

Name Index

A

Aanerud, R., 273
Abbott, R. D., 274, 275, 277, 280
Adam, B. E., 149–150, 226
Althack, P., 34
Anderson, C. W., 193
Anderson, J. B., 152
Anderson, M. S., 276
Antony, J. S., 273
Applegate, J. L., 156
Arries, J., 152
Arx, K., 185, 186
Astin, A. W., 194, 202
Austin, A. E., 272, 273, 274, 275,
276, 277, 278, 280, 281

B

Bacon, F., 185, 189, 190, 191
Baldrige, J. V., 119
Baldwin, R. G., 33
Banks, J., 108
Barnes, B. J., 272
Barzun, J., 84
Battistoni, R. M., 152
Battle, D., 76
Beaumont, E., 220
Beck, J. P., 286
Bender, T., 146, 147
Bensimon, E. M., 273, 276
Benson, L., 185, 188, 189, 197, 198
Berdahl, R. O., 58, 327
Berveret, J., 231
Bessant, B., 26, 27
Best, J. H., 191, 209
Bilik, L. J., 37
Blum, M. C., 37
Blumer, H., 5

Bok, D., 23, 28, 29, 30, 36, 44, 109,
197, 201, 319
Bollinger, L. C., 186
Bolman, L., 119
Bowen, H., 324
Bowen, W. G., 109
Boyer, E., 37, 44, 47, 100, 114, 218,
148–149, 177, 227, 245
Boyte, H., 80, 237
Breneman, D. W., 91
Brintle, R. G., 174, 230, 237
Brint, S., 84
Brown, D., 84, 305
Brown, L., 247
Brown, R., 30, 32
Burack, C. A., 232
Burgin, A., 294
Burkhardt, J., 87, 96
Burki, S. J., 77
Burns, W.M.D., 159
Bush, V., 172

C

Calcagno, C., 273, 275, 277
Campbell, C. D., 294, 304
Caplow, T., 226
Castells, M., 300
Cerny, J., 273
Chambers, T., 87, 96, 326
Chang, M., 111, 113
Checkoway, B., 45
Cichy, K. A., 29
Cochran, R. C., 197
Colby, A., 220
Collins, J. C., 264
Conville, R. L., 156
Cortés, C., 19

Couto, R., 221, 222
 Couturier, L., 59
 Crane, T. R., 82
 Currie, J., 26, 27, 28, 30, 33, 34, 35, 38
 Cushman, E., 224, 225, 227
 Cutforth, N., 251, 252, 280

D

Daalder, H., 27, 37
 Daniels, R. V., 168
 Deal, T., 119
 Dewey, J., 185, 186, 203, 204, 206
 Dey, E., 113
 DeZure, D., 154
 Diamond, R. M., 149–150, 226
 Donohue, P., 251, 252, 280
 Dore, T. M., 273, 276, 280
 DuBois, W.E.B., 190
 Duderstadt, J. J., 88, 92
 Dunn, M., 30, 36

E

Ehrlich, T., 28, 220
 Elison, J., 147, 162
 Elman, S. E., 231
 Erickson, J. A., 152
 Estrada, L. F., 103
 Ewell, P. T., 243

F

Fagan, A. P., 273
 Fairweather, J., 37
 Fear, F. A., 218, 219
 Festinger, L., 201–202
 Finkelstein, M. J., 223, 226
 Finsen, L., 231
 Fraser, J., 273, 275, 277
 Fraser, P. K., 273, 275, 277
 Freire, P., 299, 306

G

Gaff, J., 274, 279, 280
 Garcia, M., 108
 Garlick, S., 253
 Garvin, D. A., 178
 Gates, H. L., Jr., 297, 305

Geiger, R. L., 167
 Gelmon, S. B., 154, 240–241, 250, 253
 Gibbons, M., 246, 250, 252
 Gibran, K., 313
 Gibson, C., 194
 Gilliland, M. W., 308
 Giroux, H. A., 26, 27, 28, 33, 34, 37,
 299, 300
 Glassick, C. E., 227
 Golde, C. M., 273, 276, 277, 280
 Grauband, S. R., 244, 249
 Green, D., 102, 110
 Green, M., 330
 Gregorian, V., 329
 Gumpport, P., 27, 29, 34, 37, 89
 Gurin, G., 113
 Gurin, P., 113

H

Hakuta, K., 111, 113
 Harkavy, I., 147, 185, 188, 189, 197,
 198
 Haro, R., 113
 Harper, W. R., 185, 188, 189
 Hartley, M., 43, 185, 320
 Hatcher, J., 174, 237
 Hawkins, R., 247
 Hebdige, D., 300
 Hellebrandt, J., 152
 Hilliard, A., 113
 Hirano-Nakanishi, M., 103
 Hirsch, D. J., 232
 Hodgkinson, H., 103
 Holland, B. A., 174, 235, 237, 240–
 241, 250, 253
 Hollander, E., 43, 237, 320
 hooks, b., 297, 298, 299, 303
 Howery, C. B., 147
 Hsia, J., 103
 Huber, M. T., 227, 232
 Hudson, W. E., 152
 Hurtado, S., 113

I

Ikenberry, S. O., 59, 69
 Isocrates, 74

J

Jacoby, B., 203, 220
 Jencks, C., 80, 225
 Jewis, E., 113
 Johnson, G. P., 32
 Johnson, N. A., 280
 Johnston, S. W., 87
 Johnstone, B., 34
 Jones, J., 111, 113

K

Kahn, R., 119
 Katz, D., 119
 Kemmis, S., 222
 Kennedy, D., 23, 27, 53
 Kenny, M., 166
 Kerr, C., 23, 25, 26, 31, 32, 33, 170,
 295, 303
 Kezar, A., 24, 43, 248, 317
 Kiley-Brabeck, K., 166
 Killian, L. M., 5
 Kimball, B. A., 129
 Kingston, R., 305
 Klomparens, K. L., 286
 Kolondny, A., 27
 Krotseng, M. V., 33
 Kurlaender, M., 112, 114

L

Lara, J. F., 113
 Latham, A. A., 213
 Lazarus, J., 248
 Lehman, J., 113
 Lerner, R. M., 166
 Leslie, L. L., 31, 32, 35, 37
 Leslie, S. W., 197
 Levine, A., 238, 254, 278
 Levine, P., 305
 Levy, C. S., 84
 Lieber, M., 253
 Limoges, C., 245, 252
 Lingard, B., 34
 London, S., 45, 251, 303, 304
 Long, E. L., Jr., 193
 Longanecker, D., 57
 Lovitts, B. E., 273

Lowenthal, R., 105
 Lynton, E. A., 231

M

MacTaggart, T. J., 58, 94, 222
 Maeroff, G. I., 227
 Major, C., 221
 Mangan, K. S., 29, 37
 Manning, L., 273, 275
 Marcuse, H., 299, 300
 Marginson, S., 33
 Marincovich, M., 274
 Marrou, H. I., 166
 Marullo, S., 251, 252, 280
 Mathews, D., 71, 72, 80, 304
 McCarthy, C., 193
 McCollow, J., 34
 McGee, R. J., 226
 McGoldrick, K., 152
 Menges, R. J., 276
 Metzger, W. P., 83
 Meyer, J., 105
 Mingle, J. R., 27, 29, 101
 Minnich, E., 162
 Morreale, S. P., 156
 Moses, M., 113
 Moses, Y., 108
 Moynihan, D. P., 29
 Muirhead, B., 247
 Munson, E. S., 78
 Musil, C. M., 16, 108, 141

N

Nerad, M., 273
 Newman, F., 59
 Newman, J. H., 170–171
 Newsome, J., 26, 28, 30, 34, 35, 38
 Novak, R., 87
 Nowotny, H., 246, 252
 Nuttall, T., 248
 Nyquist, J. D., 273, 274, 275, 277,
 280

O

O'Meara, K. A., 229
 Orfield, G., 112, 114

P

Pascarella, E. T., 28
 Perry, G. E., 77
 Perry, T., 113
 Peters, S., 82
 Porras, J., 264
 Prostko, J., 274
 Pruitt-Logan, A., 274, 279, 280

Q

Quaye, S. J., 293

R

Ramaley, J. A., 155, 166, 169, 174,
 249, 250, 253
 Reid, J., 247
 Rhoades, G., 26, 28, 30, 33, 36, 38
 Rhoads, R. A., 300
 Rhodes, F.H.T., 309
 Rice, R., 273, 276, 277
 Rice, R. E., 177, 281
 Riesman, D., 80, 225
 Rodriguez, R., 103
 Rogers, D. L., 277
 Rollin, R., 27

S

Saltmarsh, J., 154
 Sanchez, G. J., 294, 304
 Sandmann, L. R., 218, 219
 Sax, L. J., 140
 Schartzman, S., 246, 252
 Schmidt, P., 110
 Schneider, C. G., 127
 Schubert, J. D., 30, 32
 Schulman, B., 83
 Scott, P., 246, 252
 Scurry, J., 59
 Seller, J. B., 82
 Sherif, M., 208
 Shinnamon, A., 240–241, 250, 253
 Shulman, L. S., 200
 Simon, L.A.K., 166
 Slaughter, S. A., 27, 28, 30, 31, 33,
 34, 35, 36, 38, 232
 Smith, D., 108

Smith, P. C., 75
 Smith, S. E., 280
 Snyder, R. C., 78
 Soley, L. C., 29, 36
 Solorzana, D. G., 116
 Sorcinelli, M., 273, 276, 277
 Spanier, G., 229
 Sprague, J., 273, 274, 275, 277, 280
 Springer, E. T., 280
 Stark, J., 193
 Steele, C., 113
 Steffens, L., 202
 Stephens, J., 220
 Stoecker, R., 251, 251, 280
 Stokes, D. E., 168, 169, 176
 Stout, F., 274
 Strand, K., 221–222, 226, 251, 252,
 276, 280
 Stromquist, N. P., 295, 300
 Suedkamp Wells, K. M., 273
 Sullivan, W. M., 148, 159
 Swazey, J. P., 276
 Swick, K. J., 152

T

Taylor E., 273
 Terenzini, P. T., 28
 Tierney, W. G., 30, 36273, 276,
 294, 304
 Trent, W., 102
 Trow, M., 246, 252
 Trower, C. A., 273
 Tucker, L. L., 79
 Turner R. H., 5

V

Van Maanen, J., 273
 Verdugo, R., 113
 Verona, L. T., 152
 Vortuba, J., 97, 263

W

Walker, G. E., 284, 285
 Ward, K., 217, 218, 219, 223, 226, 229
 Warren, C. A., 78
 Watson, D., 244, 245

Weibl, R., 274, 280
Weintraub, S. C., 156
Weisbuch, R., 283, 284
Wellman, J. V., 90, 99
Wergin, J., 154
West, C., 297, 306
Wiewel, W., 253
Willms, D. G., 280
Witt, D., 111, 113
Wolfe, A., 80, 83, 84
Womack, F. W., 88, 92
Woodford, B., 273, 275, 277
Wulff, D. H., 273, 274, 275, 277, 280

Y

Yff, J., 152
Yosso, T. J., 116
Young, R., 36, 37

Z

Zemsky, R., 38, 58, 325
Ziegert, A. L., 152
Zinn, H., 163
Zlotkowski, E., 146, 154
Zuber-Skerrit, O., 280

Subject Index

A

- Academic freedom, and corporatization of higher education, 36–37
- Academic-community partnerships, 323; academic values and, 30, 36–38; barriers to, 155; benefits and conflicts of interest in, 29–30; curriculum-project integration in, 210–212; disciplinary-level, 148–162; diversity-related, 157; engagement model of, 175–176; funding for, 160; historical roots of, 147–148; as learning communities, 48–49, 253; professional associations and, 47–48; research for the public good in, 221; resources for, 154–162; scholarship of engagement and, 251–253; service-learning in, 204–212; technology-based, 160–161
- Academic—student affairs partnerships, 49, 51
- Access to Democracy* initiative, 19
- Access to education, 95, 108–109, 327–328; and financial support for higher education, 90–91
- Accountability: public demands for, 15, 91; and institutional change, 112
- Accreditation: and civic development, 45; and service-learning, 1, 161
- Administrators, and corporate management practices, 27, 37–38
- Affirmative action debate, 110
- American Association for Higher Education (AAHE), 18–19, 50, 151
- American Association of State Colleges and Universities (AAC&U), 98, 131, 132–133, 134, 135, 137–138, 140, 141, 176, 177, 241, 265; American Commitments Project, 323; *Stepping Forward as Stewards of Place* (report), 265
- American Association of University Professors (AAUP), 82–83, 323
- American College Personnel Association (ACPA), 19
- American Council on Education, 35
- American Democracy in an Age of Rising Inequality* (report), 135
- American Democracy Project, 135
- American Educational Research Association (AERA), 19, 110
- American Institute of Biological Sciences, 150–151
- American Political Science Association (APSA), 132, 135, 152
- American Psychological Association, 150
- American Sociological Association, 133, 148
- Arts and humanities, civic engagement programs in, 157–159
- Association of American Colleges and Universities, 131, 150, 159; American Commitments project of, 46
- Association of American Geographers (AAG), 149
- Association of American Universities, 341
- Association of Commonwealth Universities (ACU), 247

Association of Governing Boards
of Universities and Colleges
(AGB), 89
Association for Institutional Research
(AIR), 19
Association for the Study of Higher
Education (ASHE), 19
Association of University Technology
Managers, 29
Auburn University's Economic Devel-
opment Institute, 76–77
Australian Universities Community
Engagement Alliance (AUCEA),
248

B

Bayh–Dole Act, 29
Boards of trustees. *See* Trustees
Brown vs. Board of Education, 107
Budgeting: and community needs,
96–97; and diversity initiatives,
111; responsibility-centered, 27
*Building Partnerships for Service-
Learning* (Jacoby), 203
Business—Higher Education Forum,
29–30, 324

C

Campus community, and corporate
management practices, 37–38
Campus Compact, 16, 48, 151; civic
engagement initiatives of, 212–
213; Engaged Department Insti-
tute, 153–154; engagement vision
of, 46
Campus Outreach Opportunity
League (COOL), 16, 48
Carnegie Initiative on the Doctorate
(CID), 284–285
*Castaneda v. Regents of the University of
California*, 113, 118
Certification, diversity and, 109
Challenge of Connecting Learning, The
(AACU), 137–138
Charter, defined, 6–8. *See also* Social
charter

Charter college movement, 64–65
Citizenship education: diversity and,
46; in doctoral education, 282;
movement, concept and focus of,
44–46; pedagogy, 28, 45; threats
to, 50–52
Civic engagement: academic self-
government projects as, 77–78;
comprehensive approach to, 141–
142; and deliberative forums, 76;
and diversity learning, 136–137;
educational modeling of, 16–17;
as educational outcome, 139;
ethos, development of, 155;
faculty preparation for, 278–289;
as liberal education's goal, 128;
movement, scope of, 135; and
public scholarship ventures, 76–
78; and research on cognition,
136; and student movement of
late 1960s and 1970s, 79–80, 83–
84; student perceptions of, 139–
141; and transcendent philosophy
of education, 129–134; and trustee
roles/responsibilities, 81–85,
92–100
“Civic Mission of Higher Education:
From Outreach to Engagement,
The,” (London), 303
Cognitive dissonance theory, and
university resistance to change,
201–202
Collaborative enterprises: and
corporate management tech-
niques, 51; overview of, 48–50.
See also Campus-community
partnerships
Collaborative learning, and civic aim
of education, 179, 221
*Common Agenda to Strengthen the Rela-
tionship Between Higher Education
and Society*, 18
Community colleges, customized
training in, 61–62
Community-based learning, 45, 132,
136, 186

Community-Campus Partnerships for Health (CCPH), 157–158
 Conflict resolution workshops, 286–287
 Corporation for National Service, 48
 Corporations, and racial diversity, 115
 Council of Independent Colleges, 47
 Covenant, defined, 6–8
 Creating Common Ground (CCG), 157
Creation of the Future: The Role of the American University, The (Rhodes), 309–310
 Critical race theory, diversity narrative and, 115–117
 Critical thinking: support for development of, 323; and vocationalized teaching, 28
Cultivating the Sociological Imagination: Concepts and Models for Service-Learning in Sociology (Howery), 147
 Curriculum: design, outsourcing of, 62; for engaged learning, 177; exclusionary, 108; privatization of, 61; vocational orientation in, 27–28
 Customized worker training, 61–62

D

Democratic society: capitalistic power structure of, 298; collective decision making in, 73–74; and critical race theory, 115–117; higher education's mission in, 9, 187–189, 191–194, 200, 248; liberal education and, 130, 131, 135; and lifelong learning, 178; as public good, 102; racial/ethnic diversity paradigm for, 102–115; and service-learning, 190–191
 Disciplinary majors, development of civic capacity in, 133
 “Disciplinary Toolkit” 156–157
 Disciplines, 146–164; civic engagement ethos in, 147, 15, 156; culture of self-referentiality and

influence of, 146–147, 154; engagement strategy/resources in, 151–162; professional associations and, 148, 149–151, 156–162; and public scholarship ventures, 78; research focus in, 150, 151, 159
Disciplines Speak: Rewarding the Scholarly, Professional, and Creative Work of Faculty, The (Diamond & Adam), 149–150
 Distance education, 28
 Diversity: civic education movement and, 46; institutional, 243. *See also* Racial/ethnic diversity
 Diversity programs/studies, 104, 139
 Doctoral education: communication skills development in, 281; and institutional resources/strategies, 286–288; public service preparation in, 274, 276–289; reform initiatives in, 283–285; research preparation in, 280; strategies for improving, 282–288; strengths and weaknesses of, 273–278; teaching preparation in, 274, 280–281; and teamwork/conflict handling skills, 281

E

Economic development, as public good of higher education, 57–58
Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility (Colby & others), 198–199, 200
 Educational institutions: evolving concepts of, 170–175; hegemony of research in, 171–172; ideal, 166–167; “multiversity” form of, 171–172; for profit activities of, 65; research-teaching-service triad in, 170, 175; self-government projects in, 77–78. *See also* Higher education; Institutional engagement; Mission, institutional

Educational reform, as civic engagement catalyst, 136–137
Encyclopedia of Community (Benson & Harkavy), 189
Engaged Department Toolkit (Battistoni & others), 154
 Engaged (connected) learning, 127–128, 137
 Engineering Projects in Community Service (EPICS), 160–162
 Equality, as academic value, 38
 Experiential learning, 220

F

Faculty: and academic freedom concept, 37; career motivations for, 276–277; of color, underrepresentation of, 294–295; compensation, 34; and corporate practices, 33–34; part-time and contract, 33, 37, 323; and professional values, 274–275; and public engagement preparation, 270; public service mission and, 47; quality of life concerns, 275–276; reviews, 252; reward structure for, 97, 228–231; unionization, 34. *See also* Doctoral preparation
 Faculty development initiatives, community-based, 230
 Faculty roles, 217–232; advisee, 288; expanded views of scholarship in, 226–227; integration of, 224–225; entrepreneurial, 323; overview of, 218–225; and promotion/tenure guidelines, 229–230. *See also* Research; Scholarship; Service; Teaching
 Funding of higher education: and civic engagement activities, 83, 97; consumerism and, 91; market-oriented approaches to, 31–33, 37–38; performance based, 32–33; private and corporate, 90; public-private partnership grants,

63–64; social charter and, 322; sources, 31–32; state, 91
 Financial aid policy, industry model of, 32
 Foundations: and graduate education reform, 283–285; and public good dialogues, 320
Fulfilling the Promise of Civic Engagement (Chambers & Burkhardt), 87, 96
 Fund for the Improvement of Post-secondary Education (FIPSE), 64, 286
Future of the Public University in America: Beyond the Crossroad, *The* (Duderstadt & Womack), 88
Future of the Race, The (Gates & West), 297

G

GEAR UP grants, 47
 Government, and dialogue about the public good, 320. *See also* Federal governance
 Graduate education. *See* Doctoral education
 Grantmaker Forum on National and Community Service, 194–195
Gratz v. Bollinger, 110, 118, 137
Greater Expectations: A New Vision for Learning as a Nation Goes to College (AACU), 138, 176–177
Grutter v. Bollinger, 118, 137

H

Health sector, academic-civil compacts in, 157–158, 210–212
 Higher education: accountability, 91; benefits, categories of, 10–12; and civic/social movements, 15; colonial college's mission in, 192; commitments of, 7; commodification of, 196–198; democratic and civic mission of, 9, 36, 46–47, 187, 191–200; and demographic changes, 103–105, 294; Dewey's

- theory of, 195–196; disciplinary fallacy in, 198–199; external policy models for, 38–39; and financial aid policy shifts, 32; historic public purposes of, 191–194; hypocrisy of, 201–203; idealist versus materialist function of, 186; and job attainment, 35; market- and consumer-oriented culture of, 24–26; 32–33, 51–52; measures of excellence in, 243; Plato's idealist theory of, 171, 195–196, 199; privatization/corporatization of, 24, 25, 27, 322–323; as public good, 299; public view of, 8–9; social charter of, 298; social and individual outcomes of, 10–12; students as consumers of, 300.
See also Educational institutions
- Holland Matrix of organizational factors, 237–238, 240–242
- I**
- “Idea of a University” (Bollinger), 186
- Imagining America (IA), 158–159
- Informal education courses, 287
- Information management, global shifts in, 249
- Institute for Higher Education Policy (IHEP), 31, 35
- Institutional engagement, 172–175; barriers to, 173–174; civic aspirations/goals for, 169–170; as cost center, 268; formulating strategy for, 266–268; funding for, 83, 97; Holland Matrix of organizational elements and, 237–240; and institutional characteristics, 240–241, 247, 249, 250–251; and levels of commitment, 237–238; manifestations of, 174; mission clarity and, 240–241; model, 172–175; pathways for innovation in, 239–240; potential problems in, 269–270; presidential leadership for, 308–325; public policy support for, 268–269, 271; research university model of, 242–243, 253–254; scope and scale considerations in, 238–239; system level support for, 268
- Integrative learning, social problems in, 136
- Intentional learners, 176–177
- Interdisciplinary research movement, 49
- International Consortium on Higher Education (ICHE), 246
- J**
- Justice, as academic value, 38
- K**
- Kellogg Commission on the Future of State Universities and Land-Grant Universities, 50, 91, 175
- Kettering Foundation, 45, 75
- Knowledge, privatization of, 38
- Knowledge production: through faculty research, 221–222, 226; and practical wisdom, 74–75. *See also* Research; Scholarship
- K–12 education: engagement reform strategy for, 173; service-learning in, 157
- K–16 movement, 49–50
- L**
- Land-grant institutions: creation of, 14; engaged scholarship in, 241, 249, 250; extension model of, 172–173; founding purpose of, 79, 192–193
- Leadership, academic: and civic education movement, 44; and diversity efforts, 110–111, 115–120; and exclusionary academic traditions, 111–114; guiding principles for, 309–313; privatization and, 68; and public engagement strategy, 265–268; and public good discourse, 119–120; and

Leadership, *continued*
 racial/ethnic demographic shifts, 103–105. *See also specific leader*
 Learning community movement, 136
 Learning organization, and lifelong learning, 178–180
 Lecture methods, and corporate management, 28
 Liberal arts colleges, civic engagement mission of, 213–214
 “Liberal Education and Democracy: The Case for Pragmatism” (Astin), 202
 Liberal education: alternative vision for, 134–135; analytic versus civic focus in, 129–133; civic movement in, 135–138; as engaged learning, 137–138; individualist approach to, 133–134; practical learning as, 176–177; Western universalism framework for, 129–131
 Lifelong learning models, 178

M

Mellon Forum on Higher Education, 58–59
 Mission, institutional, 7, 279; clarity in, 240–241; and democratic ideals, 299; and faculty roles, 47; of public service, 36, 46–47
 Morrill Acts, 14, 192
 Multidisciplinary learning, benefits of, 28
 Multidisciplinary research movement, 49

N

National Association for the Advancement of Colored People (NAACP), 113
 National Association of State Universities and Land-Grant Colleges (NASLGCU), 46, 242, 249, 250
 National Communication Association (NCA), 156

National Forum on Higher Education for the Public Good, mission and activities of, 17–19, 24, 44
 National Research Council, 106
 National Review Board (NRB), 252
 National Science Foundation (NSF), 159; Center for the Integration of Research, Teaching, and Learning (CIRTL), 287
 National Society for Experiential Learning, 47
 National Survey of Student Engagement, 51–52
 National Women’s Studies Association, 133
 Natural sciences, civic engagement initiatives in, 159–160
 No Child Left Behind Act, 173
 Northwest Ordinance of 1787, 13–14

O

Ohio States University’s Civic Life Institute, 76
 Outsourcing, 27

P

Pasteur’s Quadrant (Stokes), 168–169
Popular Government, 187
 Preparing College Students for a Diverse Democracy (study), 46
 Preparing Future Faculty (PFF), 274, 279
Prescribing the Life of the Mind (Anderson), 193–194
 President, university: and corporatized institutional governance, 27, 319; hiring and assessment of, 94–95; and institutional vision and core values, 309–313; and public engagement outcomes, 264; role of, 309–310
 Private–public partnerships: rationalizations for, 61–63; in research, 63, 64; state and federal subsidies for, 61, 63–64. *See also* Academic–community partnerships

- Privatization: of curriculum development, 61, 62; and disenfranchised population, 67; and *en loco parentis* responsibilities, 60–61; and public good concept, 67–68; of research, 29–31
- Problem-based learning, as engaged learning, 176, 220–221
- Professional associations: civic/democratic engagement projects of, 45; and college-community partnerships, 47–48; as constituency for diverse democracy, 115; and public service concept, 147–148; and scholarship of engagement, 156–162; social charter and, 319–320
- Professional development, integrative models for, 179
- Promotion/tenure guidelines, faculty work defined in, 229–230
- Public decision making, consultative reasoning and practical wisdom in, 74–75, 76–77
- Public good: defining, 71–72, 297–298, 318; developing voice and resistance for, 299–302; discourse, diversity narrative in, 115–120; and faculty work, 33–34; higher education as, 299; individual contribution to, 298–299; institutional vision and, 309–311; and media critiques of education, 34, 35; private and economic attainment as, 24; racially diverse democracy as, 102–120; and student activism, 302–304; and tuition/financial aid policies, 32, 35
- Public intellectuals, educators as, 297, 305
- Public journalism movement, 78
- Public life, commercialization and marketization of, 24
- Public policy research centers, multidisciplinary research in, 49
- Public scholarship concept, academic context for, 77–78
- Public school movement, 14
- Public service: academic roots of, 147–148; movement, 46–48
- ## Q
- Quality of education, privatization and, 67
- Quality of life, and faculty work, 275–276
- ## R
- Racial/ethnic diversity: as beneficial to college environment, 113–114; credentials and, 108–109; and creation of new diversity narrative, 115–117; and democratic participation/process, 103–105, 117, 118, 304–305, 306; and discrimination, 107–108; and diversity versus excellence debate, 112–113; and diversity learning, 137; external actors and, 114–115; and institutional policy change, 110–114; and knowledge production/validation, 106–107; and notions of educational excellence, 111; in post-secondary education, 106–110; in public good discourse, 103
- Reports from the Field*, 150
- Research: applied versus basic, 30, 168–169, 172; community-based, 179, 221–223; as core institutional outcome, 264; cultural bias and subjectivity in, 106–107; customized, 62–63; educational funding and, 15, 31–32; engagement movement impacts on, 251–253, 255–256; and faculty roles, 218, 221–223, 225; funding, 15, 29, 31, 34, 255; hegemony of, 171–172; integrative and interactive, 179, 245–246; and intellectual property rights, 30–31; international perspectives on,

Research, *continued*

- 245–249; opportunities and resources for, 18–19; privatization and commercialization of, 28–31, 201, 322–323; and self- and institutional promotion, 226; social contributions of, 105; truth and neutrality as values of, 36–37
- Research universities, public: commercialization of, 197–198; diversity paradigm for, 106–110; early urban, service goal of, 193; elite, engagement agenda and strategy of, 241–242, 247, 249; modern conception of, 171; societal contributions of, 105
- Responsive PhD initiative, 283–284
- “Road Ahead: Improving Diversity in Graduate Education, The,” (Tierney & others), 294

S

- Scholarship: defining, 225–228; four facets of, 177; as synonymous with research, 226. *See also* Research
- Scholarship of engagement, 148–162; and academic culture, 254–256; and applied research, 251; balance of theory and practicality in, 167–170; collaborative nature of, 251–253; concept of, 148–149, 250; department-level planning for, 153–154; disciplinary associations and, 156–162; disincentives for, 243; evaluating and rewarding, 228–231, 252; goal of, 175; institutional context for, 172–175, 186–189, 235–257; international perspectives on, 244–249; legitimacy and institutionalization of, 253–254; liberal education as, 137–138; and “new academy” ethos, 127–128; research capacity/funding and, 255–256; resources for, 156–162; as service/outreach, 249; shared governance and, 255. *See also* Institutional engagement
- Scholarship Reconsidered* (Boyer), 47, 227, 245
- Science, the Endless Frontier* (report), 197
- Science Education for New Civic Engagements and Responsibilities (SENCER), 159–160
- Service, faculty: committee work as, 218; consulting as, 224; in support of the public good, 223–224; and teaching/research roles, 225; types of, 223
- Service-learning, 16, 47, 189–191; benefits of, 189–190; and civic engagement, 135, 136; community school based on, 204–209; democracy and, 189–191; as engaged learning, 176; global dissemination of, 246; and higher education’s market-oriented culture, 51–52; local community focus for, 203–212; publications and resources, 151–154; pyramid (stages) of, 152; as teaching strategy, 220
- Social charter: commercialization and distortion of, 29–31; core academic values in, 23, 36–37; dialogue strategy for renegotiating, 317–325; diversity framework for, 105–110; and economic policy trends, 25–26; ethical and educational compromises in, 25; general public’s contribution to, 324; of higher education, 298; higher education funding and, 322; history of, 13–17; policymakers and, 319; shared vision for, 320; and vocation/training focus of education, 28–29
- Social movements: defined, 4–6; public engagement as, 5–6
- Southern Poverty Law Center’s Teaching Tolerance project, 157

State funding, 91; and market-driven approaches, 59; performance approaches to, 32–33; and privately beneficial economic development, 66

State governance: and charter college movement, 64–65; and educational expenditures, 57; and private gain for the public good, 61–67; private-sector enterprises in, 58–70; and privatization of core functions, 60–61; and public engagement support, 268–269

Statewide public agendas, strategic planning and, 93–94

Student affairs. *See* Academic—student affairs partnerships

Student community action organizations, 16

Student(s): careerist orientation of, 34–35; as consumers of higher education, 300; consumerism and, 50, 51, 91; politics and, 35; voices, development of, 299–304

T

Teacher assistant training, 274

Teaching: and civic education, 219–220; engaged scholarship and, 249, 250, 252–253; service/research contributions to, 225; and service-learning, 220

Team projects, civic skill development in, 137

Technology-based projects (interdisciplinary), 160–161

Theory of Cognitive Dissonance, A (Festinger), 201–202

Trustees: budgeting role of, 96–97, 319; and civic engagement movement, 87, 88, 98–100; corporate, as funding source, 31; and corporatized institutional governance, 27; and economic/social problems, 90–91; and enrollment/tuition issues, 95; and faculty policies, 97–

98; and institutional mission, 93–94; as intermediaries, 84; president and, 94–95; roles and responsibilities, 81–85, 87, 88–90

Tuition, 95; and financial aid sources, 32

U

Universities in the Marketplace (Bok), 201, 202

University of California-Los Angeles's Higher Education Research Institute (HERI), 140

University of Missouri-Kansas City (UMKC), 308–311

University of Pennsylvania: One University organizational realignment in, 209–210; Sayre Community Healthcare Promotion and Disease Prevention Project of, 210–212; service-learning/community school project of, 204–209

University of Texas at Austin's Professional Development and Community Engagement Program (PDCE), 285

US News & World Report rankings, 51

User fees, 27

V

Vision, institutional, and the public good, 309–311

Volunteer service, student participation in, 140. *See also* Service-learning

W

Why Innovation Fails: The Institutionalization and Termination of Innovation in Higher Education (Levine), 238–239

Wingspread Group on Higher Education, 327

Wisconsin Idea, 14, 192–193, 232

Woodrow Wilson Foundation's Responsive PhD program, 283, 284