

Excellent Civic Engagement Models

Large State Colleges and Universities

Portland State

http://portfolio.pdx.edu/Portfolio/Community_Global_Connections/Civic_Engagement/
http://www.pdx.edu/cae/civic_engagement.html

Indiana University Purdue University Indianapolis

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

University of Minnesota

<http://www.engagement.umn.edu/cope/>
<http://www.engagement.umn.edu/cope/about/index.html>

Medium Size Colleges and Universities

Daemen College (see attached outline of the Center for Sustainable Communities and Civic Engagement)

Tufts University

<http://activecitizen.tufts.edu/?pid=342>

Small Colleges and Universities

Pitzer College

<http://www.pitzer.edu/offices/cccsi/ontario/>

Spelman College

http://www.spelman.edu/about_us/distinction/leads/index.shtml

St. Olaf (Liberal Arts in Times of War)

<http://www.stolaf.edu/global-theme/>

Center for Sustainable Communities and Civic Engagement Daemen College

Mission

The Center partners Daemen College and its students with communities to promote civic responsibility, leading to communities that are healthy, safe and vital and will remain so for future generations.

Goals

1. To provide students with an education that links the well-being of the communities in which they live to their level of civic engagement
2. To deepen Daemen College's commitment to serving the City of Buffalo

The Center strives to meet these goals by partnering Daemen College faculty and students with low income neighborhoods to provide direct services.

Structure

Focus on three Buffalo neighborhoods:

- Seneca Babcock -1998
- West Side – 2003
- Fruit Belt – 2005

Why? Focused neighborhood interaction provides:
leadership, consistency and critical mass.

Target Areas for work of Center

- Environmental
- Educational
- Economic

Environmental

- Environmental Summit
- Western New York Earth Day Family Expo
- Seneca Bluffs project

Educational

- After School programs
- Preschool program
- Summer Reading Camps
- "Daemen Day"
- After School Enrichment modules
- Mentoring program for immigrant teens
- Fruit Belt Oral History project

Economic

- Community Planning and Sustainability service learning class
- VITA (Volunteer Income Tax Assistance) service learning class
- Home Ownership seminars
- West Side immigrant home rehabilitation
- "Income TAXI" mobile van project

Civic Engagement Learning Outcomes

Introductory Exploratory Participatory Integrative

Knowledge	Describe	Compare and Contrast	Analyze	Commit
Skill Development	Describe	Compare and Contrast	Analyze	Commit
Personal Development	Describe	Compare and Contrast	Analyze	Commit
Professional Development	Describe	Compare and Contrast	Analyze	Commit
Intercultural Development	Describe	Compare and Contrast	Analyze	Commit
Social Responsibility	Describe	Compare and Contrast	Analyze	Commit Policy

Prepared by Mary Ryan 10/06

This formulation builds on the Global Education Continuum developed by Ann Kelleher in Diversity Digest 8(4):10
And Judy Krutky – Possible Learning Objective for an Integrated Undergraduate Curriculum

American Association of State Colleges and Universities

American Democracy Project

Tool kit

Assessment

www.aascu.org/programs/adp/toolkit0104/Assessment/Campus_Assessment_Tools.pdf -

Individual and Campus Assessment Tools

Background

Defining Civic Engagement

Assessment is always a critical feature of any effort to produce change. Thinking about assessment at the beginning of a project forces definition of the objective or outcome, as well as a delineation of the processes of measurement and evaluation. The term “civic engagement,” the core focus of the American Democracy Project, has different meanings to different people. In this brief article, we will examine the term and explore the ways that it has been measured in other settings.

Let’s begin with the definition. This project uses the definition of civic engagement proposed by Thomas Ehrlich and his colleagues in Civic Responsibility and Higher Education. Phoenix: Oryx Press, 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, page vi)
“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.” (Introduction, page xxvi).

Note the key elements in this definition. It begins with a conception that civic engagement should “make a difference in the civic life of our communities.” The definition of civic life seems fairly expansive: “promoting the quality of life in a community.” This definition of civic engagement requires knowledge, skills, values, and motivation. In other words, to be civically engaged means both having knowledge and a commitment to act. Finally, the definition calls on individuals to use “both political and non-political processes.”

It seems to me that this definition of civic engagement focuses primarily on behavior, but one could argue that without underlying attitudes, behavior will not

follow. So some assessment might focus not only on what one does or has done, but also on what one believes.

Issues in the Measurement of Civic Engagement

Those that try to assess civic engagement sometimes focus on what most would describe as overt political acts: voting, joining political campaigns, and making campaign contributions. Others, however, look beyond the explicit political acts to a category of activities that might be described as “persuading others.” Still others, thinking about civic engagement in the broadest way as “promoting the quality of life in a community” find volunteering to be an accurate indicator for civic engagement. Campus Compact has a website that contains a number of general articles that could be useful for individuals interested in this subject. See for more details: <http://www.compact.org/advancedtoolkit/measuring.html>

From a methodological perspective, there are many concerns with the process of measuring. Probably the greatest concern come from the widespread use of self-report data. A number of the surveys ask people to estimate the time they have volunteered or engaged in other civic activities. The NSSE even asks to what extent someone has done or plans to do an activity, further compounding the issue.

Some measures of engagement, and indeed community activity, may only predict extended self-interest. For example, participating in an organization of like-minded individuals, though a measure of volunteering, may not predict concern about the community as a whole, but only about that part of the community that the volunteer relates to. And the organization of like-minded individuals may be an extremist hate organization. Volunteering for such an organization, in the self-report instruments so frequently used, might increase the number of units of volunteer time (or other such measures) but that increased volunteerism would hardly be considered a measure of increased civic-mindedness. Putnam refers to this as “bonding” social capital, and while important, he argues that if a nation has only bonding social capital, it would look like Bosnia.

Yet where is the line that distinguishes one’s own interest from broader community interests? After all, when individuals engage in overt political activity, they often do so from a narrow focus on their own partisan interests. Do we condemn the individual who volunteers to work in a group of like-minded extremists but celebrate that same person’s participation in voting when they vote for extremist candidates? Perhaps the only reasonable goal of institutions is to build commitment to become informed and to act...and hope that the range of opinions and ideas represented by graduates, taken together, will be an expression of community. Our project seeks to be non-partisan, and maintaining that lack of partisanship creates an opportunity for all students to become engaged.

Yet some acts of civic-mindedness are more selfless than selfish. Some people reach out to those who are unlike themselves: poor, disadvantaged, homeless, etc. In the range of civic engagement indicators that will be shown below, there is usually little distinction made in the nature of the activity. Thus a person can report volunteering, and yet only be reporting the volunteering done to support a narrow, local and self-interest cause, while the same report of volunteering from another individual may reflect working with many others, in a large-scale and civically important initiative. Putnam calls this form of social capital “bridging.” I suspect that this distinction between bonding and bridging is what prompted Anne Colby and her colleagues to focus not only on civic engagement but also on moral issues as well. The current assessment strategies lack sophisticated means of interpretation. Many of the current measures of civic engagement, lacking precision and nuance, probably do not provide us with any definitive gauge of the health of a community.

An indirect way of gauging civic engagement that may be interesting and potentially useful involves measures of diversity. Learning about diversity, and becoming aware of the issues and concerns of people unlike oneself, may be a better measure of civic engagement than simply joining a narrow range of organizations comprised of people who think the same way. NSSE has a number of measures of diversity, including, for example, a question that asks: “To what extent does your institution emphasize... Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.” Yet as the concept of civic engagement grows larger and fuzzier, it threatens to become so large as to be meaningless. At some point, almost everything that is not focused directly on oneself could be argued as contributing to “the quality of life in a community” and thus impossible to measure, becoming essentially useless. That is why the measures of political activity, as expressions of concern about the community, may be a narrow but useful approach to the issue of measuring civic engagement.

Finally, there are the mechanics of measuring civic engagement. Do you use local or national assessments? Do you measure the campus against national norms or some comparative sample of other institutions? Do you measure at a specific point in time, or try to set up a longitudinal process, gauging performance against last year’s data?

Measurement Tools ***(Measuring Individuals)***

There are a number of tools used in measuring civic engagement, both among college students and the general population.

1. UCLA Survey

The Cooperative Institutional Research Program (CIRP) at UCLA's Higher Education Research Institute has surveyed more than 9 million incoming college

freshman since the survey's inception in 1966. The UCLA survey is the most comprehensive assessment of student attitudes and plans. The survey asks about things such as voting in student elections, volunteering, and a variety of other behaviors. http://www.gseis.ucla.edu/heri/cirp_survey.html

2. Your First College Year

Your First College Year (YFCY) is a new survey that UCLA is doing in conjunction with the Policy Center for the First Year of College. Now in its fourth year, the survey complements the freshman survey by measuring students at the end of the first year of college. The survey includes questions about participating in demonstrations, discussed politics, and things like that.

http://www.gseis.ucla.edu/heri/yfcy/survey_instrument.html

3. National Survey of Student Engagement (NSSE)

The National Survey of Student Engagement (NSSE) is a tool that contains several civic engagement measures. Some are directly related to civic activity, such as the question that asks "To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas: Voting in local, state, or national elections?" Other questions on the NSSE are more indirect, yet may also prove to be useful indicators.

NSSE and the State of Kentucky The Council on Postsecondary Education in Kentucky uses four NSSE items to gauge civic engagement, including one that they added.

- o participation in a community-based project as part of a regular course
- o Extent to which college experience has contributed to...voting in local, state or national elections
- o Extent to which college experience has contributed to...contributing to the welfare of the community
- o Hours per week spent doing volunteer work (added by Kentucky)

Kentucky also uses items from an alumni survey to track civic engagement. (for more information, contact Christina Whitfield, Associate for Research and Information. christina.whitfield@mail.state.ky.us 502 573-1555)

4. Assessment of Individual Civic Assessment

The 19 Core Indicators of Engagement

Civic Indicators

1. Community Problem Solving
2. Regular Volunteering, non-electoral organization
3. Active membership in a group or association
4. Participation in fund-raising run/walk/ride
5. Other fund-raising for charity

Electoral Indicators

6. Regular voting
7. Persuading others

8. Displaying buttons, signs and stickers
9. Campaign contributions
10. Volunteering for candidate or political organization

Indicators of Political Voice

11. Contacting officials
12. Contacting the print media
13. Contacting the broadcast media
14. Protesting
15. E-mail petitions
16. Written petitions
17. Boycotting
18. Buycotting
19. Canvassing

5. Current Population Survey on Volunteering (with the Corporation for National and Community Service)

A national survey of volunteering by all Americans was first conducted in September 2003 by the U.S. Bureau of Labor Statistics, in collaboration with the Corporation for National and Community Service. See Volunteering Survey in the Current Population Survey for September 2002.

<http://www.bls.gov/news.release/volun.toc.htm>

Measurement Tools

(Measuring Institutional Engagement and Civic Engagement)

In addition to measurement tools for gauging the civic engagement of individuals, there are a number of assessments of civic engagement for campuses. The renewed focus on engagement, the focus on the scholarship of engagement, and various outreach initiatives such as AASCU's Stewards of Place document, have all addressed the civic contributions of higher education. As a result, there are various assessment strategies for assessing civic engagement of institutions. My concern with measuring the civic engagement of institutions is that sometimes it substitutes for focusing on student outcomes. I can imagine a campus that is heavily invested in civic outreach and in various forms of civic engagement; indeed that same campus may embrace the scholarship of engagement for faculty. But I can imagine that those kinds of campuses might still not affect students in any fundamental ways. Yet I can't imagine a campus that focuses on student civic engagement outcomes without simultaneously focusing on the scholarship of engagement and the engagement of the campus in the life of the community. The engagement of a campus, and the engagement of faculty, are necessary but insufficient, if the core focus is to be on outcomes for students.

1. Dimensions of Engagement

From the Kellogg Forum on Higher Education for the Public Good
A Report from the National Leadership Dialogue Series

1. Access to Learning
2. Enhanced Diversity
3. Civic Learning
4. Public Scholarship
5. Social Well-Being
6. Trusted Voice
7. Public Spaces
8. Community Partnership
9. Self-Governance
10. Public Accountability

http://www.kelloggforum.org/NDLSmaterials/ndls%20final%20reports/monticello_dialouge3.pdf

2. Indicators of an Engaged Campus From Campus Compact

1. Mission and purpose
2. Administrative and academic leadership
3. External resource allocation
4. Disciplines, departments, and interdisciplinary work
5. Faculty roles and rewards
6. Internal resource allocation
7. Community voice
8. Enabling mechanisms
9. Faculty development
10. Integrated and complementary community service activities
11. Forums for fostering public dialogue
12. Pedagogy and epistemology

<http://www.compact.org/advancedtoolkit/indicators.html>

3. Campus Assessment of Civic Responsibility From Campus Compact

<http://www.compact.org/presidential/plc/assessment.html>

I. Presidential Leadership

II. Campus Constituencies

A. Students

- A. Curriculum
- B. Co-Curricular
- C. Campus Culture
- D. Campus Diversity
- E. Student Careers

B. Faculty

1. Faculty Culture
2. Faculty Development and Rewards

C. Administrators and Staff

D. Trustees and Alumni

III. Institutional Role in Civic Responsibility

- A. Democratic Practice on Campus
- B. Campus/Community Partnerships
- C. Communications with the Community
- D. Community Improvement
- E. Campus Engagement

Measurement Tools

(Measuring Communities)

Measuring Social Capital in the American States

(Robert Putnam, *Bowling Alone*, Simon & Schuster, 2000, p. 291, Table 4)

Components of Comprehensive Social Capital Index

Measures of community organizational life

Served on committee of local organization in last year

Served as officer of some club or organization in last year

Civic and social organizations per 1,000 populations

Mean number of club meetings attended in last year

Mean number of group memberships

Measures of engagement in public affairs

Turnout in presidential elections, 1988 and 1992

Attended public meeting on town or school affairs in last year

Measures of community volunteerism

Number of nonprofit (501[c]3) organizations per 1,000 population

Mean number of times worked on community project last year

Mean number of times did volunteer work in the last year

Measures of informal sociability

Agree that "I spend a lot of time visiting friends"

Mean number of times entertained at home in last year

Measures of social trust

Agree that "Most people can be trusted"

Agree that "Most people are honest"

Civic Engagement for an Inclusive Democracy

Outcomes

For students:

Habits of Mind

Personal and social responsibility

Agency

Interpersonal responsibility

Connectedness

Mutuality

Reciprocity

Trust

Fairness and justice

An orientation toward cooperation to solve problems

An orientation toward the common good

Valuing inclusive democracy

Comfort with and appreciation of diversity

Understanding the role of local, state and federal government and participating in the various forms.

Skills

Applied, field-based learning

Collaboration and consensus-building as modes of interaction

Operating in complex systems

Strategic planning and long term solutions

Career networking

Critical thinking on issues

Voting

Participating in local, state and national policy making

For communities:

Accomplishment of community development projects

Infrastructure: such as citizen involvement in the overall political process, affordable housing, public transportation, environmental policies

Services: such as literacy programs, tutoring, mentoring, tax preparation, academic enhancement, family support, affordable housing,

Research, such as data collection and analysis, needs analysis

Development of a participatory citizenry

Access to the intellectual capital of higher education and campus resources

For higher education:

Faculty research opportunities through a scholarship of engagement

Fulfillment of the social contract between higher education institutions and community well-being (outreach)

Development of a pipeline of students for higher education through access, campus exposure, and academic outreach **Can we say this a little differently? I am not quite sure what you mean.**

A brief primer from Robert Putnam, *Bowling Alone: The Collapse and Revival of American Community*

“Social capital allows citizens to resolve collective problems more easily” (288).

“Where people are trusting and trustworthy, and where they are subject to repeated interactions with fellow citizens, everyday business and social transactions are less costly. There is no need to spend time and money making sure that others will uphold their end of the arrangement or penalizing them if they don’t” (200).

“Joiners become more tolerant, less cynical, and more empathetic to the misfortunes of others” (288).

“Studies of political psychology over the last forty years have suggested that people divorced from community, occupation, and association are first and foremost among the supporters of extremism” (338).

“Without . . . face-to-face interaction, without immediate feedback, without being forced to examine our opinions under the light of other citizens’ scrutiny, we find it easier to hawk quick fixes and to demonize anyone who disagrees. Anonymity is fundamentally anathema to deliberation” (342).

“Individuals who are more engaged with their communities are generally *more* tolerant than their stay-at-home neighbors, not less. Many studies have found that the correlation between social participation and tolerance is, if anything, positive, not negative, even holding education constant” (355).

Indicators of Engagement

A. Mission and Purpose

- The institution's mission statement explicitly articulates its commitment to the public purposes of higher education and is deliberate about educating students for lifelong participation in their communities.
- This aspect of the mission is openly valued and is explicitly used to promote and to explain the civic engagement and community building activities on and off campus.
- The institution demonstrates a genuine willingness to review, discuss, and strengthen its commitment to civic engagement and community building.
- All members of the campus community demonstrate their familiarity with and ownership of the institution's mission.

B. Academic and Administrative Leadership

- The president, the chief academic officer, and the trustees visibly support the campus's civic engagement and community building efforts, in both their words and their actions.
- The president and the institution's academic leaders have played a visible and committed role in helping the institution sustain and expand its community building efforts and evolve into a genuinely engaged institution.
- The campus is publicly regarded as an important and reliable partner in local community development efforts.
- High-level administrators include community-based and service-learning in their strategic plans for enhanced academic learning.

C. Disciplines, Departments, and Interdisciplinary work

- Community-based learning opportunities can be found across the entire curriculum. It is as much the concern of the arts and humanities, the natural sciences, technical disciplines, pre-professional studies, and interdisciplinary programs as it is of the social sciences.
- Students have multiple opportunities to do community-based work in their disciplinary and general education curricula.
- Formal opportunities exist for capstone experiences (including group reflection meetings, forums, and variable credit courses) focused on community-based problems or issues in most disciplines.
- Academic units (i.e., departments and programs) rather than individual faculty members have assumed ownership of partnering activities.
- Course-based community initiatives are structured and/or coordinated across disciplines.

D. Teaching and Learning

- The institution recognizes that course content can be delivered in many ways and allows faculty sufficient freedom to utilize community-based strategies.
- Multiple cultural and historical perspectives on the meanings of community-based work are integrated throughout the students' curricular and co-curricular experiences.
- Community-based work provides an opportunity for students to generate knowledge, develop critical thinking skills, and grapple with the ambiguity of social problems.
- Community knowledge and community expertise are valued as essential to the education of students for meaningful participation in their communities and are incorporated in various ways throughout the curriculum.
- Experiential learning is valued both by faculty and administrators as an academically credible method of creating meaning and understanding.
- Students are formally introduced to the concepts and skills necessary for civic engagement and community-based work early on in their academic careers.

E. Faculty Development

- The institution regularly provides faculty with campus-based opportunities to become familiar with teaching methods and practices related to service-learning and community-based education.
- Mechanisms have been developed to help faculty mentor and support each other in learning to design and implement service-learning and other community-based courses.
- To enhance their ability to offer quality community-based or service-learning courses, faculty have access to curriculum development grants, reductions in teaching loads, and/or travel grants to attend relevant regional and national conferences.

F. Faculty Roles and Rewards

- The institution's tenure, promotion, and/or retention guidelines reward a range of scholarly activities such as those proposed by Ernest Boyer (1990), including community-based teaching and scholarship.
- Faculty data forms, annual reports, and mandatory evaluations all include sections related to civic engagement, community-based teaching and research, professional service, and/or other forms of academically based public work.
- The institution explicitly encourages academic departments to include community-based interests and experience as criteria in their faculty recruiting efforts.

G. Support Structures and Resources

- Faculty and students are kept well informed of the resources available to support community-based work. These resources are effectively included in all faculty and student orientation programs.
- The institution has developed a full range of forms and procedures that allow it to organize and document community-based work.
- The institution recognizes the unpredictable nature of work in the community and attempts to provide flexible scheduling options for faculty and students.
- The institution maintains a centralized office or center that is clearly aligned with academic affairs and is committed to community-based teaching and learning.

H. Internal Budget & Resource Allocations

- Adequate funding is provided to support, enhance, and deepen involvement by faculty, students, and staff in community-based work.
- The institution regularly draws upon already existing resources to strengthen community-based and civic engagement activities. Such activities are seen as priorities in the allocation of those resources.
- The institution provides sufficient long-term staffing to support all core partnerships and community-based and civic activities. It also provides adequate office space for that staff to do its work.

I. Community Voice

- Local knowledge and expertise are honored through on-campus celebrations of and for the community. The keepers of local history and knowledge are invited to share their expertise with campus students, faculty, and staff.
- The community is deeply and regularly involved in determining its role in, and contribution, to community-based learning.
- The community plays a significant role in helping shape institutional involvement in the community.
- The community is well represented on all relevant institutional committees.
- The community provides feedback on the development and maintenance of engagement programs and community-based work and is involved in all relevant strategic planning.

- The institution allocates resources to compensate community partners for their participation in service-learning courses and other forms of teaching and research.

J. External Resource Allocation

- The institution helps the community create a richer learning environment for students working with it and assists it in accessing human, technical, and intellectual resources on campus.
- The institution makes resources available for community-building efforts in local neighborhoods.
- Campus mechanisms have been designed and developed to serve both the campus and the local community (e.g. shared-use buildings).
- The institution has developed purchasing and hiring policies that intentionally favor local residents and businesses.

K. Coordination of Community-Based Activities

- The institution effectively coordinates community-based activities across academic, co-curricular, and non-academic programs.
- The institution helps community partners understand, access, and navigate all of its community-based activities (practica, service-learning and other community-based courses, volunteers, etc.).

L. Forums for Fostering Public Dialogue

- The institution plays a visible and effective role in facilitating dialogue around important public issues.
- The institution helps to bring together stakeholders from all sectors of the community.

M. Student Voice

- Students participate on major institutional committees, including those that make personnel decisions.
- The institution provides a venue for students to discuss and act upon issues important to them and their communities.
- The institution recruits and trains student leaders to work with faculty and community partners.
- Students are formally introduced to the concepts and skills necessary for community-based work early in their academic careers.
- The institution recognizes student-initiated advocacy campaigns as legitimate forms of civic engagement.

(Campus Compact and the Carnegie Foundation for the Advancement of Teaching)

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(Bibliography primarily by Yvette Alex-Assensoh, Ph.D., Mary Ryan, Ph.D. and Karen Spear)

Civic Engagement Websites and Resources

American Association of Colleges and Universities –

<http://www.aacu.org>

The American Association of colleges and Universities is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. This website provides resources on liberal and general education, faculty and assessments. Features include a comprehensive set of programs and initiatives that are designed to advance higher education into the 21st century.

American Library Association –

<http://www.ala.org/ala/acrl/acrlpubs/crlnews/backissues2006/january06/civic.htm>

The Association of College and Research Libraries, a division of the American Library Association provides a list of links and resources involving statistics, assessments and projects involving civic engagement.

American Political Science Association Calendar –

http://www.apsanet.org/section_181.cfm

An extended list of dates and deadlines of calls for papers, workshops and conferences that are sponsored by the American Political Science Association, topics on this website can range from Politics and Propaganda to Managing Global Inequalities.

American Political Science Association Civic Engagement –

http://www.apsanet.org/section_245.cfm

<http://www.apa.org/ed/slce/civicengagement.html>

At the core of political science in the 20th and 21st centuries was civic engagement. APSA strives to disseminate resources and events to help further civic engagement in pre-college and higher education. Most recently, APSA has created a standing committee on civic engagement.

American Psychological Association Online Civic Engagement Resources

<http://www.apa.org/ed/slce/civicengagement.html>

APA, the American Psychological Association is a scientific and professional organization that represents psychology in the United States. Provided are a list of resources for civic engagement, a definition of it and the divisions of APA online and how they are working to promote civic engagement in higher education.

Assessing the Institutionalization of Civic Engagement 2006 –

<http://ase.tufts.edu/macc/documents/resourcesCivic2006.pdf>

Cathy Burack, the Senior Research Associate for Higher Education at Brandeis University has compiled an insight to and assessment of the current state of Civic Engagement in and around the country. This resource includes numerous articles and studies dealing with the framework of civic engagement and performance measures and benchmarks for civic engagement.

The Bonner Foundation Reflection Resources –

<http://www.bonner.org/resources/reflectionresources/reflectionresources.html>

The Bonner Foundation “Through sustained partnerships with colleges and congregation...seeks to improve the lives of individuals and communities by helping meet the basic needs of nutrition and educational opportunity.” The Reflection Resources include ways of introducing students to the theory and practice of reflection as well as critical reflections that will allow students to reflect upon readings and events involving Coretta Scott King, Kurt Vonnegut, Martin Luther King Jr. and Rosa Parks as well as others.

The Bonner Foundation Modules –

<http://www.bonner.org/resources/modules/home.htm>

Various training devices created by the Bonner Foundation as well as ones submitted by campuses. Training devices and modules encompass subjects from grant writing to getting out the vote to setting service goals and objectives.

Campus Compact –

<http://www.compact.org>

Campus Compact is a coalition of nearly 1,100 college and university presidents — representing some 6 million students — who are committed to fulfilling the public purposes of higher education. Several initiatives ran by Campus Compact involve deepening the pedagogical impact of civic engagement by combining historical civic knowledge with community service, and through building relationships with state and local legislators. Campus Compact has individual state offices designed to connect and collaborate as well as promote best practices in the field.

<http://www.compact.org/carnegie/>

The page on the Carnegie Classification for Community Engagement

Canada-25 National Policy Project

<http://www.canada25.com/~engagement/index.shtml>

Canada-25 is a non-profit, non-partisan organization designed to bring the voices and ideas of Canadians, aged 20-35, to the nation's public policy discourse and takes action on issues of local and national significance. The National Policy Project is the most visible project of Canada-25's work. It entails a full year of research, consultation and writing on a single topic.

The Carnegie Foundation for the Advancement of Teaching

<http://www.carnegiefoundation.org/classifications/sub.asp?key=1213&subkey=2215>

The 2008 call for institution of higher education that would like to gain the community engagement classification. The application on questions are a PDF file at the bottom of the page.

Center for Democracy and Citizenship –

<http://www.publicwork.org/home.html>

The Center for Democracy and Citizenship develops citizenship initiatives around the concept of public work. Public work is sustained, visible, serious effort by a diverse mix of ordinary people that creates things of lasting civic or public significance.

Circle: Civic Engagement Indicators –

http://www.civicyouth.org/practitioners/Core_Indicators_Page.htm

Circle promotes research on the civic and political engagement of Americans between the ages of 15 and 25. A series of civic engagement based on focus groups and a nationally representative survey.

Journal for Civic Engagement

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

The Journal for Civic Commitment is dedicated to growing and strengthening the discussion around service learning, which connects the academic curriculum to service and civic engagement in communities, both locally and globally.

Massachusetts Campus Compact

<http://www.ase.tufts.edu/macc/>

This is an excellent web site with great resources.

Under the search box, type in Cathy Burack. There is a PDF file, 214 pages of wonderful resources. Or do a Google search and type in Assessing the Institutionalization of Civic Engagement Burack

[*Assessing the Institutionalization of Civic Engagement 2006 Cathy ...*](#)

File Format: PDF/Adobe Acrobat

Cathy Burack. Project Director. New England Resource Center for Higher Education. University of Massachusetts at Boston. John Burness ...

ase.tufts.edu/macc/documents/resourcesCivic2006.pdf -

<http://ase.tufts.edu/macc/documents/resourcesCivic2006.pdf> –

Minnesota Campus Compact

http://www.mncampuscompact.org/index.asp?Type=B_LIST&SEC=%7B4826D0CD-F0A0-427C-9BEE-0B250C18C30E%7D

Full of wonderful resources.

Mobilize.org

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

Formerly Mobilizing America's Youth, is an all-partisan network dedicated to educating, empowering, and energizing young people to increase civic engagement and political participation. According to their website, Mobilize.org works to show young people how their lives are impacted by public policy and in turn, attempts to show them how to impact public policy.

The National Conference on Citizenship –

<http://www.ncoc.net>

The National Conference on Citizenship (NCoC) is a federally chartered corporation whose mission is to encourage a more active, engaged citizenry.

Pew Charitable Trust 2006 Civic and Political Health of the Nation Survey –

http://www.pewtrusts.org/our_work_ektid19762.aspx

The Pew Charitable Trust provides a comprehensive and detailed look at the state of our national youth civic and political engagement. The report is based off of telephone and internet surveys.

Time Magazine

A Case for Public Service

http://www.time.com/time/specials/2007/article/0,28804,1657256_1657317_1657570-1,00.html

Twelve stories on public service. The list of stories is on the right hand column.

Raise Your Voice Campaign –

<http://www.actionforchange.org>

Raise Your Voice is a substantial effort to listen to student voices and support student civic engagement to address public issues crucial to democracy.

U.S. Public Service Academy

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

Modeled on the military service academies, the Public Service Academy will provide a rigorous undergraduate education followed by five years of civilian service to the country. It will develop young leaders with the character, intellect, and experience necessary to meet the challenges of the twenty-first century. Join us as we build our generation's defining public institution.

(Prepared by Mary Ryan and Karen Spear for the AAC&U workshop on Civic Engagement, Fall 2007)

