his spring, hundreds of college students spent their break in New Orleans and southern Mississippi helping re-build 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 volunteers 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).

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 civic 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 civic 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
- **The National Forum on Higher Education for the Public Good**: http://www.thenationalforum.org

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John S. O’Connor is a professor of integrative studies in New Century College at George Mason University. He was the founding dean of the college (1995-2000) and from 2000-2004 was a senior scholar at the American Association of Higher Education, where he directed the initiative “Engaged Campuses for a Diverse Democracy.”
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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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/jhoe) and the *Michigan Journal of Community Service-Learning* (http://www.umich.edu/~mjcsl). 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 Schón’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...

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**Higher Ground**

**Ethics and Leadership in the Modern University**

**NANNERL O. KEOHANE**

*Higher Ground* is a collection of essays by Nannerl O. Keohane, former President of Wellesley College and Duke University, and one of the most respected leaders in higher education.

The speeches and essays presented here, written over a twenty-year period, reflect on the challenges facing modern universities, including rising costs, the temptations of “corporatization,” consumerist students, nomadic faculty members, and a bewildering wave of new technologies, as well as the role and future of higher education.

“*Higher Ground* is the work of a distinguished university president who has something to say. The totality of Nannerl O. Keohane’s work represented here says much that is really important about the state of the modern American university and the values it ought to represent.”—Donald Kennedy, President Emeritus, Stanford University

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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 on 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 worked 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-

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WEB SITES

- American Democracy Project: http://www.aascu.org/programs/adp
- Association of American Colleges and Universities: http://www.aascu.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 Research on Civic Learning and Engagement: http://civicyouth.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://oureach.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 Langsdeth and William Plater’s Public Work and the Academy: An Academic Administrator’s Guide to Civic Engagement and Service-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 Maurra 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 Brukhardt’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 Gutman (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.