

Shared Language and Definitions for Civic Learning and Democratic Engagement
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Civic Engagement: Means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes (*Ehrlich, 2000, vi*).

Community Engagement: is defined as the “collaboration between institutions of higher education and their larger communities (local, regional/state, national global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity (*Carnegie Classification for Community Engagement*).

Volunteerism: Students who perform some service or good work of their own free will and without pay (*Toole and Toole, 1992*).

Community Service: Students who engage in volunteer activities without pay to help give back to their community. Students receive some benefit by learning more about how their service makes a difference in the lives of the service recipients and its impact in the community (*Furco, 1996*).

Service-Learning: Is a course or competency-based, credit-bearing educational experience in which students:

1. Participate in mutually identified service activities that benefits the community, and
2. reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility (*Bringle and Clayton, 2012, adapted from Bringle and Hatcher, 1996*).

Philanthropy: the voluntary redistribution of resources by individuals and institutions (*Stanford Haas Center for Public Service, 2015*).

Activism: is defined as the active participation of individuals in group behavior for the purpose of creating change in attitudes, knowledge, behavior, and/or symbols. The expected change can be directed toward individuals, groups, and/or systems (*Chambers & Phelps, 1991*).

Engaged Scholarship: Research of mutual benefit to community and academic interest. (*DeLugan, Roussos & Skram, 2014*).

Academic Citizenship: Academic obligations of faculty (and students) in relation to the communities they serve with their research (*Kennedy, 1997, ASUN Center for Student Engagement, 2015*).

Democratic Civic Engagement: A challenge to civic engagement that goes past activity and place and places an emphasis on process and purpose. (*Saltmarsh & Hartley, 2009, 2011*).

Campus-Community Partnership: A series of interpersonal relationships between (a) campus administrators, faculty, staff and students and (b) community leaders, agency personnel, and members of communities (*Bringle and Hatcher, 2002*).

Public Service: Public service pathways describe a range of possibilities by which we can make a contribution to the common good. These pathways intersect and overlap, demonstrating the interdependent nature

inherent in working toward the common good. There is no one single path and people move in and out of these pathways over time. In general, public service pathways:

- Have local, national and international audiences and populations of interest;
- Are embedded in all careers in the public, private and independent sectors, and not limited to any segment of the economy;
- Require different but interconnected actions: education through community dialogue, direct provision of goods or services, statements and actions that support social justice and address inequities, creation of new knowledge, and development of resources that support the work;
- Are problem-based, not discipline-bound;
- Result in measurable community impact (*Stanford Haas Center for Public Service, 2015*).

Self-governance: Participation in processes that lead to democratic engagement at the university, local, national and international levels of governance in both formal and informal settings and foster the development of a learning community's civic responsibility, responsible citizenship and personal growth. (*ASUN Center for Student Engagement, 2015*)

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