Goddard, J., Hazelkorn, E., Kempton, L., & Vallance, P. (Eds.). (2016). *The civic university: The policy and leadership challenges.* **Cheltenham, UK: Edward Elgar.**

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A focus in current educational curriculum design is bringing in civic education and opportunity for students. In Pre-K-12 systems, civic engagement is being integrated into all subject areas through new curriculum development, standards and curricular frameworks (Rebell, 2018). The same heightened focus is attracting the attention of universities. Some Higher Education Institutions (HEI) choose to engage in civic curriculum through implementing requirements such as service-learning, field experiences, or community outreach (Metzger, 2012). However, few HEIs reform their approach to education to include and focus on providing a civic-focused institution holistically. Therefore, taking a hard look at what is shared in *The Civic University* could be beneficial to all education agencies exploring what could be replicated and implemented to benefit more student populations and communities.

The Civic University presents a timely look at how a university should structure its focus
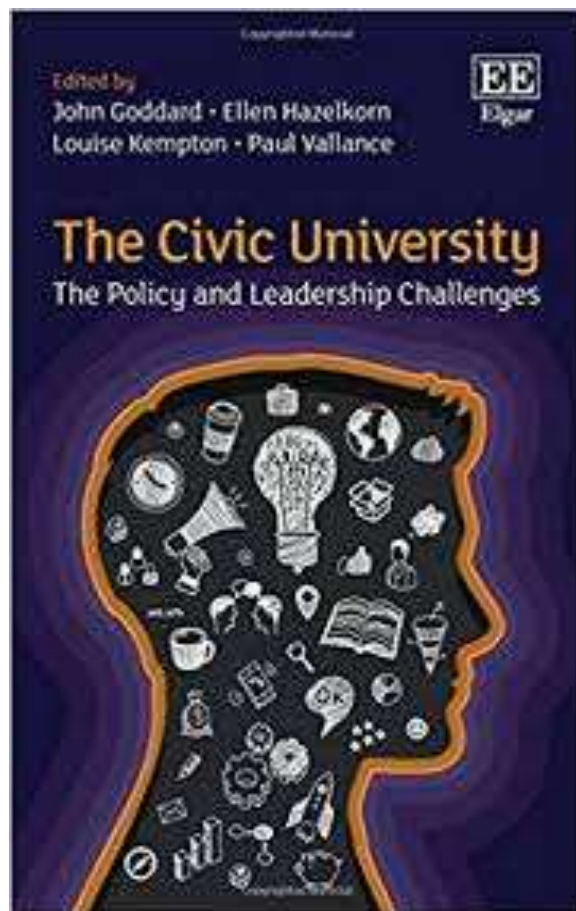
toward the ever-changing dynamics surrounding HEIs. Higher education is no longer attended by only the elite; rather, it serves a large sector of society and must be designed to meet the needs of a diverse population. One strongly developed component of the case study presented in the text is the presentation of a model that encompasses three areas that a Civic University should interweave: teaching, research and engagement. It is the overlapping effects of all three areas that, the editors suggest, will stimulate an HEI to engage in transformative and demand-led actions, both of which are necessary to serve the needs of the current student population and their needs and desires from higher education.

The Civic University is uniquely designed as a case study looking into eight civic universities across four European countries. This approach allows for other universities of similar structure to benefit from the insights offered throughout the studies. The book is structured in three parts that address why civic universities are important, what they entail, and the leadership and management challenges that they face.

The book begins with an excellent presentation of why one should consider adopting the characteristics of a civic university. Although individuals who work in HEI are most often well-rounded in civics and civic education, the discussion surrounding embracing a university approach to implementing such practices is often very new. Universities are competitive by nature (Carlson, 2019), and faculty have to prove themselves as scholarly educators who engage in community outreach and university support. However, it is rare that true civic engagement is at the top of the long list of priorities or tasks to which faculty and leadership must apply their efforts. Therefore, illustrating why such an implementation should be considered is a necessary place to start to obtain faculty and staff support and buy-in.

Section one of *The Civic University* looks beyond local civic engagement and recognizes that universities are becoming more global in the students they serve which "is shaping the social, cultural, and economic relationship with the cities and local communities in which they are based" (p. 28). The authors highlight that civic universities have evolved in terms of recognizing the need for various degrees due to societal changes and needs. They open their campus to a more global society (in-person and online), as well as recognize that curriculum is ubiquitous. Civic engagement throughout Pre-K-12 and HEI settings is becoming more prevalent and focused on societal needs (Carlson, 2019; Rebell, 2018). However, how to implement such actions effectively and purposefully is the conundrum often faced by education systems. In this section, the authors explain in depth why a Civic University is necessary, but just touch on how such implementation and, even more, sustainability can be developed.

Once readers move into the second section of *The Civic University*, they have a deep understanding of why such a university would benefit the diverse student populations served. Therefore, the examples of universities that do such work and do it well offer the readers a holistic view of what a civic university is and how such work is conducted. Readers might use these examples to guide their own creation of a civic university or in their teaching about such institutions. The eight universities include the University of Tampere (Finland), Aalto University, Trinity College Dublin, Dublin Institute of Technology, the University of Groningen, University of Amsterdam, Newcastle University and The University College London. All the universities share characteristics such as strong connections and collaboration with their private and public organizations, innovation, communication among stakeholders, and societal engagement. However, although the university's administrators feel they are creating a civically engaged environment, the stakeholders

sometimes feel differently. For example, on the civic university surveys of the University of Tampere in Finland, and the Trinity College Dublin/the University of Dublin, only one-third of survey respondents reported feeling encouraged or supported by the university to build and maintain collaborative relationships. However, even though the staff report they do not necessarily feel supported, 36% reported on the same survey from the University of Tampere, Finland, that they do collaborate with external partners. Therefore, the university and the staff are conducting civic engagement activities on their own whether they feel supported by the university or not. On a similar note, the University of Groningen created a campaign called "student and citizen" that sought to bring together students and local citizens. From the various examples throughout this section, the reader is able to identify outreach strategies that can be replicated in other HEIs with planning and focus. This section highlights well-developed and strategic plans, as well as difficulties experienced when creating and sustaining a civic university. These plans and ideas can and should be brought to the attention of school leadership.

The final section of *The Civic University* illustrates from a leadership perspective the approaches and difficulties of implementing and properly sustaining a civic university. Beginning with the articulation of a vision and a mission is beneficial, but so too is defining what it is the university believes civic education and being a civic university means to leaders and the community. In this section, the authors discuss the other variables such as

university location and community that can create challenges. Such practices of self-reflection and data analysis happen during the implementation process of any new approach to engagement, but they seem even more relevant here due to the strong connection with the outside world. By ending the text in this manner, readers receive food for thought as they consider making changes within their own institutions.

The authors also make a direct link between civic universities and issues of social justice, economic development, and the public good, and argue this connection supports the value of civic universities. HEIs are broadening their scope of services and reaching out into communities across the globe. Throughout *The Civic University*, practices that bridge the community (both local and abroad) and the university are discussed as a strength of civic universities. Such a collaboration allows the HEI to stay engaged with the community and support various initiatives.

Overall, the authors of *The Civic University* will guide HEIs that are looking to learn more about civic engagement as well as those considering implementing civic engagement activities throughout their institution. The numerous examples and insights provided in the volume illustrate the benefits as well as the difficulties that exist with such an implementation. In addition, the text could be very useful in college courses that focus on bringing the university and the community together, specifically courses on andragogical strategies or educational leadership.

References

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