



***CIVIC LEARNING AT THE INTERSECTIONS:
U.S. DIVERSITY, GLOBAL EDUCATION, AND DEMOCRACY'S
UNFINISHED WORK***

**Network for Academic Renewal Conference
October 18-20, 2007 | Denver, Colorado**

The Academy has seen a significant expansion of innovative civic engagement programs in recent years, driven by student interest, community needs, social inequities, disciplinary questions, global interdependence, and a growing commitment to social responsibility – at both the individual and institutional levels. We have also seen the continuing development of diversity as a catalyst for learning and, more recently, a focus on global learning and engagement, yet these three areas – driven by similar forces – have remained separate.

Civic Learning at the Intersections will highlight current research and promising practices pertaining to the **creative integration of civic, diversity, and global work on campus** and how this integration can strengthen student learning and help create new and sustaining institutional structures.

The conference will include a particular focus on articulating the aims and learning outcomes of civic engagement programs. These programs are widely embraced by colleges and universities, yet it is less clear to students and the public how they help students develop the competencies – e.g., critical thinking, analytical reasoning, intercultural competence, and written and oral communication – necessary to prepare graduates for future careers and active citizenship. Participants will have the opportunity to examine assessment practices and their potential value in strengthening the quality of civic learning at the intersections.

We invite you to join in the discussions as we explore the intersections of civic, diversity, and global studies and the places where they need to be distinct from one another, so that important areas of focus, such as U.S. racial and ethnic inequities, are not lost within more integrative efforts.

PLANNING COMMITTEE

AAC&U acknowledges and thanks the following individuals who contributed to the development of this conference.

COLORADO COLLEGE

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Professor of Psychology and Interim Director of Civic Engagement

UNITED STATES AIR FORCE ACADEMY

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UNIVERSITY OF DENVER

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Conference sponsors are colleges, universities, associations, non-profit organizations, for-profit and non-profit businesses that participate in the program and in addition provide financial or in-kind support. Through their generous contributions, our Conference Sponsors enhance the conference experience for everyone.

The University of Denver (DU) community is strongly committed to the pursuit of excellence by including and integrating individuals who represent different groups as defined by race, ethnicity, gender, sexual orientation, socioeconomic background, age, disability, national origin and religion. To create a rich academic, intellectual and cultural environment for everyone, DU's concern extends beyond representation to genuine participation and its commitment entails the creation of initiatives and programs designed to capitalize on the benefits of diversity in education, research and service. For the complete University of Denver Mission and Diversity Statement visit www.du.edu

ACADEMIC PARTNERS

Academic Partners are colleges, universities, associations, or non-profit organizations with missions and programs related to the conference theme. They contribute to the success of the conference in a variety of ways – developing the program, reviewing proposals, sharing information about the conference with their constituencies, sponsoring a session during the conference, and sharing materials about their organization.

American Conference of Academic Deans

www.acad-edu.org

ACAD's mission is to provide chief academic officers and other academic administrators with networking and professional development opportunities and to support them in their work as educational leaders. ACAD members are characterized by their shared commitment to student learning and to the ideals of liberal education.

Associated New American Colleges

www.anac.org

Founded in 1995, the Associated New American Colleges is a national consortium of twenty-two selective, small to mid-size (2,000-7,500 students) independent colleges and universities dedicated to the purposeful integration of liberal education, professional studies, and civic engagement. To improve the quality and effectiveness of teaching and learning among its members, ANAC sponsors projects and conferences, administrator and faculty affinity groups, surveys and data benchmarking, and international study programs. The Associated New American Colleges collectively and individually are often cited as models of the intentional integration of teaching and learning, scholarship, and service.

New England Resource Center for Higher Education

www.nerche.org

The New England Resource Center for Higher Education (NERCHE) is a center for inquiry, research, and policy. NERCHE supports administrators, faculty, and staff across the New England region in becoming more effective practitioners and leaders as they navigate the complexities of institutional innovation and change.

Washington Internship Institute

www.wiic.org

The Washington Internship Institute (WII) provides experiential education programs and academic-based internships in Washington, DC for undergraduates, graduate students, and scholars from the United States and abroad. Weekly academic seminars complement internship experiences and encourage students to reflect, set goals, and explore discipline-based topics.

FUTURE NETWORK FOR ACADEMIC RENEWAL CONFERENCES

Sharing Responsibility for Essential Learning Outcomes: New Partnerships across Departments, Academic Affairs, and Student Affairs	November 1-3, 2007	<i>Savannah, GA</i>
Integrative Designs for General Education and Assessment	February 21-23, 2008	<i>Boston, MA</i>
Discovering, Integrating and Applying Knowledge: Effective Educational Practices for Today's Students and Tomorrow's Innovation	April 10-12, 2008	<i>Austin, TX</i>
Diversity and Learning: Accelerating and Measuring Progress	October 16-18, 2008	<i>Long Beach, CA</i>

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Please contact us at your convenience to learn more about our conferences and the ways in which you can be involved. Phone: 202.387.3760

8TH ANNUAL GREATER EXPECTATIONS INSTITUTE JUNE 18-22, 2008 | SNOWBIRD, UTAH

The Greater Expectations Institute is a five-day, intensive program designed for campus leadership teams working on ways to increase student engagement, inclusion, and high achievement. The Institute will help teams align institutional purposes, structures, and practices as well as advance and assess the kinds of practical liberal education outcomes outlined in AAC&U's signature reports, *Greater Expectations: A New Vision for Learning as a Nation Goes to College* and *College Learning for the New Global Century*, such as personal and social responsibility, critical inquiry, intercultural competence, and integrative learning.

Look for application materials for AAC&U's Greater Expectations Institute and Institute on General Education later this fall at www.aacu.org.

SCHEDULE AT A GLANCE

Thursday, October 18, 2007

- 10:00 A.M. – 6:00 P.M. **Conference Registration and Membership Information**
- 12:00 – 6:00 P.M. **Hospitality Suite**
- 2:00 – 5:00 P.M. **Pre-conference workshops (separate registration required)**
- 6:00 – 7:30 P.M. **Reception and Dinner (pre-registration and fee required)**
- 7:30 – 8:30 P.M. **Keynote: Global Education in a World Torn Between Jihad and McWorld**
Benjamin Barber, University of Maryland and CivWorld

Friday, October 19, 2007

- 7:45 – 9:00 A.M. **Poster Sessions and Continental Breakfast**
- 9:15 – 10:15 A.M. **Plenary: Examining Student Development**
L. Lee Knefelkamp, Teachers College, Columbia University
- 10:30 A.M. – 1:45 P.M. **The School-Based Civic Engagement Series: Community Visit**
- 10:45 A.M. – 12:00 P.M. **Concurrent Sessions**
- 12:00 – 1:45 P.M. **Lunch on your own**
- 2:00 P.M. – 3:00 P.M. **The School-Based Civic Engagement Series: Plenary**
Harry Boyte, University of Minnesota
- 2:00 – 5:15 P.M. **Concurrent Sessions**
- 3:15 – 5:15 P.M. **The School-Based Civic Engagement Series: Discussion**
Eric Fretz, Frank Coyne, Blanca Trejo, Nicole Nicotera, University of Denver
- 5:30 – 6:30 P.M. **AAC&U/Campus Connections**

Saturday, October 20, 2007

- 7:45 – 9:00 A.M. **Roundtable Discussions and Continental Breakfast**
- 9:15 – 10:15 A.M. **Concurrent Sessions**
- 10:30 – 11:15 A.M. **Plenary: Applied Learning: Generating Habits of Citizenship**
Roger Nozaki, Brown University;
Nina Tamrowski, Onondaga Community College
- 11:30 A.M. – 12:30 P.M. **Discussion Sessions**

PRELIMINARY PROGRAM OF EVENTS

THURSDAY, OCTOBER 18, 2007
10:00 A.M. – 6:00 P.M.

Conference Registration and Membership Information

Lower Level 2

Please pick up your registration materials at the conference registration desk and visit with Dennis Renner, AAC&U membership director.

12:00 – 6:00 P.M.

Hospitality Suite

Colorado G

AAC&U invites participants to use this room as a place to meet colleagues, learn more about the conference, and plan activities for the next few days.

2:00 – 5:00 P.M.

Pre-conference workshops (Separate registration fee required)

WORKSHOP 1: Awareness, Coalition, Action: Fostering Campus-Wide Collaboration for Engaging Students in Multicultural Understanding and Social Responsibility

Colorado H, Lower Level 2

Building coalitions on campus and introducing new models for collaboration across a myriad of issues and initiatives has historically proved to be a formidable task. How do you build coalitions involving Hillel, the Black Student Alliance, the Undergraduate Women's Council, and the Queer Straight Alliance? How do you get faculty, staff, and student groups to work together on diversity initiatives? Individuals pursuing change on campus by bringing together a multiplicity of groups face a multitude of cultural, psychological, inter-group, and financial barriers. Yet, interpersonal, inter-group, and interdepartmental collaborations and coalitions are at the heart of successful programs and initiatives designed to engage students in multicultural understanding and social responsibility. This workshop will 1) present a conceptual model for understanding campus diversity; 2) identify the barriers that prevent us from forming coalitions, 3) engage participants with strategies for overcoming those barriers, and 4) provide promising models for engaging students using collaborative approaches. Participants will have an opportunity to work together in thinking about a specific project or initiative for their respective campus. This is a highly interactive workshop involving simulation activities, group work, and dialogue.

Jesús Treviño, Associate Provost, Center for Multicultural Excellence, Melissa Martinez, Coordinator for Multicultural Advising, Center for Academic and Career Development, Denise Pappas-Lucero, Administrative Assistant and Trainer, Center for Multicultural Excellence—all of the University of Denver

WORKSHOP 2: Residential Curriculum: A Strategy for Citizenship Development *Colorado I, Lower Level 2*

Calls for citizenship development abound, both within and outside of higher education. Yet, colleges often find themselves unable to deliver on the promises of citizenship development. Examined through a new paradigm, residential campuses can provide a substantive context for citizenship development. The University of Delaware has developed a model to further the general education of each residence hall student based on 12 citizenship education outcomes. This new approach provides a means by which the residential campus can capitalize on the residence halls to further student learning gains particular to citizenship education. This interactive workshop will explore the residential curriculum as a strategy for nurturing students who demonstrate civic engagement. Participants will examine a developmentally sequenced approach to citizenship and related learning outcomes and competencies as well as ways in which student and academic affairs educators might collaborate to achieve these outcomes. Residential lesson plans for diversity awareness and for personal and social responsibility will be included. While components of the University of Delaware residential curriculum model will be used as examples, the primary strategy will be to engage participants on drafting their own unique design.

Jim Tweedy, Associate Director of Residence Life, **Kathleen Kerr**, Director of Resident Life—both of the University of Delaware

WORKSHOP 3: Building Capacity for Institutional Learning at the Intersections of U.S. Diversity, Global Education, and Civic Engagement

Colorado J, Lower Level 2

Participants will explore pedagogical techniques and structural supports for student learning that blend intercultural skills and complex thinking within civic engagement activities and in local and global contexts. They will examine research results from, discuss models of, and plan opportunities for integrative curricular and co-curricular experiences for students that also draw together faculty and staff to achieve these objectives. The diversity of institution types represented among workshop participants and the facilitators' interactive approach will provide fertile ground for broadening imagination, sharing strategies, and considering practical approaches for making these intersections productive way stations along the path to social justice.

A.T. Miller, Coordinator of Multicultural Teaching and Learning at the Center for Research on Learning and Teaching, and Director of the Global Intercultural Experience for Undergraduates at the National Center for Institutional Diversity, University of Michigan

WORKSHOP 4: Civic Engagement for an Inclusive Democracy

Gold Coin, Lower Level 1

For the last 30 years, key indicators of civic engagement have been in decline. U.S. voter turnout is near the bottom of democratic nations and the National Commission on Civic Renewal claims that the United States has become a “nation of spectators.” While colleges and universities are responding to the call to foster civic engagement activities, many students may not understand the difference between performing good works and taking responsibility for the systemic problems within our society.

As educators it is our role to assist our students in recognizing that the actions of one group of citizens must be assessed in terms of the influence on the lives of others. Students must learn how to define and promote the common good in their communities and be empowered to influence policy at the national level. This workshop will feature a discussion of current on-campus practices in which students move beyond good works. Participants will analyze how students are using shared leadership and critical thinking skills to address systemic problems in their communities. Discussion will address the strengths of current practice and student outcomes and the outcomes we would like to achieve in the future.

Mary Ryan, President, Washington Internship Institute; Karen Spear, Executive Director, Consortium for Innovative Environments in Learning

Sponsored by Washington Internship Institute

WORKSHOP 5: Evaluating Community-Engaged Learning from Multiple Perspectives

Matchless, Lower Level 1

How do we know what impact our community engaged activities are having on students, faculty and community partners? What are the unique and the complimentary outcomes of such activities? This workshop will illustrate strategies for designing, evaluating and improving community-engaged learning from multiple perspectives. Participants will design strategies that will help them to evaluate and improve their own programs. From the perspective of students, evaluation will focus on civic learning outcomes as well as the development of civic skills. With respect to faculty, the emphasis of evaluation will be on skills and knowledge necessary to create effective community learning opportunities in the curriculum, and then design practical evaluations. In the context of community, evaluation strategies will focus on providing meaningful information for community partners as well as identifying useful insights for partnership development and enhancement. Participants will exchange information about specific evaluation approaches, faculty development activities, and useful resources.

Sherril Gelmon, Professor of Public Health, Mark O. Hatfield School of Government, Portland State University

6:00 – 6:30 P.M.

Reception

Colorado Ballroom

All participants are invited to join in this opening celebration, visit with colleagues, and make new acquaintances to share and enhance the learning experience.

6:30 – 7:30 P.M.

Dinner (Separate registration and fee required)

Colorado Ballroom

7:30 – 8:30 P.M.

Keynote

Colorado Ballroom

Global Education in a World Torn Between Jihad and McWorld

Benjamin Barber has written that,

The forces of Jihad and the forces of McWorld operate with equal strength in opposite directions, the one driven by parochial hatreds, the other by universalizing markets, the one re-creating ancient subnational and ethnic borders from within, the other making national borders porous from with-out. They have one thing in common: neither offers much hope to citizens looking for practical ways to govern themselves democratically.

Barber will examine the role of higher education in equipping students and society with the knowledge, intellectual and practical skills, and personal and social responsibility needed to successfully address the challenges of “democracy’s unfinished work.”

Benjamin Barber, Gershon and Carol Kekst Professor of Civil Society and Distinguished University Professor, University of Maryland, and Director of CivWorld

Friday, October 19, 2007

7:45 – 9:00 A.M.

Continental Breakfast and Poster Sessions

Lower Level 2

POSTER 1: Internationalizing the First-Year Curriculum through a Freshmen Learning Communities Program

This poster addresses the theme of global learning and underscores the responsibility of higher education to prepare students as global goodwill ambassadors. In 2006, the University System of Georgia adopted the goal of transforming undergraduate education by internationalizing the curriculum. Consequently, Georgia State University developed a model to begin this transformation. The model links two well-established and successful programs, freshmen learning communities (FLCs) and study abroad. This linking of programs increases the number of FLCs with an international focus and encourages first-year students to culminate their first year with a three-week “Maymester” international experience. This poster will highlight the model’s three-pronged approach: (1) infusing a global focus into the FLC anchor course through the use of a “global engagement continuum,” (2) adding an international course as one of the five linked FLC courses, and (3) connecting FLCs to existing study abroad programs related to the FLC themes.

Carolyn R. Codamo, Director of Freshmen Learning Communities, Georgia State University

POSTER 2: Service-Learning Pedagogy and Webfolios: Bridging Civic Engagement, Diversity, and Global Learning

This poster highlights California Lutheran University's use of service-learning pedagogy and web-based portfolios to bridge innovative programs in civic responsibility, diversity, and global learning. In support of CLU's mission to "educate leaders who are...committed to service and justice," faculty across disciplines have designed a variety of civic engagement projects and activities using service-learning pedagogy. Faculty use the Alliance for Service-Learning in Education Reform (1993) standards of quality service learning as a framework for service-learning projects. The ProfPort webfolio system facilitates the use of this framework by (1) enabling professors to design and implement quality service-learning projects; (2) providing an assessment, evaluation, and reporting process that emphasizes continuous improvement throughout the service-learning activity; (3) facilitating the assessment of a set of "impacts" on all participants; and (4) linking student-generated artifacts to fourteen institution-wide student learning outcomes. The poster will include an overview of this model, charts and graphs of key findings, and samples of student projects. Participants will also have the opportunity to try the ProfPort webfolio. *Silva S. Karayan, Professor of Education and Director of the Center for Academic Service-Learning, Lida Loberg, Director of Study Abroad Programs—both of California Lutheran University*

POSTER 3: Building a Comprehensive Assessment Program at the Departmental Level

This poster features a comprehensive assessment program developed by the Fort Hays State University department of political science. Political science departments are well positioned to integrate civic engagement throughout their curricula, yet most departments focus exclusively on assessing student learning in individual courses or experiences. In contrast, political science faculty at FHSU have developed an assessment model that tracks students from first year through graduation and that includes internships and other engagement components throughout. Faculty pre- and post-test students for basic knowledge and utilize a rubric-scored portfolio of student work to evaluate learning levels. Taking cues from other institutions, faculty have merged mixed-methods evaluation of student learning with "ladder-style" achievement levels in evaluation. This poster will provide an overview of the assessment model as well as sample portfolios from recent graduates. *Chapman Rackaway, Assistant Professor of Political Science, Shala Mills, Associate Professor and Chair of the Department of Political Science—both of Fort Hays State University*

POSTER 4: Incorporating Civic, Diversity, and Global Learning into the Curriculum: An Honors Program Approach

Staff and faculty in the new Georgia Tech Honors Program are developing several pathways for students to incorporate civic and global learning into their curricular experiences. Examples include a required special topics course focused on civic and global learning and a student challenge fund to support community-based projects. In the presenter's "Energy, Environment, and Society" course, discussions of carbon

emissions and global warming led a group of students to commit to long-term involvement assisting a nearby homeless shelter with building a 25,000 sq. ft. rooftop garden. For the next academic year, the Honors Program will make funding available to special topics professors to encourage integration of a service-learning component in their syllabi. This poster will highlight these programmatic aspects and incentives as well as learning outcomes and observable competencies for students engaged in our various opportunities.

Monica Halka, Associate Director of University Honors Program, Georgia Institute of Technology

POSTER 5: Reconnecting Global and Local Learning: The Contributions of Jesuit Education

If American democracy is foundational to the promise of American liberal education, the values of liberal education—to which Jesuit education has contributed historically—are foundational to democracy itself. At Marquette University, faculty wish to encourage discussion of liberal education within a historical and global framework to: (1) address conflicting local, national, and global education goals; (2) foreground the educational values that the United States, as a democracy, shares with the world; and (3) facilitate campus cross-cultural, interfaith dialogue around justice, good governance, and peace-making. This poster will depict three programs—Marquette’s Shared Futures Initiative, Multi-Institutional Study of Leadership, and Manresa Project for the Exploration of Vocation—that are informed by this framework and that enable students to achieve a coherent vision of justice across local, national, and global communities. Developed in cooperation with national networks of diverse campuses, these programs also demonstrate the mutual benefits to collaborations between Jesuit and other American institutions.

Christine L. Krueger, Director, University Core of Common Studies, Susan Mountin, Director, Manresa Project—both of Marquette University

POSTER 6: CommUniverCity San José: Promoting Civic Engagement and Global Understanding through a Service-Learning Collaborative

CommUniverCity San José is an initiative that weaves together the resources of San José State University, the City of San José, residents, and community organizations to address residents’ priorities in an economically disadvantaged, ethnically and linguistically diverse neighborhood. The median income of the neighborhood is 60% of the citywide median income, more than 50% of the residents are foreign-born, and more than 50% have not completed high school. The “heart” of the initiative involves engaging students from across disciplines through service learning in collaboration with other stakeholders on projects related to education, health, and the neighborhood environment. This poster will demonstrate how this initiative (1) deepens students’ understanding of the global context of this community, (2) fosters integrative learning, and (3) promotes civic engagement.

Debra David, Associate Dean, Undergraduate Studies, San José State University

POSTER 7: The Big Yellow School Bus: Community Orientation Tours that Prepare Students for Service Learning

Why wouldn't students want to engage in service learning? Often it is because they have "heard stories" about the communities they will serve as part of their experience. This poster will illustrate how the University of Nebraska at Omaha's service learning academy developed community orientation bus tours to introduce students to the leaders and the history of two urban neighborhoods, one largely Latino and one largely African American, as well as to the pressing issues facing each. These tours reduce students' apprehensions about leaving the security of the campus and inevitably lead to a response of "this isn't what I expected." The poster will include sample reflective exercises used by faculty to help students examine their beliefs and perceptions, which are powerful but rarely based on actual experience. The poster will also illustrate how this crucial first step facilitated the growth and development of students in a public relations class, where students created materials that led to "good news" coverage of several community initiatives and programs.

***Paul W. Sather**, Director of the Service Learning Academy, **David Ogden**, Associate Professor of Journalism, **Arturo Miranda**, Graduate Assistant to the Service Learning Academy—all of the University of Nebraska at Omaha*

7:45 – 9:00 A.M.

Liberal Education and America's Promise

Colorado AB

Liberal Education and America's Promise (LEAP) is AAC&U's new campus action and public advocacy initiative, designed to engage campus colleagues and the larger public in meaningful conversations about what really matters in college. This session will introduce participants to LEAP's goals and activities. The facilitator will provide an overview of LEAP resources, principles, and practices guiding the campus action component of the campaign, with special attention paid to outcomes related to civic, diversity, and global learning. Participants will then discuss how their institutions can use the campaign and the emerging national consensus around important liberal education outcomes to guide educational planning and practice.

***Carol Geary Schneider**, President, AAC&U*

9:15 – 10:15 A.M.

PLENARY

Colorado EF

Effective Student Development for Work and Citizenship in a Global Era

Research indicates that many students' curricular and co-curricular experiences lack a clear connection to contemporary challenges students will face as workers or citizens in a diverse democracy. Lee Knepfelkamp will examine how integrated programs that engage civic and global challenges as well as intercultural encounters in diverse learning environments can provide students with the knowledge and skills necessary for today's world of work and active citizenship. This presentation will consider how civic learning at the intersections can help develop student competencies—critical thinking, ability to work collaboratively, intercultural knowledge, and individual and social responsibility—deemed important in our new global century by business and community leaders.

L. Lee Knepfelkamp, Professor of Psychology and Education, Teachers College, Columbia University and Senior Scholar, AAC&U

10:15 – 10:45 A.M.

Refreshment Break

10:30 A.M. – 1:45 P.M.

School Based Civic Engagement Series

The ***School Based Civic Engagement Series*** is a track of three sessions focusing on theories and practices that are successfully empowering students as agents of public change. Participants are encouraged to attend all three sessions to maximize the learning experience. The **Community Engagement Site Visit** is the only session in the series that requires separate registration.

Community Engagement Site Visit: A Closer Look at Public Achievement in Denver Public Schools

(Participants depart hotel lobby at 10:30 a.m.; Pre-registration and fee required)

This community engagement site visit will highlight the relationship between the University of Denver's (DU) Center for Community Engagement and Service Learning and Denver Public Schools (DPS). Participants will visit a DPS school in North Denver that is successfully engaging in Public Achievement (PA). Public Achievement, founded by Harry Boyte, seeks to renew a more expansive notion of democracy by empowering individuals as active creators, decision-makers and agents of public change. DU students work closely with DPS middle school and high school students to coach them through the PA process and develop projects that have a profound impact on their school or community. The site visit will focus upon several aspects of the PA relationship: former DPS Students who have transitioned

to the University of Denver and taken on community organizing/leadership roles as undergraduate students; the teacher and administrative support that is necessary to make PA work; and how PA can empower K-12 students (particularly students of color) to feel like they have a voice in their school.

Center for Community Engagement and Service Learning, University of Denver

10:45 A.M. – 12:00 P.M.

Concurrent Sessions

CS 1: Pathways to Knowledge Integration: How Campus Cultures Shape Efforts to Deepen Student Learning

Colorado AB

It is a given that purposeful integration of knowledge is essential for meaningful student learning. Getting to integration is a complex challenge, depending on the history, values, culture, and goals of the campus and its constituents. This seminar will begin with case studies from Arcadia University, Elon University, and Westminster College, all members of the Associated New American Colleges, a national consortium of twenty-two selective, small- to mid-size independent colleges and universities dedicated to the purposeful integration of liberal education, professional studies, and civic engagement. The case studies illustrate multiple pathways to the integration of civic, U.S. diversity, and global learning in the context of individual campus cultures. Participants will then identify key aspects related to their institutions' histories, values, cultures, and goals, and draw on the three case studies of integration in order to identify models that align with their institutions' characteristics.

Norah P. Shultz, Dean of Undergraduate Studies and Faculty Development, Arcadia University; Thomas Arcaro, Professor of Sociology and Director of Project Pericles, Elon University; Gary Daynes, Director of the Center for Civic Engagement and Associate Professor of History, Westminster College
Sponsored by the Associated New American Colleges

CS 2: Integrating Civic Engagement and Diversity Education: Mapping Learning Objectives to Curriculum Design and Pedagogy

Colorado CD

Diversity education is key to leadership in the nonprofit sector, and North Carolina State University has developed an interdisciplinary minor in nonprofit studies that has diversity as one of its foci. The minor is built on five guiding themes related to prominent leadership challenges facing the nonprofit sector, including "capitalizing on opportunities associated with diversity." This particular theme runs throughout the minor, and students move from simply defining diversity to analyzing strategies used by nonprofit organizations for integrating diverse perspectives and then to evaluating prospects for enhancing these strategies. The courses that comprise the minor have been designed to support students' achievement of these ever-higher levels of learning. Elements include cumulative reflection within service learning and a common set of readings and case studies. Using this minor as a case study, participants will

articulate learning objectives for their own settings, examine types of curriculum design that advance diversity education, and consider appropriate corresponding teaching and learning strategies.

Traci Rowe, Graduate Assistant, Service-Learning Program, Patti Clayton, Director, Center for Excellence in Curricular Engagement—both of North Carolina State University; Steve Jones, Director, Office of Service Learning, Indiana University–Purdue University Indianapolis

CS 3: Civic Engagement and Faculty Worklife: Practical Advice for Navigating the Path to Tenure

Colorado GH

Faculty who define their teaching, scholarship, and service around the theme of civic engagement may face particular challenges as they prepare for tenure and/or promotion review. Their choice of teaching and learning strategies—and the focus of their related scholarly work—can often challenge traditional disciplinary approaches, and these faculty require focused preparation in order to illustrate their excellence as a teacher and scholar. This seminar will offer an approach to navigating the path to tenure and/or promotion while working in the realm of civic engagement. The approach integrates disciplinary and institutional contexts as well as the policy environment of faculty review. The content of this session builds upon work published in 2002, and includes an updated set of suggestions for faculty committed to civic engagement.

Sherril B. Gelmon, Professor of Public Health, Portland State University; (contributor, not attending) Susan Agre-Kippenhan, Dean, College of Arts and Architecture, Montana State University

CS 4: Assessing Civic Learning: What Do We Know about What Students Know?

Colorado IJ

This session will highlight research about the civic learning that takes place in college. Facilitators will begin the session by reviewing the current research on civic learning among college students, and they will then share the design and some preliminary findings from a mixed-method, longitudinal study of student civic and political activities and attitudes at Tufts University. Participants will be invited to discuss research strategies that would effectively assess civic learning on their campuses, considering both the advantages and disadvantages of qualitative and quantitative research designs.

Nancy E. Wilson, Director and Associate Dean, Jonathan M. Tisch College of Citizenship and Public Service, Tufts University; Peter Levine, Director, Center for Information and Research on Civic Learning and Engagement, University of Maryland

CS 5: Reaching Beyond Essentialisms: Three Experiments in Civic Education

Denver 1,2

This seminar begins with the premise that approaching and perhaps even knowing “the Other” is the fundamental challenge of our times. In the session, the facilitators will offer a model for addressing this challenge: an experiential, anti-essentialist pedagogy that seeks to break down the clear-cut categories and certainties students bring to discussions of immigration, globalization, economic justice, race, and the

environment. The method is somewhat counterintuitive, where effective learning is built on a basis of contingency and incoherence. The facilitators will share three successful experiments in civic learning where the objective is a more nuanced, critical, and political vision and praxis. Participants will consider how they can adapt elements of these programs to their own institutional contexts.

Lori Bettison-Varga, *Provost/Dean of Faculty*, **Aaron Bobrow-Strain**, *Assistant Professor of Politics*, **Philip Brick**, *Professor of Politics and Environmental Studies*—*all of Whitman College*

CS 6: The Democracy Imperative: Building the Arts, Skills, and Habits of Democracy

Denver 3

Colleges and universities seem to have a truncated view of democracy as a form of government rather than as a set of principles and practices. Students should graduate not just knowing about democracy, but actively *practicing* it, as well. The Democracy Imperative is a national network and practice community of multidisciplinary scholars, campus leaders, and civic leaders in the fields of democracy-building and social change. Participants will learn about this group and discuss the centrality of deliberative democracy as a valued set of principles and practices in colleges and universities. They will explore ways to strengthen higher education's commitment to teaching, learning, and generating knowledge about the arts, skills, and habits of democracy.

Nancy L. Thomas, *Acting Director, The Democracy Imperative*, **Bruce Mallory**, *Provost and Executive Vice President*, **Michele Holt-Shannon**, *Associate Director of Discovery*—*all of University of New Hampshire*, **David Schoem**, *Faculty Director, Michigan Community Scholars Program, University of Michigan*

CS 7: Campus and Community Partners: Building Capacity to be Reflective, Engaged Co-Educators

Denver 4

As campus and community co-educators strive to build ongoing relationships and reciprocal partnerships, and prepare and engage students in meaningful work with the community, how can they create space for their own reflection and learning? This session will provide an opportunity for campus and community co-educators to “let go” of the responsibility for facilitating learning for others and instead pursue their own. Using a set of theoretical frameworks and a series of experiential exercises, participants can reflect on their own practices, learn with and from colleagues, and take away learning experiences they can adapt and use with students. These reflective activities will focus particularly on issues of identity, power, diversity, and social justice in relation to campus/community collaborative teaching and learning experiences.

Kathleen L. Rice, *Independent Consultant*; **Tania Mitchell**, *Director of Service Learning for the Center for Comparative Studies in Race and Ethnicity, Stanford University*

CS 8: Making Education for Personal and Social Responsibility Everyone's Obligation

Denver 5,6

Where in higher education do students explore central questions about their responsibilities to self and to others? Where do they learn to discern between competing ethical and moral dilemmas? And why are these investigations so often seen as optional or assigned only to student affairs to address periodically? This session invites participants to learn about a major new AAC&U multi-project initiative, *Core Commitments: Educating Students for Personal and Social Responsibility*, discuss how these questions play out on their own campuses, and explore how they can be part of a national movement to make such learning an essential goal of every student's college experience. The session will also introduce disturbing data on student behaviors as well as innovative curricular, co-curricular, and community-based educational opportunities to help students develop the moral, ethical, intercultural, and civic capacities that will equip them to address complex and daunting challenges in the workplace and the world.

Caryn McTighe Musil, Senior Vice President, and Director of Core Commitments, Nancy O'Neill, Director of Programs, Office of Education and Institutional Renewal, and Assistant Director of Core Commitments—both of AAC&U

12:00 – 1:45 P.M.

Lunch on your own

2:00 – 3:00 P.M.

School Based Civic Engagement Series

Plenary: Building the Citizen Movement and Reclaiming Democracy in the Presidential Election

Colorado EF

This plenary will address the role of higher education in the emerging citizenship movement, a largely invisible but rapidly growing movement that is developing new forms of citizen government partnership. The citizen movement offers immense promise for solving public problems, creating public wealth, and revitalizing democracy. Young people are at the forefront of developing many new forms of civic activism and socially concerned entrepreneurship. Youth have also led in the explosion of investigative journalism and communication through the internet. A movement to strengthen civic engagement of colleges and universities has spread in recent years. Through all these efforts, the old model of government as a "vending machine" for public services is shifting to a new vision of government as a catalyst for engaging citizens. Dr. Boyte will describe and invite participation in the November 5 Coalition, an alliance to raise the question of citizenship in the 2008 election. The November 5 Coalition sees the 2008 election as a potential watershed for American history; a day when citizens reclaim standing as partners with a government that is truly "of the people, by the people, and for the people."

Harry Boyte, Co-director, Center for Democracy and Citizenship, Hubert H. Humphrey Institute of Public Affairs, University of Minnesota

Concurrent Sessions

CS 9: Leadership Development Programs: A Strategy for Addressing Civic Engagement, Diversity, and Global Learning Outcomes

Colorado 1J

Concordia College has made intentional efforts to link civic engagement, diversity, global learning and leadership development on campus. LeadNow is the college's comprehensive leadership development program for all students. It is based on several leadership and human development theories, challenges students to develop skills to be effective leaders in a global world, and incorporates intercultural competence and community involvement. The program involves both student affairs staff and faculty as presenters and leader/mentors who work with students to articulate and assess their learning. As a member of the Leadership Consortium of the AAC&U Core Commitments initiative, Concordia is working to strengthen efforts to integrate the project's five dimensions of personal and social responsibility into its leadership development initiative and the new core curriculum. This session will examine the connections between the conference themes, the five dimensions, and the opportunities campuses have to strengthen student learning initiatives to address these important outcomes.

Chelle Lyons Hanson, Assistant Dean of Student Leadership and Service, Concordia College-Moorhead

CS 10: Strategic Planning for Civic Engagement

Denver 4

In this session, facilitators will introduce participants to a collaborative strategic planning process used by Nazareth college to foster greater integration of civic engagement opportunities across campus. Presenters from academic affairs and student development will first describe how Nazareth linked multiple constituencies into a truly college-wide strategic perspective on civic engagement. Participants will then work in small groups to complete a self-assessment on the institutionalization of civic engagement on their own campuses and share methodologies for and barriers to integrating these efforts. Participants will next apply the knowledge and tools acquired during the break-out to develop individual action plans in order to transfer their learning to their campuses and their specific roles. Emphasis will be placed on the importance of developing definitions, strategies, and structures for civic engagement that reflect the mission and values of an individual institution.

Lynne Boucher, Director, Campus Ministry Department, ***Jennie Schaff***, Assistant Professor of English, ***Lisa Durant-Jones***, Graduate Program Director and Assistant Professor of Speech-Language Pathology—all of Nazareth College of Rochester

CS 11: Developing Active Citizens from First to Senior Year

Denver 5,6

Paulo Freire noted, “Just as objective social reality exists not by chance, but as the product of human action, so it is not transformed by chance.” This seminar will focus on how students are encouraged to become civically engaged throughout their college experience at Portland State University. PSU's University Studies Program

incorporates community-based learning at every level: freshman inquiry, sophomore inquiry, junior cluster courses, and senior capstones. Session facilitators will explore the ways in which community-based learning at PSU addresses four pedagogical goals that are essential for students and for our world: critical thinking, communication, variety of human experience, and social and civic responsibility. Coming from varied disciplines, the presenters teach senior capstones and have taught at other levels of the program. They will address methods used for fostering civic engagement and discuss applicability and adaptability to different types of courses.

Deborah C. Smith Arthur, *Assistant Professor, University Studies Program*, **Vicki Reitenauer**, *Instructor, University Studies and Women's Studies*, **Celine Fitzmaurice**, *Instructor, Center for Science Education*—all of Portland State University

CS 12: Integrative Learning in General Education: An Interdisciplinary Approach to the Teaching and Learning of Global Climate Change

Denver 1,2

This seminar presents a practical model for integrative learning: an interdisciplinary course on global climate change, in which students satisfy all four areas of San José State's upper division General Education requirements (earth and environment; self, society and equality in the U.S.; cultural, civilization and global understanding; and written communication II). The session will include a brief description of the model, including discussion of administrative process (proposal writing and approval), curriculum development, implementation, and assessment. The focus will then turn to activities where participants will seek ways to apply the model to courses on their own campuses. Presenters will share assignments and assessment rubrics and will discuss ways they can be adapted.

Anne Marie Todd, *Professor of Public Communication*, **Asim Zia**, *Professor of Environmental Studies*—both of San José State University

CS 13: Service, Diversity, and Civic Engagement for a Global Community: Innovations in International Studies

Colorado AB

This session will present an innovative international program that provides non-traditional study abroad students with access to a global experience combined with a service-learning component. It targets Pell-eligible and underrepresented students that have traditionally been excluded from international study, reflecting the socio-economic, religious, and racial diversity that is a hallmark of St. John's University. The program, entitled "Discover-the-World," operated as a pilot during the spring 2007 semester. Innovations included a modular three-week/three-credit format with students traveling to three European cities during the one 15-credit semester. The program is being rolled out to Asia, Africa, and Latin America with a projected four-fold level of participation during the 2007-08 academic year. The program includes a rigorous outcomes-assessment model with pre- and post-participation surveys of expectations and outcomes. This session will present the program as well as the lessons learned so that other institutions can adopt and tailor the program to their specific needs.

James P. Pellow, *Executive Vice President and Chief Operating Officer*, **Sharon Lynch Norton**, *Vice Provost*—both of St. John's University

CS 14: Facebook Follies: Serious Lessons for Students in Civic Engagement, Social Networking, and Free Speech

Denver 3

In what ways can higher education foster the skills needed for undergraduate students to fully participate in a pluralistic democracy? This presentation and discussion will focus on creative initiatives that engage undergraduate students in developing and advocating their own positions on current public issues. Participants will be introduced to the Debating for Democracy (D4D) initiative, a program under the auspices of Project Pericles®, which asks students to research and debate an issue that holds such personal significance for them that it prompts their civic engagement. The audience will be introduced to the issue selected by Widener students, “Facebook and the Complexities of Online Social Networking and Censorship.” The presenters will describe both the student-led and staff-supported initiatives and assessments that are distinguishing this Widener University project as a primary example of the integration of critical and creative thinking, multidisciplinary reasoning, ethical reasoning and action, and communication.

Marcine C. Pickron-Davis, Special Assistant to the President for Community Engagement, Jo Allen, Senior Vice President and Provost, Robert H. Freiling, Student, Government and Politics— all of Widener University

3:15 – 5:30 P.M.

Workshop

Designing Institutional Structures for Campus-Wide Integration of Civic Learning

Colorado GH

How can campus leaders intentionally design comprehensive approaches to curricular engagement that successfully integrate multiple initiatives across campus and that are customized to institutional contexts? The Carnegie Foundation’s elective Community Engagement Classification provides a framework with which campus leaders can assess their own efforts and priorities and thereby provides guidance in the process of institutionalizing curricular engagement. This session will explore the institutional change dimensions of the framework and one institution’s journey through a process of implementing such change. Participants will examine the case study to identify the primary dynamics, tensions, and leverage points that often characterize the process of institutionalization and consider the relevance to their own campuses. Facilitators will support participants in analyzing the case study and their own campuses through the lens of the Carnegie framework and in generating “take-home” lessons to inform their own efforts to design institutional structures for comprehensive curricular engagement.

John Saltmarsh, Director, New England Resource Center for Higher Education, University of Massachusetts Boston; Patti Clayton, Director, Center for Excellence in Curricular Engagement, North Carolina State University
Sponsored by New England Resource Center for Higher Education

3:15 – 5:30 P.M.

School Based Civic Engagement Series

Discussion: Community Organizing, Civic Learning and Diversity Work

Colorado CD

This discussion will build on themes and questions raised in the site visit to northwest Denver and Harry Boyte's lecture on *Building the Citizen Movement*. Participants will be asked to critically reflect on the site visit and Dr. Boyte's lecture. Following that discussion, presenters will relate participants' comments to their own civic engagement and diversity work at the University of Denver, focusing specifically on the implementation of community organizing strategies within co-curricular and curricular projects at the University. The intentional use of community organizing strategies provides students with a tangible set of public skills that address and augment the learning outcomes of civic engagement in the academy. Participants will examine how such a set of public skills can contribute to diverse communities accessing and utilizing power to make positive change in their school and community.

Eric Fretz, Director, Center for Community Engagement and Service Learning, Frank Coyne, Associate Director, Center for Community Engagement and Service Learning, Blanca Trejo, undergraduate student and student community organizer for Metropolitan Organizations for People (MOP), Nicole Nicotera, Assistant Professor, Graduate School of Social Work—all of the University of Denver; Harry Boyte, Co-director, Center for Democracy and Citizenship, Hubert H. Humphrey Institute of Public Affairs, University of Minnesota

4:15 – 4:30 P.M.

Refreshment Break

4:30 – 5:30 P.M.

Concurrent Sessions

CS 15: Borders and Boundaries: Human Rights and Social Justice in a Transnational Context

Colorado AB

DePaul University's Nogales Program combines classroom-based learning, short-term study abroad, and service learning to achieve civic, diversity, and global learning outcomes in an integrative fashion. In the Nogales Program, students explore the following topics: (1) racial politics in the U.S. and the issue of immigration, (2) globalization and U.S. relations with its Mexican neighbor, and (3) human rights and the crises facing border inhabitants. After presenting the structure of the program and examining its learning outcomes, two faculty and one student/staff member will lead a discussion on achievable learning outcomes for programs of this type.

Charles R. Strain, Associate Vice President for Academic Affairs and Professor of Religious Studies, Sylvia Escarcega, Assistant Professor of Latin American and Latino Studies, Billie Drakeford, Student Development Coordinator, Steans Center for Community-based Service Learning—all of DePaul University

CS 16: Promoting Social Justice and Civic Engagement through the Arts

Denver 1,2

This interactive seminar uses a case study approach to uncover the challenges and rewards of creating interdisciplinary curricula that promote social justice and civic engagement through study of the arts. One case study focuses on a first-year interdisciplinary general education course, “Reading the Arts,” while another focuses on an upper-level learning community, “Art Interventions in Global Concerns.” Each of these courses demonstrates the facilitators’ shared model of democratic dialogue in the classroom plus a range of strategies, tools, and active learning exercises designed to encourage civic engagement. Facilitators will model an interactive classroom and provide hands-on learning through paired discussions; problem-solving scenarios; and handouts of resources, activities, and project assignments. Throughout the seminar, facilitators will ask participants to reflect on ways to encourage inquiry, critical thinking, and openness among students without stifling “lone” views.

Suzanne Scott, Assistant Professor of Integrative Studies, New Century College, Lynne M Constantine, Associate Chair, Art and Visual Technology—both of George Mason University

CS 17: The Importance of Building Service-Learning Programs at Regional, Open-Access Institutions

Denver 3

This session is designed to empower campus leaders to find ways to value, recognize, and support service-learning efforts on campuses where faculty and student interest may be low. Service-learning coordinators from two very different regional campuses will discuss practices that can help institutionalize service learning, institutional assessment, faculty development “brown bags,” curriculum workshops, community partner workshops, and recognition celebrations. The facilitators will provide practical tips and sample documents that audience members can adapt to their own institutions, and also provide ample time for participants to share their own experiences. Special attention will be paid to the importance of service learning in surfacing questions of diversity, especially in seemingly homogeneous campus environments. Such opportunities can often serve as a reminder to students, and to faculty, that diversity is not simply something that exists “someplace else.”

Andrea Adolph, Assistant Professor of English and Coordinator of Service-Learning, Kent State University Stark Campus; Nicole L. Willey, Assistant Professor of English and Coordinator of Service-Learning, Kent State University Tuscarawas Campus

CS 18: Collaboration at the Crossroads: Saint Mary’s Certificate in Intercultural Leadership

Denver 4

How can college departments—including those across academic and student affairs—integrate domestic multicultural learning and international education to develop students’ intercultural knowledge and skills? This presentation will highlight the collaborative process that Saint Mary’s College used, as well as the result of the

process: a certificate in intercultural leadership. Participants will discuss this promising practice and the resulting institutional structures that have strengthened student's commitment to social change.

Joy Evans, Assistant Director for Scholarship and Research, Center for Women's InterCultural Leadership, Adriana Lopez, Vice President of the Student Diversity Board, Bonnie Bazata, Associate Director, Center for Women's InterCultural Leadership—all of Saint Mary's College

CS 19: The Ethics of Service Learning: Racial Identity and the Implications of Sending White Students into Communities of Color

Colorado IJ

A host of academic and developmental benefits of service learning have been documented, including an increased awareness of social problems and greater open-mindedness (Marcus, Howard, and King 1993; Rhoads 1998). Yet, far too much scholarship has focused on the benefits of service learning without acknowledging the complex ways in which whiteness, and white privilege, impact communities of color. In this session, participants will engage in dialogue about the possibility that white students have the potential to do more harm than good in communities of color. Data from service learning evaluations and student papers will be used to analyze the impact of aversive racism, microaggressions, and non-reciprocal relationships between white college students and communities of color.

Annemarie Vaccaro, Clinical Assistant Professor in the College of Education, University of Denver

CS 20: Numbers Count! Civic-Based Numeracy across the Curriculum

Denver 5, 6

Successful civic engagement can often require critical thinking and analytical reasoning with numbers to avoid anti-intellectual extremes of pathos or patriotism. This seminar presents three perspectives on civic-based numeracy. One argues that the social construction of statistics—the choice of what to count and how to measure—is the key issue for students in evaluating numbers in the news. A second focuses on a unique statistical literacy course where students engage in statistics in the context of civic issues. A third highlights a college-wide effort to promote numeracy across the curriculum as a means to help students deal with civic issues.

Milo Schield, Director of the W. M. Keck Statistical Literacy Project, Augsburg College; Joel Best, Professor of Sociology and Criminal Justice, University of Delaware; Neil Lutsky, Director of the QUIRK initiative, Carleton College

5:30 – 6:30 P.M.

AAC&U/Campus Connections

Molly Brown, Lower Level 1

Conference participants are invited to share suggestions about how AAC&U can better assist campuses in developing, implementing, and sustaining learning-centered efforts. We are particularly interested in ideas that might strengthen AAC&U's support of faculty, and

encourage educational change at the institutional level. New members are especially encouraged to participate.

Alma R. Clayton-Pedersen, Vice President, Office of Education and Institutional, and Co-director, Network for Academic Renewal, **Karen Kalla**, Co-director, Network for Academic Renewal, **Dennis Renner**, Director for Membership—all of AAC&U

SATURDAY, OCTOBER 20, 2007

7:45 – 9:00 A.M.

Continental Breakfast and Roundtable Discussions

Participants are invited to visit the continental breakfast and join in the discussion of their choice or create their own discussion group.

DISCUSSION 1: Ethical Issues and Perspectives on Globalization and Citizenship

Colorado CD

In an undergraduate liberal arts context, how might one teach ethical issues inherent in emerging globalization—whether understood in economic, cultural, or political terms? What are key themes as well as teaching methods and resources within the field of applied ethics? The facilitator will introduce the issue of defining global community and shaping an evolving sense of citizenship in an expanded global context using current discourse about cosmopolitanism, world citizenship, and the moral ideal of instilling a sense of commitment to global community needs. Participants will then explore a number of questions. Are there inherent limits to citizenship in nationalistic terms? What is the strongest moral case in favor of cosmopolitan world citizenship? The group will also receive information about the process Mary Baldwin College underwent in creating a new center for civic engagement on a global basis in the context of a single-sex liberal arts institution.

Roderic L. Owen, Professor of Philosophy, Mary Baldwin College

DISCUSSION 2: Enhancing Intercultural Self-Awareness as a Strategy to Foster Critical Civic Engagement and Global Awareness: Lessons from Faculty of Color

Colorado GH

This discussion will highlight strategies for deepening ethnic and racial self-understanding, based on qualitative interviews with thirty faculty of color from three different types of higher education institutions. The facilitator will provide a brief overview of a model for specifying “intercultural” aspects of one’s own identity, relate the model to experiences of marginalization, and show how it can be useful for addressing patterns and structures of oppression in civic life. Participants will then be encouraged to complete brief “identity inventories” as a way to share the perspectives they bring to the issue of nurturing global awareness. The discussion will conclude with reflection on how this model could be useful at the classroom, departmental, and institutional levels.

Jack A. Hill, Associate Professor of Religion, Texas Christian University

DISCUSSION 3: From Egocentric to Altruistic: Using Civic Engagement to Develop Civic and Intercultural Competence on Predominantly White Campuses

Denver 3

In this discussion, facilitators and participants will focus on how civic engagement advances students' development of the knowledge and skills necessary to prepare them for a future of active civic and professional participation, especially on campuses that lack significant compositional diversity in terms of race and ethnicity. Drury University, a predominantly white institution in Missouri, offers a unique curriculum by which all students complete a global perspectives minor. Facilitators will share successful course projects in this program that involve significant civic components and integrate essential learning outcomes, including intercultural competence. Projects are interdisciplinary in nature and applicable to students from all disciplines. Participants will have the opportunity to examine elements that can transfer to their home institutions.

Rebecca A. Denton, *Director of the Drury University Diversity Center and Assistant Professor of Education and Child Development*, **Jayne White**, *Director of the Yale/Drury Partnership School Development Program and Professor of Education and Child Development—both of Drury University*

DISCUSSION 4: Incorporating Civic Engagement into Mathematics Courses

Denver 1, 2

Mathematics educators serve a variety of student populations, from those meeting basic mathematics requirements to those in social science statistics courses to those majoring in math and science. And these diverse learners come to mathematics with a range of challenges. A growing network of mathematics faculty is discovering that incorporating questions of civic engagement and social justice into math courses can help reach all of these audiences. For example, a student struggling with quantitative literacy might benefit from a close examination of the relationship between progress in mathematics and income level, while an advanced student might gain a deeper understanding of mathematical modeling from designing her own model of a real-world problem of interest to her. Facilitators will share instruction modules that faculty have developed at summer workshops and invite discussion of ways in which instructors, department chairs, and administrators can encourage the growth and development of this network.

Priscilla Bremser, *Professor of Mathematics, Middlebury College*; **Maria Mercedes Franco**, *Assistant Professor of Mathematics and Computer Science, Queensborough Community College – City University of New York*

DISCUSSION 5: Connecting Local Research to Global Understanding: Symbols of Hope, Symbols of Hate

Colorado IJ

For today's students, political action begins with personal connections – this was perhaps the most crucial and enduring lesson of the Wingspread Summit on Student Civic Engagement. The facilitators will invite participants to imagine possibilities for using locally significant symbols as a touchstone for civic-engaged research that includes but transcends personal concerns. Participants will reflect on visible symbols within their own communities – from monuments to maps, totems to tattoos – with the potential to spark student and faculty research, dialogue, and social action. The

discussion will include options for adopting and adapting discernible learning outcomes for this work.

Julie A. Cowgill, Assistant Professor of Criminal Justice, **Jody Horn**, Professor of Sociology and Criminal Justice, **Richard Johnson**, Professor of Political Science—all of Oklahoma City University

9:15 – 10:15 A.M.

Concurrent Sessions

CS 21: Developing Civic-Minded Graduates: Identifying Knowledge, Skills, and Dispositions to Improve Assessment and Research

Colorado CD

What does it mean for campuses to develop “civic-minded graduates?” Once this goal is more clearly defined, how do leaders design both curricular and co-curricular strategies to arrive at this outcome? This session will actively involve participants in some of the steps taken in one institution’s process of developing new tools designed to measure the development of knowledge, skills, and dispositions necessary for active citizenship. Presenters will share steps taken to develop the Civic-Minded Graduate scale that is the basis for program assessment and research. Results from the pilot year of using this questionnaire will be shared.

Julie A. Hatcher, Associate Director, Center for Service and Learning, **Robert G. Bringle**, Director, Center for Service and Learning, (contributor, not attending) **Kathy Steinberg**, Assessment Specialist—all of Indiana University Purdue University Indianapolis

★ LEAP Campus Action Network Exemplar

CS 22: Affordable Housing and Hope: Race, Class, and Community Building with Farm Worker Families

Colorado B

Housing quality is recognized as a key indicator of well-being, affecting the quality and kind of education one receives, one’s ability to work, and one’s physical and mental health. At the same time, sociologists have long studied the impact of race in residential segregation. This seminar highlights a service-learning project that connects two university classes (SOC/ENG 331, Narratives of the Working Class, and SPAN 320, Introduction to Translation) with the local farm worker community’s need for affordable housing and helps students examine patterns of segregation that are widespread and entrenched. Participants will have the opportunity to discuss the project and its applicability to other institutional settings.

Kathryn Benner, Community Building Manager, Cabrillo Economic Development Corporation; **Elizabeth Hartung**, Professor and Chair, Sociology and Anthropology, **Pilar Pacheco**, Assistant Director of the Office of Service Learning and Civic Engagement, (contributor, not attending) **Renny Christopher**, Interim Associate Vice President for Faculty Affairs and Professor of English—all of California State University-Channel Islands

CS 23: Critical Encounters: A Model for College-Wide, Collaborative Civic Engagement

Colorado GH

Very often in academia, civic engagement programs or initiatives exist in isolation, be they individual classes or first-year programs. Columbia College’s “Critical Encounters” is a distinct approach to civic, diversity and global learning in that it is a college-wide, provost supported, wholly volunteer effort to create a collaborative, cooperative civic engagement movement across an institution. In this session, participants will explore this approach to civic engagement by focusing on three examples from our programming: (1) faculty development that has encouraged and manifested interdisciplinary relationships and conversations among faculty; (2) collaboration between the office of student life, student groups, and academic affairs; and (3) particular instances of grassroots interaction between community partners and students. By focusing on relationships—how they might be identified, nurtured, and sustained—this session can empower participants to assess how and where to begin institutional-level civic engagement initiatives at their own schools.

Lott Hill, Acting Director, Center for Teaching Excellence, Ames Hawkins, Professor of English, Kari Sommers, Assistant Dean of Student Life—all of Columbia College Chicago

CS 24: At Home in the World: Fostering Civic Engagement through Crossing Boundaries and Crossing Cultures

Colorado IJ

This session describes how Kalamazoo College uses service learning in local communities, both in Michigan and abroad, to further students’ development of the essential knowledge, skills, and attitudes that allow them to be “at home in the world.” Through student stories, the facilitators will introduce Kalamazoo’s model of service-learning and discuss how campus leaders use service-learning experiences to develop students’ skills at crossing boundaries and borders. The facilitators will then discuss service learning in the context of study abroad and how to help students integrate their experiences. Participants will also learn about the program’s assessment methodology and data, which demonstrate that these opportunities, programs, and processes are succeeding.

Alison A. Geist, Director, Mary Jane Underwood Stryker Institute for Service-Learning, Margaret Wiedenhoef, Associate Director of the Center for International Programs— both of Kalamazoo College

CS 25: An Arts-Integration Model for Civic, Diversity, and Global Learning

Colorado A

Oklahoma City University is creating a model to integrate arts across the curriculum in the service of civic, diversity, and global learning. This model provides innovative ways to bring arts and sciences as well as professional and business communities into meaningful contact with one other. In this session, panel members will describe the University’s faculty learning communities as well as some of the ongoing experiments with course design in various fields. These activities include a computer scientist incorporating literature into a computer game design course; a literature scholar experimenting with the transformations that can occur when works from one art form are reconceived in another form of expression; a law professor blending art, music, and

scientific concepts into the professional education of lawyers; and a theatre professor exploring how scientists and scientific issues are depicted in theatre. Attendees will experience actual classroom and learning community activities and explore how this campus-wide arts-integration model might translate to their own institutions.

Larry F. Sells, Professor of Computer Science, H. Harbour Winn, Associate Professor of English and Director of the Center for Interpersonal Studies through Film and Literature, David J. Pasto, Professor of Theatre—all of Oklahoma City University

CS 26: Civic Innovations: Fostering A Commitment To Civic Responsibility

Denver 1, 2

Wagner College prepares students for meaningful lives as well as successful careers by emphasizing scholarship, achievement, leadership, and citizenship. The Wagner Plan, implemented in 1998, integrates liberal arts and professional education with experiential learning. The implementation of a new Civic Innovations program, funded through a three-year grant from Learn & Serve America, will allow the Wagner Plan to be expanded through the integration of real-world experiences into the classroom curriculum. This model is a significant change from traditional teaching models, and utilizes “Community-Connected Departments” (CCD) to unite youth serving community partners and department faculty. In these CCDs, the faculty of an entire academic department collaborate with a specific partner organization to design sustained community experiences. CCD courses are developmentally sequenced, allowing for increasingly complex, knowledge-based experiences as part of the learning process, as well as the delivery of increasingly complex “products” to the participating community organization. In this session, participants will have the opportunity to discuss the CCD model, including its early successes and unexpected outcomes, in the context of their own work on campus.

Patricia Tooker, Professor, Evelyn L. Spiro School of Nursing, Cassia Freedland, Program Director, Civic Innovations Program—both of Wagner College

CS27: Shared Futures

Denver 3

Shared Futures: General Education for Global Learning is a curriculum and faculty development project of AAC&U's office of Diversity, Equity and Global Initiatives. Through this project, sixteen colleges and universities are using global learning goals and outcomes to design coherent general education curricula. During the past year, Shared Futures Network schools have increased attention to the critical, but often underdeveloped, role of general education science courses in providing students with rich opportunities to explore critical issues of global interdependence and sustainability. Representatives from three Shared Futures campuses will lead a discussion on ways to generate productive cooperation between sciences, social sciences, and humanities.

Paul Petrequin, Residential Faculty, History; Chair of the Global Learning Committee, Chandler-Gilbert Community College; Amy Jessen-Marshall, Associate Professor of Life Sciences and Chair of Integrative Studies, Otterbein College; Kevin Hovland, Director of Global Learning and Curricular Change, AAC&U

10:15 – 10:30 A.M.

Refreshment Break

10:30 – 11:15 A.M.

Plenary

Colorado EF

Applied Learning: Generating Habits of Citizenship

As educators, what are some ways in which we can engage students in their learning today to help them grow as engaged citizens for tomorrow? How do students—both those privileged and those less privileged—interact with culturally diverse neighbors, co-workers and citizens? How do students personalize and apply the underlying values of multiculturalism and global education to their lives as citizens? What teaching practices enhance student learning with the goal of encouraging socially responsible citizenship? The panelists will answer these questions by sharing their own teaching practices and engaging the audience in discussion about generating habits of citizenship among students.

Roger Nozaki, Director, Swearer Center for Public Service, and Associate Dean of the College, Brown University; Nina Tamrowski, Professor, Department of Political Science, Onondaga Community College

11:30 A.M. – 12:30 P.M.

Discussion Sessions

DISCUSSION 1: Applied Learning: Deepening the Conversation

Colorado CD

Roger Nozaki, Director, Swearer Center for Public Service, and Associate Dean of the College, Brown University

DISCUSSION 2: Applied Learning: Deepening the Conversation

Colorado GH

Nina Tamrowski, Professor, Department of Political Science, Onondaga Community College

DISCUSSION 3: Examining and Assessing the Intersections of Civic Learning

Colorado IJ

L. Lee Knefelkamp, Professor of Psychology and Education, Teachers College, Columbia University and Senior Scholar, AAC&U

Continued, over

DISCUSSION 4: Curricular and Co-curricular Approaches to Integrating Civic, Diversity, and Global Education

Denver 1, 2

Caryn McTighe Musil, Senior Vice President, and Director of Core Commitments, AAC&U

DISCUSSION 5: Institutional Leadership for Advancing Inclusion and Academic Excellence

Denver 3

Alma R. Clayton-Pedersen, Vice President, Office of Education and Institutional Renewal and Co-director, Network for Academic Renewal, AAC&U

Thank you for your participation.

Your comments are important to us. Please complete your conference evaluation form and return to the conference registration desk or fax to Siah Annand, 202.265.9532.

Denver Marriott Meeting Space

