*The Institute for Public Affairs and Civic Engagement* at Salisbury University is particularly interested in research addressing the following areas:

**The Participant**

What are the general effects of civic engagement on the individual student?

* What knowledge do students gain as a result of civic engagement?
* Does participation in civic engagement affect the participant's perception of self and others, social attitudes and behaviors, and view of the world?
* What is the effect over time of civic engagement in college on participants' political involvement, civic professionalism, community building, consumer behavior, engagement in causes, and other civic indicators?
* What are the effects of learner characteristics—such as race, ethnicity, socioeconomic status, age, and faith—on outcomes related to civic engagement?
* Do different approaches to civic engagement (such as democratic participation, social justice, global citizenship) yield different outcomes?

**The Educational Institution**

What are the effects of civic engagement on the institution?

* How does civic engagement contribute to institutional mission?
* Does civic engagement lead to the enhancement of teaching, research, and service?
* What are the effects of civic engagement on faculty?
* To what extent does civic engagement serve as a vehicle to address institutional priorities?
* To what extent does civic engagement contribute to a more positive image of the institution among internal and external constituencies?

**Local and Global Communities**

What is the effect of civic engagement on communities local and global?

* How can partnerships be fostered between campuses and communities to enhance economic growth, improve educational opportunity, and empower individuals and groups?
* How can higher education institutions around the world partner with government, business, media, and not-for-profit organizations to sustain social and economic gains for communities?
* How can higher education establish partnerships with primary and secondary schools so that education for civic engagement becomes an integral part of learning at all stages of life?
* Does civic engagement lead to authentic sustained campus-community partnerships? Is the reverse true?
* What are the benefits and costs to communities as a result of institutional civic engagement?

**Theoretical Bases**

How can research on civic engagement contribute to the development of theories and models that can further undergird and enrich civic engagement?

* How do students develop civic identities?
* How can civic engagement help students move from volunteering to social change?
* How can research on civic engagement contribute to the development of more comprehensive theories of human development?
* How can research on civic engagement contribute to the development of more comprehensive theories of community development?
* How can human development, community development, and the scholarship of teaching and learning be used to increase understanding of effective civic engagement strategies?

**Program Models**

What are the components and outcomes of various approaches to civic engagement?

* What strategies, approaches, and models lead to specific civic learning outcomes and long-term civic engagement?
* What approaches and program characteristics have enhanced or deterred the institutionalization of civic engagement?
* What program characteristics-such as duration, intensity, content, modes of action, and reflection-promote various outcomes?
* How can civic engagement be incorporated effectively into the curriculum at various levels (first year through senior year) and in a variety of disciplines?

**Questions from:**

Jacoby, B., & Hollander, E. (2009). Securing the future of civic engagement in higher education. In B. Jacoby & Associates, Eds. *Civic engagement in higher education: Concepts and practices*. San Francisco, CA: Jossey-Bass.