



Civic Professionalism: A Pathway to Practical Wisdom for the Liberal Arts

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INTRODUCTION

For the past four years, a research group made up of teams from six higher education institutions, under the aegis of *Imagining America: Artists and Scholars in Public Life* and with funding from the Teagle Foundation, has explored the relationship of civic engagement to the development of professional skills and vocational pathways within the context and values of the liberal arts.¹ We undertook this project as a response to the increasing pressure on both civic engagement programs and liberal arts curricula to demonstrate their relevance to employment outcomes for undergraduate students facing increased debt burdens and a difficult job market. From the outset, participants understood that change in higher education requires investments on three fronts: faculty roles and capacities, student learning, and institutional structures, all of which we believed should prioritize civic purposes. We benefited from *Imagining America's* ongoing research and organizing on behalf of engaged scholarship and interest in expanding this focus to include undergraduate education. We also profited from the range of participating institutions--from small private liberal arts colleges to large research universities (both public and private)--each of which planned and implemented a small-scale pilot project that reflected the needs and possibilities of its local context.

This paper was designed to reflect on the accomplishments and challenges of the overall project both through our evolving understanding of the conceptual framework and supporting research on civic professionalism and through the practical experience of each campus team in planning and implementing projects that linked vocational exploration, civic engagement, and the liberal arts. These projects will be discussed as they are relevant to each section. Major topics addressed include civic professionalism as a framing concept for civically engaged work in the liberal arts; civic professional identities for faculty members; the relationship between civic professionalism and student learning outcomes; and institutional structures that support civic professionalism as an orientation towards work, learning and democratic citizenship. The paper concludes with an exploration of how civic professionalism can contribute to two emerging emphases in liberal arts education, entrepreneurship and preparation for employment.

¹ *Imagining America's* Engaged Undergraduate Education Research Group included representatives from Auburn University, Drew University, Macalester College, Millsaps College, Syracuse University, and the University of Miami.

Throughout, we argue that civic professionalism, as a concept and framework for practice, provides the tools for integrating civic engagement, vocational exploration, and practical skills development into student learning outcomes in the liberal arts. In addition, we argue that facilitating this goal requires attention to how faculty professional identities, workload and reward structures, as well as the broader university infrastructure, encourage and embrace the work of civic professionalism. The conjunction of the term “civic” with the language of professionalism marks for us the importance of ensuring that the students we graduate into the world of work as well as the future scholars and teachers emerging from our graduate programs embrace their responsibilities to the local and global communities with which we partner and in which they live and work.

Approaching student learning and faculty identity through the framework of civic professionalism potentially shifts both the structure and content of a liberal arts undergraduate education. In coming to understand what this shift might look like, we have relied on the groundbreaking work of William Sullivan, whose deep knowledge of professional education in combination with his commitment to the goals and values of the liberal arts provides precisely the perspective we find lacking in much of the current thinking regarding both civic engagement and career preparation in undergraduate higher education.

For Sullivan, the connection between professional identity and public responsibility emerges from an educational process whereby future practitioners of a profession undergo three “apprenticeships.” In addition to the intellectual training that provides students with foundational academic knowledge, students also must learn the practical skills to become effective practitioners and to successfully deploy intellectual understanding in real-world contexts. Embedded within these two apprenticeships is the third, an “apprenticeship of purpose,” that helps students understand and internalize the ethical standards and larger public purposes through which their work serves the public and contributes to the social good.² This third apprenticeship marks the connection between higher education and the civic that *Imagining America* embraces as a critical dimension of our work. It is important to note that students enter this process from different places. A traditional undergraduate, for example, may have little or no practical experience in the world, whereas an adult learner or returning student may have years of workforce, military, or life experience. The three “apprenticeships” should not be understood as occurring in a linear or set order, but as dimensions of education that are responsive to the needs and experiences of students.

² William Sullivan, “Markets vs. Professions: Value Added?,” *Daedalus*, 134:3 (Aug. 1, 2005), pp. 19-26; William Sullivan, “Can Professionalism Still Be a Viable Ethic?,” *The Good Society*, 13:1 (Nov. 16, 2004), pp. 15-20.

Sullivan argues that an important goal of higher education—whether career-focused or in the liberal arts—should be the development of skill in practical reasoning.³ He explains that “practical reasoning designates a form of cognition that goes beyond reflection to deliberate and decide upon the best course of action within a particular situation.”⁴ Practical reasoning can improve professional judgment and develop analytical skills within students; it is informed by knowledge and experience, but also by the ethical standards and values embedded in community and professional norms. Therefore, practical reasoning is also a key characteristic of informed citizens.⁵ If faculty members understand their roles to be those of civic professionals, practical reasoning necessarily becomes a skill they help students develop. Moreover, these faculty members would also understand that their purpose as educators is less that of the “disciplinary specialist” and more that of a “discipline-using educator” whose ultimate goal of is to foster practical wisdom—an outcome that depends on but exceeds skill in practical reasoning. In Sullivan’s view, what this means is that students graduate with the ability to think broadly and flexibly about “the deeper purposes of social practices,” enabling them to consider what knowledge is appropriate to a situation, how to best use that knowledge in practice, and, perhaps most importantly, to judge when and why one is making the right decision.⁶ He concludes that educating students to pursue practical wisdom is a task particularly well-suited to the liberal arts because of their openness to an integrative approach to problem solving, one that not only acknowledges, but embraces, the multifaceted technical and ethical complexity of our world’s most vexing challenges.

In sum, the framework Sullivan provides us for understanding the purposes of higher education in the formation of civic professionals entails “an integration of students’ educational experiences with the orientation and resources necessary for the ethical application of knowledge as individuals, as workers, and as citizens and participants in civil society.”⁷ If we agree with him that a liberal arts education is meant to help students “make sense of the world and discern their place in it”—and we do—then the explicit integration of civic knowledge and vocational exploration into the core of their education makes sense.⁸ Through an approach to the liberal arts that seeks to develop civic professionals, faculty can help students gain relevant skills and values before they enter the workforce; moreover, in explicitly embedding the civic in their undergraduate education, faculty members can help ensure that the students they graduate understand and embrace their roles and responsibilities as citizens of their communities. Sullivan

³ William Sullivan, “Knowledge and Judgment in Practice as the Twin Aims of Learning,” in *Transforming Undergraduate Education: Theory That Compels and Practices That Succeed*, ed. by Donald W. Harward (Lanham, MD, 2012), pp. 141-157.

⁴ *Ibid.*, pp. 149-150.

⁵ *Ibid.*

⁶ *Ibid.*, pp. 153-155.

⁷ *Ibid.*, p. 143.

⁸ *Ibid.*, p. 141.

states that “for many college has come to mean chiefly a route to the more desirable positions in the workforce.”⁹ To the extent that this instrumental attitude becomes the dominant one in higher education, to the exclusion of both the traditional goals of the liberal arts and the need for an educated citizenry to protect democratic principles, both faculty who see their roles through a conventional disciplinary lens and those who endorse civic engagement as core to their professional identities stand to lose.

WHY CIVIC PROFESSIONALISM

We are frequently asked to explain the relationship between civic professionalism and civic engagement. A commonly referenced definition, Thomas Ehrlich’s, defines civic engagement as “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.”¹⁰ While this definition is sufficiently expansive to include much of what comes under the umbrella of civic professionalism, civic engagement practices in the academy have focused less on vocational exploration than on community-based learning and research that connects disciplinary content to the community through political activities, volunteering in organizations, and project-based research and teaching. In contrast, civic professionalism attends particularly to the education of civic-minded graduates who understand the civic responsibilities that accompany their decisions and actions in the world of work—whether in the for-profit, nonprofit, or government sectors. The difference is less in content than in perspective. When looked at through the lens of civic professionalism, civic goals are relevant to all modes of employment and areas of expertise. Furthermore, this perspective provides a location for working adults and other non-traditional students to engage the liberal arts in ways deeply relevant to their community commitments. Civic professionalism as an approach to undergraduate education would reject the implicit or explicit distinction commonly assumed between education as preparation for work and education with the goals of the common good in mind. Rather, it would seek to expand the goals of civic engagement beyond service to communities to engage the work-life identities and values of our students.

Perhaps more importantly, though, the assumption that civic engagement is predominantly focused on “voluntary” activities that benefit others undervalues both its concrete benefits to students and the ways in which they might take those benefits into the world of work. As a term that marks the intersection of formal knowledge, vocational

⁹ *Ibid.*

¹⁰ Thomas Ehrlich, *Civic Responsibility and Higher Education* (Westport, CT, 2000), Preface, p. vi.

exploration/development, and a commitment to a common good, civic professionalism takes nothing away from the purview of civic engagement, while reminding us that the practical work of sustaining and supporting our communities, our democracy, and ourselves should not be a function only of how we spend our free time.

FACULTY VALUES, ROLES AND CAPACITIES

We have concluded that shifts in how faculty members understand their professional identities and roles as both teachers and scholars are crucial.¹¹ Without such shifts departments and institutions will have difficulty envisioning, let alone implementing, curricula that support student outcomes aligned with civic professionalism. The good news is that the civic professional as a form of faculty self-understanding has a long historical tradition in the United States. The role of the expert in a democratic society was a particular concern of John Dewey who worried in the 1920s that an emerging class of experts divorced from the broader public would by necessity serve only an elite. In contrast, he saw the proper function of the expert as supplying the knowledge needed by that public to be sufficiently informed to pass judgment on how to approach common concerns.¹² More recently, Thomas Bender has traced the historical tensions and creative interplay within the academy between disciplinary specialization and a broader commitment to civic engagement that is cognizant of the multiple communities of which it is a part and to which it has a responsibility.¹³ Bender argues that “the aim of education is not disciplinary perfection. Rather it is wisdom, or the capacity to describe, interpret, and evaluate the worlds in which we live—physical, social, cultural.”¹⁴ Other scholars have emphasized the importance of strengthening democracy through higher education. In this category are the contributions to contemporary theories of civic professionalism of Harry Boyte, Albert Dzur, and Scott Peters.¹⁵ In particular, Boyte has

¹¹ For an earlier articulation of faculty development and civic professionalism, see Amy Koritz and Paul Schadewald, “Be the Change: Academics as Civic Professionals,” *Peer Review*, 17:3 (Summer 2015), <https://www.aacu.org/peerreview/2015/summer/Koritz>.

¹² John Dewey, *The Public and Its Problems: An Essay in Political Inquiry* (Athens, OH, 2012), pp. 207-209.

¹³ Thomas Bender, “Then and Now: The Disciplines and Civic Engagement,” *Liberal Education*, 87:1 (2002), pp. 6-17.

¹⁴ *Ibid.*, p. 6.

¹⁵ Harry C. Boyte, *Everyday Politics: Reconnecting Citizens and Public Life* (Philadelphia, 2004); Harry C. Boyte and Eric Fretz, “Civic Professionalism,” *Journal of Higher Education Outreach and Engagement*, 14:2 (2010), pp. 67-90; Albert W. Dzur, “Civic Participation in Professional Domains: An Introduction to the Symposium,” *The Good Society*, 13:1 (2004), pp. 3-5; Albert Dzur, “Democratic Professionalism: Sharing Authority in Civic Life,” *The Good Society*, 13:1 (2004), pp. 6-14; Albert W. Dzur, *Democratic Professionalism Citizen Participation and the Reconstruction of Professional Ethics, Identity, and Practice* (University Park, PA, 2008); Scott J. Peters, “Reconstructing Civic

criticized an overspecialization and technocracy that thwart higher education's capacities to interact in fluid and respectful ways with citizens and civic institutions. Boyte and Eric Fretz argue that the civic engagement movement can redirect higher education toward preparing people for collaborative problem solving to build thriving communities, thereby contributing to a shared democratic culture. In conjunction with Dzur's "democratic professionalism," which values expertise reoriented towards public ends, these scholars seek to shift faculty roles toward collaboration with those outside of the academy for mutual benefit and in service to society.¹⁶

The ways in which faculty members understand their professional identities, particularly as they relate to civic engagement, has been explored deeply in the research of scholars such as KerryAnn O'Meara, Timothy K. Eatman, and John Saltmarsh. Without a firm grasp on the nature and formation of these identities, it is difficult to develop relevant and effective strategies for change. O'Meara's research has surfaced and defined two distinct categories of academic professional self-understanding that we find clarifying: the "Post WWII Academic Professional" and the "Engaged American Scholar." The majority of our tenured and tenure track faculty colleagues probably fall into the first category. These faculty members define their professional lives primarily in relation to the disciplinary norms and practices learned in graduate school and supported by mainstream institutional expectations and reward systems. This academic identity, according to O'Meara, embodies the value of pursuing knowledge for its own sake, divorced from the expressed needs of communities external to the university or discipline. Immediate relevance and real-world application are not priorities, though some would argue that the basic research and theoretical knowledge they pursue are crucial to the discovery of eventual solutions to real-world problems. Graduate training often reinforces and rewards this perspective. With the tight academic job markets of recent decades, faculty mentors may encourage students to focus only on traditional scholarship and teaching if they hope for a faculty position. In consequence, graduate students in the liberal arts frequently receive little formal mentoring on how to connect academic disciplines to public engagement or on the multiple career paths that might integrate civic contributions.¹⁷

Professionalism in Academic Life: A Response to Mark Wood's Paper, 'From Service to Solidarity,'" *Journal of Higher Education Outreach and Engagement*, 8:2 (2003), pp. 183- 198.

¹⁶ See esp. Dzur, *Democratic Professionalism*, pp. 3-4.

¹⁷ KerryAnn O'Meara, "Reframing Incentives and Rewards for Community Service-Learning and Academic Outreach," *Journal of Higher Education Outreach and Engagement*, 6:2 (Spring/ Summer 2003), pp. 201- 219, esp. p. 202; KerryAnn O'Meara, "Motivation for Faculty Community Engagement-Learning from Exemplars," *Journal of Higher Education Outreach and Engagement*, 12:1 (March 2008), pp. 7- 29; KerryAnn O'Meara, Timothy Eatman and Saul Petersen, "Advancing Engaged Scholarship in Promotion and Tenure: A Roadmap and Call for Reform," *Liberal Education*, 101:3 (2015), <http://www.aacu.org/liberaleducation/2015/summer/o'meara>; Eugene R. Rice, John Saltmarsh, and William M. Platter, "Reflections on the Public Good and Academic

It is important not to dismiss or devalue these approaches to higher education even as we challenge their dominance. Rather, we would argue that co-equal with the development of traditional researchers and scholars should be an academic professional identity that embraces at its core the public purposes of higher education in a democracy. This professional identity aligns with what O'Meara calls the "Engaged American Scholar." These academic professionals identify the potential of their scholarship to better the world in some way as their core motivation. Bolstering the Engaged American Scholar's vision of the role of academic professionals facilitates our ability to address important critiques of the liberal arts while protecting the value of professional expertise to both student learning and knowledge creation.

An important milestone in furthering the legitimacy of faculty roles as Engaged American Scholars or Civic Professionals has been the ground-breaking work of Imagining America's Tenure Team Initiative. This initiative opened a discussion of how to recognize public scholarship in tenure and promotion decisions. This work has been advanced by New England Resource Center for Higher Education (NERCHE) director John Saltmarsh and his colleagues through the Carnegie Elective Community Engagement Classification for Higher Education. It is also important to note the leadership of university and college presidents, including members of Imagining America's Presidents' Council such as Nancy Cantor, Richard Guarasci, and many others. This collective work has increased the institutionalization of the public purposes of higher education and led to an increased acceptance of community-engaged research and scholarship as legitimate forms of scholarly productivity. While traditional scholarship in the form of peer-reviewed publications remains dominant, it is at many institutions no longer the only form of scholarship that counts.¹⁸

Nevertheless our experience implementing campus initiatives focused on civic professionalism suggest several obstacles to a widespread embrace of a faculty identity defined by its responsibility to public purposes beyond those of educating students and supporting research. We trace these obstacles to the ingrained socialization of academic professionals as first, responsible primarily to their disciplines, and as second, responsible for developing their own, portable, human capital in order to remain employable. Both of these elements are not resolvable through shifts in promotion and tenure policies alone. They would require shifts in disciplinary practices and values as well as shifts in hiring practices. These are elements of institutional practice and disciplinary training, not individual professional identity, although of course they shape

Professionalism," in *Faculty Work and the Public Good: Philanthropy, Engagement, and Academic Professionalism*, ed. by Genevieve G. Shaker (New York, NY, 2014), pp. 251-265.

¹⁸ Julie Ellison and Timothy K. Eatman, *Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University* (Imagining America: Artists and Scholars in Public Life, Tenure Team Initiative on Public Scholarship, 2008).

that identity profoundly. Moreover, both undermine the value of engagement with local communities to professional advancement, particularly in the traditional liberal arts disciplines. Even given these challenges, there is a growing number of Engaged American Scholars who seek first knowledge that directly improves the world and prioritize work in the service of community above work that the academic mainstream tells them will be rewarded. These civic professionals play essential roles in changing faculty identities, cultures, and structures on their own campuses and in their disciplines.

Imagining America has long identified graduate education as key point of intervention in re-envisioning faculty roles. The consortium has helped provide alternative models to the usual academic priorities and socialization of graduate education in the arts, humanities, and design that hold tightly to theoretical knowledge and academic specialization. The publicly active graduate education (PAGE) initiative creates cohorts among graduate students who are committed to public scholarship as part of their academic training and links these students to more experienced colleagues in the community and university. These students can then act as change agents both in their current graduate roles as well as in their future roles as engaged faculty, staff, and community members. Imagining America has also laid a foundation for researching the diverse motivations of engaged graduate students and early-career faculty and the barriers that they face in their professions.¹⁹

For some of the institutions participating in the Civic Professionalism Project, the faculty was seen as the key lever for change. The pilot projects undertaken at these institutions built the capacity of faculty members to function as civic professionals, while gaining the skills and knowledge to mentor and teach students. Faculty leaders at Auburn University integrated civic professionalism into their annual summer Civic Engagement Academy, bringing academics from around the globe together to discuss how to link the liberal arts, education, and civic engagement, as well as tenure and promotion policies and the broader purposes of higher education. Auburn University invited scholars such as Harry Boyte and Rick Battistoni to explore the meaning of civic professionalism for the faculty and shared assessment strategies, including a draft of a civic professionalism rubric developed by this project. While some faculty participants struggled with the concept of civic professionalism, especially those whose own disciplines did not have clear vocational pathways other than teaching, the Academy was successful in drawing together a diverse and international group and enabling peer mentoring across different cohorts and levels of experience. These faculty leaders also helped reshape Auburn's curriculum. Building on the interest of a new dean in increasing experiential learning,

¹⁹ Imagining America Faculty Co-Director Timothy K. Eatman, who has spearheaded much of this research, serves as the principal investigator of the Teagle Foundation grant that funded this project. See esp. Timothy K. Eatman, "The Arc of the Academic Career Bends Toward Publicly Engaged Scholarship," in *Collaborative Futures: Critical Reflections on Publicly Active Graduate Education*, ed. by Amanda Gilvin, Georgia M. Roberts, and Craig Martin (Syracuse, NY, 2012), pp. 25-48.

they embraced internships, study abroad programs, a mandatory career planning course for all liberal arts majors, and a Leadership for a Global Society undergraduate certificate.

The initiative at Macalester College likewise envisioned faculty members as innovators, focusing on small scale projects such as a reading group that introduced them to the concept of civic professionalism, an intensive summer faculty development workshop, and an on-campus consultation with KerryAnn O'Meara on incorporating civic professionalism into an academic work portfolio and career trajectory. These varied approaches reflected the need to engage faculty members with different levels of experience at different points in their academic careers. Macalester's pilot project intentionally included tenure track as well as adjunct instructors and academic staff members to model the kind of campus cohort necessary for integrating civic engagement and vocational inquiry.²⁰ These activities were most successful when they built on the scholarly, professional, and civic commitments of faculty members while helping them expand their networks of support on campus and across higher education.

If faculty members think of themselves as civic professionals whose expertise is relevant not only to conveying the content knowledge of the field but the practices and public purposes of a discipline as they relate to improving the world, those commitments will be reflected in their approach to student learning. They will embrace a learning environment that is fully engaged with the practical and ethical impact of a field of study. Instead, too many faculty members have internalized a separation between their roles as content experts and the need to prepare students for careers outside of the academy.

Adding to the challenges facing civic professionalism in the faculty is the expectation that civically engaged faculty members demonstrate not only content expertise and pedagogical effectiveness, but also positive community impact. Sometimes these are framed as competing rather than mutually reinforcing goals. All three are important. Because university researchers have at times exploited communities for their own purposes, well-intentioned student volunteers have done damage, and resource differentials between higher education and the community can lead to asymmetrical power in what should be a reciprocal relationship, it is imperative that universities be attentive and responsive to expressed community needs. Without positive community impact civic engagement as we understand this term has not occurred. At the same time, the core mission of higher education requires that civic engagement further student learning outcomes. We suggest that approaching civic engagement through the lens of

²⁰ Paul Schadewald and Karin Aguilar San Juan, "Developing Faculty for Community Engagement Across the Curriculum," in *Deepening Community Engagement in Higher Education: Forging New Pathways*, ed. by Ariane Hoy and Matthew Johnson (New York, 2013), pp. 133-144.

civic professionalism can help make explicit the faculty's responsibilities to their disciplines, students, and community partners. As professionals we are obligated to keep abreast of relevant content knowledge and informed practice; as educators we are obligated to convey to students accurate information and the best practices of our fields; and as civic-minded representatives of an expert domain we are obligated to attend to the real-world impact of our actions. A focus on civic professionalism potentially reinforces the value of reciprocity in the relationship between higher education and communities by integrating responsibility to the greater good into our actions and choices as professionals and learners.

Civic professionalism also challenges a superficial or passive (for students) approach to experiential learning that does not make a commitment to building reciprocal partnerships. Such an approach may threaten to displace civic or community-engaged learning and in the process erase the relevance of community impact to student learning altogether. Many of the academic courses and programs that include experiences outside the classroom—ranging from field trips, to guest lectures, interviews and networking opportunities—provide real value to students. At the same time, however, they often do not help students build and practice skills or develop the practical judgment to understand appropriate and inappropriate uses of knowledge in specific real-world contexts. Such experiences by themselves do not provide an apprenticeship of practice or of purpose. The crucial distinction between a course of study focused on the development of civic professionals and one that simply exposes students to social issues or vocational opportunities is the degree to which sustained and intentional opportunities are provided for students to learn about, practice, and reflect on how their current work or the work they might aspire to perform following graduation is connected both to the academic content of their classes and a larger social good.

STUDENT LEARNING

We need to focus on preparing students for the professions broadly, including work in nonprofits, education, and socially responsible businesses, and for becoming social entrepreneurs. We also need to prepare students to work as professionals who act with others, not on others. We have an opportunity to produce a generation of doctors, lawyers, financial investors, and others who approach their jobs as citizen professionals, who are keenly aware of and interested in doing their jobs in ways that have a positive social impact.²¹

²¹ Adam Weinberg, "A Vision for the Liberal Arts: An Interview with Adam Weinberg," *Higher Education Exchange* (The Kettering Foundation, 2014), pp. 31-41.

Adam Weinberg, President of Denison University, in *Higher Education Exchange* (2014) p. 39.

Student learning is deepened and enriched by engagement with community. Both research on service learning pedagogy and anecdotal student feedback on such classes reinforce the pedagogical effectiveness of community-based learning. The Association of American Colleges and Universities (AAC&U) has identified service learning as one of ten High Impact Practices that research supports having a positive impact on student learning. A review of the research on service learning commissioned by AAC&U and completed by Jayne E. Brownell and Lynn E. Swaner notes the particular strength of this pedagogical approach in helping students apply knowledge in real world settings and in developing moral reasoning and sense of civic and social responsibility.²² They also note the potential for service learning to be integrated with other high impact practices such as learning communities, first-year seminars, and undergraduate research. Nevertheless, despite the clear benefits of service learning/community-based learning classes to student learning on several dimensions, community-engaged pedagogy remains an exception to dominant teaching methods on most campuses for several reasons.²³ These reasons include the small class size most community-based learning courses require, the added work of partnership development and stewardship required of faculty, the logistical demands for both students and faculty of completing community engaged work outside the classroom, and the difficulty of integrating discipline-controlled learning outcomes with the multidisciplinary context of community.

Despite such obstacles, the clear potential of community-based learning to help students build real-world skills while increasing their commitment to strengthening communities and the values of equity, democracy, and integrity reinforces the importance of expanding student access to this high impact practice. Civic professionalism in our view is a logical extension of this practice, providing explicit linkages between vocational exploration, the norms of comportment and communication in the world of work, and the values of fairness and equity in our day-to-day decision-making.²⁴ In these ways, civic professionalism may constitute a resolution to the problem

²² Jayne E. Brownell and Lynn E. Swaner, "High-Impact Practices: Applying the Learning Outcomes Literature to the Development of Successful Campus Programs," *Peer Review*, 11:2 (Spring 2009), <https://www.aacu.org/publications-research/periodicals/high-impact-practices-applying-learning-outcomes-literature>.

²³ We prefer the term "community-based learning" rather than "service-learning," because the terminology of "service" can imply a one-way gift relationship. Nonetheless, the term "service-learning" is still broadly used in the literature and by practitioners. This paper uses the terms interchangeably especially when specific initiatives uses the term service-learning.

²⁴ We see an alignment with Julie Hatcher and Kristen Norris' work on "civic minded graduates." See esp. Julie Hatcher, "The Public Role of Professionals: Developing and Evaluating the Civic-Minded Professional Scale" (Ph.D. School of Liberal Arts, Indiana University-Purdue University, Indianapolis, 2008).

recognized by the 2012 publication *A Crucible Moment: College Learning and Democracy's Future* that too often the relationship between higher education's role in vocational training and civic engagement is seen as one of mutual exclusion. While *A Crucible Moment* warns against developments in higher education that focus solely on vocational training, it also notes that civic learning provides many of the skillsets and attitudes highly valued by employers. Democratic engagement and learning encourages knowledgeable citizenship that can be honed in "through hands-on, face-to-face, active engagement in the midst of differing perspectives about how to address common problems that affect the wellbeing of the nation and the world."²⁵ The report urged colleges and universities to understand better how the skills gained in civic work could reinforce the skills that employers are seeking.²⁶

William Sullivan, in particular, has advocated the incorporation into undergraduate liberal arts curriculum of case studies, issue-based learning, and interdisciplinary projects that blur the lines between campus and community. Such approaches hold the potential for fostering the practical wisdom that is the ultimate goal of civic professionalism and for creating experiences that mirror the kinds of constructive collaboration across difference necessary for the current workplace and for social change initiatives.²⁷ In an education that lays the groundwork for the formation for future civic professionals, students begin to integrate attitudes and values as well as key skills that shape not only what they do, but also how and why they do it. This integration—with the goal of contributing to the common good—is the essence of civic professionalism and one way of refocusing the liberal arts so that they educate students for lives of practice and social purpose as well as learning.

The pilot projects undertaken by participant teams show a variety of ways that this can be accomplished. In all of the student-focused pilot projects we noted the challenge faced by faculty who may lack of experience working outside of academia, leading to their feeling unqualified to advise students regarding other career paths. For this reason, we believe it beneficial to develop student-learning outcomes that embrace the participation of non-academic expertise, whether that of career center staff, community partners or alums. Nevertheless, the varied structures and disciplinary contexts in which the projects took place led to a wide range of approaches, from the creation of individual course components to changing the curriculum within majors, that offer pathways towards addressing this issue. Participants at Syracuse University and Macalester College supported initiatives that connected engaged learning with the skills necessary for 21st century work. Syracuse's interdisciplinary team identified as key

²⁵ The National Task Force on Civic Learning and Democratic Engagement, *A Crucible Moment: College Learning and Democracy's Future* (Washington, DC, 2012), esp. p. 3.

²⁶ *Ibid.*

²⁷ William Sullivan, "Knowledge and Judgment in Practice as the Twin Aims of Learning," pp. 141-157.

vocational skills: interpersonal communication, surfacing narratives, conflict management, technological skills, creative and design skills, facilitating deliberation, and impacting systems and political processes. Macalester's "project-based" approach allowed students to work in groups with community members researching issues of broader community concern, while a second approach embedded vocational exploration within courses and included ethical reflection about the larger purposes of work.

Drew University's project created a new community-based learning course focused on providing an interdisciplinary introduction to the nonprofit sector. This class provides the only location where students outside of Drew's arts administration program can learn about the skills, structures, and policies that shape this significant sector of our national economy. It is particularly helpful for students who avoid business classes, but who nevertheless need some understanding of how fund-raising, governance, strategic planning and project management function in order to be effective in the organizations they seek to join. The practical experience of working with a nonprofit organization over the course of the semester enables them to explore vocational directions while integrating knowledge with practice. Students gain both the content knowledge and actual skills that such organizations would find attractive in new employees, but do so in a supportive space that encourages reflection.

Millsaps College project made changes at the departmental levels in Psychology and Neuroscience. Rising seniors are led through an interactive process of examining various job opportunities in psychology, preparing CVs and resumes, practicing writing cover letters and personal statements, and are required to complete a minimum of 10 hours of community/professional engagement. The department changed its capstone into a 2-semester course with a fall semester course that emphasizes understanding the literature in the field and a spring semester component that includes campus and community engagement. At Millsaps College, the changes made within the Psychology and Neuroscience department have been so successful that the college intends to integrate them as parts of the learning experience for all majors.

At the University of Miami faculty participants developed a new course entitled "Miami Engagement: History, Media, and Social Change" that institutionalized a cross-school collaboration in a shared curriculum. The seminar-style course examined the history, theory, and practice of civic engagement, community history, and social change in the United States. In addition to classroom discussions and writing assignments, students worked collaboratively with local cultural, civic, media, and political organizations in South Florida aligned with their interests. Concurrently the University of Miami was able to push for departmental changes to embed civic professionalism. The History Department, for example, created a new internship course that counts toward the major for up to three credits, allowing History students to receive credit for community-based work related to their major.

The work accomplished at Drew, Millsaps and the University of Miami, in concert with that undertaken by Syracuse University and Macalester College, recognizes the broad relevance of civic professionalism to undergraduate education. Also important in the current environment of higher education will be establishing and tracking an assessment strategy for civic professionalism as an identifiable set of desirable outcomes for student learning. While the research group did make some contributions towards this end by drafting and distributing for feedback a rubric, civic professionalism assessment remains a work in progress.

CIVIC PROFESSIONALISM ASSESSMENT

Given the increased emphasis on student learning assessment in higher education, the project's assessment consultant, Ashley Finely, helped the research group think about how the deployment of knowledge, skills and values towards the exercise of practical wisdom might be measured. These conversations led to the development of Logic Models for each of the pilot projects. More importantly, the conversations led to an attempt at creating a rubric for assessing civic professionalism.²⁸ This rubric, while still in development, begins to clarify our understanding of the dimensions of civic professionalism and what progress towards mastery in each might look like. The process of drafting the rubric raised the issue of to whom such a rubric should be targeted—students, faculty, or both—and if both, how rubrics might need to be different for each population. This set of questions led further to conversations concerning the level at which a rubric should be designed to function—a single course, a program or major, an entire college career?

From the perspective of a faculty member tasked with assessing student performance in the liberal arts, creating a civic professionalism rubric brought home the difficulty of assessing practical skills as opposed to content knowledge and conceptual skills alone. Capacities that cannot be demonstrated through direct assessment of written work, oral presentations, or quantitative products seem particularly challenging for many liberal arts disciplines to either value or evaluate. For example, the ability to reach consensus that leads to group action on a concrete, civically relevant goal requires assessment not only of interpersonal, teambuilding, and listening skills, but also the ability to plan and motivate realistic action. We had underestimated the degree to which civic professionalism challenged a student learning assessment regime not normally framed to include civic practice, even with the real progress made in this area by AAC&U's Civic Engagement VALUE Rubric. We also underestimated the time and effort required to build

²⁸ See Appendix.

properly reviewed and normed rubrics. As we learned more about the model process used by AAC&U to develop the VALUE rubrics, it became clear that such an outcome was beyond the scope of the current project.²⁹

Nevertheless, a rubric for civic professionalism remains an important goal, both in the context of student development and faculty roles. Completing this rubric will further the understanding of how our work, vocation, or profession enters into our roles and responsibilities as global citizens and members of our local communities. Moreover, we came to realize that the emergence of young adults as civic professionals may require a longer timeframe than four years of undergraduate education would allow. The ability to follow alums into their postgraduate work-lives would be crucial to understanding the impact of college experiences on the development of attributes and characteristics identified as those of a civic professional. The continuing research of Julie Hatcher and Kristen Norris on civic-minded graduates points in a productive direction. Hatcher and Norris conducted semi-structured interviews with alumni of the Corella and Bertram F. Bonner Foundation's civic leadership programs, inquiring about which components of undergraduate civic engagement programs best shape future civic professionals.³⁰ Their research thus far has highlighted the importance of mentoring and encounters with difference as among key the components that have led to the development of future civic professionals.³¹ As this research matures, we are hopeful that strategies for increasing the presence of the civic in how we assess practical skills development among undergraduates will emerge as well.

INSTITUTIONS AND CITIZENS

Higher education's student learning goals reflect the priorities of multiple constituencies—students and their families, potential employers and graduate schools, the faculty members responsible for instruction, and perhaps most importantly, the mission and culture of the institution itself. Ira Harkavy, Associate Vice President and founding Director of the Barbara and Edward Netter Center for Community Partnerships

²⁹ See Association of American Colleges and Universities (AAC&U) VALUE rubrics, <https://www.aacu.org/value/rubrics>.

³⁰ For over 25 years, the staff at the Corella and Bertram F. Bonner Foundation and their colleagues in higher education have developed a civic leadership program implemented through a national network of campuses.

³¹ See esp. Dan Richard, Cheryl Keen, Julie A. Hatcher, David Beane, and Heather K. Pease, "Engagement Multiplied: The Impact of College-Level Dialogue and Reflection Experiences on Civic Mindedness as Professionals," in *Proceedings of the International Association for Research on Service-Learning and Community Engagement 11th Annual Conference*, ed. by Barbara. Harrison, Billy O'Steen, Patti H. Clayton, Kathleen Edwards, and the Editorial Fellows Team (New Orleans, 2011), pp. 60–61.

at the University of Pennsylvania, has wisely commented that although the problems facing community engagement in higher education are the same everywhere, the solutions are always local.³² What will gain traction at the University of Pennsylvania is not the same as what will work at Millsaps College or Syracuse University. Throughout this project we have undertaken and learned from a broad range of approaches to integrating civic professionalism into institutional structures.

Just as there is a long tradition arguing for the integration of social responsibility into norms of professional practice, so there is a long tradition linking higher education to maintaining the ideals and practices of a democracy. Thomas Jefferson famously affirmed the necessity of an educated citizenry to a free people, and the recognition of a need to educate effective citizens, not only productive workers and professionals, is commonly expressed in the context of liberal arts education. The challenge for civic professionalism as a goal for higher education in this context is the lack of agreement concerning what it means to educate for democratic citizenship. For many faculty members, including civic engagement and social responsibility as topics covered in their courses is natural. Democratic citizenship broadly defined is easily integrated into history, literature, political science, sociology and other curricula. Moving from conceptual and content knowledge, however, to practice and purpose—the two other apprenticeships necessary to the development of civic professionals—is more difficult. Key to this transition would be recognition at an institutional level of the importance of integrating knowledge with practice in the world and with a deep commitment to the ethical uses of both in a democracy. Moreover, a central challenge to accomplishing this goal will be transforming higher education to welcome the “full participation” of increasingly diverse student, staff, faculty, and community constituencies.³³

Part of the challenge faced by higher education is that despite the pervasiveness of language affirming commitment to the common good in most higher education mission statements, for practical purposes, an array of other priorities may take precedence. Under such conditions, both formal leadership and institutional culture can crucially support or derail success. We have seen cases where strong leadership at the presidential level did not translate into the infrastructural and cultural changes needed to ensure continuity and embeddedness of change once that leader has moved on. We have also seen examples of institutions where the passion and commitment of middle managers, drawing on values embedded in institutional culture, have enabled civic engagement initiatives to weather instability in upper leadership, uncertainty in institutional priorities, and on-going resource constraints. Both Syracuse and Drew

³² Personal correspondence between Amy Koritz and Ira Harkavy.

³³ Susan Sturm, Timothy Eatman, John Saltmarsh, and Adam Bush, “Full Participation: Building the Architecture for Diversity and Public Engagement in Higher Education,” *Imagining America Paper 17* (2011), <http://imaginingamerica.org/wp-content/uploads/2015/09/fullparticipation.pdf>.

Universities underwent leadership changes over the course of the project period. While these shifts made it difficult for both institutions to complete their projects, the Syracuse project team was particularly challenged to build and sustain momentum. In both cases, however, the original project could not be implemented as proposed. When leadership changes at the top, the ensuing uncertainty can lead to a hesitancy of faculty to become involved in new initiatives. If, however, as was the case at Drew, a dedicated office exists that can maintain some level of steady progress, in combination with widely held values characterizing the institution that are sympathetic to the goals and purposes of civic engagement, the worst effects of leadership instability may be avoided.

Institutional culture played out differently across participating institutions. Some research intensive universities had more difficulty engaging faculty, while others found an enthusiastic response. Some liberal arts colleges seemed very open to exploring non-traditional roles or program structures, while others seemed more resistant to innovation. Millsaps, for example, was able to integrate community engagement elements into its religion and psychology programs and Macalester easily recruited faculty to make course revisions or to participate in development opportunities. A culture that values faculty engagement with undergraduates outside the classroom is more commonly found in liberal arts colleges, increasing opportunities to educate faculty about civic professionalism as a goal for their students. On the other hand, research universities that house professional schools may find the language of civic professionalism more familiar. Additionally, the two pilot projects that were led from provost and dean's offices at research universities (University of Miami and Auburn) benefited from this level of administrative support. These outcomes suggest to us the crucial importance of academic leadership on campuses where institutional culture may not be naturally aligned with the goals of civic professionalism. While institutional size may seem intuitively related to the presence of a sympathetic culture, with the need for formal supporting structures more crucial in larger institutions, we found such structures to be equally important at smaller schools. Although small institutions may benefit from a greater ability to create and sustain informal networks across units, formal structures are still needed in order to embed individual faculty efforts in an institution.

We found that implementing civic professionalism projects depended upon connecting areas of the institution that were often separated by school, department, culture, or institutional reporting lines. Creating courses and majors that integrated vocation, civic engagement, and disciplinary study benefited from drawing on hybrid or non-academic units such as career development centers, internship offices, civic engagement centers, and alumni offices. In larger universities, connecting professional school faculty with those focused on liberal arts undergraduate teaching could serve a similar purpose. Faculty trainings, such as those at Macalester and Auburn, provided opportunities for

faculty and staff from diverse units to get to know one another and to understand each other's needs and resources.

As a multi-institution project led by a consortium, the Civic Professionalism Project was poised to take advantage of the national network and access to the knowledge, models of practice, and communications infrastructure of Imagining America. In many ways we were unable to do so to the extent anticipated, leading us to reflect on the roles of consortia in the civic engagement landscape of higher education. Despite the irreplaceable role of these and other organizations in giving national visibility to values and goals that may be lost at the level of the individual college or university, their influence is limited for several reasons. Most of them function with a very lean staff and attempt to address the interests of a broad range of membership, resulting in the penetration of consortial messaging being only as deep as the communication processes within each member institution. Additionally, there is an inherent tension between the desire of a consortium to bring institutions together in the service of common goals and the need member institutions have to differentiate themselves in a competitive marketplace for students. Thus, although campuses participate in and are members of national consortia devoted to civic engagement such as Campus Compact, Imagining America, and Project Pericles, the level of institutional knowledge about and commitment to them is widely disparate across institutions.

Despite the important national voices coming from consortia, professional associations, and public intellectuals, it is well recognized that higher education institutions cannot depend on external forces alone to drive change. A report on a recent survey of higher education professionals noted that “survey respondents, mostly higher education insiders, see the biggest roadblocks to innovation inside the academy. These include misaligned incentives for faculty, lack of clear vision by leaders, and commitment to outdated instructional and organizational models.”³⁴ We have certainly witnessed versions of all of these roadblocks in the process of completing this project. Most directly challenging some of our goals have been curricular structures and alignment of faculty work responsibilities in higher education that continue to privilege departmental structures to the exclusion of other modes of organizing knowledge and learning. Although there is extensive support among faculty for the public purposes of higher education—and educating students to be responsible citizens—our project reveals several important obstacles. First, as is commonly recognized, for many faculty members the constraints of existing workload and reward structures make it challenging for them to take responsibility for fulfilling this mission. Secondly, the pressures of the academic marketplace for faculty force greater attention to developing individual qualifications than to serving public purposes.

³⁴ Rayane Alamuddin, Martin Kurzweil, and Daniel Rossman, “Higher Ed Insights: Results of the Fall 2015 Survey,” *Ithaka S+R* (Feb. 22, 2016), <http://sr.ithaka.org/?p=277015>.

Nevertheless, we have been heartened by the increasing openness of faculty to exploring and approving policies and curricular changes that strengthen the public purposes of higher education. At Millsaps College, for example, a modest curricular commitment to civic professionalism in the Religious Studies and Psychology and Neuroscience departments resulted in integrating civic internships into their majors. The success of this work in turn led to a new academic minor in Nonprofit Management that began in fall 2015. The clearest institutional commitment to civic professionalism arising from this project at Millsaps, however, is the decision to establish an Institute for Civic and Professional Engagement, a development due in large part to the support of the Teagle/Imagining America grant and related conversations. The implementation task force for the Institute for Civic and Professional Engagement at Millsaps has completed its work, and the official public launch of the Institute occurred in April 2016. The Institute houses functions of the College that interface with the community with the intention of better coordinating and expanding upon the work already being done. Importantly, the Institute will help ensure that the engagement of students and faculty extends beyond mere interaction with neighbors and community partners to include opportunities to think about and reflect upon the civic and ethical implications of work and service.

While the results were not as far-reaching at the University of Miami, it too met its goals, in forging stronger ties between the faculty in the undergraduate liberal arts and in professional schools around civic professionalism. Faculty in the History Department in the College of Arts and Sciences collaborated with faculty in the School of Education's Human and Social Development program and the School of Communication's Journalism program to build civic professionalism into their courses and respective majors. Additionally, members of the History Department Advisory Committee undertook the revision of tenure and promotion standards. By spring 2015, tenure and promotion guidelines within the History Department were revised to explicitly recognize the role of engaged scholarship in the reward structure.

The generative cross-fertilization of initiatives begun on a very small scale that is illustrated by the institutional trajectory of these two projects gives us hope that under the right circumstances small efforts can have a large impact. We would hope that two important lessons from this project gain traction in higher education. First, the fundamental insight driving our turn towards civic professionalism remains that the competencies basic to democracy cannot be learned only by studying books; civic capabilities are honed through hands-on, face-to-face, active engagement in the midst of differing perspectives about how to address common problems that affect the wellbeing of the nation and the world. Second, the domain of civic engagement cannot exclude or devalue the world of professional advancement and paid work. We have an obligation in higher education to prepare our students for economically viable futures, but that obligation should not be limited to providing benefits to individuals; it should

also encompass a responsibility to the common good. To this end, we share the call of *A Crucible Moment* on the higher education community—its constituents and stakeholders—to embrace civic learning and democratic engagement as an undisputed educational priority for all of higher education.

FUTURE DIRECTIONS: ENTREPRENEURSHIP, CAREER DEVELOPMENT, AND CIVIC PROFESSIONALISM

Our project started with an assumption that most liberal arts graduates would find themselves in full-time professional roles either immediately after an undergraduate education or after additional specialized professional training. Since the great recession, however, two important developments have altered these assumptions. First, higher education, and the liberal arts in particular, have come under increasing criticism for a perceived failure to prepare students adequately for successful employment. Secondly, entrepreneurship as a career path has gained greater prominence in undergraduate education, even outside of business programs. The growth of entrepreneurship programs reflects transformations in 21st century work where job security in professional roles is tenuous and the investment in law, medicine, or other post-baccalaureate training may be a riskier proposition. Instead, undergraduate programs have begun to stress the need for students to be able to develop the skills and disposition to create their own work in a highly competitive environment.³⁵

The role of entrepreneurship in the liberal arts and in relation to civic engagement is complicated and open to debate.³⁶ In some versions, the values of entrepreneurship may be tension with those of a civic minded professional. The entrepreneur defined as disrupter and risk-taker, bringing new ideas to a staid and unwieldy economy, can represent a highly individualistic view of the entrepreneur that may not always embrace collaboration, compromise, or reciprocity—the foundational skills of civic engagement. Some have suggested social entrepreneurship as a way of leveraging the innovative energy of the entrepreneur for the social good. In fact, undergraduates are increasingly attracted to initiatives that integrate entrepreneurship with social benefit, exemplified

³⁵ See Liyan Chen, “How Liberal Arts Colleges Reinvent Themselves as Startup Factories,” *Forbes* (July 29, 2015). <http://www.forbes.com/sites/liyanchen/2015/07/29/how-liberal-arts-colleges-reinvent-themselves-as-startup-factories/>.

³⁶ On the relationship between social entrepreneurship and civic engagement, see Brad Wolverton, “How Colleges Could Better Prepare Students to Tackle Society’s Problems,” *Chronicle of Higher Education* (April 15, 2010), <http://chronicle.com/article/How-Colleges-Could-Better/65123> and Amanda Moore McBride and Eric Mlyn, “Innovation Alone Won’t Fix Social Problems,” *Chronicle of Higher Education* (Feb. 2, 2015), <http://chronicle.com/article/Innovation-Alone-Won-t-Fix/151551>.

by social entrepreneurship or social innovation projects.³⁷ Even social entrepreneurs, however, can sometimes also uncritically embrace the ideal of the heroic individual change-maker.³⁸

While social entrepreneurship clearly intends to consider the public good as a necessary goal, along with financial success, some higher education professionals remain unconvinced. Others embrace social entrepreneurship but believe that there is little real common ground between social entrepreneurship and business entrepreneurship. It is important to note, though, that shared values and goals are possible—and not only in approaches to and perspectives on change-making—between social and business entrepreneurship. For-profit ventures that pursue the triple bottom line of financial, environmental and social benefit inhabit a growing area. Such ventures may seek to become certified B-Corps, holding themselves accountable to social as well as financial goals. Entrepreneurs, like established companies such as Patagonia, may choose to value responsibility to a greater good.³⁹

Civic professionalism may, in fact, hold promise as a framework that would deepen and enrich all approaches to entrepreneurship, social or otherwise, currently found in higher education. Any form of entrepreneurship would benefit deeply from a preparation through the three apprenticeships of civic professionalism. For entrepreneurs, as well as for students seeking public service or other more traditional career paths, civic professionalism helps contextualize work in a tradition of practice and ethics, while emphasizing the deep obligation of expertise to communities and the necessity of collaborative relationships. It asks us to embed work into a larger social system, one where individual choices and decisions may have impact far beyond the success or failure of an individual. At the same time, preparation as a civic professional teaches students how to be nimble and adapt to changing work conditions—qualities also valued in entrepreneurial settings—given that community-based learning often demands flexibility in order to meet the needs of community partners operating outside of the formal structures of the classroom.

³⁷ See for example, Neale Godfrey, “Business Not As Usual: The Millennial Social Entrepreneur,” *Forbes* (Aug. 23, 2015), <http://www.forbes.com/sites/nealegodfrey/2015/08/23/business-not-as-usual-the-millennial-social-entrepreneur/>.

³⁸ For criticism of the heroic, individual entrepreneur, see Daniele Papi-Thornton, “Tackling Heropreneurship,” *Stanford Social Innovation Review*, 14:1 (Feb. 23, 2016), http://ssir.org/articles/entry/tackling_heropreneurship and <http://tacklingheropreneurship.com/>.

³⁹ See the B Corporation website, <https://www.bcorporation.net/> and Jason Lim, “When Being a ‘B Corp,’ Is Better Than Just a Company,” *Forbes* (May 31, 2016), <http://www.forbes.com/sites/jlim/2016/05/31/when-being-a-b-corp-is-better-than-just-a-company/>.

Increased opportunities for our students to reflect on the importance of social purpose in the context of real-world practice are clearly present in the framework of civic professionalism. Moreover, such opportunities are more clearly and deliberately embodied by a civic professionalism framework than many current civic engagement or career development approaches to undergraduate education. Based on what we are learning from the campus projects, however, we realize that “civic professionalism” is not yet embedded in either the larger civic engagement milieu or conversations linking the liberal arts with preparation for employment. Despite this, during national conference presentations, such as at AAC&U and Imagining America, many found the concept intriguing and wished to join the conversation. We have come to believe that “civic professionalism” is a clarifying and useful term for framing and connecting civic values, skills, and actions within students’ vocational exploration in college. It communicates a set of civic behaviors and attitudes that civic-minded people should enact in the public arena in order to contribute to the common good in their careers and public lives. Further, it does so without ruling out career aspirations that may not be predominately or transparently civic in their purpose.

This project has not only clarified the importance of integrating opportunities for vocational exploration through practice into the liberal arts curriculum, it has also reinforced the crucial need at this time in the history of the liberal arts to avoid reducing such opportunities either to career preparation in its most instrumental forms or to facilitating an individualistic ideal of entrepreneurial success. Internships, networking opportunities and informational interviews are important tools in helping students find employment. Pitch competitions and start-up bootcamps give students new skills and confidence in their ideas. Both approaches are less likely, however, to ensure that students have explored the values, purposes, and responsibilities that they as individuals and in their actions as workers and professionals have towards the larger society. Intentional integration of the three apprenticeships of civic professionalism into the education of our students would demand that a student reflect on the values and purposes of their employment—whether with an existing organization or an entrepreneurial venture—in regards to its social benefits. By providing a language and roadmap for including impact on the common good in our understanding of individual success or failure, civic professionalism helps students approach their work lives through the lens of larger social and personal values.

APPENDIX

Civic Professionalism Draft RUBRIC

DEFINITION

Civic Professionalism provides a framework for transforming educational practice by emphasizing the intersection of formal knowledge, vocational exploration/development, and a commitment to a common good. William Sullivan defines civic professionalism as a reciprocal relationship between the professional and the public that “demands accountability and responsibility on the part of the profession” toward the larger public that it serves. This rubric extends this definition to undergraduate education, including but not limited to the liberal arts.

FRAMING LANGUAGE

In this model of civic professionalism, knowledge, practice, and the public good co-define and cross-fertilize each other. As a bridge between intellectual and practical learning, and between individual vocational goals and a common good, civic professionalism offers both a new language for thinking about the content, methods, and aims of a liberal arts education and a toolbox of practices.

Civic professionalism integrates the goals of the liberal arts with the practical, public work of socially responsible citizenship through the pursuit of practical wisdom. Practical wisdom entails the ability to know when, why, and how to deploy the appropriate skills, knowledge, and values to effectively address complex, open-ended civic problems. Developing this ability requires attention to three kinds of learning, which Sullivan terms “apprenticeships.” The first apprenticeship—the intellectual training—provides students with academic knowledge; the second apprenticeship—practical skills—enables students to be effective agents deploying intellectual understanding in real-world contexts. Embedded within these is a third “apprenticeship of purpose” that helps students understand and internalize the ethical standards and public purposes through which their work contributes to the social good.

By bringing formal knowledge, civic education, and vocational development together in tangible and practicable ways, the framework of civic professionalism enables liberal education to explicitly cultivate the relationship between work and social responsibility. This rubric is intended to be used 1) *as a supplement to the AACU VALUE Rubric for Civic Engagement**; 2) *to benchmark student progress over the course of a program rather than an individual course*; 3) *as a tool to spur student reflection and faculty mentoring of internships, community-based learning, and other experiences that provide vocational exploration opportunities*. This rubric is intended as a tool for reframing the liberal arts so that students understand how their education can prepare them to contribute to the public good in whatever career or vocation they pursue.

*Categories crucial to both civic engagement and civic professionalism, including diversity, are omitted from this rubric, which is meant to be used in conjunction with the AAC&U Civic Engagement VALUE Rubric

GLOSSARY

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

Civic Engagement: "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"(Excerpt from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi). "In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community" (*AAC&U's Civic Engagement VALUE Rubric*, para.2).

Social Responsibility: "Contributing to a larger community by recognizing and acting on one's responsibility to the educational community and the wider society, locally, nationally, and globally; taking seriously the perspectives of others by recognizing and acting on the obligation to inform one's own judgment; engaging diverse and competing perspectives as a resource for learning, citizenship, and work and; developing competence in ethical and moral reasoning and action by developing ethical and moral reasoning. . . . [and] using such reasoning in learning and in life" (*Adapted from AACU&U's Core Commitments: Educating Students for Personal and Social Responsibility*, para 4-6).

Vocation: In this rubric, the term vocation is used to indicate the work that individuals feel called to do and/or which sustains them. The process of vocational exploration is considered a component of a liberal arts education that includes civic professionalism as a goal.

Work Life: Activities that impact others and allow one to participate as an economically viable member of society.

Civic Professionalism Draft RUBRIC**

	Capstone 4	3	Milestones 2	1
Civic Knowledge	Formulates how the relationship between academic knowledge and the common good will shape one's work life and explains how that relationship fulfills the public purposes of knowledge.	Analyzes the challenges and opportunities in connecting academic knowledge to action on a common good in one's work life and examines the implications for integrating social responsibility into one's professional identity or work-life.	Interprets and debates ways to apply academic knowledge in support of a common good in one's work experience and identifies strategies for utilizing academic knowledge in potential vocations in a socially responsible manner.	Identifies the public purposes of one's field of study and describes the relationship between academic knowledge, social responsibility, and one's vocational aspirations.
Civic Practice	Articulates the public purposes of a chosen vocation and organizes others in that field of practice to act on those purposes.	Develops skills that address complex problems and reflects upon and evaluates the successes, challenges, and ethical dimensions of these practices.	Constructs examples of how to utilize skills to contribute to the common good and practices the skills needed to address complex problems.	Recognizes that knowledge can be practically applied to contribute to work and identifies questions about the appropriate and ethical uses of skills to contribute to common goods.
Civic Purpose & Values	Chooses to approach work as a socially beneficial endeavor and values empathy, understanding, and responsiveness to diverse others in one's work and public roles.	Explains personal and vocation-relevant ethical questions when working towards a common good and constructs a sense of vocation that includes social responsibility and engaged citizenship.	Recognizes the possibilities and limits of one's sphere of influence in advancing a common good through one's work life and demonstrates what it means to have a sense of social responsibility as part of one's work.	States the norms and ideals associated with democratic citizenship and the common good and describes why civic involvement is important to one's work life.
Civic Professionalism as Practical Wisdom	Develops, explains, and assesses a response to complex workplace or civic situations requiring the integration of knowledge, practice, and purpose or values; justifies this analysis to select and implement a course of action.	Analyzes a complex workplace or civic situation in terms of the knowledge and skills needed to respond and constructs a response aligned with relevant civic values and purposes.	Demonstrates the specific knowledge and skills relevant to a problem in one's role as a worker, professional, or volunteer and relates these to the civic values and purposes relevant to that role.	Identifies situations requiring integration of knowledge, practice and purpose.

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