

Handbook of Engaged Scholarship

Contemporary Landscapes, Future Directions

VOLUME 1: Institutional Change

VOLUME 2: Community-Campus Partnerships

Edited by Hiram E. Fitzgerald, Cathy Burack, and Sarena Seifer

A broad overview
of a critical area
of scholarship in
public colleges
and universities

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In the preface to the *Handbook of Engaged Scholarship*, Hiram Fitzgerald observes that the Kellogg Commission's challenge to higher education to engage with communities was a significant catalyst for action. At Michigan State University, the response was the development of "engaged scholarship," a distinctive, scholarly approach to campus–community partnerships.

Engaged scholars recognize that community based scholarship is founded on an underpinning of mutual respect and recognition that community knowledge is valid and that sustainability is an integral part of the partnership agenda.

In these two volumes, contributors capture the rich diversity of institutions and partnerships that characterize the contemporary landscape and the future of engaged scholarship. Volume One addresses such issues as the application of engaged scholarship across types of colleges and universities and the current state of the movement. Volume Two contains essays on such topics as current typologies, measuring effectiveness and accreditation, community–campus partnership development, national organizational models, and the future landscape.

Hiram E. Fitzgerald is University Distinguished Professor of Psychology and Associate Provost for University Outreach and Engagement at Michigan State University. **Cathy Burack** is a Senior Fellow for Higher Education at the Center for Youth and Communities in the Heller School for Social Policy and Management at Brandeis University. **Sarena Seifer** is a Research Associate Professor in the School of Public Health and Community Medicine at the University of Washington and is a Senior Fellow with the Center for the Health Professions at the University of California–San Francisco.



Democracy and Higher Education

Traditions and Stories of Civic Engagement

Scott J. Peters, with Theodore R. Alter and Neil Schwartzbach

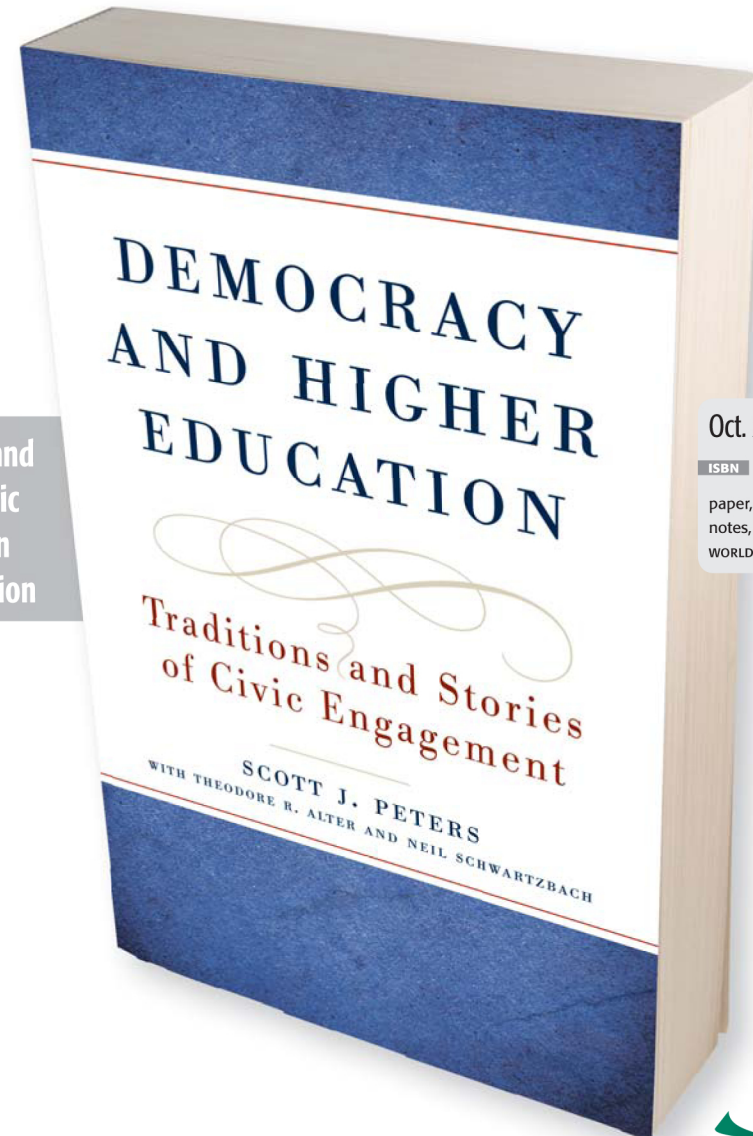
How are we to understand the nature and value of higher education's public purposes, mission, and work in a democratic society? How do — and how should — academic professionals contribute to and participate in civic life in their practices as scholars, scientists, and educators?

Democracy and Higher Education addresses these questions by combining an examination of several normative traditions of civic engagement in American higher education with the presentation and interpretation of a dozen oral history profiles of contemporary practitioners. In his analysis of these profiles, Scott Peters reveals and interprets a democratic-minded civic professionalism that includes and interweaves expert, social critic, responsive service, and proactive leadership roles.

Democracy and Higher Education contributes to a new line of research on the critically important task of strengthening and defending higher education's positive roles in and for a democratic society.

The promise and
practice of civic
engagement in
higher education

Scott J. Peters is Associate Professor of education at Cornell University and the lead editor and author of *Engaging Campus and Community: The Practice of Public Scholarship in the State and Land-Grant University System*. **Theodore R. Alter** is Professor of agricultural, environmental, and regional economics and Co-director of the Center for Economic and Community Development at Penn State University. Before his retirement, **Neil Schwartzbach** was the senior coordinator of grants and outreach for Cornell University's American Indian Program (AIP).



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