

# *A Crucible Moment: College Learning and Democracy's Future*

*CLDE Action Network Commitments 2012 – 2014*

*Statements of Commitment from National Organizations, Local  
Organizations, Higher Education Institutions, and Scholars/Practitioners*

A full version of the report *A Crucible Moment: College Learning and Democracy's Future* can  
be downloaded at [www.aacu.org/civic\\_learning/crucible](http://www.aacu.org/civic_learning/crucible)

## **National Organizations:**

### **American Association of Community Colleges, [www.aacc.nche.edu](http://www.aacc.nche.edu); [www.aacc.nche.edu/servicelearning](http://www.aacc.nche.edu/servicelearning)**

In 2012 AACC will produce and disseminate a series of free online training modules and workshop resources on civic engagement in higher education. Based on AACC's widely used book, *A Practical Guide for Integrating Civic Responsibility into the Curriculum*, the modules provide a thoughtful foundation as well as hands-on training for community college faculty and staff to more intentionally incorporate civic responsibility and engaged learning into their coursework.

### **American Association of State Colleges and Universities, [www.aascu.org](http://www.aascu.org)**

AASCU's 400 public college and university members are explicitly committed to becoming "stewards of place," engaging faculty, staff and students with the communities and regions they serve. In 2012 AASCU's "Stewardship of Place 2.0" commitment will make explicit the role of state colleges and universities in educating efficacious citizens who are stewards of place.

### **American Democracy Project, [www.aascu.org/programs/ADP](http://www.aascu.org/programs/ADP)**

In 2012, the American Democracy Project (ADP) will launch the Civic Health Initiative, which will focus on collecting measures of campus and community health, using a set of nationally informed but locally developed assessment tools, enabling colleges and universities to assess and take action on campus and local community civic health issues. This work will complement the National Conference on Citizenship (NCoC) civic health index, but will be locally focused.

### **Anchor Institutions Task Force (AITF), [www.margainc.com/initiatives/aitf](http://www.margainc.com/initiatives/aitf)**

The AITF will hold thematic mini-conferences addressing important aspects of anchor institution engagement (e.g., the role of anchor institutions in strengthening local economies through purchasing and hiring). The AITF will continue to develop its collaboration with the Campaign for the Civic Mission of Schools, and will produce an issue of the *Journal of Higher Education Outreach and Engagement*, as well as a literature review on anchor institutions.

### **Ashoka: Innovators for the Public, Ashoka U, [www.ashokau.org](http://www.ashokau.org), [www.ashokau.org/changemaker-campus](http://www.ashokau.org/changemaker-campus)**

Ashoka U's Changemaker Campus Initiative will convene college and universities committed to investing in, and building the field of social entrepreneurship education in support of lasting change. Changemaker Campus consortium members will support each other in overcoming institutional change challenges, share best practices, develop and disseminate resources, and consult with institutions beyond the consortium to build the field of social entrepreneurship education.

### **Association of American Colleges and Universities (AAC&U), [www.aacu.org](http://www.aacu.org)**

The Association of American Colleges and Universities (AAC&U) will expand the impact of the national report *A Crucible Moment: College Learning and Democracy's Future* through a new national coalition and action network on civic learning and democratic engagement (CLDE), a national symposium, a community college curriculum and faculty development project promoting democratic thinking through the humanities, a thirty-two campus general education project on global learning and social responsibility, and an expansion of its *Diversity & Democracy* publication to showcase national models for CLDE across the college curriculum.

### **Association for Integrative Studies (AIS), <http://www.units.muohio.edu/aisorg>**

The AIS' Board of Directors will write an article on "The Role of Interdisciplinary Studies in Civic Learning and Democratic Engagement", submit proposal for a grant to prepare a white paper on how to achieve those outcomes through interdisciplinary undergraduate general education, present findings at annual conferences, and draft a CFP for related panels at the AIS annual conference.

### **The Bonner Foundation, [www.bonner.org](http://www.bonner.org)**

The Bonner Foundation's High-Impact Initiative will catalyze a three-year developmental strategy for campus teams to develop and link high-impact educational practices with high-impact community engagement practices. The first cohort of 10 institutions will meet in January, 2012 to explore how to link first-year experiences, course-based internships, writing intensive courses, undergraduate research, and capstones with civic and community engagement.

**Bringing Theory to Practice (BTtoP), [www.aacu.org/bringing\\_theory](http://www.aacu.org/bringing_theory)**

To develop a greater understanding of the nature of the "civic" in a changing and diverse democratic society and its relation to the civic mission of higher education, BTtoP's Civic Seminar Initiative has convened multiple Civic Planning Group meetings, sponsored 19 "distributed" seminars, and held a National Civic Seminar. Resulting from the National Civic Seminar will be a set of outcomes, such as policy recommendations, curricular and programmatic models, access to resources and incentives for campuses, best practices, and guidelines for sustaining relevant changes and initiatives.

**Campaign for the Civic Mission of Schools, [www.civicmissionofschools.org](http://www.civicmissionofschools.org)**

In 2012 the Campaign for the Civic Mission of Schools will promote the "Sandra Day O'Connor Civic Learning Act," which provides for competitive grants to promote innovation and equity in civic learning, with emphasis on underserved school populations. CMS will also launch new initiatives to build support for K-20 approaches to civic learning (with the Anchor Institutions Task Force), and an awareness campaign targeted at local and state education policymakers.

**Campus Compact, [www.campuscompact.org](http://www.campuscompact.org)**

Campus Compact will continue investigating the connections between civic learning and engagement and economic development, producing a white paper that will be launched at the Presidents Leadership Summit in Oct, 2012. The summit is expected to elaborate on examples of good practice, as well as to provide a launching pad for new research, projects, and assessments that deepen and strengthen democratic partnerships between communities and their institutions of higher education.

**Center for Information and Research on Civic Learning and Engagement (CIRCLE), [www.civicyouth.org](http://www.civicyouth.org)**

CIRCLE is participating in the drafting of the Common Core state standards for the social studies and the design of the National Assessment of Educational Progress in Civics. CIRCLE's ongoing research on civic learning and democratic engagement includes all youth constituencies, allowing CIRCLE to play a liaison role between the higher education community and those working on k-12 civic education or civic opportunities for non-college-bound young adults.

**Corporation for National and Community Service, [www.cns.gov](http://www.cns.gov)**

The Corporation for National and Community Service provides funding opportunities for the AmeriCorps\*State and AmeriCorps\*National programs, both of which support civic engagement. In 2012, the Corporation for National and Community Service will issue a Notice of Funding Opportunity for the AmeriCorps\*State and AmeriCorps\*National programs. Resources from the CNCS VISTA program will promote capacity building in the states to address poverty reduction at the local level.

**The Democracy Commitment, [www.thedemocracycommitment.org](http://www.thedemocracycommitment.org)**

The Democracy Commitment (TDC) is a national network of American community colleges committed to the civic education and democratic engagement of community college students. During the initial year of the American Commonwealth Partnership, TDC intends to double its national membership from the founding 50 districts and colleges to over 100 institutions, each committed to ensuring that students have an education to and in democratic practice.

**The Democracy Imperative, [www.unh.edu/democracy](http://www.unh.edu/democracy)**

The Democracy Imperative (TDI) is revising its web site (and social networking media) to highlight "tips, tools, topics, and trends" in both democratic education and public engagement. TDI will be launching a new section of the web site that will profile exemplary "democracy projects" on campuses, programs and activities that will strengthen democracy and foster democratic renewal.

**Everyday Democracy (in partnership with National Conference on Citizenship), [www.Everyday-Democracy.org](http://www.Everyday-Democracy.org)**

Everyday Democracy, in partnership with the National Conference on Citizenship (NCoC) and the Connecticut Secretary of the State, will engage a group of leaders to assess and strengthen civics education among Connecticut public school children, promote civic engagement through the Connecticut Civic Participation Guide, launch a statewide media campaign, and hold a series of town hall meetings on how to strengthen civic participation in the state.

**Excelencia in Education, [www.EdExcelencia.org](http://www.EdExcelencia.org)**

*Excelencia* in Education's Ensuring America's Future (EAF) initiative works to inform, engage, and sustain efforts to promote the role of Latinos in making the U.S. the world leader in college degree completion. *Excelencia* and EAF partners will together develop a second Roadmap for Ensuring America's Future with policy recommendations for the business/workforce, media and philanthropic sectors.

**Facing History and Ourselves, [www.facinghistory.org](http://www.facinghistory.org); [www.choosingtoparticipate.org](http://www.choosingtoparticipate.org)**

Facing History and Ourselves' "Choosing to Participate" initiative encourages young people and adults around the world to think deeply about the importance of participating in a democratic society. Components of this initiative include a traveling multimedia exhibition, professional development opportunities for educators, online media resources for educators, families, and community members, and an event series.

**Higher Education State Systems Quality Collaboratives: Assessing and Reporting Student Learning Outcomes, [www.aacu.org/qc/index.cfm](http://www.aacu.org/qc/index.cfm)**

The three-year Quality Collaboratives project will involve faculty and assessment experts from nine state systems in piloting and evaluating ways to assess students' demonstrated achievement of the Lumina Foundation's Degree Qualifications Profile (DQP). The Association of American Colleges and Universities will organize a working group across all nine states to make specific recommendations on fostering, assessing and reporting students' demonstrated competence in civic inquiry, reasoned civic analysis, and collaborative civic problem-solving.

**Imagining America, [www.imaginingamerica.org](http://www.imaginingamerica.org)**

Imagining America's Engaged Undergraduate Research Collaboratory is exploring civic professionalism as a new paradigm for undergraduate liberal arts education and will launch a series of initiatives on member campuses to further it. To facilitate the integration of civic professionalism into arts and humanities undergraduate teaching and learning, the Collaboratory will launch an array of demonstration projects including course, program, and project models, focused on faculty development for engaged learning.

**The Interfaith Youth Core (IFYC), [www.ifyc.org](http://www.ifyc.org)**

The President's Interfaith and Community Service Campus Challenge is a partnership between the White House Office of Faith-based and Neighborhood Partnerships, the Department of Education, the Corporation for National and Community Service, and the Interfaith Youth Core to advance interfaith cooperation in higher education. IFYC's Better Together campaign is an interfaith action campaign designed to equip students, faculty, and staff to advance interfaith action and cooperation on campus and in the community.

**International Association for Research on Service-Learning and Community Engagement (IARSLCE), [www.researchslce.org](http://www.researchslce.org)**

IARSLCE's 12<sup>th</sup> annual conference will speak to the generative power of connections and relationships in research on service-learning and community engagement. Contributors will present on research related to faculty; K-12 civic and learning outcomes; community partnerships; organizational change and sustainability; higher education student outcomes; community engagement and student retention, access and success; and global community engagement and comparative studies, among others.

**Kettering Foundation, [www.kettering.org](http://www.kettering.org)**

Through a series of working groups, the Kettering Foundation will deepen inquiry into the relationship between service learning and political engagement, explore experimental models at the program level to prepare students for active citizenship, and bring together faculty, leaders, and practitioners of civic engagement from community colleges to deepen research on their civic mission.

**NASPA: Student Affairs Administrators in Higher Education, [www.naspa.org](http://www.naspa.org)**

In 2012, NASPA will move students past simple service learning to deeper levels of involvement and leadership through four specific opportunities for civic engagement: MLK Day of Service, Alternative Spring Breaks, Service Summers, and the fall election. NASPA will work with its professional members and partners, as well as directly with its student contingents, to encourage civic engagement and reflection through blog and/or video postings about the experience.

**National Center for Learning and Citizenship at the Education Commission of the States,**  
[www.ecs.org/nclc](http://www.ecs.org/nclc)

The Schools of Success Network is a three-year project in which NCLC/ECS has examined how the elements of service-learning enhance student academic achievement, skills and education aspirations, and how local and state policy can help to sustain and institutionalize high-quality service-learning in PreK-12 schools. NCLC/ECS will convene a series of regional meetings and a National Summit on the role of state policy in promoting civic knowledge and civic engagement in K-12 schools.

**National Council for the Social Studies (in partnership with Partnership for 21<sup>st</sup> Century Skills),**  
[socialstudies.org](http://socialstudies.org); [p21.org](http://p21.org)

P21 and NCSS are convening a group of like-minded organizations with focus on preparation for effective citizenship--acknowledging that schools should prepare students for College, Career, and Citizenship! We will use the upcoming election to focus on what skills are required for 21st Century Citizenship. The coalition is aimed at new voters, students K-12, and the public.

**National Endowment for the Humanities,** [www.neh.gov](http://www.neh.gov)

As part of the *Bridging Cultures* Initiative, the National Endowment for the Humanities is committed to the support of civic learning and engagement through national dialogues on civility and free expression in a constitutional democracy, a new grant program to support projects designed to enhance opportunities for community college faculty to teach about diverse global cultures and traditions, and the civic engagement work of the State Humanities Councils.

**National Issues Forums,** [www.nifi.org](http://www.nifi.org)

In partnership with the Kettering Foundation, the naming and framing of a significant issue facing higher education will be conducted and the results published in an issue book that can be used to conduct forums on campuses throughout the nation as part of the American Commonwealth Project. Other issue books on immigration, responsive politics, and sustainability will be published and made available to college professors, K-12 teachers, and community leaders for forums.

**New England Resource Center for Higher Education (NERCHE),** [www.nerche.org](http://www.nerche.org)

NERCHE's annual Ernest A. Lynton Award recognizes a faculty member who connects his or her teaching, research, and service to community engagement. NERCHE will manage and administer the Elective Community Engagement Classification process as a partner to the Carnegie foundation, and NERCHE's "Engaged Scholarship" think tank provides a venue for faculty to share their scholarship, including works in progress, and pursue particular lines of inquiry.

**Project Pericles,** [www.projectpericles.org](http://www.projectpericles.org)

Building on the success of its Civic Engagement Course Program™, which generated over 100 new courses including social responsibility and participatory citizenship as elements of the curriculum, the Periclean Faculty Leadership (PFL) Program™ will champion civic engagement in the classroom, on the campus, and in the community. Periclean Faculty Leaders will create, teach, and evaluate courses in a wide variety of disciplines that address issues of social concern, enrich curriculum, and enhance student engagement.

**Rape Abuse and Incest National Network (RAINN),** [www.rainn.org](http://www.rainn.org)

RAINN Day events will be organized on over 100 college campuses in 2012. RAINN Day is a student-driven campaign to raise awareness and educate students against sexual violence on college campuses. This grassroots program is designed to empower college students to raise awareness of sexual violence and recovery resources on their campus, and motivate fellow students to take a stand against sexual violence.

## **Local Organizations/Institutions:**

### **American University, Center for Community Engagement and Service, [www.american.edu/ocl/volunteer](http://www.american.edu/ocl/volunteer)**

The DC Reads program, administered through the Center for Community Engagement & Service, continues to empower students to analyze educational inequalities and advocate for a fair and effective education system. In 2010, 244 AU tutors worked with over 600 children and logged more than 62,464 hours of tutoring. DC Reads will also promote college access through campus visits and “Kids on Campus Day,” an event that gives children a glimpse of college life.

### **Baldwin-Wallace College, Office of Community Outreach, [www.bw.edu/stulife/oco/urban](http://www.bw.edu/stulife/oco/urban)**

The Urban Semester Program will engage up to twelve students in an intensive semester of experiential learning through internships, community engagement, study of urban politics, and study and practice of living in a diverse community. The program will give students a multidisciplinary understanding of urban issues; allow them to learn about and interact with people of diverse backgrounds and cultural perspectives; and give assignments that integrate their academic and experiential learning.

### **Central College, [www.central.edu](http://www.central.edu)**

Central College will launch a series of civic dialogues that will heighten participants’ awareness of community and civic issues and their relevance, as well as potential avenues for action. In spring semester 2012 the college will plan and facilitate five different dialogues in conjunction with the classes: Political Violence; Schools and Communities; Criminology; Child and Adolescent Development; and Writing for Nonprofits.

### **Duquesne University, Office of Service-Learning, [www.duq.edu](http://www.duq.edu)**

Duquesne University offers a program entitled “Community Engagement Scholars,” a year-long experience in which students work as liaisons between academic departments and community-based organizations to strengthen and deepen the civic collaborations between the campus and community. As part of the CLDE Action Network, the Community Engagement Scholars program will more intentionally support Scholars as change agents through changes to the curriculum, events, and materials for faculty and community hosts.

### **Dartmouth College, The Nelson A. Rockefeller Center for Public Policy and the Social Sciences, [www.rockefeller.dartmouth.edu](http://www.rockefeller.dartmouth.edu)**

The Nelson A. Rockefeller Center at Dartmouth College is a catalyst for public policy research, teaching and deliberation. At the Policy Research Shop (PRS), in collaboration with state and local policy-makers, students will conduct non-partisan policy research for public officials at the state and local levels in New Hampshire and Vermont, directly contributing to current public policy debates in those states.

### **De Anza College, [www.deanza.edu](http://www.deanza.edu)**

De Anza College is deepening its democratic and civic identity in a number of ways, including hiring a community organizer and curriculum developer to work across the California community college system to develop modules, certificate programs and curriculum on community organizing; and partnership with Office of Elections in Santa Clara County, for students to become elector organizers in the 2012 election.

### **Elizabethtown College, Center for Community Civic Engagement, Called to Lead Program, [www.etown.edu](http://www.etown.edu)**

Elizabethtown’s Center for Community Civic Engagement and the Called to Lead program will develop engaged pedagogy that will challenge students to connect individual goals and personal values to purposeful public citizenship, with specific reference to systemic social and economic issues. This pedagogy will be integrated into 1) a variety of short-term intensive mission and service trips 2) the Moving Forward Together mentoring program, and 3) the Called to Lead program.

### **George Washington University, Center for Civic Engagement and Public Service, [serve.gwu.edu](http://serve.gwu.edu)**

The Center for Civic Engagement focuses GW’s resources to meet community needs beyond the campus, promote active citizenship in a diverse democracy, and enhance teaching, learning and scholarship at GW. The center will develop strong reciprocal, respectful, active democratic community partnerships, use GW’s expertise and resources to address pressing human needs, and promote and support engaged scholarship, including service-learning and community-based research.



**Georgetown University, [www.georgetown.edu](http://www.georgetown.edu)**

Georgetown will issue a new round of Reflective Engagement funding in 2012 to support faculty leaders in their pursuit of cross-disciplinary, collaborative scholarship in service of the public interest. This funding has provided support for 32 faculty projects. Goals for 2012 include the encouragement of greater internal participation from multiple constituencies, including students through active service learning; and enhanced contribution to a wider national dialogue on the importance of public scholarship within the Academy.

**Georgia Perimeter College, Atlanta Center for Civic Engagement and Public Service, [www.gpc.edu/engage](http://www.gpc.edu/engage)**

Georgia Perimeter College (GPC) will begin a broad-reaching environmental sustainability initiative that will allow its students, faculty, and staff to engage in meaningful campus and civic work in the area of sustainability. GPC will develop the Institute for Sustainable Living and Environmental Studies to advocate for GPC's integration of sustainable principles and practices across the curriculum, campus operations, and student activities.

**Goucher College, Office of Community Based Learning, [www.goucher.edu](http://www.goucher.edu)**

Administered by Goucher College's Office of Community-Based Learning, the Futuro Latino Learning Center (FLLC) was created as a way for Goucher students to interact with the Latino community in Baltimore County in meaningful, sustainable, and purposeful ways. Every weekend, approximately 50 students will staff the center and design lesson plans and activities, offering a wide range of courses for about 50 adult and 30 youth participants.

**Governors State University, [www.govst.edu](http://www.govst.edu)**

Governors State University (GSU) is planning a state-of-the-art first-year experience infused with civic learning and democratic engagement, and linked to creatively designed co-curricular activities. Students will be organized into cohorts, encouraging them to form communities with bonds to each other, to the university, and to democracy in action. GSU is also building a special sense of community for community college transfer students through the Dual Degree Program (DDP).

**Indiana University-Purdue University Indianapolis, Center for Service Learning, [www.csl.iupui.edu/index.cfm](http://www.csl.iupui.edu/index.cfm)**

IUPUI's Center for Service and Learning (CSL) has been exploring *civic-mindedness* as a dimension of civic learning that results from democratically-oriented service activities. CSL will pursue civic-mindedness as an integrative aspiration for all curricular and co-curricular programs by providing a delineation of knowledge, skills, and dispositions associated with civically-oriented programs; a framework for developing assessment procedures; and the capacity to evaluate CSL programs and provide feedback for program improvements.

**Kapi'olani Community College, Office of Institutional Effectiveness, [www.kapiolani.hawaii.edu](http://www.kapiolani.hawaii.edu)**

Kapi'olani Community College proposes a new initiative, "From Service to Science: From Campus to Community", which emphasizes Kapi'olani's "service to science pathway" featured in the fall 2010 issue of *Diversity and Democracy*. Kapi'olani is developing a Learning Center and a Science Discovery Center, putting aquaponics, solar energy, math acceleration, and computer assisted design in the everyday lives of lower income youth and families.

**The Maricopa Community Colleges District, [www.maricopa.edu](http://www.maricopa.edu)**

The Maricopa Community Colleges District will incentivize faculty efforts to bring civic issues and civic skills into the curriculum of existing, high-demand courses across a range of disciplines. The goal is to ensure that the majority of students will be exposed to community and political issues relevant to any area of curriculum, and be given opportunities to develop the skills to effectively engage with each other and with government, business, and community agencies.

**Massachusetts College of Liberal Arts, [www.mcla.edu](http://www.mcla.edu)**

The Write Stuff is an after school college access and writing program for 5th-7th graders. MCLA student mentors will guide participants through a variety of college access activities and serve as writing tutors to local youth. As the youth "find their voice," they will share experiences that inspire them to pursue college: including visits to MCLA classes; dance lessons from members of the student dance company; and group interviews and job shadow programs with campus leadership.

**Merrimack College, Center for Engaged Democracy** [www.merrimack.edu/democracy](http://www.merrimack.edu/democracy)

The Center for Engaged Democracy supports the development and expansion of academic programs – certificates, minors, and majors – focused on civic and community engagement, broadly defined. In 2012 the Center will host the third annual *Summer Research Institute on the Future of Community Engagement in Higher Education*; compile a draft set of Core Competencies for such academic programs; and develop a comprehensive web-based repository of research and texts for the community engagement field.

**Miami Dade College, Center for Community Involvement**, [www.mdc.edu/ccj](http://www.mdc.edu/ccj); [www.mdc.edu/serve](http://www.mdc.edu/serve)

A week of civic programming coinciding with the release of *A Crucible Moment* will reaffirm MDC's commitment to improving civic health. While highlighting one of ten college-wide learning outcomes essential to an MDC education, "personal, civic, and social responsibility," the College will publicly launch CCI's rearticulated mission "to transform learning, strengthen democracy and contribute meaningfully to the common good by awakening and empowering students for lifelong civic engagement."

**Oberlin College**, [www.oberlin.edu](http://www.oberlin.edu)

The Oberlin Project aims to get Oberlin not just carbon-neutral, but carbon-positive within 13 years through an educational venture that joins Oberlin College to the local school district, area community colleges and vocational schools. The project will: rebuild a block in downtown Oberlin to Green Building Standards as a driver for economic revitalization; transition Oberlin to carbon neutrality through improved efficiency and deployment of renewable energy; and develop a 20,000 acre greenbelt for agriculture and forestry.

**Pitzer College**, [www.pitzer.edu](http://www.pitzer.edu)

As part of a new course, students will study and compare the development of social movements to defend the rights of farm workers and immigrant day laborers. Students will partner with day laborers at a center (established by students) in implementing ESL classes, establishing a community garden, and organizing a memorial march and celebration in remembrance of Fernando Pedraza and others who have given their lives to immigrant rights efforts.

**Portland State University, Center for Academic Excellence; Institute for Portland Metropolitan Studies**, [www.pdx.edu](http://www.pdx.edu); [www.pdx.edu/ims](http://www.pdx.edu/ims); [www.portlandpulse.org](http://www.portlandpulse.org); [www.pdx.edu/cae](http://www.pdx.edu/cae)

Greater Portland Pulse is a partnership between Portland State University and more than 100 organizations to measure and focus on indicators that represent the region's priorities. Those data are now online, and for the first time anyone can view maps, trends, and comparisons to "check the pulse" of the greater Portland region and see how the region is doing economically, socially and environmentally.

**Rutgers University – Camden, Office of Civic Engagement**, <http://www.camden.rutgers.edu/node/282>

Twenty-four Faculty Fellows from a variety of disciplines will participate in an ongoing faculty development program leading, in 2012-13, to the creation of a new slate of courses integrating engaged civic learning with a focus on creating sustainable, cross-disciplinary community-university partnerships directed at key issues facing Camden. Civic Scholars at Rutgers–Camden receive a small scholarship, commit to ten hours of civic engagement per week, and participate in a seminar on social change.

**Saint Mary's College of California, Catholic Institute for Lasallian Social Action (CILSA)**, [www.stmarys-ca.edu/cilsa](http://www.stmarys-ca.edu/cilsa)

Saint Mary's College of California is beginning a new student-driven, upper division, two-semester independent study project known as Student Leadership in Community Engagement (SLICE). Each SLICE student will develop, implement, and assess a community-based research (CBR) or service-learning (SL) project that addresses an issue within the community and will study issues of leadership, justice and/or equity in their major or minor discipline.

**Skidmore College**, [www.skidmore.edu](http://www.skidmore.edu)

Skidmore College is launching a faculty-wide examination of civic engagement in the curriculum as part of its strategic goal to prepare students to "make the choices required of an informed, responsible citizen at home and in the world." Through a series of retreats organized by academic division, Skidmore's faculty will explore how each discipline can best contribute to educating students to become "informed, responsible citizens."



**University of Maryland Adele H. Stamp Student Union; Leadership and Community Service-Learning** [www.umd.edu](http://www.umd.edu); [www.thestamp.umd.edu/lcsl/involvement/alternative\\_breaks/index.html](http://www.thestamp.umd.edu/lcsl/involvement/alternative_breaks/index.html)

The University of Maryland's Alternative Break program will add a trip to Haiti in response to the 2010 earthquake. UMD's partner in Haiti is the Mennonite Central Committee, a worldwide organization active in Haiti for decades that addresses poverty, oppression, injustice and their systemic causes. UMD's campus partner is the International Development and Conflict Management program, which will enrich participants' educational experience before and after the trip.

**University of Pennsylvania, Netter Center for Community Partnerships**, [www.upenn.edu/ccp/index.php](http://www.upenn.edu/ccp/index.php)

A longstanding collaboration between the University of Pennsylvania and West Philadelphia school and community partners, has helped to transform existing public schools into university-assisted community schools (UACS). UACS will help educate, engage, empower, and serve all members of the community. UACS focus on the school as the "hub," for community engagement and democratic development, and will continue to link curriculum to solving locally identified, real-world, community problems.

**University of Virginia, Center for Politics**, [www.centerforpolitics.org](http://www.centerforpolitics.org)

The Center for Politics will promote civic engagement through a youth leadership initiative providing civics education programs and resources to K-12 educators across the nation and abroad; the Global Perspectives on Democracy program, which will bring groups of leaders and students from Afghanistan, South America and Arab Spring nations to UVA to discover the importance of civic engagement; a student voter registration program; and public programming dedicated to energizing citizens about the democratic process.

**University of Wisconsin – Milwaukee**, [www4.uwm.edu/uwminneworleans](http://www4.uwm.edu/uwminneworleans)

The "UWM in New Orleans" project provides students from five UWM schools and colleges with a first-hand civic learning and service experience in New Orleans. UWM's courses will offer students a residency experience wherein students will work closely with New Orleans residents, community organizations, and local activists in a partnership to apply classroom knowledge and real life understanding to designing affordable buildings (housing, businesses, and churches) for the Lower 9th Ward community.

**University of Wisconsin – Oshkosh**, [www.uwosh.edu](http://www.uwosh.edu)

Through a new civic engagement minor, students will examine what it means to be an engaged citizen through coursework and community based activities, completing a volunteer experience and reflecting on their development as engaged citizens. UW Oshkosh also took the lead to organize and sponsor a discussion within the University of Wisconsin System on the interplay of academic freedom and civility as foundations for campus culture and cohesion.

**Wagner College**, [www.wagner.edu](http://www.wagner.edu)

In 2006, Wagner College formed a comprehensive partnership with the Port Richmond neighborhood of Staten Island (pop. 500,000). The Partnership aligns a full spectrum of Wagner courses with the aim of creating measurable community impacts: to help fight obesity and diabetes, in college readiness and teacher success, in small business development and in immigration issues. Beginning in 2012, the partnership will be expanded to involve local hospitals, K-12 schools, banks, elected officials, and not-for-profit organizations.

**Washington and Lee University**, [www.wlu.edu](http://www.wlu.edu)

In 2012, Washington and Lee will sponsor its 25<sup>th</sup> Mock Convention, a campus-wide simulation of the presidential nominating convention for the political party out of power. With 18 correct predictions in the contests between 1908 and 2008, Mock Convention at W&L is the nation's premier student-run simulation of the presidential nominating process and has been featured on C-Span, the MacNeil Lehr NewsHour, and dubbed by *Newsweek* "the most realistic" model convention in the nation.

**Winona State University**, [www.winona.edu](http://www.winona.edu)

Winona State is planning a number of new civic initiatives in 2012, including participation in the Civic Alum project, the Civic Health Assessment initiative of the American Democracy Project, and the Student Senate Contest for Public Place, adapted from highly successful "Prove It" student competition held every year at UMBC. Building on activities in 2012, WSU will organize 2012-13 as a "Civic Year," intentionally incorporating civic learning practices in the curriculum.

## **Scholars/Practitioners:**

### **Rick Battistoni, Tania Mitchell, Art Keene, and John Reiff**

Rick Battistoni from Providence College, Tania Mitchell from Stanford University, and Art Keene and John Reiff from UMass Amherst will conduct research with alumni from the multi-semester, cohort-based civic education programs at all three institutions. The aim is to determine whether and how sustained, developmental, cohort-based civic engagement initiatives in higher education contribute to formation of a civic identity and propensity for civic action among program graduates.

### **Paul Loeb, Author, *Soul of a Citizen*, [www.paulloeb.org](http://www.paulloeb.org), [www.compact.org/initiatives/campus-vote-home/](http://www.compact.org/initiatives/campus-vote-home/)**

Paul Loeb will work with Campus Compact on an effort work to help schools throughout the country engage their students in the election in a non-partisan way. Loeb and Campus Compact will draw together examples of ways that schools have effectively helped students register, get educated on issues, volunteer in campaigns, and show up at the polls—including helping students navigate Byzantine registration and voting restrictions.

### **Harold McDougall, Howard University**

Harold McDougall, Professor of Law, is researching the intersection of *Study Circles* (small groups of 5-12 people) and *Citizen's Assemblies* (study circles knit together into an organization large enough to tackle problems yet supple enough to operate without bureaucracy, hierarchy, or top-down control). McDougall believes modern Citizen's assemblies should act as a watchdog--on business as well as government--while staying true to their community origins.

### **Azar Nafisi, Executive Director of Cultural Conversations, Johns Hopkins University's School of Advanced International Studies; Author of *Reading Lolita in Tehran*, Educator, Activist**

Azar Nafisi will promote further interest and dialogue about education and the Humanities among the academic community, students, and groups and individuals that provide bridges between academia and society at large. Professor Nafisi's upcoming book, *The Republic of Imagination*, will focus on the relationship between democratic imagination and the maintenance of a democratic society and argue that imaginative knowledge, derived from literary readings, is essential in shaping attitudes toward ourselves as well as the world beyond.

## **Philanthropists:**

*The foundations and agencies listed below have all made long term major investments to foster civic learning and democratic engagement in American education and, in some cases, around the world. However, this list is illustrative, rather than inclusive.*

*Thousands of additional national and local philanthropies and individual donors also give generously and continuously to support civic initiatives that connect education and communities.*

*We thank all of them for their vision, generosity and commitment to ensuring democracy's future.*

**The Bonner Foundation**  
**The Carnegie Corporation**  
**The Corporation for National and Community Service**  
**The Dreyfuss Foundation**  
**The Charles Engelhard Foundation**  
**The S. Engelhard Center**  
**The Christian A. Johnson Endeavor Foundation**  
**The Fund for the Improvement of Postsecondary Education (FIPSE)**  
**The Bill and Melinda Gates Foundation**  
**The Kettering Foundation**  
**The John S. and James L. Knight Foundation**  
**The Henry Luce Foundation**  
**The Lumina Foundation for Education**  
**The Robert R. McCormick Foundation**  
**The National Endowment for the Humanities**  
**National Science Foundation**  
**Philanthropy for Active Civic Engagement (PACE)**  
**The Spencer Foundation**  
**The Teagle Foundation**  
**U.S. Department of Housing and Urban Development**