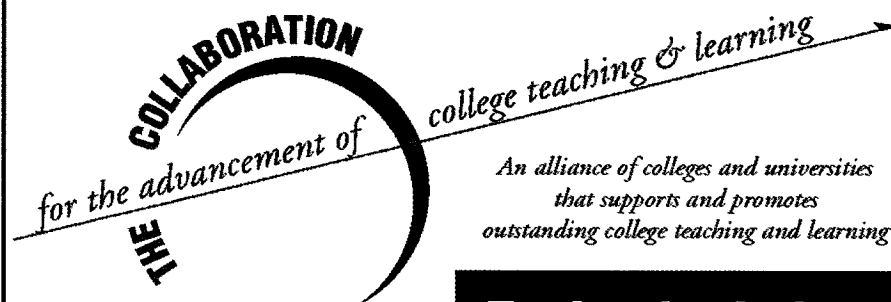
FOCUS ON THE INDIVIDUAL

Students. For the past 20 years, much of the attention regarding civic engagement has been on the contrast between young people’s commitment to community service and their disregard for political participation, most notably voting. Cynthia Gibson’s Carnegie

Corporation report, *From Inspiration to Participation: A Review of Perspectives on Youth Civic Engagement* (2001), presents an overview of research on this disparity and identifies eight areas for work by those interested in youth civic engagement, including interdisciplinary collaboration, more-democratic schools, civic engagement/education programs outside of schools (in community-based and youth-oriented organizations), and a return of higher education to its civic mission.

A 2002 report by Scott Keeter, Cliff Zukin, Molly Andolina, and Krista Jenkins, *The Civic and Political Health of the Nation: A Generational Portrait*, offers a detailed post-9/11 view of the attitudes of young people (ages 15 to 25) about civic perspectives and behavior. It distinguishes the “DotNet” generation from the three previous generations. A sample of the many findings: “The youngest generation is more favorable toward government action and more socially tolerant than older generations, yet it is also less attentive to public affairs, less involved in politics, and less trustful of others.”

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(http://www.civicyouth.org/research/products/youth_index.htm) This portrait can be enhanced by the student voices in Sarah Long's *The New Student Politics: The Wingspread Statement on Student Civic Engagement* (2002), which describes contemporary student conceptions of civic engagement and politics.

Keeter's report and similar projects that are rich in survey data and other research findings have been gathered and published on the Web site of the Center for Information and Research on Civic Learning and Engagement (CIRCLE). Based at the University of Maryland and funded by the Pew Charitable Trusts and the Carnegie Corporation, CIRCLE supports and publishes research on civic and political participation of young people ages 15 to 25 (<http://civicyouth.org>).

Service-learning is the best-known and most popular way for the academy to encourage greater civic engagement and community participation. Part of its success stems from the ways in which service promotes conventional academic learning while building upon the current generation's interest in volunteerism. A fundamental component of effective service-learning is students' reflection upon the service experience. For examples, see the essays in Campus Compact's *Introduction to Service-Learning Toolkit: Readings and Resources for Faculty* (2003). Report after report cites students' satisfaction with the service-learning experience and their sense that they make a difference. The challenge has been to connect this sense of personal efficacy to collective political action.

Numerous articles, books, and Web sites are devoted to service-learning. Among the most frequently cited works are those by Janet Eyler and Dwight Giles (1999), Barbara Jacoby (1996, 2003), and Edward Zlotkowski (1998, 2002). Zlotkowski is also the general editor of a very useful series of 20 volumes, originally published by the American Association for Higher Education, focusing on disciplinary-based service-learning entitled *Service-Learning in the Disciplines*. Campus Compact offers an "essential resources brochure" and publications that combine theory and practice. Among the most valuable are those by Richard Battistoni (2002), Sherril Gelmon, Barbara Holland, and Amy Driscoll (2001), and Kerrissa Hef-

ferman (2001). Considerable information about, and models for, service-learning are also available at the National Service-Learning Clearinghouse (<http://www.servicelearning.org>), which is managed by Learn and Serve America, part of the Corporation for National and Community Service. Learn and Serve also has its own Web site (<http://www.learnandserve.org>).

Some community-action programs prefer not to be identified as *service*, which for them implies a one-directional relationship and distribution of power. From this perspective, community engagement has an explicit political dimension. Harry Boyte and colleagues at the Center for Democracy and Citizenship at the University of Minnesota use the term *public work*, which they define as "the creation and sustenance of projects for which young people are taken and take themselves to be accountable serious creators and producers. It also means that young people themselves identify the problems that they wish to set themselves to solve through their collective labors in and around their own spaces" (43). Their Minneapolis project, Public Achievement, has versions in various cities around the United States and abroad. The center's Web site (<http://www.publicwork.org>) not only has information about these projects but also other resources on democratic practice and youth civic engagement.

Dialogue initiatives such as study circles, inter-group dialogues, and deliberative dialogue offer other valuable means to gain experience with, and insight into, community-based learning. This approach aims to achieve understanding of differences through discussion and shared deliberation. The National Coalition for Dialogue and Deliberation (NCDD) is a helpful umbrella organization, holding an annual conference and hosting a clearinghouse Web site (<http://www.thataway.org>).

Diversity programs have been another source for developing students' civic engagement. The Association of American Colleges and Universities (AAC&U) has been a leader in this field for many years through its conferences, projects, and publications (see www.aacu.org), as well as by sponsoring the *Diversity Web* (<http://www.diversityweb.org>). That site, along with *Diversity Digest*, provides rich information for individual faculty, admin-

istrators, and professional staff members. AAC&U's diversity initiatives encompass other issues besides civic engagement, but a number of recent projects have explored the integration of the two. Most of these initiatives—such as American Commitments: Diversity, Democracy, and Liberal Learning or Shared Futures: Global Learning and Social Responsibility—are focused on the institutional level and involve teams of faculty and administrators from selected institutions. Another recent AAC&U initiative, *Journey Towards Democracy: Power, Voice, and the Public Good*, reflects the efforts by a number of people to connect dialogue, service-learning, diversity programs, and civic engagement. Two recent books provide other instances of this effort: Carolyn O'Grady's *Integrating Service-Learning and Multicultural Education in Colleges and Universities* (2000) and Joseph Galura, Penny Pasque, David Shoem, and Jeffrey Howard's *Engaging the Whole of Service-Learning, Diversity, and Learning Communities* (2003).

Some research on the relationship between diversity experiences and civic engagement has resulted from the University of Michigan's affirmative-action cases. Patricia Gurin (1999) found "a consistent pattern of positive relationships between diversity in higher education and both learning and democracy outcomes" (<http://www.diversityweb.org/Digest/Sp99/benefits.html>).

Sylvia Hurtado, who began her research on "Preparing Students for a Diverse Democracy" while at the University of Michigan and is now director of the Higher Education Research Institute at the University of California at Los Angeles, found similar results using a freshman survey at 10 colleges and universities (<http://www.umich.edu/~divdemo>). She has continued some of this work through the annual Cooperative Institutional Research Program (CIRP) survey.

Faculty and staff. Most attention in the civic-engagement literature is focused on engaging students or developing engaged campuses, and most faculty members are involved in civic engagement through their roles as teachers. Producing "the scholarship of engagement" and community-based research are ways that faculty members have become more directly involved in community work. The term, the scholarship of engagement, was coined by Ernest L. Boyer following pub-

lication of his *Scholarship Reconsidered* (1990). In a 1995 speech, he encouraged faculty engagement in meeting the scholarly needs of the larger civic community and recommended partnerships, rather than a one-directional “application” of scholarship. In addition, the new term recognized that lore and practices are forms of knowledge that communities can bring to an important issue and that the academy needs to acknowledge this “knowing-in-action” (Schön, 1983).

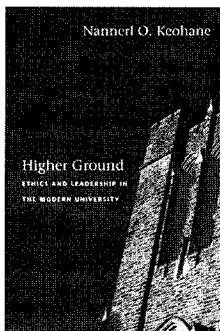
Much of the writing about community-based research and the scholarship of engagement breaks into two categories—how to do it and how to be recognized or valued for it. The former body of work recently has been addressed by Kerry Strand, Nick Cutforth, Randy Stoecker, Sam Marullo, and Patrick Donohue in *Community-Based Research and Higher Education: Principles and Practices* (2003). For these authors, such research is collaborative and change-oriented and finds its research questions in the needs of communities. They contrast these methods and goals with traditional academic research, which sees community as subject, the researcher as sole expert, and the result as fixed and objective.

Much community-based research for an academic audience appears in disciplinary journals. A list of some of these journals is available on the Campus Compact Web site (<http://www.compact.org/resources/detail.php?id=17>). Two that publish articles connecting this type of study to civic engagement are the *Journal of Higher Education Outreach and Engagement* (<http://www.uga.edu/jheoe>) and the *Michigan Journal of Community Service-Learning* (<http://www.umich.edu/~mjcs/>). The former follows the land-grant university tradition of outreach and features articles on institutional engagement and partnerships. The latter, as the title suggests, focuses on the “theory, practice, pedagogy, and/or research of academic service-learning in higher education.” While it was under the editorial direction of the American Association for Higher Education (AAHE), *Change* magazine also published a series of articles on the new scholarship—for example, Donald Schön’s “The New Scholarship Requires a New Epistemology” (1995). The January/February 1997 issue, devoted to civic engagement, featured a number of leaders in this field and is still a useful resource.

The attention to faculty recognition and rewards for this form of scholarship is designed to redress and counter the dominant mode of scholarship valued in the university. Community-based research is generally collaborative, applied, and local. All those characteristics are counter to the conventional academic definition of exemplary research, which privileges single-author, theoretical, and cosmopolitan work.

AAHE was important in pushing for recognition of the scholarship of engagement as well as the scholarship of teaching. Through the leadership of Gene Rice, the AAHE Forum on Faculty Roles and Rewards examined how community-based research could be evaluated. The forum held annual conferences and developed initiatives under a “New Pathways” project that resulted in publications, including Rice’s *New American Scholar* (1995) and O’Meara and Rice’s *Faculty Priorities Reconsidered: Rewarding Multiple Forms of Scholarship* (2005).

In 1995 AAHE also published Ernest Lynton’s *Making the Case for Professional Service*, which used five case studies to examine what professional service is, why it is needed, and how it



Higher Ground Ethics and Leadership in the Modern University NANNERL O. KEOHANE

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can be documented and evaluated. The Lynton book was followed by Amy Driscoll and Ernest Lynton's *Making Outreach Visible: A Guide to Documenting Professional Service and Outreach* (1999), which used 16 cases to explain how procedures and portfolios could be developed to meet local campus cultures. An update of advice on documenting the scholarship of engagement is available at the Community-Campus Partnership for Health Web site (<http://depts.washington.edu/ccph/toolkit.html>). An indirect result of all this work has been the Clearinghouse & National Review Board for The Scholarship of Engagement (<http://www.scholarshipofengagement.org>). This Web site offers detailed resources for putting together a case for tenure and promotion and offers a review service that features more than two dozen national scholars. Finally, the Campus Compact Web site has some useful resources and guidelines for promotion and tenure.

FOCUS ON THE INSTITUTION

The engaged campus. An extension of faculty and student civic engagement is institutional engagement, although what that term means reflects a wide range of relationships. Over the past 10 years, two national organizations—the National Association of State Universities and Land-Grant Colleges (NASULGC) and the American Association of State Colleges and Universities (AASCU)—have tried to persuade their member institutions to “return to their roots” by developing community partnerships and by being responsive to their communities in deeply collaborative ways. With funding from the Kellogg Foundation, NASULGC’s Kellogg Commission (2000) published a series of six reports, *Returning to our Roots* (<http://www.nasulgc.org/Kellogg/kellogg.htm>). One of the most widely used reports was “The Engaged Institution.” A 2002 report produced by AASCU, entitled *Stewards of Place* (<http://www.aascu.org/publications>), offered similar recommendations for campus-community partnerships.

In January 2006, Kellogg and NASULGC revisited campus engagement:

As reported by the responding institutions, it is in the area of engagement that the Commission has had its greatest impact. ... These universities have engagement plans and provide incen-

Resource Box II

PUBLICATIONS

- American Association of State Colleges and Universities (2002). *Stewards of place*. Washington, DC, AASCU. <http://www.aascu.org/publications>
- Barber, B. R. (1984). *Strong democracy: Participatory politics for a new age*. Berkeley, University of California Press. 356 pp, \$16.95.
- Barber, B. R. (1998). *A place for us: How to make society civil and democracy strong*. New York, Hill and Wang. 172 pp, \$16.
- Battistoni, R. M., W. E. Hudson, et al. (1997). *Experiencing citizenship: Concepts and models for service-learning in political science*. Washington, DC, American Association for Higher Education [distributed by Stylus Pub]. 247 pp, \$29.50.
- Battistoni, R. M. (2002). *Civic engagement across the curriculum: A resource book for service-learning faculty in all disciplines*. Providence, RI, Campus Compact. 84 pp, \$25/20 (nonmember/member).
- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ, Carnegie Foundation for the Advancement of Teaching. 160 pp, \$25 paperback.
- Boyer, E. L. (1997). *Ernest L. Boyer, selected speeches, 1979-1995*. San Francisco, CA, Carnegie Foundation for the Advancement of Teaching. 153 pp, \$15 paperback.
- Boyte, H. C. and N. N. Kari (1996). *Building America: The democratic promise of public work*. Philadelphia, Temple University Press. 272 pp, \$26.95
- Boyte, H., J. Far (1997). “The Work of Citizenship and the Problem of Service-Learning.” *Experiencing citizenship: Concepts and models for service-learning in political science*. Ed. R. Battistoni, Washington, DC, American Association for Higher Education [distributed by Stylus Pub.].
- Boyte, H., E. Hollander (1999). *Presidents’ fourth of July declaration on the civic responsibility of higher education*. <http://www.compact.org/resources/detail.php?id=36>
- Bringle, R. G., R. Games, et al. (1999). *Colleges and universities as citizens*. Boston: Allyn and Bacon. 210 pp. (out of print)
- Byrne, J.V. (2006). *Public higher education reform five years after the Kellogg commission on the future of state and land-grant universities*. Washington, DC, National Association of State Universities and Land Grant Colleges. www.nasulgc.org/Kellogg/KCFiveYearReport.pdf
- Checkoway, B. (2001). “Renewing the civic mission of the American research university.” *The Journal of Higher Education* 72(2): 125-147.
- Council on Civil Society (1998). *A call to civil society: Why democracy needs moral truths*. Institute for American Values.
- Cress, C. M., P. J. Collier, et al. (2005). *Learning through serving: A student guidebook for service-learning across the disciplines*. Sterling, VA, Stylus Pub. 224 pp. \$19.95 paperback.
- Driscoll, A., E. A. Lynton, et al. (1999). *Making outreach visible: A guide to documenting professional service and outreach*. Washington, DC, American Association for Higher Education [distributed by Stylus Pub]. 244 pp, \$22.50.
- Eyler, J. and D. Giles (1999). *Where’s the learning in service-learning?* San Francisco, CA, Jossey-Bass. 352pp, \$36.
- Galura, J., P. Pasque, D. Schoem, J. Howard (2004). *Engaging the whole of service-learning, diversity, and learning communities*. Ann Arbor, OSCL Press, University of Michigan. 238 pp, \$20 paperback.
- Gelmon, S. B., B.A. Holland, A. Driscoll (2001). *Assessing service-learning and civic engagement: Principles and techniques*. Providence, RI, Campus Compact. 154 pp, \$45/36 (nonmember/member).
- Gibson, C. (2001). *From inspiration to participation: A review of perspectives on youth civic engagement*. NY, Carnegie Corporation: 24. <http://www.pacefunders.org/publications/pubs/Moving%20Youth%20report%20REV3.pdf>
- Gurin, P. (1999). *The benefits of diversity in college and beyond: An empirical analysis*. Ann Arbor, University of Michigan. <http://www.diversityweb.org/Digest/Sp99/benefits.html>

- Heffernan, K., (2001). *Fundamentals of service-learning course construction*. Providence, R.I, Campus Compact. 300 pp, \$60/50 (nonmember/member).
- Hurtado, S. (2003). *Diverse democracy project*. <http://www.umich.edu/~divdemo>
- Jacoby, B. (1996). *Service-learning in higher education: Concepts and practices*. San Francisco, CA, Jossey-Bass Publishers. 416 pp, \$40.
- Jacoby, B. (2003). *Building partnerships for service-learning*. San Francisco, CA, Jossey-Bass. 400 pp, \$38.
- *Journal of Higher Education Outreach and Engagement*. <http://www.uga.edu/jheoe>
- Keeter, S., C. Zukin, M. Andolina, K. Jenkins (2002). *The civic and political health of a nation: A generational report*. New Brunswick, The Pew Research Center for the People and the Press & Eagleton Institute of Politics, Rutgers University. http://www.civicyouth.org/research/products/youth_index.htm
- Langseth, M. N. and W. M. Plater (2004). *Public work and the academy: An academic administrator's guide to civic engagement and service-learning*. Bolton, MA, Anker Pub. 338 pp, \$39.95.
- Long, S. (2002). *The new student politics: The Wingspread statement on student civic engagement*. Providence, RI, Campus Compact. 24 pp, \$10/8 (nonmember/member).
- Lynton, E. A. (1995). *Making the case for professional service*. Washington, DC, American Association for Higher Education [distributed by Stylus Pub]. 244 pp, \$22.50.
- Maurrasse, D. J. (2001). *Beyond the campus: how colleges and universities form partnerships with their communities*. New York, Routledge. 224 pp, \$32.95.
- *Michigan Journal of Community Service Learning*. <http://www.umich.edu/~mjcsl>.
- National Association of State Universities and Land Grant Colleges. (2000). *Returning to our roots*. Washington, DC, NASULGC. <http://www.nasulgc.org/Kellogg/kellogg.htm>
- O'Grady, C. R. (2000). *Integrating service learning and multicultural education in colleges and universities*. Mahwah, NJ, L. Erlbaum Associates. 300 pp, \$79.95.
- O'Meara, K. and R. E. Rice (2005). *Faculty priorities reconsidered: Rewarding multiple forms of scholarship*. San Francisco, CA, Jossey-Bass. 368 pp, \$36.
- Percy, S. L., N. L. Zimpher, M. J. Brukardt (2006). *Creating a new kind of university: Institutionalizing community-university engagement*. Bolton, Mass., Anker Pub. 312 pp, \$39.95.
- Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community*. New York, Simon & Schuster. 544 pp, \$16, paperback.
- Rice, R.E. (1995). *New American scholar*. Washington, DC, American Association for Higher Education [distributed by Stylus Pub]. 44 pp, \$10.50.
- Schoem, D. L. and S. Hurtado (2001). *Intergroup dialogue: Deliberative democracy in school, college, community, and workplace*. Ann Arbor, University of Michigan Press. 376 pp, \$20.95, paperback.
- Schön, D. (1983). *The reflective practitioner: How professionals think in action*. New York, Basic Books. 374 pp, \$26.95.
- Schön, D. (1995). "The new scholarship requires a new epistemology." *Change*, Nov/Dec: 27-34.
- Sirianni, C. and L. Friedland (2001). *Civic innovation in America: Community empowerment, public policy, and the movement for civic renewal*. Berkeley, University of California Press. 382 pp, \$21.95.
- Strand, K., N. Cutforth, R. Stoecker, S. Marullo, P. Donohue (2003). *Community-based research and higher education: Principles and practices*. San Francisco, CA, Jossey-Bass. 304 pp, \$35.
- Zlotkowski, E. A. (1998). *Successful service-learning programs: New models of excellence in higher education*. Bolton, MA, Anker Pub. 324 pp, \$39.95.
- Zlotkowski, E. A. (1997-2006). *Service-learning in the disciplines*. 20 volumes. Sterling, VA., Stylus Publishers. \$29.50 each; \$530 for 21-volume set. ☺

tives for faculty involvement. However, some universities have adopted the term "engagement" but have not implemented the Kellogg Commission's definition of engagement with respect to the aspect of "mutual sharing." Several universities use the term "engagement" interchangeably with the term "outreach." To the Commission, engagement involves sharing, working in partnership with segments of society, and is a two-way process. "Outreach" implies a one-way communication from the university out to society.

Examples of institutional outreach and engagement and information about a 2005 conference benchmarking university engagement are available at the National Center for the Study of University Engagement at Michigan State University (<http://csue.msu.edu>). This site also has information and links for the annual Outreach Scholarship Conference.

The recommendations of these reports are similar to the 1999 *Presidents' Fourth of July Declaration on the Civic Responsibility of Higher Education* by Harry Boyte and Elizabeth Hollander and signed by 539 college and university presidents representing all sectors of higher education (<http://www.compact.org/resources/detail.php?id=36>). The declaration claims that college and university leaders have the fundamental task of renewing the role of colleges and universities as agents of our democracy. It calls for presidential leadership and offers assessment guidelines for multiple campus constituents. It concludes with questions about democratic practices on campus, campus/community partnerships, community improvement, and campus engagement.

Another indicator of the change under way at the institutional level is an "elective" community-engagement classification in the new Carnegie Foundation for the Advancement of Teaching's classification system (<http://www.carnegiefoundation.org/classifications/index.asp?key=1213>). Institutions currently applying for this classification must undertake a two-step process for approval and need to identify *curricular engagement* and/or *outreach and partnerships* as categories to describe their community engagement.

Two multi-campus responses to these various calls are worth noting here. Since 2002, AASCU has partnered with

WEB SITES

- American Democracy Project:
<http://www.aascu.org/programs/adp>
- Association of American Colleges and Universities: <http://www.aacu.org>
- Carnegie Foundation for the Advancement of Teaching: <http://www.carnegiefoundation.org>
- Center for Community Partnerships at the University of Pennsylvania: <http://www.upenn.edu/ccp>
- Center for Democracy and Citizenship at the University of Minnesota: <http://www.publicwork.org>
- Center for Information and Re-

- search on Civic Learning and Engagement: <http://civicyouth.org>
- The Clearinghouse & National Review Board for The Scholarship of Engagement: <http://www.scholarshipofengagement.org>
- Community-Campus Partnership for Health: <http://depts.washington.edu/ccph/toolkit.html>
- Diversity Web: <http://www.diversityweb.org>
- Imagining America: Artists and Scholars in Public Life: <http://www.ia.umich.edu>
- Learn and Serve America:

- <http://www.servicelearning.org>
- National Center for the Study of University Engagement at Michigan State University: <http://csue.msu.edu>
- The National Coalition for Dialogue and Deliberation: <http://www.thataway.org>
- The National Service-Learning Clearinghouse: <http://www.servicelearning.org>
- Office of University Partnerships: <http://www.oup.org>
- Outreach Scholarship Conference: <http://outreach.osu.edu/outreachscholarship>

The New York Times on the American Democracy Project, mentioned at the beginning of this review, which “focuses on the development of informed graduates who are committed to lives of engagement as citizens in our democracy” (<http://www.aascu.org/programs/adp/>). The enthusiastic response to this project, which does not offer funding for participating campuses, is one of the clearest signs of how much faculty, students, and institutions resonate to the need for greater civic engagement. Essentially a grassroots operation, the initiative has been a model of collaborative practice.

The second exemplary project is *Imagining America: Artists and Scholars in Public Life*, described as “a national consortium of colleges and universities committed to public scholarship in the arts, humanities, and design” (<http://www.ia.umich.edu>). Begun in 2001, the consortium has more than 70 members. It holds an annual conference, publishes a newsletter and occasional papers, and organizes collaborative initiatives. Among its current activities is a project aimed at helping graduate students become public scholars and another project on promotion and tenure policies and procedures.

Various books and reports provide details and case studies of engaged institutions. For starters, Robert Bringle’s *Colleges and Universities as Citizens* (1999) provides informative historical analyses, case studies, and conceptual frameworks. An update and supplement is provided in Mark Langseth and William Plater’s *Public Work and the Academy: An Academic Administrator’s Guide to Civic Engagement and Ser-*

vice-Learning (2004). Bringle and Plater are both at Indiana University Purdue University at Indianapolis (IUPUI). Another IUPUI connection is the journal *Metropolitan Universities*, which is edited by Barbara Holland, one of the leading scholars writing about engaged campuses. Under Holland’s editorship, special issues have been devoted to such topics as indicators of engagement (v. 17.1), community-based research (v. 16.1), and lessons from service-learning (v. 14.3).

Working from his experience as a program officer at the Rockefeller Foundation, David Maurrasse has published books on college and university civic engagement. His *Beyond the Campus: How Colleges and Universities Form Partnerships with Their Communities* (2001) is the most useful, with chapters on projects he supported while at Rockefeller. Steven Percy, Nancy Zimpher, and Mary Jane Brukardt’s *Creating a New Kind of University: Institutionalizing Community-University Engagement* (2006) draws upon their experience at the University of Wisconsin-Milwaukee and includes chapters by experienced practitioners of campus-community partnerships.

Possibly the most notable case study of engaged campus-community partnerships is the Center for Community Partnerships at the University of Pennsylvania under the inspired leadership of Ira Harkavy and with the support of the previous and current university presidents, Judith Rodin and Amy Guttmann (<http://www.upenn.edu/ccp>). The center began as a collection of service-learning projects in the West Philadelphia schools

and has grown into a wide-ranging collaborative set of programs in health, the environment, and the arts. It has become a model nationally and internationally of campus-community partnerships.

The federal government had in the past offered significant support for collaborative partnerships through its Office of University Partnerships in the Department of Housing and University Development (<http://www.oup.org>). Unfortunately, its most far-reaching program, the Community Outreach Partnership Centers, is being discontinued. This program has had a significant impact in encouraging campuses and communities to come together in genuinely collaborative partnerships.

TWO CONCLUDING NOTES

First, a wealth of material is also available to the college and university community through non-profit and community organizations. Much of this material is Web-based and free.

Second, the past five years—post-9/11—have been a period of enormous challenge to civic engagement. Issues of security and privacy, immigration and citizenship, wars and foreign policy, and the environment and economy deserve thoughtful analysis and action on our campuses, while campus issues of access, success, and diversity become only more pressing. I started this review noting three signs of civic engagement’s promise. Nonetheless, on many campuses it feels too quiet—there is a sense of disengagement or of academic business as usual—when there is so much left for us to do. ☐