

BOJANA ČULUM

CROATIAN ACADEMICS AND UNIVERSITY CIVIC MISSION INTEGRATION: POSSIBILITIES AND CONSTRAINTS

INTRODUCTION

University civic mission is a reflection of universities as good institutional citizens that engage in their (local) communities in multiple ways – by researching and providing solutions for significant (local) problems (usually universal problems that are manifested locally, such as poverty, unequal health care, substandard housing, hunger, and inadequate, unequal education, etc.); by conducting research on democracy, civil society, and civic development; by educating students to be active and responsible citizens; by providing forums for free democratic dialogue not only for academics and students, but for (local) community members as well; and by offering its various resources and educational opportunities to the local community – to sum up by paraphrasing Benjamin Barber (1996), by being a 'good neighbour' that cares about and supports the improvement of (civic) life in local communities.

The idea of civic mission and university engagement in local community is to embody university purpose, objectives, priorities and academic pillars, meaning teaching and research, with the needs and problems of their neighbouring (local) communities. Without undermining the importance of the institutional commitment, the most sustainable way of integrating civic mission, as studies consistently show, is its incorporation into teaching and research and their mutual interface throughout models that induce community-engaged learning (Zlotkowski & Williams, 2003; Ostrander, 2004; Macfarlane, 2005, 2007; Zlotkowski et al., 2006; Karlsson, 2007; Laredo, 2007).

Civic mission integration therefore, implies changes in ordinary teaching and research activities that are still unrecognized within the system of evaluation and promotion of the academics (Boyer, 1990, 1996; Glassick et al., 1997; Colbeck, 1998, 2002; Checkoway, 2000, 2001; Calhoun, 2006; Ledić, 2007). For that specific reason, civic mission integration is, to a certain extent, dependent on university teachers: on their attitudes towards (civic) mission of universities; their willingness to (re) define their traditional work patterns; their readiness to import models of teaching and research that are based on the needs and problems of the (local) community and that support students' community-engaged learning. Moreover, it depends on the elements of institutional support that could motivate academics to such a change.

B. ČULUM

Following this crucial role of the academics in the successful civic mission integration, this chapter discusses some possibilities and constraints of the civic mission integration into Croatian universities with regard to its fundamental determinants of successful integration: (I) academics' readiness to introduce change into their everyday teaching and research, (II) attitudes that academics take toward the civic mission and (III) models of institutional support that would encourage academics to integrate community engaged learning in their everyday teaching and research.

Resting on segments of Rogers's Diffusion of Innovations theory (Rogers, 1964, 2003), additional attention was given to the development of typology of Croatian academics in relation to their willingness to accept changes in their daily teaching and research: (I) ready for a change, (II) neutral, and (III) resistant to changes. In addition, some characteristics of the academics, which according to the research results show a greater willingness to integrate civic mission in their academic activities, were identified. Developed typology is a useful basis, backed up by empirical data, and can contribute to the reflection of further steps in promotion of the civic mission in Croatian universities.

UNIVERSITY CIVIC MISSION AND THE IMPORTANT ROLE ACADEMICS PLAY

University civic mission articulates a separate system of values, principles, standards and various academic activities that encourage community-engaged learning and civic engagement in local communities. Furthermore, it accentuate the university's role in contributing to the education of socially responsible and active citizens, civil society, democracy, and generally improving the quality of life in the community. In that context, the civic mission implies a stronger integration of the university into the local community as it's vital component: the university should advocate and (professionally) address the needs and concerns of the community, develop collaborative relationships and projects with relevant stakeholders in the external environment (e.g. civil society organizations and initiatives, educational institutions, institutions in the field of health and social care, local and regional government), encourage the commitment of academics and students to the community and contribute to the development of socially responsible and active citizens. To paraphrase Ernest Boyer (1996), the civic mission involves creating a special atmosphere in which academics and local communities communicate on a regular basis in a creative way, improving the quality of life for all in the community.

By encouraging a debate on the integration of civic mission into academic activities, the awareness of the importance that academics play is increasing¹. Accepting the paradigm of the civic mission means to accept the education of professionals and socially responsible citizens who will be able to critically judge, to participate actively in public debates and to engage in various issues of the common good, as one of the fundamental tasks of the university. In that context, the commitment of academics to the community, their public work, collaboration

with representatives from the community and especially their contribution to the development of students as responsible members of the society is seen as their responsibility and duty to which they should be more seriously devoted. For this reason, Altman (1996) strongly advocated the idea that higher education institutions include the knowledge that leads to social responsibility in their programs. Moreover, Zlotkowski and colleagues (2006) contributed to the idea by encouraging academics to commit to integration of socially responsive knowledge. As society becomes more complex, the need for students to build an educational environment that will help them understand the social problems, but also realize the responsibility they carry as members of the community, becomes just as important, if not more important than educating (successful) experts.

Specifically, the integration of the civic mission in the university implies the close association of academics with the community, and requires a series of changes that academics should make in their daily teaching and research. The cooperation between academics and various external associates is encouraged in the public and non-profit sectors, with kindergartens and schools, with health and social care institutions and local-community activists, expecting the academic knowledge to directly improve the living conditions of the local communities and to impact the development of democracy and civic society.

Although there are various examples of initiatives that universities undertake on their way to integrating the civic mission (e.g. establishing university centres that provide support for the design and implementation of civic activities in the community, developing adequate models of remuneration and evaluation of civic commitment of academics and students, devising special courses and establishing new study programs based on education for active citizenship, etc.), collaboration of academics and their students in various educational programs and research projects that induce community-engaged learning is, however, the most advocated. Thus, we are witnessing the spread of the academic service-learning model and community based research. These models are not, of course, the only way to integrate the principles of civic missions, but they are certainly among those that are the most studied and that are, at least for now, still the most argued in this context. Most academics and experts agree that the goal of student engagement in the community is to educate them so that in the future, they can be responsible and active citizens, involved in all aspects of everyday life in the community in which they live and work. It is therefore important to observe the civic mission of universities in the context of the civic society and democracy in a local, regional and national framework, especially keeping in mind the tradition of the university and specific characteristics of the local communities in which it operates.

Nowadays, the integration of the civic mission at the university means, primarily, to transform the existing academic activities and actions, rather than develop new ones. Specifically, the present academic overload with multiple roles that academics perceive (Rice, Sorcinelli, & Austin, 2000), as well as high levels of stress, fear and discontent because of the expected results of excellence in all areas they address

B. CULUM

(O'Meara & Braskamp, 2005) have prompted many authors to advocate for an integrative paradigm of academic roles and a stronger connection of teaching and research activities, which would be based on the needs of the community (Boyer, 1996; Berberet, 1999; Bloomgarden & O'Meara, 2007; Karlsson, 2007).

Boyer (1996) gave a powerful stimulus and support in arguing for the integration of the civic mission in core academic activities, calling for the *scholarship of engagement* and explaining:

(...) our universities and colleges remain one of the greatest hopes for intellectual and civic progresses in this country. For this hope to be fulfilled, the academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems, and must reaffirm its historic commitment to the scholarship of engagement. The scholarship of engagement means connecting the rich resources of the university to existing problems, to our children, to our schools, to our teachers, and to our cities (...) I am firmly convinced that we do not need new programs, but a higher purpose, a stronger sense of mission (...) (Boyer, 1996, 19-20).

Since the integration of the civic mission involves transforming teaching and research, it is clear that its success, to an extent, depends on the academics. After all, they run research projects, manage the curricula and teach the courses that can help prepare students for their own civic roles. Such proposed changes in teaching put academics in front of new challenges in terms of thinking of educational goals (Checkoway, 2001; Harkavy, 2006), the transformation of the curriculum (Nussbaum, 1997; Ostrander, 2004) and of the planning and implementation of teaching in such a way to encourage education of socially responsible and active citizens. Along with the changes in teaching, changes in research are also advocated. Although less than the academic service-learning model, the literature more often advocates community-based research (community-based participatory research), as a contribution to applied research and with a long-term aim of putting the expertise of academics and students (as future professionals) in the service of the local community (Strand, 2000; Stoecker, 2003; Strand et al., 2003).

An important aspect of the changes in teaching and research refers to the development of cooperation with representatives of (local) communities and their involvement in planning, carrying-out and evaluating the teaching and research activities. The success of the implementation of these models of teaching and research, therefore, implies the openness of academics to (un) tested models of teaching and research and their willingness to cooperate in intense teamwork in a triangle of teacher-student-local community representative(s).

As many authors agree, the integration of teaching and research and the contribution of academics to the education of socially responsible and active citizens require academics' long-term commitment². If they opt for this kind of a change, they are expected to be open to cooperation with the community, establishing and managing collaborative (research) projects, designing unconventional curriculum,

CROATIAN ACADEMICS AND UNIVERSITY CIVIC MISSION INTEGRATION

devising fieldwork, fostering teamwork, adequate documentation of their work, especially of students and their progress, as well as nurturing interdisciplinary work, etc. Bearing in mind that academics rarely have adequate institutional and administrative support for implementing such changes in their daily teaching and research, and that the results of such activities are rarely (if at all) adequately valued in terms of academics' promotion, it is clear why socially engaged teaching and research appeal to the perseverance and dedication of academics. Specifically, involvement in these activities, for which it seems academics are not formally employed, responsible or even evaluated, could endanger important dimensions of their (scientific and professional) academic achievement, as has been evidenced by previous research (Bloomgarden and O'Meara, 2007, Macfarlane, 2007; Karlson, 2007; Ćulum & Ledić, 2010).

Therefore, Kendall (1990) is right when he states that academics play a central role in the promotion and integration of civic mission and they are the only key that can, in the long run, enable universities to make the commitment to community service. Specifically, the success of the development of the university's civic mission and wider use of models that encourage dedication to teaching and research depends precisely on them and their decision of whether they want to 'spend their time' on these activities. The decision is related to their attitudes toward the values and the principles of the civic missions and, not least important, to their willingness to change and reflect the teaching and research activities that would be based on the needs and problems of the community and encourage community-engaged learning aiming at students' civic development.

CROATIAN ACADEMICS AND UNIVERSITY CIVIC MISSION – RESEARCH METHODOLOGY

Accepting civic mission principles and their integration into teaching and research requires persistence, patience and long-term commitment of academics, especially if the *alma mater* university does not show the institutional commitment to the civic mission. That kind of commitment cannot be expected unless academics express the willingness to accept the changes in their everyday work and if their attitudes are consistent with those changes that are, at the same time, required by the civic mission integration (Hassinger & Pinkerton, 1986; Kendall, 1990; McKay & Rozee, 2004; Zlotkowski et al., 2006).

Due to the lack of interest on the part of the Croatian research community in the concept of the civic mission, there is a very little data on what our universities have done in terms of civic mission integration. Moreover, in the university environment in which the civic mission is not institutionalised, promoted and evaluated, as in the case of Croatian universities (Ćulum & Ledić, 2010), it seems that the Croatian academic community has the scope to take a stand towards civic mission depending on personal perception of its importance. Thus, the attitudes of academics towards the civic mission and social responsibility for the (local) communities become even

B. ČULUM

more important to analyze, and raise the main research question: from whom in the Croatian academic community can we expect commitment to the university civic mission, and under what conditions?

Starting from the crucial role that academics play in the successful civic mission integration, this chapter analyses some possibilities and constraints of the civic mission integration into Croatian universities with regard to its fundamental determinants of successful integration: (I) willingness of university teachers to introduce changes into their daily teaching and research, (II) attitudes and dispositions that academics take toward the civic mission and (III) institutional support mechanisms that would encourage them to integrate the civic mission in their everyday teaching and research.

Using the Diffusion of Innovations Theory (Rogers, 1962) as a conceptual base and employing a factor analysis, a typology of Croatian academics in relation to their attitudes towards civic mission and their innovativeness was developed. In this particular context, academics' innovativeness was operationalized as academics' willingness to accept changes in their daily teaching and research (ready for a change, neutral, resistant to the changes). Since it has been supported with the empirical data, this typology can serve as a significant contributor in placing further steps of civic mission promotion among Croatian academics.

The study represents a quantitative research approach. Empirical data were collected by a questionnaire method of a representative sample of 570 examinees³, academics from all seven Croatian public universities, whereby the network/internet questionnaire, designed specifically for this research purpose, was used.

RESEARCH RESULTS AND THEIR IMPLICATIONS ON POSSIBILITIES AND CONSTRAINTS FOR CIVIC MISSION INTEGRATION AT CROATIAN UNIVERSITIES

Who is (More) Ready for Introducing Change Into Teaching and Research?

As it has been discussed earlier in the chapter, civic mission integration in academic activities brings significant changes for academics and numerous challenges in planning, implementing and evaluating teaching and research that foster community-engaged learning. It is important, therefore, that academics express a willingness to change (traditional) patterns in their daily teaching and research (Kendall, 1990).

In the present study, academics' willingness to accept changes has been examined in accordance with (part of) the Diffusion of Innovations Theory (Rogers, 1962). In a broader sense, this theory seeks to answer the question of how, why, under what conditions and in what time frame the new ideas spread in a culture. Rogers (1962, 2003) defines diffusion as a process in which, over a certain period of time, an innovation is introduced and spread among the members of a specific social system, organization or culture through selected channels of communication. In this particular study, the innovativeness stands for academics' willingness to accept changes and new ideas in their daily teaching and research. The construct of innovation/willingness to accept changes and new ideas in daily teaching and research was

operationalised through twenty-one variables. Using a scale from 1 (“never applies to me”) to 5 (“always applies to me”), respondents were asked to mark how a certain argument applies to them and their behaviour in everyday teaching and research.

Rogers (1962, 2003) makes a significant contribution to the development and popularization of the Diffusion of Innovations Theory by developing a grouping of members of a particular social system on the basis of their innovation, defining it as willingness to accept new ideas relatively earlier than other members of the same social system. According to Rogers (1962, 2003) the distribution of these groups in the population follows the principle of normal distribution and the proposed five groups occur as follows: innovators (2.5%), early adopters (13.5%), early majority (34%), late majority (34%) and laggards (16%)⁴.

Diffusion of innovations and adoption process begins with a tiny number of visionary and imaginative *innovators*. They often lavish great time, energy and creativity on developing new ideas. Innovators are willing to take risks. Usually, but not necessarily, they are younger in age. They are very social and have close contact to scientific sources and interaction with other innovators. As no change program can thrive without their energy and commitment, it is quite important to ‘track them down’. Once the benefits start to become apparent, *early adopters* jump in. They are on the lookout for a strategic leap forward in their lives or businesses and are quick to make connections between innovations and their personal needs. They are eager for getting an advantage over their peers, and have the highest degree of opinion leadership among the other adopter categories. Early adopters tend to be well connected, well informed and hence more socially respected. They are an ‘easy audience’, meaning they do not need much persuading because they are on the lookout for anything that could give them some kind of (usually social or economic) edge. Their natural desire to be trendsetters actually causes the “take-off” of an innovation. What early adopters say about an innovation determines its success, and that is why they are also called “change agents.” Individuals in the *early majority* category adopt an innovation after a varying degree of time. Their time of adoption is significantly longer than in the case of the innovators and early adopters. Early majorities are pragmatists, comfortable with moderately progressive ideas, but will not act without solid proof of benefits. They are followers, usually influenced by mainstream fashions. Individuals in the *late majority* category will adopt an innovation after the average member of the society. These individuals approach an innovation with a high degree of skepticism and will accept it only after the majority of society has already adopted it. They are portrayed as conservative pragmatists who are not likely to take any risk and are uncomfortable with new ideas. What drives them most is usually the fear of not fitting in; hence they will follow mainstream fashions and established standards. Acceptance of certain ideas is also driven by economic reasons or frequent pressure from colleagues and/or superiors. *Laggards* are the last to adopt an innovation. They are people who see a high risk in adopting a particular innovation, whether it is a product or certain behaviour. Unlike some of the previous categories, individuals in this category show little to no opinion

B. ĆULUM

leadership. These individuals typically have an aversion to change agents and tend to be advanced in age. Laggards typically tend to be focused on "traditions" and are often portrayed as conservatives.

Personal characteristics and interactions among the groups presented above explain the domino effect present in the process of diffusion of innovations. Rogers' analysis suggests that the spread of a particular innovation, or acceptance of certain changes and implementation of new ideas, depends on a very small group of members of a system, or on the so-called "Tipping Point" (Rogers, 1971, 2003; Gladwell, 2002). Simply put, the success of innovations depends on the early adopters' (change agents) acceptance and their influence and ability to play an important role in encouraging other groups to accept. Thus, the power of persuasion into the benefits of a particular innovation and the need for its implementation should not, as Rogers says, be spent on those who resist change. Instead, support should be provided to those who are really prone to changes and new ideas, and who are trusted by a majority of their colleagues. Given that this group of people is crucial to the successful implementation of innovation, Rogers (1983, 2003) claims that the organisational efforts in achieving the change should be focused on identifying those groups of academics that will impel a specific change and facilitate its implementation. Additionally, it is necessary to provide those academics with an adequate institutional support to ensure full potential in their role of change agents.

Although Rogers developed his theory by creating a system of five categories in relation to the innovation factor (willingness to accept new ideas), he himself also points to some of the common characteristics of individual groups and the possibility of their conjugation for the purpose of better interpretability of data (Rogers, 1971, 2003). The combination of the innovators and early adopters in general indicates the proportion of individuals who could be 'change agents' developing the momentum needed to assure the adoption of changes in the next category, the early majority. On the other hand, the late majority and laggards, show the greatest degree of resistance to new ideas and changes. Their need to retain the *status quo* position and provide resistance to change makes the (social) system more inert and thus hampering the integration of new ideas and change. Some other researchers (Lozano, 2006) decided to merge the categories in their research as well.

Following this explanation for conjunction, three groups according to the factor of innovation were created for the survey presented, and determined among the survey respondents. Research results show that among academics in Croatia, 14.2% are those who accept the changes in teaching and research (innovators and early adopters), 33.7% are neutral (early majority) and 46.8% resist change (late majority and laggards).

Study results show that innovators and early adopters in Croatian academic community are predominantly associate and tenured professors (75,3%), and academics ranging from 31 to 50 years of age (59,5%). They are rarely found among the youngest academics up to the age of 31 (7,4%). More than a third of academics in the group of late majority and laggards are teaching assistants and junior researchers and more than half of them are the younger respondents, up to 40 years of age (56.2%).

The youngest age group (up to 31 years of age) consists of 62,9% late majority and laggards – results show that this age group of youngest academics is the least willing to accept new ideas and changes in their (daily) teaching and research activities.

Distribution of the groups according to the factor of innovation makes the age group of 41 to 50 years of age the most open to the changes in teaching and research, since there is an equal proportion of early majority and late majority and laggards. On the other hand, the analysis of all three groups according to the factor of innovation/willingness to accept changes and new ideas in the different age groups suggests that the youngest age group (up to 31 years of age) is 62.9% late majority and laggards, compared to just 6.7 % of innovators and early adopters. This means that among the youngest respondents there are almost ten times as many late majority and laggards (which resist changes and new ideas) compared to the innovators and early adopters, and two times more compared to the early majority.

Although respondents from this youngest age group (up to 31 years of age) are in the associate status, in most cases working as teaching assistants and junior researchers whose daily teaching and research is interdependent with their senior colleagues and supervisors with whom they work, what is worrisome is the domination of late majority and laggards, thus describing the youngest academics at the university as the least likely to introduce innovations in teaching and research. Comparison of the age groups, according to the factor of innovation / willingness to accept change, indicates that the members of this age group are the least open to experimenting with new approaches in their work and changes in the classroom. They are not willing to make changes in their work earlier than other (senior) colleagues, and ultimately, they are at least willing to continuously monitor and apply new trends in teaching and research. Although in some aspects, this age group also points to a lower degree of sensibility toward the concept of the civic mission - which will be discussed later in the chapter - they assess the civic mission and the importance of commitment to the common good of the community as less important than all other age groups. Moreover, they estimate addition to salary as a significantly greater motivational factor that would encourage them to integrate their mission into the regular academic activities.

Academics' Reflection on the Civic Mission

Besides the willingness of academics to introduce changes and new ideas into their daily teaching and research, the integration of civic mission depends on the consistency of their attitudes with the system of values and principles that articulate the concept of the civic mission. Hence their willingness to integrate the civic mission into their core academic activities has been examined in relation to their attitudes towards different aspects of civic mission²:

- appreciation of the civic mission and its principles as an important purpose of higher education
- attitudes toward civic commitment

B. ĆULUM

- appreciation of the responsibilities of universities and academics in encouraging civic commitment of students and education of socially responsible and active citizens
- commitment to the educational objectives that seek to educate socially responsible and active citizens
- attitudes towards the integration of the civic mission in regular and elective courses and research projects.

Attitudes denote that most academics in Croatia, regardless of the institution they work at, recognize civic mission and its principles as an important purpose of higher education. In doing so, academics from social sciences and humanities as well as arts, estimate the civic mission with the highest central value ($M=4.5$). Moreover, it was noted that the civic mission gets significantly higher marks from women. It is important to point out that the civic mission gets significantly lower marks from the youngest age group, up to 31 years of age. This group of junior academics identifies itself significantly more with other two missions presented in the questionnaire - the education of experts and university research mission.

Croatian academics express positive attitudes towards civic engagement and respect the responsibility of universities and academics in promoting the civic engagement of students and education of socially responsible and active citizens. A significant proportion of academics believe that commitment to the general good of the community should be a fundamental personal and dominant value in the society (86.4 %) and that the anomalies in society can be reduced via active participation of citizens in public life (76.4 %). Regardless of the responsibility of the power holders, they believe that the citizens should further strive to resolve the issues in the community (69.5%) and in this regard they recognise the importance of the academic community: 81% of them believe that academics should be a model and an exemplar of socially responsible and active citizens who are expected to regularly be involved in public debates (68%) and have special contributions to community development (67.9%). Academics express positive attitudes toward a possible influence of volunteering and philanthropic activities in addressing the needs and problems of the community, which is important given that the integration of academic service-learning model assumes, among other things, the development of similar community initiatives (volunteering) in collaboration with academics, students and associates in the community.

More than two thirds of academics (71.3%) support the important role of universities in fostering civic commitment and empowering citizens to become active in the community. Surprisingly, they find it more important to educate students to be socially responsible and to be active citizens than to teach them the basics of scientific disciplines (67.2%). While 40.6% of academics feel that it is not too late to encourage education for active citizenship in the university and that academics need to transmit the contents and values that transcend the domain of their profession (62%), more than half of academics feel that education for active citizenship should

still be implemented at previous levels of education, considering it is too late to 'deal with it' at the university level. Although strongly oriented toward the civic mission as the primary mission of the university, half of academics feel that the activities that contribute to the realization of the civic mission should not be part of the criteria of their advancement. With regard to Croatian academics who can hardly be expected to stimulate debate about the (re) definition of the criteria for academic promotion or advocating for the introduction of specific criteria to track the integration of the civic mission, such an attitude can have a significant impact on the perception of the importance of these activities in the academic community.

The concept of civic mission seems to be weakly associated with the contribution of universities to local community development. Educational goals which are indicators of the civic mission of universities and are associated with the stimulation of the community-engaged learning and students' civic commitment ((I) encouraging students to critically observe and analyze current social issues, (II) development of knowledge and skills for identifying problems in their local communities and contributing to their resolution, and (III) motivating students to develop knowledge, skills and attitudes necessary for acting upon the common good), compared with other educational goals⁶, are estimated as less important in everyday teaching and research. Educational objectives associated with the development of motivation and the knowledge and skills of students to solve problems in their local communities are estimated as the least significant. Academics working in the field of social sciences and humanities as well as in arts, estimate the educational goals that serve as indicators of the civic mission, more significant than academics in other disciplines. Similarly, women estimate most of the educational goals to have greater relevance to their daily work than men do, especially the three goals mentioned above that served as indicators of university civic mission⁷.

Study results indicate that academics have a positive attitude toward encouragement of the students' civic engagement, but they also point to certain limitations in the context of integration in regular activities. Most academics are inclined to promote civic commitment of students in regular educational programs and research projects (63.8%). They believe that student organizations cannot be the sole factor in the promotion of active citizenship and encouraging civic commitment of students and, ultimately, more than half of them state that encouraging civic commitment of students does not hamper their development as future professionals (57.7%). In doing so, the academics from social sciences and humanities as well as arts, estimate the integration of the civic mission in regular activities as more significant than academics from other disciplines do⁸. The same finding exists with women as compared to men⁹.

Assessing the possibility of promoting community-engaged learning and civic engagement in teaching and research activities, academics prefer elective and specifically designed courses, which can have major implications on promotion of the mission in our universities. Specifically, the process of the integration of the civic mission, as already highlighted in the chapter, encourages the introduction

B. ĆULUM

of an experiential community-engaged learning model in regular or existing teaching and research programs. The opinion of the majority of the respondents on the impossibility of promoting community engagement through teaching regular courses, as reported in this study, indicates the importance of the promotion of this model for the purpose of enabling academics to get a better understanding of the concepts and possibilities of integrating teaching, research and student engagement in the community. Bearing in mind that the civic mission in Croatian universities is a completely neglected concept, this finding could be a powerful incentive for designing elective courses that would encourage community service-learning, with the aim of promoting the concept of the civic mission.

Incentives: Institutional Support as Motivation for Civic Mission Integration

Integrating the civic mission in academic activities leads to the modification of the traditional work patterns and habits of the academics. However, it is important that possible institutional (re) sources for supporting academics that engage into community service-learning teaching and research activities are organized to follow the academics' professional development opportunities and their (real) possibility of introducing changes in teaching and research (Zlotkowski, 2000). The study presented in the chapter examines the motivational potential of eleven factors, mainly related to the possibility of providing administrative, logistical, institutional support to academics.

In assessing the potential motivational factors that would encourage them to integrate the civic mission in everyday teaching and research work, the highest proportion of academics emphasizes the interest of students (78.2%). This factor is followed by the provided administrative support and infrastructure (73.8%), flexible workload and evaluation of various academic activities (64.9%), financial support for the costs of designed activities (66%) and providing training opportunities (62.6%). The above listed factors make five most important motivators.

The results of this research support previous studies (Hammond, 1994; Abes et al., 2002), given that the largest share of the respondents, 78.2% of them, states that students' interest would motivate them the most to integrate the civic mission into everyday teaching and research ($M=4.0$). A slightly lower proportion of academics, 73.8% of them, stress the importance of administrative support and infrastructure, which puts this motivational factor in second place ($M=3.9$). High ranking of these factors is in the accordance with the results of international studies that indicate how academics need additional administrative support due to the complexity of the process of planning, preparation, implementation and evaluation of community-engaged teaching and research activities, which often involves a large number of stakeholders outside the university whose work should also be monitored (Ward, 1996; Rice & Stacey, 1997; Abes et al., 2002). A significant proportion of respondents, 64.9% of them, stated that flexible workload and evaluation of the different academic opportunities would motivate them to integrate the civic mission, which puts this motivating factor in third place ($M=3.7$).¹⁰

CROATIAN ACADEMICS AND UNIVERSITY CIVIC MISSION INTEGRATION

Table 1. Incentives for introducing civic mission into teaching and research (percentage of respondents*)

<i>Incentives for introducing community-engaged teaching and research</i>	<i>1+2%</i>	<i>3%</i>	<i>4+5%</i>	<i>M</i>	<i>sd</i>
1 The interest of students	7.2	14.5	78.2	4.0	0.972
2 Administrative support and infrastructure	11.6	14.6	73.8	3.9	1.057
3 Flexible workload and adequate evaluation of various academic activities	13.3	21.9	64.9	3.7	1.085
4 Financial support for the costs of designed activities	15.2	18.8	66.0	3.7	1.091
5 Training and learning opportunities	12.7	24.7	62.6	3.7	1.029
6 Interest of colleagues and their support	15.4	24.0	60.6	3.5	1.062
7 Contributions to the community included as a criterion for promotion	22.6	25.9	51.4	3.4	1.155
8 Defining the civic mission as fundamental aspect of the university mission	19.8	30.3	49.9	3.4	1.055
9 Integrating civic mission in the university acts (statute, strategy etc.)	20.3	32.1	47.6	3.3	1.057
10 Additional income to salary	33.9	26.8	39.3	3.0	1.216
11 Symbolic, non-formal appreciation and evaluation	34.8	32.2	33.1	2.9	1.143

* Responses on a scale from 1= Strongly disagree to 5 = Strongly agree

The importance of financial support for the costs of the designed activities is mentioned by 66% of the respondents ($M=3.7$), training opportunities by 62.6% of them ($M=3.7$), and the interest of colleagues and their support for the work by 60.6% ($M=3.5$). Morton and Tropp (1996) pointed out the importance of professional training and support of colleagues back in the 1990s, and their importance have been recognized as important motivators in recent international studies as well (Abes et al., 2002; Harwood et al., 2005). The results of their research show that academics are ready to engage in the process of the community service-learning model if their respected colleagues do it too. Moreover, the opportunity to acquire new knowledge and skills is also of a great importance. Professional training programs are an important motivator, not only because they allow the academics to explore and better understand the community service-learning concept, but

B. ČULUM

because participating in such educational programs often results in creation of an academic community that share values, interests and similar principles of working with students in wanting to educate socially responsible and active citizens (Abes et al., 2002; Harwood et al., 2005). By creating such a *think tank* community, academics can share ideas and experiences, reflect on the improvement of existing models, build networks and create new opportunities for cooperation. Such support is particularly important given that academics are often faced with the challenges of implementation of such activities due to the lack of time and especially because of the insufficient administrative and financial support in developing activities that encourage civic engagement (Stanton, 1994; Driscoll et al., 1996; Ward, 1996; Abes et al., 2002). Abes et al. (2002) have pointed out the importance of having support, especially for younger colleagues. Connecting with peers who are at different stages of an academic career has proven to be a successful model of mutual tutoring and strengthening interdisciplinary work.

Slightly more than half of the respondents in the study presented would be motivated to integrate the civic mission if contributions to the community would be included as a criterion for their promotion (51,4%). While the burgeoning literature strongly favours (re) definition of the current criteria for the promotion of the academics who contribute to the community development and education of socially responsible and active citizens (Boyer, 1990; Blackburn & Lawrence, 1995; Bloomgarden & O'Meara, 2007; Driscoll, 2007; Ledić, 2007), and while studies indicate that the still system of promotion in the academia is the biggest obstacle in the motivation of university teachers to integrate the civic mission (Hammond, 1994; Stanton, 1994; Morton & Tropp, 1996; Ward, 1996), it is interesting to note that recent studies, although rare, are arguing the opposite.

The results of this study also show that Croatian academics do not recognize the system of the academic promotion as the most important incentive. Although half of the respondents would be motivated to integrate the civic mission if contributions to the community would be included as a formal criterion for promotion; this is a factor, due to its score, in seventh place. Abes et al. (2002) got similar results in their study, so we can say that the finding of this study differs significantly from the dominant position in the current academic debate and the existing literature. These findings, obviously, do not imply that (re) defining the criteria of promotion should stop being advocated, but that it is clearly less important factor in the decision of academic on the integration of civic mission, unlike, for example, institutional support, training opportunities and financial support. Bearing in mind that Croatian academics estimate personal influence on the design and adoption of key academic policies as insignificant, especially at the university level (Rončević & Rafajac, 2010), it can be said that they estimate the possibilities of personal impact on changing the criteria of evaluation of scientific and educational advancement just the same, meaning (very) low. It is therefore more optimal, in this (Croatian) case, to point out those ways of integrating community-engaged learning that can support and enhance teaching and research activities that are already valued in the current system of promotion,

rather than putting the emphasis on the change and encourage university teachers to advocate (re) definition of these criteria.

In the context of the motivation for civic mission integration in academic activities, defining the tasks of the civic mission as fundamental aspects of the mission of university (49.9%) and the involvement of the tasks of the civic mission in the basic legal acts of universities and colleges (47.6%) are estimated as less important. Although this finding positions these two factors in eighth and ninth place, it is in compliance with the thesis of numerous authors who state that the university's civic mission must be recognized at the highest governing and managing structures, and its principles integrated into relevant legal and organizational regulations and strategic guidance in order to send a clear message to the academics, and other members of the academic and general public about its importance (Boyer, 1990; Blackburn & Lawrence, 1995; Bloomgarden & O'Meara, 2007). In addition to salary (39.3%), symbolic evaluation and rewarding (33.1%) have the smallest motivational potential for civic mission integration. Junior academics find administrative support, financial support and salary supplements as more important motivational factors than their senior colleagues¹¹. Women rank all aspects of (institutional) support as more significant than men do.¹²

FINAL REMARKS

On the way to integrating the civic mission into their regular academic activities, academics should be guided by the principles of social responsibility of universities as well as their personal and public responsibility to the community in which they live and work. It is important that academics recognize the (local) community as a place of learning that can provide sufficient educational opportunities to their students. In cooperation with relevant stakeholders in the community, academics should commit themselves to the analysis of the needs and problems of the community and to the planning, developing and implementing of activities that can contribute to finding solutions. Together with their students, academics should be involved in the dynamic and dialectical process. When designing activities that support students' community-engaged learning and their civic engagement, academics should take into account their students' personalities to provide them with qualitative educational opportunities for professional and personal development. This way of cooperation should act as an example to students for their future work and civic roles and strengthen their sense of responsibility for the community. Integrating the civic mission implies that students are educated in an environment that is aware of its responsibility towards others members of the community in which all members are making efforts aimed at improving the quality of life in the community and bringing positive change.

Results of this study indicate some specific characteristics of Croatian academics whose attitudes are close to the above described elements of the civic mission: (I) academics working in humanities and social sciences as well as in arts, women, associate and tenured professors and those academics aged from 41 to 50 years seem

B. ĆULUM

to be more willing to accept changes and new ideas, and to integrate the university civic mission in their teaching and research activities. Thus, they can be placed in the group of potential change agents or engaged base of academic. On the other hand, the least likely to bring change in daily teaching and research, with a reported less sensitivity toward the concept of the civic mission, are the youngest respondents up to 31 years of age in the associate status (teaching assistants and junior researchers). This finding should be kept in mind as a significant barrier to the integration of the civic mission, given that it is unlikely that this group will be the change agents, conveyors of the civic mission concept. To the contrary - the result of the study, according to which the youngest age group consists of 62.6 % late majority and laggards (in the recent literature called conservatives), implies that it is the youngest academics that would resist changes and new ideas in their teaching and research the most.

Nevertheless, the conducted study, bearing in mind the stated (positive) attitudes toward the concept of the civic mission, and with respect to the assessment of individual potential incentives for civic mission integration, identifies some available development opportunities for the university civic mission at Croatian universities.

NOTES

- ¹ Discussing the responsibilities of universities and academics to educate socially responsible and active citizens, Wellman (2000) points to the frequent assumption that the learning skills of active citizenship is a collateral effect of the study and the years spent at the university, a product of the fusion of students with other students, academics, programs of study and other activities in the university. Education of socially responsible and active citizens, as Wellman (2000) states, is the responsibility of everybody, but in fact is nobody's job.
- ² What worries a growing number of authors who advocate change of traditional patterns of teaching and research is the possible (unfair) association of the civic mission with the moral obligation of academics, and moral development of students as well. Proponents argue for stronger integration of civic engagement activities in teaching and research, because of their potential to help (I) students in their better and deeper understanding of their chosen profession and professional and civic roles they have, and (II) universities and community cohesion and their joint efforts to provide solutions to the needs and concerns of different social groups in the community (Boyer, 1996; Harkavy and Benson, 1998; Thomas, 2000; Checkoway, 2000, 2001; Gamson, 2001; Ramaley, 2001; Ostrander, 2004; Harkavy, 2006; Karlsson, 2007; Ćulum and Ledić, 2010).
- ³ Population in this study consisted of all senior and junior academic staff in the Republic of Croatia employed at seven public universities, under full-time contract. According to the Croatian Central Bureau of Statistics, in the academic year 2008/2009 there were 7934 senior and junior academic staff employed that fit into this described category. From this database, a sample was created, randomly stratified by university and field of discipline, and altogether 3654 e-mails were sent to academics. During the process of data collection the research team sent two reminders for the respondents. The final sample of 570 respondents indicates a somewhat low response rate of 15.59% (previous on-line surveys conducted in Croatia indicate a most common response rate of 10%).
- ⁴ For a detailed analysis of all five categories according to three variables: (i) socioeconomic status, (ii) personal values, and (iii) communication skills, it is recommended to read Rogers, E. M. (2003). *Diffusion of Innovations* (Fifth Edition). New York: Free Press (p. 287-299).
- ⁵ The analysis included a comparison of the results on the type of institution, discipline, academic status, age, gender, and membership in working groups, professional associations and/or civil society organizations in the local community.

CROATIAN ACADEMICS AND UNIVERSITY CIVIC MISSION INTEGRATION

- ⁶ Some of the other educational goals identified in the questionnaire were: encouraging the development of knowledge and skills needed for the labour market, encouraging the development of knowledge and skills relevant for the advancement in particular discipline, encouraging the development of knowledge and skills relevant for students' future work in the chosen profession.
- ⁷ $p < 0,001$; $t > 2,59$ in all three cases.
- ⁸ $p = 0,014$; $t > 1,96$ (in relation to natural sciences in both cases), $p < 0,001$; $t > 2,59$ (in relation to technical and medical/biomedical/biotechnical sciences in both cases).
- ⁹ $p < 0,001$; $t > 2,59$ in both cases.
- ¹⁰ In situations of high teaching loads, academics do not have enough time to study and analyze the appropriate application of models that promote community-engaged learning (Harwood et al., 2005, Hammond, 1994; Ward, 1996) because it takes away time that should be, according to the current system of academics' promotion, invested in a "major" academic activity (Morton and Tropp, 1996). This challenge has been evidently recognized among Croatian academics, as well – results show that integrating academics' contributions to the community development in the criteria of their promotion and advancement, would serve as an incentive to integrate civic mission into everyday teaching and research for half of the respondents (51.4%).
- ¹¹ $p < 0,05$; $t > 1,96$ in relation to all other age groups for administrative support; $p = 0,005$; $t > 1,96$ in relation to all other age groups for financial support; $p < 0,001$; $t > 2,59$ in relation to all other age groups for salary supplements.
- ¹² $p < 0,001$; $t > 2,59$ in eight, out of eleven variables. In their study, Abes et al. (2002) indicated a greater willingness of women for the community service-learning integration in everyday teaching and research activities, if they are provided with adequate administrative and logistical support.

REFERENCES

- Abes, E. S., Jackson, G., & Jones, S. R. (2002). Factors that motivate and deter faculty use of service-learning, *Michigan Journal of Community Service Learning*, 9(1), 5–17.
- Altman, I. A. (1996). Higher education and psychology in the millennium. *American Psychologist*, 51, 371–378.
- Astin, A., & Vogelgesang, L. J. (2003). Comparing the effects of community service and service-learning. In Campus Compact's Introduction to service-learning toolkit: readings and resources for faculty (2nd Ed.). RI: Campus Compact.
- Astin, A., Vogelsgang, L. J., Ikeda, E. K. & Yee, J. A. (2000). *How service learning affects students*, Los Angeles: Higher Education Research Institute, UCLA.
- Berberet, J. (1999). The professoriate and institutional citizenship: Toward a scholarship of service. *Liberal Education*, 85(4), 32–39.
- Blackburn, R., & Lawrence, J. (1995). *Faculty at work*. Baltimore: John Hopkins University Press.
- Bloomgarden, A. H., & O'Meara, K. A. (2007). Faculty role integration and community engagement: Harmony or cacophony? *Michigan Journal of Community Service Learning*, 13(2), 5–18.
- Boyer, E. L. (1996). The scholarship of engagement. *Journal of Public Service and Outreach*, 1(1), 11–20.
- Boyer, E. L. (1990). *Scholarship reconsidered: priorities of the professoriate*. Stanford, CA: The Carnegie Foundation for the Advancement of Teaching.
- Calhoun, C. (2006). The university and the public good. *Thesis Eleven*, 84, 7–43.
- Checkoway, B. (2001). Renewing the civic mission of the american research university. *The Journal of Higher Education*, 72(2), 125–147. Special Issue: The Social Role of Higher Education.
- Checkoway, B. (2000). Public service: Our new mission. *Academe*, 86 (4), 24–28.
- Colbeck, C. L. (2002). Integration: Evaluating faculty work as a whole. *New Directions for Institutional Research*, 114, 43–52.
- Colbeck, C. L. (1998). Merging in a seamless blend: How faculty integrate teaching and research. *Journal of Higher Education*, 69(6), 647–671.
- Ćulum, B., & Ledić, J. (2010). *Civilna misija sveučilišta – element u tragovima?* Filozofski fakultet u Rijeci: Rijeka.

B. ČULUM

- Driscoll, A. (2007). Review Essay on Kecskes, K. (Ed.). (2006). Engaging departments: Moving faculty culture from private to public, individual to collective focus for the common good, *Michigan Journal of Community Service Learning*, 75–79.
- Driscoll, A., Holland, B., Gelmon, S., & Kerrigan, S. (1996). An assessment model for service learning: Comprehensive case studies of impact on faculty, students, community, and institution. *Michigan Journal of Community Service Learning*, 3, 66–71.
- Eyler, J. S., Giles, D. E., Stenson, C. M., & Gray, C. J. (2003). *What we know about the effects of service learning on college students, faculty, institutions and communities, 1993–2000*. Introduction to Service-learning Toolkit (3rd ed., pp. 15–22). Providence, RI: Campus Compact.
- Eyler, J., Giles, D. E., Jr., Stenson, C. M., & Gray, C. J. (2001). *At a glance: What we know about the effects of service learning on college students, faculty, institutions and communities, 1993–2000* (3rd ed.). Nashville, TN: Vanderbilt University.
- Eyler, J. S. (2000). What do we most need to know about the impact of service learning on student learning? *Michigan Journal of Community Service Learning*, Special Issue, 11–17.
- Eyler, J. S., & Giles, D. E. (1999). *Where's the learning in service learning?* San Francisco, CA: Jossey-Bass.
- Gallini, S. M., & Moely, B. E. (2003). Service learning and engagement, academic challenge, and retention. *Michigan Journal of Community Service Learning*, 10(1), 1–14.
- Gamson, Z. (2001). Higher education and rebuilding civic life. *Change*, 29(1), 10–13.
- Gladwell, M. (2002). *The Tipping point: How little things can make a big difference*. London, UK: Back Bay Books.
- Glassick, C. E., Taylor Huber, M., & Maeroff, G. I. (1997). *Scholarship assesses: Evaluation of the professoriate*. San Francisco: Jossey-Bass Publisher.
- Hammond, C. (1994). Integrating service and academic study: Faculty motivation and satisfaction in Michigan higher education. *Michigan Journal of Community Service Learning*, 1(1), 21–28.
- Harkavy, I. (2006). The Role of universities in advancing citizenship and social justice in the 21st century. *Education, citizenship and social justice*, 1(1), 5–37.
- Karlsson, J. (2007). Service as collaboration - an integrated process in teaching and research: A response to Greenbank. *Teaching in Higher Education*, 12, 281–287.
- Harkavy, I., & Benson, L. (1998). De-Platonizing and democratizing education as the basis of service learning. In R. Rhodes & J. Howard (Eds.), *Academic service learning: A pedagogy of action and reflection*. San Francisco: Jossey-Bass.
- Harwood, A. M., Ochs, L., Currier, D., Duke, S., Hammond, J., Moulds, L., Stout, K., & Werder, C. (2005). Communities for Growth: Cultivating and Sustaining Service-Learning Teaching and Scholarship in a Faculty Fellows Program. *Michigan Journal of Community Service Learning*, 12(1), 41–51.
- Hassinger, E. W., & Pinkerton, J. R. (1986). *The human community*. New York: MacMillan.
- Howard-Hamilton, M. (2000). Programming for multicultural competences. *New Directions for Student Services*, 90, 67–78.
- Karlsson, J. (2007). Service as collaboration - an integrated process in teaching and research: A response to Greenbank. *Teaching in Higher Education*, 12, 281–287.
- Kendall, J. (1990). *Combining service and learning: An introduction. Combining service and learning: A resource book for community and public service*. Vol. 1, Raleigh, N. C.: National Society for Internships and Experiential Education.
- Laredo, P. (2007). Revisiting the third mission of universities: toward a renewed categorization of university activities? *Higher Education Policy*, 20(4), 441–456.
- Ledić, J. (2007). *U potrazi za civilnom misijom hrvatskih sveučilišta*. In Previšić, V., Šoljan, N. N., Hrvatić, N. (Eds.) *Pedagogija – prema cjeloživotnom obrazovanju i društvu znanja*. Svezak 1, Zagreb: Hrvatsko pedagoško društvo, 123–134.
- Lozano, R. (2006). Incorporation and institutionalization of SD into universities: breaking through barriers to change. *Journal of Cleaner Production*, 14, 787–796.
- Macfarlane, B. (2007). *The Academic citizen: The virtue of service in university life*, London and New York: Routledge, Taylor & Francis Group.

CROATIAN ACADEMICS AND UNIVERSITY CIVIC MISSION INTEGRATION

- Macfarlane, B. (2005). Placing service in academic life. In R. Barnett (ed.), *Reshaping the university: New relations between research, scholarship and teaching* (pp. 165–177). Berkshire: Open University Press.
- McKay, V. C., & Rozee, P. D. (2004). Characteristics of faculty who adopt community service learning pedagogy. *Michigan Journal of Community Service Learning*, Spring, 21–33.
- Moely, B. E., McFarland, M., Miron, D., Mercer, S., & Ilustre, V. (2002). Changes in college students' attitudes and intentions for civic involvement as a function of service-learning experiences. *Michigan Journal of Community Service Learning*, Fall, 18–26.
- Morton, K., & Troppe, M. (1996). From margin to the mainstream: Campus Compact's project on integrating service with academic study. *Journal of Business Ethics*, 15, 21–32.
- Mundy, M., & Eyster, J. (2002). *Service Learning and Retention: Promising Possibilities, Potential Partnerships*. Vanderbilt University.
- Nussbaum, M. C. (1997). *Cultivating humanity: A classical defence of reform in liberal education*. Cambridge: Massachusetts and London: England, Harvard University Press.
- O'Meara, K., & Braskamp, L. (2005). Aligning faculty reward system and development to promote faculty and student growth. *NASPA Journal*, 42(2), 223–240.
- Ostrander, S. (2004). Democracy, civic participation, and the university: A comparative study of civic engagement on five universities. *Nonprofit and voluntary sector quarterly*, 33(1), 74–93.
- Pribbenow, D. (2005). The impact of service learning pedagogy on faculty teaching and learning. *Michigan Journal of Community Service Learning*, Spring 2005, 25–38.
- Ramaley, J. (2001). Why do we engage in engagement? *Metropolitan Universities: An International Forum*, 12(3), 13–19.
- Reinke, S. J. (2003). Making a difference: Does service learning promote civic engagement in MPA students? *Journal of Public Affairs Education*, 9(2), 129–137.
- Rice, R. E., Sorcinelli, M. D., & Austin, A. (2000). *Heeding new voices: Academic careers for a new generation, New Pathways: Faculty Careers and Employment for the 21st Century*, Inquiry #7. Washington, DC: American Association for Higher Education.
- Rice, D., & Stacey, K. (1997). Small group dynamics as a catalyst for change: A faculty development model for academic service-learning. *Michigan Journal of Community Service Learning*, 4, 64–71.
- Rogers, E. M. (2003). *Diffusion of Innovations* (5th ed.). New York: Free Press.
- Rogers, E. M. (1971). *Communication of innovations: A cross-cultural approach*. New York: The Free Press.
- Rončević, N., & Rafajac, B. (2010). *Promjene u akademskoj profesiji: komparativna analiza*. Rijeka: Filozofski fakultet u Rijeci.
- Root, S., Callahan, J., & Sepanski, J. (2002). Building teaching dispositions and service-learning practice: A multi-site study. *Michigan Journal of Community Service Learning*, 8(2), 50–59.
- Stanton, T. K. (1994). The experience of faculty participants in an instructional development seminar on service-learning. *Michigan Journal of Community Service Learning*, 1(1), 7–20.
- Strand, J. K. (2000). Community-Based Research as Pedagogy. *Michigan Journal of Community Service Learning*. Fall 2000, 85–96.
- Strand, J. K., Marullo, S., Cutforth, N., Stoecker, N., & Donohue, P. (2003). Principles of best practice for community-based research. *Michigan Journal of Community Service Learning*. Fall 2000, 5–15.
- Tannenbaum, S. C., & Berrett, R. D. (2005). Relevance of service learning in college courses. Accessed 14.01.2009., http://findarticles.com/p/articles/mi_hb3325/is_ai_n29182843.
- Thomas, N. L. (2000). The College and the university as citizen. In T. Ehrlich (Ed.), *Civic responsibility and higher education* (pp. 63–97). Westport: American Council on Education and Oryx Press.
- Ward, K. (1996). Service-learning and student volunteerism: Reflections on institutional commitment. *Michigan Journal of Community Service Learning*, 3, 55–65.
- Wellman, C. (2000). *The Proliferation of rights: Moral progress or empty rhetoric?* Oxford: Westview.
- Zlotkowski, E. Longo, N., & Williams, J. (2006). *Students as colleagues: Expanding the circle of service learning leadership*. Providence: Campus Compact.
- Zlotkowski, E., & Williams, D. (2003). The faculty role in civic engagement. *Peer Review*, 5(3), 9–11.

B. ČULUM

- Zlotkowsky, E. (1998). A service learning approach to faculty development. In R. A. Rhoads, J. P. F. Howard (Eds.), *Academic Service Learning: A Pedagogy of Action and Reflection*. San Francisco: Jossey-Bass.
- Zlotkowsky, E. (1995). Does service learning have a future? *Michigan Journal of Community Service Learning*, Fall 1995, 123–133.

AFFILIATIONS

Bojana Čulum, PhD
University of Rijeka
Faculty of Humanities and Social Sciences
Department of Education