



CONCEPTS & CONNECTIONS:

Civic Engagement

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Facing Citizenship

By Caryn McTighe Musil

What does the face of citizenship look like? What should it look like? And how is higher education helping students to define the face they choose to adopt as they interact with local and global communities? These are weighty and difficult questions, made all the more urgent in a period when the United States is exporting through war, diplomacy, and commerce an American notion of democratic citizenship, even as it continues to debate internally who has a right to full and equal citizenship in our nation's democracy.

Civics and citizenship used to be assigned exclusively to high school

where students learned about various levels of government. At best, they might have practiced some version of civics through extra curricular clubs. All that changed dramatically when the civil rights movement made the country acknowledge the unfinished work of democracy. College campuses became seedbeds of debate, activism, and intellectual inquiry about the meaning of citizenship. The notion that campuses were isolated retreats, removed from the pressing questions of the world, was shattered.

Black students, most of whom had no access to the vote, organized, marched, participated in sit-ins, and acted as if they had a right to determine the quality of their civic lives. Those white students who became allies learned with their black sisters and brothers the cost of facing citizenship and the violence that would be unleashed by those who had for centuries opposed America's becoming a multiracial democracy. Almost all of this activity, however, occurred outside of the classroom and often was not encouraged by faculty and administrators.

Nonetheless, the civil rights movement established a template for college students that influenced how they grappled with other major national debates in which they struggled to put a face to citizenship.

"College campuses became seedbeds of debate, activism, and intellectual inquiry about the meaning of citizenship."

What was the responsibility of a U.S. citizen as we waged war in Vietnam? How should one react to the differential treatment and opportunities for women? What did it mean to have access to education if your wheelchair couldn't climb the steps to the library? What did equal protection of the law mean if your sexuality determined whether you would be recognized under the law?

As students today continue to face citizenship and the important questions it demands of them, the pattern is all too familiar. The issues have changed, the politics have perhaps become more muted, but student engagement in local and global communities is a distinguishing mark of this current generation of volunteer-minded, service-oriented students. As in earlier generations, however, too much of the activity still occurs outside of the classroom, in spite of, not because of, the structured learning environments most campuses have espoused.

The Academic Heart of Civic Learning

Is there another way to conceive of educating students for citizenship that puts civic learning at the heart of the academy? Might the very question of facing citizenship, in

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Connections From The Director

My observation is that since the 1980's, there has been a global resurgence of democracy. I have observed this through watching national news network stories and seeing general opinion poll results, along with reading various civic minded publications. My conclusion is that in various regions of the world, people of different countries and cultures emphatically approve of democratic principles and practices. It seems that we have recognized that effective civic education is an indispensable means to the establishment and maintenance of democratic ideals and institutions.

During my Thanksgiving journey to Lancaster, Pennsylvania to spend a warm and renewing day of comfort with my wife and her family I was introduced to the thoughts of writer Arthur J. Kropp. His thoughts guided me to an important and tangible connection to the renewed spirit around civic ideas. Arthur (source unknown) said, "The American Ideal is not that we will all agree with each other, or even like each other, every minute of the day. It is rather that we will respect each other's rights, especially the right to be different, and the at the end of the day, we will understand that we are one people, on country, and one community, and that our well-being is inextricably bound up with the well-being of each and every one of our fellow citizens."

I found meaning in the latter quote through the story telling of Studs Terkelin. Terkelin's (2003) work called, *Hope Dies Last: Keeping the Faith in Troubled Times*, provided me a context for Kropp's words as he told the story of Greg Halpern, a college student that engaged in civic leadership as he and others challenged one of the world's richest

institutions, Harvard, to pay its workers a living wage. A context much closer to me is the passionate engagement demonstrated by the student body president at the University of Maryland. Tim Daly, a government, politics and economics major has championed the student voice in addressing the cost of higher education. He has been featured twice in the *Chronicle of Higher Education*, as well as in other national and local media publications. He has been tireless in engaging local, state and federal politicians, in civic discord and social agitation as he strives to make the case for affordable and accessible higher education. My most intimate exposure with a civically engaged person is my father-in-law, Luther. He demonstrates such empathy in his words and has left miles and miles of footprints on this earth as he marched and rallied for a more peaceful and caring world. Luther has traveled on school buses up and down the east coast with members of his neighborhood community, cardboard sign in hand, promoting a global peace agenda for our world leaders.

I am deeply rooted in my own self discovery, skill development, and evolving abilities as a teacher and leadership educator as I immerse myself in the civic education movement. This edition of *Concepts and Connections*, serves as a rich resource focusing on how we as leadership educators relate leadership learning and application to the context of civic knowledge, skills and efficacy. We are very excited to offer the membership the opportunity to learn and find application through our authors work and words in this issue.



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NCLP SEEKS CONFERENCE AND RETREAT PLANS

NCLP is looking to expand the resources on its website and would love for members to share the wonderful things they are doing on their campuses and in their communities. If you have retreat agendas and conference plans that you would like to submit for our website, please email the NCLP Coordinator at zedaver@umd.edu.

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Facing Citizenship

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fact, become integral to the educational mission of higher education? Several factors suggest that students need not separate their civic life from their academic life.

A number of books, for instance, have begun to document an emerging curriculum and campus culture that deliberately integrate civic learning into students' academic experience. *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility* by Anne Colby, Thomas Ehrlich, Elizabeth Beaumont, and Jason Stephens (2003) describes the implementation of innovative courses that engage students directly in civic learning. There are indications, too, that hundreds more colleges are poised to create more intentional academic pathways for civic engagement. Last spring when my office organized a call for proposals, "Journey Towards Democracy: Voice, Power, and the Public Good," as the first program in our new Center for Liberal Education and Civic Engagement, one hundred and forty colleges and universities applied for seven small grants.

A conceptual shift that puts civic education at the center is represented in the Association of American Colleges and Universities' new report, *Greater Expectations: A New Vision for Learning as a Nation Goes to College*. "Liberal education," the report (AAC&U, 2003 p. xii) asserts, "has the strongest impact when students look beyond the classroom to the world's major questions, asking students to apply their developing analytical skills and ethical judgment to significant problems in the world around them." Such a sea of change could inform the disciplines, influence pedagogies, and expand the boundaries of scholarly inquiry. Too often, however, options for civic learning are experienced as extra curricular, private acts of charity rather than transformative public partnerships that alter the face of citizenship.

Melding the Work of the Mind with the Welfare of the World

But is it possible to build develop-

mentally upon a student's volunteer charitable inclinations and provide a history, context, and more complicated understanding of what might be at stake? Is it possible to imagine melding the work of the mind with the welfare of the world? To do so would require academic institutions to integrate the variety of learning experiences they currently offer students. Is there a way, for example, to organize co-curricular activities so they reinforce, expand, and complement civic learning in the curriculum? Could we map out a logical sequence in the curriculum that uses different disciplinary lenses and modes of knowing to deepen students' understanding of their location in and responsibility to the larger world? And what are the research questions that such an engagement might generate and inform?

In an effort to distinguish the kinds of learning generated by myriad civic engagement experiences typically found on college campuses, I have delineated six faces of citizenship: 1) exclusionary, 2) oblivious, 3) naive, 4) charitable, 5) reciprocal, and 6) generative. They are both faces of citizenship and, to a degree, phases of citizenship. Each reflects different definitions of community, values, and knowledge. While the higher level of learning in reciprocal and generative citizenship can be demonstrated *outside of the curriculum*, the knowledge and skills necessary to acquire this level are dependent on what is learned *through the curriculum*. Both levels require civic and

"As students today continue to face citizenship and the important questions it demands of them, the pattern is all too familiar. The issues have changed, the politics have perhaps become more muted, but student engagement in local and global communities is a distinguishing mark of this current generation of volunteer-minded, service-oriented students."

societal knowledge, analytical perspectives, understanding about diversity and inequality, democratic arts, thoughtful ethical and self-reflection, and the ability to apply knowledge to solve complex social problems.

Faces/Phases of Citizenship

Exclusionary: The face of exclusionary citizenship is represented by gated academic environments that lock students in and all other entities out. It can also be represented by a curriculum that ferociously guards its borders from the contamination of connection with "others." In both cases, the community is narrowly defined only as one's own, which makes civic disengagement the ruling value. The exclusionary phase sees the world through a single vantage point (its own) and is distinguished by a monocultural sensibility.

Oblivious: The drive-by service learning experiences on college campuses, especially those that involve huge groups of students who are not sure why they are there, can often inadvertently produce the face of oblivious citizenship.

For example, a university bussed their predominantly white students, who had little preparation for the experience, into an inner city food kitchen. A homeless man getting his dinner asked the young college student, "Why are you here?" She answered, "I guess I'm here to watch you." To her shock, the man became very angry and abusive. He recog-

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Facing Citizenship

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nized the kind of civic detachment represented by this face of citizenship in which the community is perceived as a resource to mine primarily for the benefit for the onlooker.

Naïve: The naïve face of citizenship is characterized not by civic detachment but by *civic amnesia*. While the community is seen as a resource to engage, the lack of historical knowledge about its residents or an analysis of power dynamics limits the learning and the benefits of the experience. A well-meaning student from an elite private college worked in a summer program with inner city youth. At the end of the summer, the young man invited the kids' families to his yacht club as a final event. He was dismayed that more parents didn't attend. He was not so much monocultural as acultural. The limitation prevented him from organizing a successful final event.

Charitable: This is perhaps the most typical face of citizenship at college campuses. Motivated by *civic altruism*, students see the community as a resource that needs help. Campus programs deliver food to the hungry, blankets to the homeless, and repair homes for the elderly. The knowledge these students have acquired makes them aware of deprivations, and they develop an affective kindness and respect for those they seek to help. They are usually more multicultural in their sensibility, but their own culture more often remains the norm through which they view the rest of the world. Those in need do have some imme-

diately wants met and the givers feel better because of their generous act. However, by focusing on individual remedies without a larger analysis of structural causes of inequality, collective solutions to broad social problems remain unexplored.

Reciprocal: For many students, the faces of citizenship are indeed phases. In a developmental arc, each phase helps students understand the edges and limits of their knowledge, analytical lenses, and evolving moral sensibilities. The value animating this reciprocal phase is civic engagement. A program at a large Midwestern research university is structured to teach this more complex and socially responsible civic learning by having students and the institution negotiate with community partners about the shape and purpose of their communal project. The outline for the research, the nature of the reciprocally useful product they create, and the format evolve over time, through negotiation and experimentation. In this process, students must learn to operate within multiple vantage points and develop both multicultural knowledge and intercultural competencies.

Generative: This cumulative phase of generative citizenship draws

"Too often, however, options for civic learning are experienced as extra curricular, private acts of charity rather than transformative public partnerships that alter the face of citizenship."

deeply from reciprocal citizenship but has a more all-encompassing scope with an eye to the future public good. The community is understood not as something separate and apart but as one and the same, an *interdependent* resource filled with possibilities. Students move from *civic engagement* as a value to civic prosperity. They seek the well being of the whole, an integrated social network in which all flourish. Versed in the histories of the struggles for democracy, these students acquire a firmer grasp of the arts of democracy, as interpersonal process, political mechanisms, and aspirational values. Students traverse cultural borders with a deeper grasp of systems that influence individuals and groups as well

as a sophisticated knowledge of the levers that can make systems more equitable. A liberal arts college in New England modeled this generative face of citizenship as it took leadership in an ambitious urban coalition of educators, businesses, religious groups, community activists, and governments to transform their declining city. They tackled the individual problems as pieces of whole cloth. They sought to improve housing, revamp the school system, reduce crime, institute economic development incentives, and create a new sense of community through long-term partnerships. Students continue to be involved in a variety of ways: as participants on community planning groups, as researchers applying their disciplinary knowledge to solve complex modern problems, as civic entrepreneurs learning about the interconnections between economic development and the public good. Recently, the college has created dedicated courses that are gateways to engagement for first- and second-year students, thus opening curricular pathways to civic learning

| FACT/PHASE | COMMUNITY IS... | VALUES EXPRESSED |
|--------------|--|---------------------|
| Exclusionary | only your own | civic disengagement |
| Oblivious | a resource to mine | civic detachment |
| Naive | a resource to engage | civic amnesia |
| Charitable | a resource that needs your help | civic altruism |
| Reciprocal | a resource to empower and be empowered by | civic engagement |
| Generative | an interdependent resource filled with possibilities | civic prosperity |

that promises to transform academic study as it transforms the larger society.

Civic Learning Within and Without

It is possible, then, to design our colleges so students learn how to face citizenship from within and without. It is not necessary to bifurcate the civic activity outside the gates of the institution from the intellectual activity within. In fact, each is enriched by the other. But it will require that the academy use the powerful lenses of the disciplines, the rigor of intellectual inquiry, the illuminating knowledge of diversity, and the moral sensitivities of an ethical life to tackle pressing public issues of the day. Assignments will need to challenge students to integrate what they know with what they value in the service of the common good. With such an education, students can face themselves and face their complex, divided world as more socially responsible, informed, and empowered intercultural citizens. What a world of difference they will make. ■

This article is an expansion of an earlier article: McTighe Musil, C. (2003). Educating for citizenship. Peer Review, 5(3), 4-8.

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Program Spotlight

The Civic Engagement Inventory

By Julie A. Hatcher and Robert G. Bringle

In the past decade, many colleges and universities have re-examined their commitment to community involvement and have explored new means for developing civic responsibility as an aligned component of campus mission (Bringle, Games & Malloy, 1999). The late Ernest Boyer (1996) challenged higher education to bring a new dignity to the scholarship of engagement by connecting the rich resources of higher education "to our most pressing social, civic, and ethical problems, to our children, to our schools, to our teachers, to our cities" (Boyer, 1996, p. 19-20). Campuses across the entire spectrum of higher education have reallocated campus funds and secured federal funding (e.g., HUD-Community Outreach Partnership Centers, Federal Work-Study Guidelines, Corporation for National and Community Service Learn and Serve programs) to increase civic engagement. National organizations (e.g., American Association of Higher Education, American Association of State Colleges & Universities, American Association of Colleges and Universities, Campus Compact) have sponsored conferences and a variety of program initiatives focused on community involvement. Indeed, "service learning",

"The Center for Service and Learning has key responsibilities to be a catalyst for civic engagement, to collaborate on the assessment of civic engagement, and to work with faculty to document civic engagement as scholarly work, but civic engagement is promoted as being the responsibility of all academic units."

"community-based learning", and "civic responsibility" have become buzzwords within higher education.

Indiana University-Purdue University Indianapolis (IUPUI) is a metropolitan university that takes seriously its responsibility to relate its academic work to communities in ways that are mutually beneficial. Under the leadership of the chief academic officer and the Center for Service and Learning (<http://csl.iupui.edu>), campus resources have been realigned and institutional structures established to support service learning and civic engagement (Holland, 1997; Zlotkowski, 1999). The mission of the Center for Service and Learning is to involve students, faculty, and staff in service activities that mutually benefit the campus and community. Programs are designed based upon the following program goals

- To support the development of service learning classes.
- To increase campus participation in community service activities.
- To strengthen campus-community partnerships.
- To advance the scholarship of service.

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Program Spotlight

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■ To promote civic engagement in higher education.

This last goal is the focus of this article that describes the development of a web-based Civic Engagement Inventory.

In Fall 2000, the dean of the faculties and the vice chancellor for planning and institutional improvement appointed a Civic Engagement Task Force to prepare for the campus's 10-year accreditation through North Central Association (NCA). Civic engagement was selected by academic leadership to be one of two areas of self-study to best represent the campus mission for the accreditation review. The Civic Engagement

Task Force was asked to (a) examine methods to document civic engagement activities, (b) evaluate the quality of civic engagement activities, and (c) envision a civic engagement agenda for the campus and its surrounding communities.

One of the earliest challenges of the task force was to define civic engagement as *"active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner that is consistent with the campus mission"* (IUPUI Civic Engagement Task Force, 2001). Civic engagement includes teaching, research, and service in and with the community (see Figure 1). Therefore, civic engagement, as a scholarly activity, is the work of all schools and

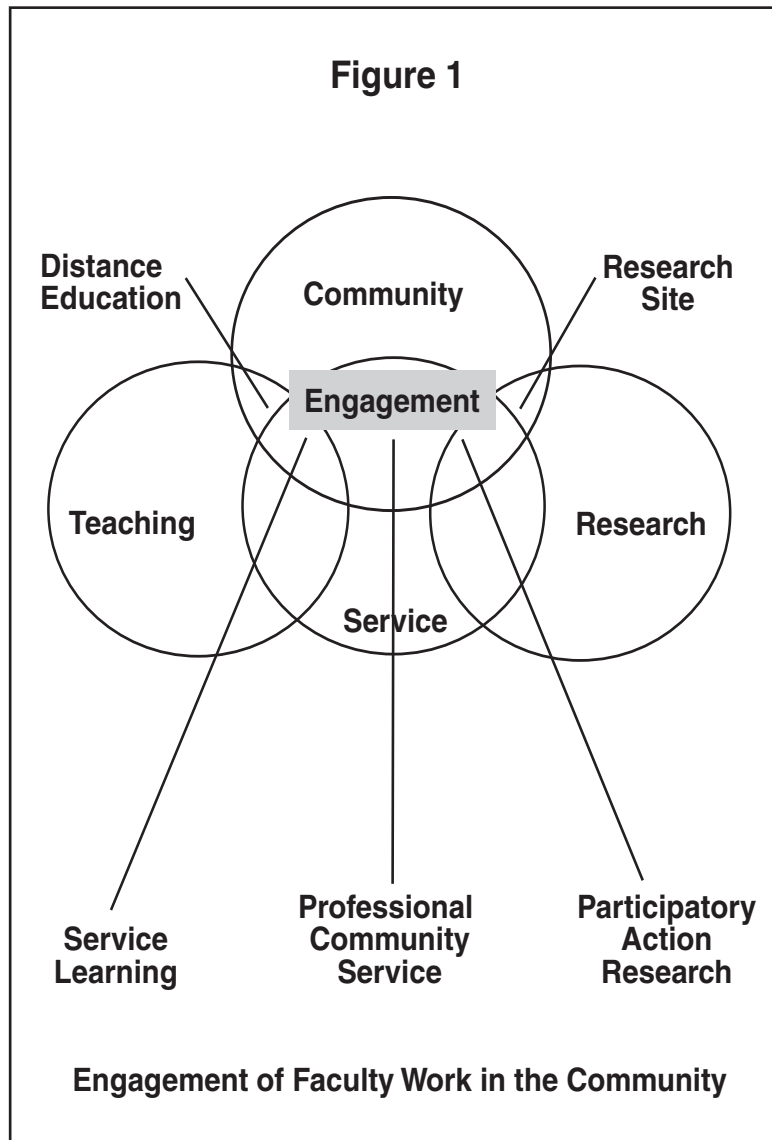
departments. Academic units (e.g., School of Dentistry, School of Liberal Arts) are expected to report on civic engagement activities in annual reports that are part of institutional planning and budgeting. The Center for Service and Learning has key responsibilities to be a catalyst for civic engagement, to collaborate on the assessment of civic engagement, and to work with faculty to document civic engagement as scholarly work, but civic engagement is promoted as being the responsibility of all academic units.

Defining civic engagement was an important first step towards providing a means for faculty and staff to document this work. However, documentation of civic engagement activities is invariably a challenge, especially within a large university. Our campus is a complex organization comprised of 22 academic units, 1,800 full-time faculty, and 29,000 students. Unlike the documentation of research and teaching, there was not a formalized means for documenting civic engagement. IUPUI now includes civic engagement on its Faculty Annual Report, and clear guidelines exist for documenting service in promotion and tenure, however, there was no centralized or systematic way to capture civic engagement activities and have this information readily accessible to others.

The Center for Service and Learning had previously conducted two campus surveys attempting to gather information in order to answer the question, "What is IUPUI doing in the community?" The modest returns from these paper surveys resulted in a campus report that was primarily circulated internally and likely to be read by only a few. The goal of the Civic Engagement Task Force (CETF) was to design a more effective method, and a more public way to document and represent the many forms of civic engagement to multiple audiences.

In preparation for the NCA review, staff from Informational Management and Institutional Research designed a web-based Institutional Portfolio (<http://www.iport.iupui.edu>). The CETF consulted with this group

Figure 1



“The Civic Engagement Inventory has the potential to increase understanding to further campus-community collaboration, support the development of interdisciplinary projects, and increase the likelihood that civic engagement is documented and valued as scholarly work. In addition, it can provide recognition to faculty, staff, and community partners who collaborate on civic engagement activities.”

to create a Civic Engagement Inventory (<http://www.iport.iupui.edu/civic/>) as a means for representing civic engagement activities to internal and external audiences. Faculty and staff across campus were asked to enter activities into the interactive database prior to the NCA review, and are asked to update information on a continuing basis.

The Civic Engagement Inventory organizes civic engagement activities along a number of key dimensions: academic unit, types of civic engagement activities, social issues, keywords, community partners, and geographic location. Campus-community activities can be searched on a particular issue (e.g., homelessness, crime prevention) or searched to identify who on campus is involved with which community agency (e.g., Hawthorne Community Center). The database will also allow the community additional access to campus resources associated with civic engagement activities.

The Civic Engagement Inventory has the potential to increase understanding to further campus-community collaboration, support the development of interdisciplinary projects, and increase the likelihood that civic engagement is documented and valued as scholarly work. In addition, it can provide recognition to faculty, staff, and community partners who collaborate on civic engagement activities. The Civic Engagement Inventory will also serve the purpose of providing an ongoing mechanism for accumulating information about the quality of this work. Knowing how well these activities are being performed provides a basis for establishing the impact of the work, gives feedback about specific strengths and areas that need improvement, and provides benchmarks for monitoring progress.

In addition to the Civic Engagement Inventory, the Institutional Portfolio includes performance indicators to benchmark and document campus progress towards measurable goals for a) enhancing capacity for civic engagement, b) enhancing civic activities, partnerships, and patient and client services, and c) intensifying commitment and accountability to Indianapolis, central Indiana, and the state. Performance indicators have been an integral part of campus accountability practices and provide a systematic way to gather information that can chart progress toward institutional goals.

The campus has made great strides in documenting civic engagement, and yet

we are quick to say that there is much more work to do in this area of scholarship. The expanding role of higher education demands a constant rethinking of the work and new ways will need to be continually refined to best capture the progress. Ernest Boyer and others have set forth the vision, and now we are finding the way. ■

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Training & Techniques

Learning from Reflective Practitioners and Engaged Scholars

By Ted Howard

A decade ago, Georgetown University linguistics professor Deborah Tannen published *You Just Don't Understand*, a book that spent nearly four years on the *New York Times* bestseller list. Tannen famously describes how women and men "live in different worlds," ascribe different meanings to words, and walk away from the same conversation with completely different impressions about what was said.

Is the same true, in some sense, of scholars of democratic theory and activists seeking to enhance democratic practice? Is there a significant intellectual and practical divide separating academics from practitioners? If there is, how do we bridge that gulf so that the two groups can learn to learn from one another and be positively changed as a result of the interaction? How can activists contribute their hard-won on-the-ground experience to academics to help produce better research and scholarship? How do scholars share their theoretical insights and empirical knowledge with activists to help produce better organizing strategies and enduring social change? In short, how do they work together to produce better "thinking" and "doing"?

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The Challenge of Scholar-Activist Engagement

There are, of course, many instances wherein scholars and intellectuals have worked productively with activists and organizers. In the early 1940s, when it looked as if progress for African Americans was stymied, the NAACP brought together the nation's leading scholars on race. It was at that meeting that the Association decided upon the legal strategy which became central to the civil rights movement. In the 1960s, the War on Poverty was shaped by the work of social policy scholars. Intellectuals lent legitimacy and international visibility to dissident movements in Central and Eastern Europe in the 1970s and '80s.

However, there have been few *sustained* attempts to systematically bring together thinkers and activists in which all are equal collaborators in the effort to strengthen the practice of democracy. Why have there been so few successful efforts? One reason is the very difference in outlook and skills which, if brought together, promise greater democratic understanding and more effective democratic action. Even though both groups may be wedded to enhancing democracy, the abstractness of democratic analysis presented by democratic scholars will often be seen as abstruse and irrelevant by

"There are, of course, many instances wherein scholars and intellectuals have worked productively with activists and organizers. In the early 1940s, when it looked as if progress for African Americans was stymied, the NAACP brought together the nation's leading scholars on race."

activists - and the detailed, specific accounts of democratic activism laid out by activists will often strike academics as "war stories," interesting but no substitute for more general analysis. Moreover, academics get paid to talk; advocates (if they get paid at all) for acting and producing concrete results on the ground, in campaigns or in shaping public opinion. The "styles" don't mesh easily.

Learning How to Be Engaged

The Democracy Collaborative (<http://www.democracycollaborative.org>) is an international consortium of democratic scholars and civic practitioners representing more than 25 universities and citizen organizations. The Collaborative was initiated to advance a new understanding of democracy for the 21st century and to promote sustained and wide-

spread democratic practice. In our view, central to creating this new understanding of democracy is the engagement of scholars with activists, and the dynamic interaction (and, on occasion, the outright clash) of their distinctive perspectives, skills, and experiences. Thus, over the past few years, we have brought together activists and academics in a variety of settings to help ensure that our projects and programs are designed in a creative partnership between both groups.

Our “engaged university” initiative, for instance, provides a forum in which scores of faculty, staff, and students of the University of Maryland at College Park meet quarterly with local community activists, civic leaders and political figures to explore university-community partnerships that can produce tangible benefits both on and off campus. A Democracy, Diversity and Voice initiative, our multi-year research project into racial and ethnic disparities and political participation, is guided by a national advisory board of eminent scholars and prominent activists of color. A toolkit of effective civic engagement practices based on a comprehensive literature review conducted by scholars was then reviewed and critiqued by community and national civic practitioners. The next step in the project is to organize teams of participating scholars to engage in dialogue and training in civic practices with activists in cities around the country.

One of our more sustained efforts is a joint program with the Advocacy Institute, an international

CAS Announces Release of New Book of Professional Standards

CAS is pleased to announce the publication of a newly revised “Blue Book” of Standards and Guidelines entitled: The Book of Professional Standards for Higher Education, 2003 and CAS Self-Assessment Guides (SAGs). To order your copy of the book and the SAG for Student Leadership Programs (2002), visit www.cas.edu.

nongovernmental organization that facilitates activist-focused capacity building workshops and seminars to strengthen social movements. Through this partnership, we are working to create a network of scholars and activists from diverse backgrounds who can learn from the thinking and build upon the experiences of one another. Our objectives are several fold: 1) to help the next generations of activists sharpen their capacities to shape democratic theory and practice through writing, organizing, and other forms of public action; 2) to train the next generations of scholars so that they will take full account of and have respect for democratic practice, of the possibilities of significant political, economic, and social change, and how the latter have been brought about; 3) to better enable advocates to help define the public agenda; and 4) to help both academics and practitioners to identify the operational and intellectual challenges they face in carrying out their work.

To date, we have held one major multi-day workshop (involving approximately 25 human rights activists from several countries and 6 scholars) and numerous smaller discussions and working sessions. From these we have begun to learn how to learn from reflective practitioners and engaged academics. Three hard-won insights, in particular, stand out:

■ **First:** Focusing on “bridging the gap” separating scholars and activists may produce a false dichotomy. True, there are clear differences in perspective and experience which do separate the groups. But in today’s world, many activists are themselves thinkers, writers, and analysts, while many scholars are either engaged in some form of practice in their scholarly life or have previous activist experience. Thus, to borrow the motto of Search for Common Ground, an international conflict resolution NGO, rather than focusing on the division between us, it may be more useful to simply “acknowledge our differences and build on our commonalities.”

■ **Second:** In engaging scholars and activists around the issues and challenges of democracy, we should not shy away from focusing our discourse around deep-seated issues — what might be called “the system question.” That is: 1) an analysis of the present political economy, particularly with an eye to what accounts for the constant reappearance of the same kinds of societal failures (for example, the continuing concentration of wealth in many societies despite various reforms aimed at addressing this problem); and 2) a discussion of alternative and realistic visions to alternative systems that could produce more equitable, just, and democratic outcomes. Indeed, we have found that if these issues are posed and discussed in a way that demonstrates a relevance to the daily life and work of activists and scholars, then there is a great desire among both groups to engage in an intellectually ambitious and ongoing interaction. This has the potential for building a shared and enduring set of ideas that can serve both activism and the social sciences and other disciplines.

■ **Third:** Producing meaningful dialogue and shared work between scholars and activists is no easy matter. It takes time, experimentation (including failed experiments), and as a Zen teacher might suggest, “a beginner’s mind.” Or, as a colleague is fond of saying, “This isn’t as hard as rocket science. It’s harder!” But the potential pay-off is enormous: better activism, better scholarship, and perhaps a much-needed renewal of democratic life. ■

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The Leadership Bookshelf

Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility

By Anne Colby, Thomas Ehrlich, Elizabeth Beaumont and Jason Stephens

Reviewed by Wendy Wagner

As leadership educators, we often find overlap among leadership development, moral development and civic engagement, particularly in terms of goals, values, skills and useful pedagogy. Higher education has an important role to play in the development of all three. A new book, *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility* is a great resource for the leadership educator seeking to become well-versed in moral and civic engagement.

Anne Colby's research and expertise in moral development and Thomas Ehrlich's well-known work on higher education and civic responsibility combine nicely, along with the assistance of Elizabeth Beaumont and Jason Stephens, who offer perspectives from political science and education, respectively. The authors outline what several successful institutions of higher education are doing to influence the development of moral and civic virtues, what challenges they face in doing so, and what principles and examples can guide the rest of us doing this work on our own campuses. The intended audience is higher education administrators, faculty, staff and policy makers; and the work focuses on institution-wide approaches, as well as individual programs or courses.

A few important points are addressed at the outset. First, moral and civic education are interconnected and are referred to as a pair throughout the book. The authors assert that nearly every civic decision or problem involves a moral question, so it is impossible to prepare students for one without the other. Second, moral

and civic goals are interconnected with the goals of undergraduate education. Institutions need not choose between academic goals and civic goals, each can enhance the other. Third, higher education is part of a lifelong process of learning and development. The goal is to prepare students for the journey by teaching critical thinking, social responsibility, ethical judgment, civil political discourse and the many other learning goals discussed throughout the book.

The authors begin by outlining the moral and civic goals of undergraduate education, making a case for why it is an important issue today. Defining moral and civic responsibility and clarifying learning outcomes is an important contribution of this chapter.

In general terms, we believe that a morally and civically responsible individual recognizes himself or herself as a member of a larger social fabric and therefore considers social problems to be at least partly his or her own; such an individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate. (p. 17)

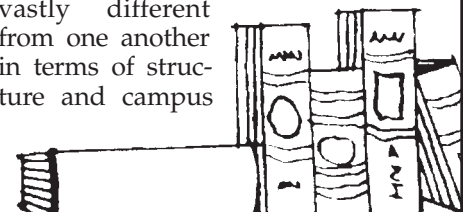
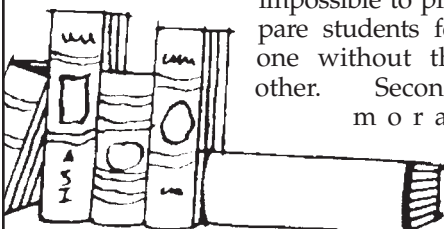
To provide context, the authors describe how American undergraduate education has evolved in regard to civic and moral education. Once a central aspect of a college experience, moral and civic responsibility has in the past 50-60 years been separated from "academic" learning and removed to the margins of the institu-

tion. Recent developments make civic education a challenge. Faculty specialization rather than inter-disciplinary scholarship, the priority of research in tenure review, and the perception of students as customers are examples of some of these challenges. The authors, however, also present positive new developments which may support a movement for civic engagement in higher education. Both positive and challenging aspects of the college context are likely to resonate with leadership educators.

The authors reviewed practices at many institutions around the country and chose twelve institutions to study in-depth. All twelve institutions believe moral and civic education is central to their missions, intentionally and strategically integrate this learning across the curriculum and co-curriculum, and foster a campus-wide culture that communicates these values clearly to everyone at the institution. All also incorporate a commitment to diversity and multiculturalism into their moral and civic development goals.

To make the point that moral and civic education can be successfully implemented in all types of institutions, the twelve institutions chosen for in-depth study were vastly different from one another in terms of structure and campus

"This book takes up the question of what kinds of influence undergraduate can have on students' development as ethical, committed, and engaged human beings and citizens." (p. 4)



culture. Public, private, 2-year, 4-year, single-sex, co-educational, religious, military and many other types of institutions were included.

The authors found the approaches to moral and civic education at these campuses could be categorized along four themes; noting however that most institutions represented a mixture of two or three of the themes, with one emerging as most dominant.

The descriptions of the institutions are organized by the four themes, the first theme being "Moral and Civic Competences." Alverno College for example, has designed its curriculum around the mastery of eight competencies. The second theme, "Community Connections Approach," describes institutions that emphasize service to the campus's local community. Portland State University values partnerships in its local community in co-curricular and curricular activities, including the faculty reward structure. Institutions with a "Moral and Civic Values Approach" focus on personal virtue and values development. The United States Air Force Academy is one example, with its strict honor code and a statement of values that every cadet knows by heart, "Integrity first, service before self, and excellence in all we do" (p. 62). The College of St. Catherine provides an example of the last theme, "Social Justice Approach." All seniors take a capstone course aimed at developing "the discipline and consciousness needed to change oppressive systemic conditions and reshape their world" (p. 70).

Next the authors explore the various ways the twelve institutions came to have their campus-wide commitment to moral and civic responsibility. Several forms of effective leadership are explored, for example college presidents, institutes, and faculty. Excellent examples of strategies to create campus culture are also described. For instance, authors share how some campuses use stories of principled civic involvement by campus founders or alumni and campus traditions to convey their values; how others have physical features on the campus, such as their motto, displayed on the campus gates; and how socialization strategies, such as orientation, can have an impact.

At Kapi'olani Community College, faculty development materials use native Hawaiian phrases. This not only conveys the institution's teaching values, but also their commitment to the area's ethnic roots.

Subsequent chapters of the book discuss how to best incorporate moral and civic responsibility into one's work. Leadership educators will find much to ponder here. Theory and research on moral and civic development is reviewed; principles of student learning and specific pedagogical strategies are examined, including service-learning, experiential education, problem-based learning and collaborative learning; and four different, but effective, examples of innovative teaching are outlined to clarify these points. Multiple approaches for weaving moral and civic education into an institution's overall curriculum are explored, including the use of general education or discipline specific requirements for certain majors. The important role of faculty in this process is described, especially including how to support faculty in this work when exploring innovative pedagogical strategies is not rewarded.

A final chapter on assessment emphasizes the importance of measuring impact and outcomes, including course evaluations, assessing student learning and assessing the effectiveness of institution-wide programs.

The authors address the co-curriculum as well. The potential impact of out-of-class experience is

"On almost all twelve of the campuses, moral and civic development is defined to include students' understanding of ethical and social issues, consideration of multiple perspectives on these issues, willingness to take responsibility for their own actions, commitment to contribute to society, and appreciation of cultural pluralism and global interdependence."
(p. 52)

given its due, with a brief overview of the research on learning outside the classroom. Many different functional areas of the student affairs division, such as residence life, student activities, leadership programs and judicial/honor boards are explored for their potential as contributors to a campus community that capitalizes on the teachable moment to enhance civic and moral education.

The authors call for the return of the centrality of moral and civic education to undergraduate education. In this work they have not outlined a step-by-step formula, but have provided guiding principles and rich examples, emphasizing the adaptation of strategies to fit each institution's unique culture, resources and challenges. Those who find commonality between leadership and civic engagement and moral responsibility will find this a useful resource for designing programs and leading institutions to once again make these issues their central mission. ■

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Scholarship and Research Updates

Leadership for Civic Engagement

By Susan R. Komives and Cara Appel Silbaugh

Investigating the term or meaning behind “civic engagement” is akin to nailing Jell-O to a tree.

Resources and research in the field of civic engagement fall into a range of categories including democratic ways of living, community involvement, civic education, civic skills, and other perspectives. “Civic engagement activities within higher education include objectives such as developing civic skills, inspiring engaged citizenship, promoting a civil society, and building the commonwealth” (O’Meara & Kilmer, 1999). In its broadest sense, civic engagement is a heightened sense of responsibility to one’s communities that leads to active participation with others for the common good (Komives, 2003). Leadership for civic engagement is such a critical topic that NCLP has extended our recent coverage on this topic - you are encouraged to review the 1999 *Concepts & Connections* 7(3) on *Citizenship and Civic Leadership* and Komives’ column “Developing Civic Responsibility” including various assessment measures.

Two resources were exceptionally helpful in examining the term civic engagement. One is Kerryann O’Meara and Heather Kilmer’s comprehensive 1999 Campus Compact report “Mapping Civic Engagement in Higher Education: National Initiatives” (<http://www.compact.org/mapping/>). The web site is a great starting point for anyone beginning their exploration. The second source is *The Role*

“In its broadest sense, civic engagement is a heightened sense of responsibility to one’s communities that leads to active participation with others for the common good” (Komives, 2003).

of Civic Skills in Fostering Civic Engagement, a working paper from The Center for Information & Research on Civic Learning & Engagement (CIRCLE) by Mary Kirlin (2003, June). This paper looks at the concept of civic skills from several different disciplines. Kirlin finds important research in the areas of political science, civic education, experiential programs, youth development, developmental psychology and political socialization. Kirlin’s assessment of civic skills can be helpful in determining and naming which skills to include as outcomes of a program, class, or proposal. “Specific civic skills contained in theoretical or empirical frameworks fall into four major categories: 1) organization, and 2) communication...3) collective decision-making, and 4) critical thinking” (Kirlin, p. 12). To conclude, Kirlin includes an extremely informative table that classifies resources based on which skills one is looking to develop. This paper is available as a PDF file from CIRCLE (See URL below).

Various research studies highlight the importance of both enlightenment (i.e. knowledge and information) and engagement (i.e. action and skills) in civic education (Kirlin, 2003, June). In another excellent CIRCLE working paper, Kirlin (2003, March) reviewed forty years’ scholarship examining the role of extra-curricular involvement on civic engagement and found a number of empirical studies in the 1960s and a number in the last five years at

the turn of the century but a dearth of scholarship in the interim. This resurgence in interest in civic engagement signals that more studies are unpublished and should appear in the refereed literature in the near future. From reviewing these studies Kirlin observed

First, there is a strong correlation between adolescent extracurricular participation and adult political and civic behaviors. Second, when controlling for type of organization, adolescent participation in instrumental organizations is correlated with later political and civic participation while adolescent participation in expressive organizations is not. Third, although most adolescent members of extracurricular groups come from higher SES families, extracurricular participants who do not come from high SES families have similar adult political and civic engagement patterns. (p. 13)

These instrumental organizations go beyond individual membership, connect the individual to a collective goal and have “stronger linkages to political participation than expressive organizations” (p. 15). “Instrumental organizations are usually defined to include student government, newspaper, yearbook, political clubs, debate, community organizations, and vocational clubs. Expressive activities generally include athletics, cheerleading, band and orchestra, chorus and hobby clubs” (p. 15). We strongly recommend you download both Kirlin reports as the best compilations of existing research we could find.

A new book, *Educating Citizens: Preparing America’s Undergraduate for Lives of Moral and Civic Responsibility* (2003) by Ann Colby, Thomas Ehrlich, Elizabeth Beaumont and Jason Stephens delves into the concept of moral and civic responsibility from the perspectives of psychology, political science, and education-

al psychology. A mix of practical suggestions and philosophical statements make a strong case for higher education to be concerned with the moral and ethical education of college students. This book is reviewed in this issue. Readers may also find Gottlieb and Robinson's (2002) *A Practical Guide for Integrating Civic Responsibility Into the Curriculum* helpful.

Several universities have garnered support on their campuses to build a civic engagement program as evidenced from individual web sites. In the University College of Citizenship & Public Service at Tufts University, <http://www.uccps.tufts.edu>, there is a model declaration for any campus affirming civic

engagement be addressed in their community. There are links to service projects, curricula involving civic engagement, and testimonials from faculty, staff, and students involved in the efforts to build a more civically engaged campus. Brown University's Swearer Center web site, http://www.brown.edu/Department/Swearer_Center/, provides links for doing service work, finding scholarships, and future careers focusing on working for the common good. At the University of Washington, the Center for Communication and Civic Engagement is an academic program operated out of the Communications Department and co-sponsored by the Department of Political Science. Their web site, <http://depts.washington.edu/ccce/Home.htm>, describes the initiative as "dedicated to research, the creation of citizen resources and student-designed learning experiences that develop new areas of positive citizen involvement in politics and social life." Finally, a newer initiative we spotted was with the University of Texas, El Paso's, The Center for Civic Engagement. This web site has information integrating faculty, staff, students, and community in major programs and projects highlighting civic engagement. As the web site notes, <http://www.utep.edu/cce/index3.html>, the mission of the center is to seek "to strengthen people's commitment and capacity to use their assets to solve regional problems."

Several initiatives focusing on civic engagement pinpointed democratic citizenship. The Center for Civic Education, <http://www.civiced.org/index.php>, notes an interest in educating people on democratic principles. The Center for Democracy and Citizenship (<http://www.publicwork.org>), NACE: National Alliance for Civic Education (<http://www.cived.net>), and the University of Minnesota Council on Public Engagement (<http://www1.umn.edu/civic>), all focus on developing democratic ideals and building participation in democracy nationwide. CIRCLE focuses on youth civic engagement and is the site for the Kirlin papers noted above.

An extremely impressive on-line source dedicated to issues concern-

ing civic engagement is the National Campus Compact, <http://www.compact.org>. The links regarding civic engagement, the development of civic skills, and liberal education are very impressive and will aid any professional beginning to develop this initiative on their campus. Other on-line resources that would be helpful in gathering resources for a citizenship program on any campus include the AAC&U web site (<http://www.aacu.org>), Journal of College and Character (<http://www.collegevalues.org>), the National Service-Learning Clearinghouse (<http://www.servicelearning.org>), and the APA web site's Resources for Civic Engagement (<http://www.apa.org/ed/slce/civicengagement.html>). The Civic Practices Network, www.cpn.org, has terrific links to partners working on civic awareness: AmericaSpeaks, Center for Democracy and Citizenship, Center for Youth and Communities, CIRCLE, Common Enterprise, Democracy Collaborative, Kettering Foundation, National Civic League, Pew Partnership for Civic Change, and the Study Circles Resource Center.

Multivariate research is desperately needed to determine what experiences promote civic engagement both during the college years as well as in post-graduate participation. We encourage you to take on those studies! Write us with your information or send links to new sites. 🏠

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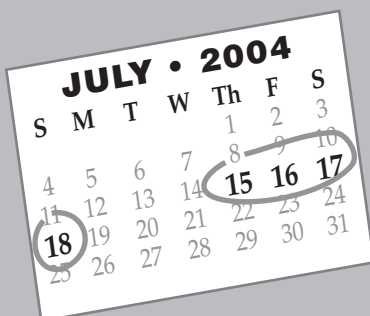
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The National Leadership Symposium 2004

Leadership in a Challenging World: A Call for Transformative Civic Engagement



will be held
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Scholarship & Research Updates

Continued from page 13

[download PDF from
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Now On Sale!

Leadership Courses: Developing Foundational Undergraduate Leadership Courses

by Darin Eich

This monograph illustrates how to create a new leadership course or enhance an existing one through improved teaching, learning, and course content. Particular emphasis is given to foundational level courses that educate students about leadership and develop their personal leadership skills. Key sections include establishing a course for credit, text books, companion books, projects, activities, assessment, syllabi, and other print and online resources.



Coming Soon!

Developing Leadership Through Student Employment

By Paul Naglieri

This monograph seeks to explore ways in which supervisors and on-campus employment agencies can develop intentional leadership outcomes for their student employees. A description of how college affects student employees, along with an integration of leadership models will help provide a framework in which to view this application. In addition, a model for understanding and implementing leadership development into the work experience is presented. Other sections include a description of programs engaging in excellent leadership practices, recommendations for furthering developmental practices and additional activities and resources.

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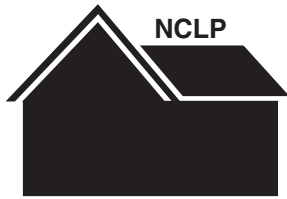
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