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Higher Education and Democracy: Essays on Service-Learning and Civic Engagement

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(review)

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she beautifully illustrates that, only through the establishment of meaning-making activities, can such awareness have lasting impact on both the learner and the teacher.

In Chapter 9, the final for this section, Kathy-Ann Hernandez discusses the spiritual tension for instructors between showing mercy and administering justice in student assessment. She calls attention to the pressure to hold students accountable balanced with the realization that some aspects of learning cannot be quantifiably measured.

Hernandez suggests that tensions may be alleviated through reflection and awareness of the ecological spaces that have shaped both the instructors' and students' worldviews. She asserts that greater attentiveness to students' cultural spaces would encourage greater connection and a more profound learning environment.

The third and last section of the book extends the discussion of spirituality into research and service. In Chapter 10, Faith Wambura Ngunjiri examines the connection of spirituality and leadership. She highlights examples that connect spiritual leadership with the need to encourage the discovery of values, attitudes, and behaviors.

Ngunjiri also suggests that, by integrating these areas into leadership practice, the leader acknowledges the fundamental spirituality of those being led and encourages the pursuit of meaning and purpose in the community at large.

The theme of spirituality in research continues in the next chapter with Joseph Saggio's experiences in Native American communities. Saggio notes that integrating spiritual truths into the life of the researcher greatly enhances the potential of discovery by encouraging a connection that would help to reveal the genuine qualities of a cultural context. He also notes that a researcher's journey to qualitatively explore a context becomes most effective through the connections created by others-centered service. As a result, new cultural insights become possible based on the foundation of a trusting relationship and a more credible perspective emerges.

The following chapter, by Claude Jacobs, moves in a new direction to discuss religious tolerance in higher education. Using the backdrop of 9/11 attacks on the United States, Jacobs describes his passion to understand the growing religious diversity in today's world. This growing diversity necessitates that, as the researcher, he must broaden his perspective and possibly amend incorrect attitudes about how he experiences truth in his worldview.

Through religious tolerance and understanding, the researcher can more effectively cross boundaries with diverse groups, uncover answers to questions of cultural and individual identity and explore deep questions of purpose and value.

Editor Drick Boyd concludes the book in Chapter 13 by describing what he calls the scholarship of activism. Rooted in this scholarly mission are the spiritual pursuit of personal meaning and how these values work out in action. Boyd beautifully draws on the weaving metaphor to explain how he has integrated his faith, activism, and scholarship into the "cloth" of his life. He explains how these "threads" work in harmony and often challenge him.

This edited volume is a timely work. Over the last decade, scholars and practitioners have given increased attention to the issue of spirituality in higher education. Critical events such as the 9/11 attacks and the world financial crisis have led many to ask big ontological questions. In turn, such exploration has stirred discussions of spirituality and the need to address this previously unattended piece as a legitimate part of the integrated whole of the student. Topics of cultural interconnection, religion, and meaning-making emerge as salient aspects to be addressed with and by students.

As leaders in the higher education community, college and university faculty are pressed more than ever to seriously reflect on their own spirituality and how they might attend to the spirituality of students. The authors of this book effectively contribute to this endeavor, drawing on their personal experiences through autoethnography. While the book does not offer a unified definition of spirituality, a common understanding of the components of spirituality runs through each chapter. Offering worthwhile reading for college and university faculty, this edited volume offers valuable perspectives into the ever-growing subject of spirituality in higher education, as well as ideas and examples for integrating spirituality into one's professional career and personal life.

John Saltmarsh and Edward Zlotkowski. *Higher Education and Democracy: Essays on Service-Learning and Civic Engagement.* Philadelphia: Temple University Press, 2011. 360 pp. Cloth: \$95.00. ISBN-13: 978-143-99003-76.

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In *Higher Education and Democracy: Essays on Service-Learning and Civic Engagement*, John Saltmarsh, Co-Director of the New England Resource Center for Higher Education (NERCHE) at the University of Massachusetts, Boston, and Edward Zlotkowski, a professor of English at Bentley University in Waltham, Massachusetts, explore the civic

purpose of higher education, specifically through service-learning pedagogy.

In this text, Saltmarsh and Zlotkowski bring together essays originally published between 1995 and 2010 that clarify and review service-learning initiatives. The authors state two purposes for this collection of essays: (a) to provide a single text to help facilitate and clarify national service-learning and civic engagement initiatives, and (b) to reclaim service-learning as significant to the civic purposes of higher education.

While the 22 essays in this book cover a wide spread of publication dates, the essays are organized thematically rather than chronologically. The authors have grouped the essays into eight sections progressing from general to specific practices. The volume concludes with remarks on the future of the civic engagement.

The first and second sections focus on the call for civic engagement in contemporary higher education and its historical roots. In Part 1, "General Need," Saltmarsh and Zlotkowski recognize the need for newly engaged civic institutions and challenge educators to move forward in educating and promoting civic engagement. These essays provide readers with a picture of the overall state of civic education in higher education.

Part 2, "Antecedents," creates a foundation for this current status by focusing on the historical roots of civic engagement. They feature John Dewey, Jane Addams, and Dorothy Day's contribution to and influence on community service in American culture. Combined, they provide a perspective of early thought and how the concepts of community service and service-learning began and evolved.

Part 3, "Service-Learning Pedagogy," brings together three previously published essays by Saltmarsh and Zlotkowski. Each discusses service-learning pedagogy's connection to academic engagement. In Zlotkowski's chapter, "Does Service-Learning Have a Future?" he tackles the issue of intellectual resource allocation. His insights provide not only a realistic perspective of challenges, but also strategies in how to incorporate service-learning into the academic culture.

Parts 4 and 5 focus on service-learning in higher education curricula. The fourth section, "Service-Learning in the Curriculum: The First Year," includes essays on service-learning and students' first-year experience. As John Gardner states in the section's introduction, "This publication should serve as a wake-up call to the now legions of educators who are invested in the so-called 'first-year experience' movement that we still have a long, long way to go" (p. 131).

Section 5, "Service-Learning in the Curriculum: The Disciplines," makes a broad sweep of service-learning in the disciplines. Dialogue

with academic disciplines must continue in order to advance the development of civic engagement and its application in all disciplinary contexts. As Zlotkowski discusses in "The Disciplines and the Public Good," Boyer (1996) legitimized the ties between discipline and society in general with his concept of the "scholarship of engagement."

Zlotkowski provides discipline-specific examples of the developments toward the scholarship of engagement by pulling from association statements and reports, including the Association of American Geographers and the American Chemical Society. He further supports expanding civic engagement through service-learning across all disciplines by providing several institutional models which provide both practitioners and researchers with concrete examples of service-learning in action.

Parts 6 and 7, "Engaged Departments" and "The Engaged Campus," focus on service-learning and civic engagement at different levels of higher education institutions. Zlotkowski and Saltmarsh argue that academic departments must take leadership in reforming community engagement within their disciplines. Further, they underscore the need for departments to be involved in interdisciplinary creativity in regards to civic engagement. These chapters explore "often competing views of the purpose of American higher education with the intent of positioning engagement as a contemporary strategy for helping colleges and universities connect to the world beyond them" (p. 286). The authors also argue that engagement has contributed to a more diverse system of higher education while challenging the understanding of institutional cultures and approaches in the institutionalization of engagement.

In the final section, "Over a Decade Later," the authors explore future trends in civic engagement. The essays in previous sections remind us that engagement has come a long way in a relatively short time and has had a dramatic, measurable impact on higher education's culture, values, and educational policy. This section, in contrast, encourages the higher education community to continue pushing forward because it still has a long way to go.

As the authors state, there are many aspects of the scholarship of engagement that this collection of essays does not discuss in depth or at all. Only two new essays were written for this collection, so most of these essays are readily available online and are probably well known to scholars and practitioners of service-learning and civic engagement. Still, this collection is convenient, provides access to several foundational works, and gives a broad overview of the topic.

Although worthwhile, the book is not without flaws. While service-learning is the most commonly used civic engagement pedagogy in higher education, attention to other pedagogies would

have enhanced the book but unfortunately remain unexplored. Further, the connection between civic engagement and service-learning's contributions to democracy remains relatively unarticulated. While readers may be able to make the general connection between these concepts, specific discussion of how to link civic engagement and service-learning to democracy would be helpful for both scholars and practitioners in developing common definitions and a common language.

The flaws do not diminish the book's overall contributions. The arrangement of the essays is excellent, building upon each other and providing tools for navigating this pedagogy. The authors first create a sense of need and urgency for civic engagement in higher education. Next, they provide a historical context for civic engagement and service-learning, then build on this context with current pedagogical examples. With a foundation of civic engagement in higher education, they then explore how departments and entire campuses can be engaged. The authors end with future trends in civic engagement. From beginning to end, this collection of essays provides a variety of perspectives, information, and examples that will move higher education institutions toward a more civically engaged society through educating future leaders.

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Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

James Ottavio Castagnera. *Handbook for Student Law for Higher Education Administrators*. New York: Peter Lang Publishers, 2010. 255 pp. Paperback: \$35.95. ISBN: 978-143-31074-12.

REVIEWED BY KERRY BRIAN MELEAR, ASSOCIATE PROFESSOR OF HIGHER EDUCATION, UNIVERSITY OF MISSISSIPPI, OXFORD

As American society grows increasingly litigious and courts less deferential to the academy, colleges and universities find themselves mired in an onslaught of litigation that spans a wide array of issues, from student concerns through indemnification to employment disputes and far beyond. Higher education administrators are faced with daily decisions that may result in litigation and are liable in both personal and professional capacities, based on the nature of the claim, for their decisions.

James Ottavio Castagnera has written an accessible, easily readable handbook that is intended to provide busy administrators with a resource for assessing questions and developing an understanding

of the relevant legal issues regularly encountered in the course of their practice. The book's 10 chapters focus on the treatment of student-related legal issues facing postsecondary institutions, and student affairs administrators will find the book's easily readable tone and practical advice following topical discussion of key cases a useful starting point for exploring important legal issues.

The book's introduction provides a brief survey of the origins and present status of U.S. higher education, then transitions into a practical discussion of the hierarchy of the law and the legal environment surrounding higher education administration. New administrators or those who would enjoy a brief refresher on the legal structures under which colleges and universities operate will find this introduction informative.

The first chapter treats issues associated with the admissions process, including relevant discussions of the importance of avoiding fraudulent misrepresentation in marketing and recruitment. Although legal concerns regarding fraudulence have primarily focused on the for-profit sector, administrators in public and private not-for-profit institutions should understand the fundamentals of avoiding liability through the conscientious observance of transparency and fair dealing with students. A helpful discussion of the influence of the federal Higher Education Opportunity Act (2008), which has imposed substantial new requirements for colleges and universities in this area, supplements this discussion.

Chapter 2's focus on federal financial aid and tuition policy is well placed and is intended to provide a framework for understanding the system and its function. Reproductions of federal websites related to financial aid programs illustrate that system, but this discussion would have been better served had Castagnera summarized the various programs. Also, the chapter does not extensively treat the major federal regulatory shift in the administration of financial aid resulting from the Student Aid and Financial Responsibility Act (2010) as part of health-care reform. Because the book was published in 2010, the absence of this discussion is not surprising but remains important nonetheless.

Subsequent chapters focus on student activities, student academic standing, and academic dishonesty. These chapters provide a useful discussion of the issues surrounding the administration of student life, including tort liability arising from student organization activities and the due process requirements to be provided in student judicial cases in both the public and private sectors.

On the latter score, the chapter discusses a key U.S. Supreme Court case, *Board of Curators of the University of Missouri v. Horowitz*, in which the Supreme Court set the bar for academic due process