Collaborating for Civic Learning: Student and Academic Affairs
TABLE OF CONTENTS

3 | From the Editor

Collaborating for Civic Learning

4 | Civic Leadership for Societal Prosperity: A Commitment across Domains
KEVIN KRUGER and LAURA E. SPONSLER, NASPA—Student Affairs Administrators in Higher Education; and CARYN McTIGHE MUSIL, Association of American Colleges and Universities

8 | Changing Institutional Culture to Advance Civic Learning
FRANK P. ARDAILO, Winthrop University

11 | Supporting and Sustaining Cross-Divisional Civic Collaborations
SUSIE BRUBAKER-COLE and LARRY D. ROPER, Oregon State University

14 | Cultivating Civic Ecotones for Community Partnerships
MELISSA KESLER GILBERT, Otterbein University

17 | Civic Learning for All Students: An Institutional Priority
REZA FAKHARI and BRIAN MITRA, Kingsborough Community College; and PAULETTE DALPES, City University of New York

Campus Practice

21 | Weaving Civic Learning into the Institutional Fabric
MARIANNE MAGJUKA, Wake Forest University

23 | Mandating Service: Mexico’s National Requirement
ALICIA CANTON, Universidad de Monterrey; and ENRIQUE RAMOS, Tecnológico de Monterrey

25 | Finding Direction through Institutional Self-Assessment
EILEEN G. SULLIVAN and LAURA WILMARTH TYN, Elmhurst College

27 | Civic Scholarship: Inspiring Student Leadership
RONALD R. THOMAS, KRISTINE BARTANEN, and MIKE SEGAWA, University of Puget Sound

Perspective

20 | Becoming Civically Engaged in Environmental Science
CHINA MOORE, Kingsborough Community College

29 | Beginning at Home
AIRIEL QUINTANA, University of Puget Sound

For More…

30 | Resources for Campus Planning: Civic Institutional Matrix

31 | From the Civic Learning and Democratic Engagement Action Network

This issue of Diversity & Democracy was funded by and produced in partnership with NASPA: Student Affairs Administrators in Higher Education.

About Diversity & Democracy

Diversity & Democracy supports higher education faculty and leaders as they design and implement programs that advance civic learning and democratic engagement, global learning, and engagement with diversity to prepare students for socially responsible action in today’s interdependent but unequal world. The publication features evidence, research, and exemplary practices to assist practitioners in creating learning opportunities that realize this vision.
FROM THE EDITOR

Collaborating for Civic Learning: Student and Academic Affairs

Southeast of the US Capitol building in Washington, DC, a series of bridges spans the Anacostia River. Beyond the bounds of the typical tourist circuit, these structures connect the wealthy and politically powerful communities around Capitol Hill to many of the less-well-resourced neighborhoods of southeast Washington. In contrast to the bridges across the Potomac River to the west, which link some of DC’s and Virginia’s most advantaged communities, the bridges across the Anacostia don’t carry much political or social capital along with their automotive traffic. Symbolically and geographically, the river has been too strong a dividing line.

Washington, DC, is not well known for these or any other bridges, physical or figurative. But this issue of Diversity & Democracy counters that trend, bringing together two DC-based national associations to support collaborative efforts across a common institutional divide. Created and published in partnership with NASPA–Student Affairs Administrators in Higher Education, this issue of Diversity & Democracy represents a bridge between two associations working with both student affairs and academic affairs educators to advance a shared mission: that of ensuring that all college students engage in civic learning as a central component of their liberal education.

Civic learning is the shared work of both student and academic affairs. As suggested by Susie Brubaker-Cole and Larry D. Roper in this issue of Diversity & Democracy, civic learning has implications for personal development and flourishing that college and university educators are just beginning to address, with consequences for teaching and learning both in and out of the classroom. Moreover, as Kevin Kruger, Laura E. Sponsler, and Caryn McTighe Musil describe here, recent research points to both academic affairs and student affairs domains as critical to ensuring the student learning outcomes that are associated with civic learning and democratic engagement.

As this research attests, advancing the civic learning that the country needs to bridge its political, economic, and cultural divides will require concerted, intentional, and collaborative efforts within and among institutions. The National Task Force on Civic Learning and Democratic Engagement argued for this necessity in A Crucible Moment: College Learning and Democracy’s Future, calling on colleges and universities to “foster a civic ethos across all parts of campus and educational culture” (2012, 31). Formed to advance the report’s recommendations, the Civic Learning and Democratic Engagement Action Network involves thirteen national organizations, including AAC&U and NASPA, in coordinated efforts to institutionalize civic learning. This issue of Diversity & Democracy represents only one of these efforts.

The issue depicts notable bridges between student and academic affairs educators working to advance civic learning and democratic engagement. Its authors provide practical advice for crossing the boundaries between the two divisions, highlighting the importance of institutional leadership and of organizational designs that honor the critical contributions of both academic and student affairs. Sharing successes and challenges faced at their own institutions, the authors model effective cross-divisional partnerships and contemplate barriers yet to be traversed. From Puget Sound to Long Island Sound and at various locations in between, they offer essential lessons for faculty and student affairs educators who work directly with students, as well as for administrators and educational leaders hoping to create what Melissa Kesler Gilbert describes in this issue as “civic ecotones for community partnerships.”

The ultimate goal, of course, is not simply to connect different civic spaces—inside and outside of the classroom; on campus and beyond; on different sides of political, cultural, economic, and geographic divides. Rather, the goal is to create integrated civic spaces where all participants—faculty, administrators, student affairs educators, students, and community members—are empowered to participate in and contribute to their various communities, local, national, and global. Imagine if such spaces replaced the divisions of southeast Washington, DC, and the neighborhoods that surround it. With this issue of Diversity & Democracy, NASPA and AAC&U invite readers across student and academic affairs to embark on the shared project of building such spaces together.

—KATHRYN PELTIER CAMPBELL, editor of Diversity & Democracy

REFERENCE

Who will lead America into a bright future? Citizens who are educated in the broadest possible sense, so that they can participate in their own governance and engage with the world. An adaptable and creative workforce. Experts in national security, equipped with the cultural understanding, knowledge of social dynamics, and language proficiency to lead our foreign service and military through complex global conflicts. Elected officials and a broader public who exercise civil political discourse, founded on an appreciation of the ways our differences and commonalities have shaped our rich history. We must prepare the next generation to be these future leaders. —Commission on the Humanities and Social Sciences (2013)

A new story line is emerging in the national debate about the future of higher education, framed beautifully in the latest report issued by the Commission on the Humanities and Social Sciences. In The Heart of the Matter: The Humanities and Social Sciences for a Vibrant, Competitive, and Secure Nation (2013), the commission identifies several critical goals for higher education—including that of “educat[ing] Americans in the knowledge, skills, and understanding they will need to thrive in a twenty-first-century democracy” (6). The challenge is keeping this goal at the forefront of the nation’s highest priorities.

“Great Recession.” To reinforce and strengthen this goal as a priority will require a heightened level of collaboration between the two most dominant campus organizational units: student and academic affairs.

At this moment of economic turmoil, the very value of a college education is in question. The public policy debate has become about return on investment, with a singular but limiting focus on employability as a key measure of higher education’s success. This focus is understandable, given the rising cost of college, the exploding percentage of students who are first generation, and the stagnation of middle-class incomes. Nonetheless, when considering “return on investment,” it is worth asking: in what are we investing, and for what expected return?

Most educators understand that a degree should significantly expand graduates’ vocational options and provide living wages. However, as suggested by reports like The Heart of the Matter and the National Task Force for Civic Learning and Democratic Engagement’s A Crucible Moment: College Learning and Democracy’s Future (2012), the nation’s economic well-being is linked to its civic well-being. Therefore, it is critically important that colleges and universities braid together the twin goals of preparation for work and for civic responsibility as they invest in preparing students to graduate with the twenty-first-century skills necessary to thrive in and shape a rapidly changing, complex global workplace. These graduates likewise should be willing and able to invest their skills in work that not only provides wages, but also contributes to the civic health of their communities, both locally and globally.

Promisingly, current economic pressures have combined with other factors to yield critical opportunities alongside significant challenges. David Scobey, executive dean of the New School, has described the contemporary context as “a Copernican moment” of reinvention and realignment, representing a chance to reimagine an exhausted model and rethink higher education for civic leadership and responsibility (2012). Strengthening this priority cannot be accomplished through disparate efforts scattered across institutions. Instead, it will need to be a chance to reimagine an exhausted model and rethink higher education for civic leadership and responsibility (2012).

Civic and Economic Returns

The arguments for such collaborations are now coming not just from within higher education itself, but also from employers, who are defining the capabilities they are seeking in the people they hire. There is remarkable unanimity from colleges, parents, employers, and the general public about the learning outcomes that college graduates need, including skills and competencies in critical thinking, problem solving, ethical decision making, and intercultural communication. These skills and competencies align perfectly with outcomes associated with civic learning and engagement. Moreover, employers assign them particular value, as demonstrated by two recent reports.

For its 2012 Global CEO Study, IBM surveyed 1,700 CEOs from sixty-four different countries. Many of these CEOs reported the need for employees who can create more open and collaborative cultures and who can connect with
and learn from each other and thrive in a world of rapid change. In the same study, 65 percent of CEOs reported that "ethics and values" were important to the success of their organizations, and 63 percent said that they wanted to encourage a "collaborative environment" in the workplace (IBM 2012, 7). These data are consistent with the Association of American Colleges and Universities’ (AAC&U’s) recent report *It Takes More Than a Major: Employer Priorities for College Learning and Student Success* (Hart Research Associates 2013). In response to a survey conducted on behalf of AAC&U, 93 percent of employers said that critical thinking, communication skills, and the ability to solve complex problems were more important than an undergraduate’s major (1). A similar share of employers said they seek to hire college graduates who demonstrate ethical judgment and integrity (96 percent), intercultural skills (96 percent), and the capacity for continued new learning (94 percent) (6).

With such widespread agreement, the question is “How will we achieve this?” Part of the answer rests in what employers report they want from their employees: the ability to work in diverse, open, and collaborative cultures. The higher education workplace itself needs to model such cultures for students, beginning with vibrant partnerships across student and academic affairs.

**Evidence that BothDomains Matter**
Recent research offers new evidence about how critical cooperative designs of students’ educational environments really are. In a major national study, Sylvia Hurtado and Linda DeAngelo identified educational programs and practices that lead to students’ self-reported growth in both civic awareness and complex thinking skills needed for a diverse democracy. They found that the practices that make a difference are tethered not to in-class or out-of-class educational experiences, but to both.

Among educational practices in the first year of college, for example, experiences typically oriented in academic affairs had the highest possible level of significance for student learning. These experiences include those that foster strong student–faculty interaction, require working frequently on a professor’s research project, and involve community service done frequently as part of a class. But three informal educational experiences that are typically the responsibility of student affairs also had the highest possible level of significance: frequent “meaningful and honest discussions about race/ethnic relations with students of different race/ethnicity outside of the classroom”; frequent “discussions of course content with students outside of the classroom”; and frequent “intellectual discussions with students of different race/ethnicity outside of the classroom.” As Hurtado and DeAngelo underscore, “Results show that the peer environment is a powerful, yet underutilized, tool for learning in college” (2012, 17).

Hurtado and DeAngelo also investigated first-year students’ development of a pluralistic orientation. Such an orientation involves skills like “the ability to work cooperatively with diverse people, discuss and negotiate controversial issues, and engage in perspective taking, as well as traits … that include tolerance of different beliefs and openness to having one’s own view challenged” (2012, 19). Here, too, educators from both domains oversee the activities found to have the highest significance level in relation to students’ learning, including both domains, including study abroad and service performed frequently as part of a class.

This research provides overwhelming evidence of the power of practices that are layered and experienced frequently. Other influential factors are timing, intentionality, and integration. All this suggests how much more effective the learning environment is when students have a range of practice arenas—in class and out, on campus and beyond—where they can engage in effective experiences frequently over time. Robust partnerships between student and academic affairs are critical to creating such environments.

**NASPA and AAC&U: Laying the Groundwork for Collaboration**
As a rule, such robust partnerships have a mixed history as guiding frameworks for student and academic affairs. But that has begun to change. This issue
of Diversity & Democracy is itself a manifestation of partnership between NASPA–Student Affairs Administrators in Higher Education and AAC&U. Our associations and their members are bridging traditional organizational boundaries for the purposes of making civic learning a part of every student’s education.

The partnership between our associations has deep roots in longstanding (but too often ad hoc) partnerships among our members. Colleges and universities could not have become more inclusive multicultural spaces in the 1990s without careful collaboration across student and academic affairs domains—progress that has stalled where these partnerships have been limited. In the first decade of the twenty-first century, the need for strategic institutional plans entwined across both domains became clearer. In Greater Expectations, AAC&U outlined recommendations about shared institutional goals that would require unified efforts from both student and academic affairs (Greater Expectations National Panel 2002). Within that same period, NASPA and the American College Personnel Association (ACPA) released their pathbreaking report Learning Reconsidered (ACPA and NASPA 2004), underscoring that student affairs was focusing on a learning paradigm that opened up more spaces for collaboration in fostering specific student learning outcomes.

In the past five years, the focus of our collaboration has sharpened and evolved. In College Learning for the New Global Century (National Leadership Council for Liberal Education and America’s Promise 2007), AAC&U identified education for personal and social responsibility as one of four areas of Essential Learning Outcomes for the twenty-first century. Efforts to strengthen students’ achievement of this outcome offer strong evidence of the power of open and collaborative cultures. For example, in AAC&U’s initiative Core Commitments: Educating Students for Personal and Social Responsibility, participating institutions built leadership teams headed by senior leaders in both student and academic affairs, with team representatives drawn evenly from both domains. NASPA’s Task Force on Personal and Social Responsibility likewise led to continued cooperation across our two organizations.

When AAC&U and the Global Perspective Institute, Inc. organized national roundtables of higher education leaders and stakeholders to inform A Crucible Moment, NASPA was again part of the conversation. Following the report’s publication, AAC&U and NASPA joined with eleven other national organizations in the Civic Learning and Democratic Engagement (CLDE) Action Network, convened by AAC&U to advance the report’s recommendations. To this end, NASPA developed the Lead Initiative, a national network of institutions recognized for their commitment to making civic learning and democratic engagement strategic components of the work of student affairs. NASPA also hosted its first Civic Learning and Democratic Engagement Conference in June 2013 in Philadelphia, with two hundred and fifty student affairs educators, faculty, and students in attendance.

Leadership that Matters
To truly make civic learning and democratic engagement a part of every college student’s educational experience, leaders in both domains will need to commit to institutionalizing these goals. In an effort to increase civic programming, many institutional leaders have undertaken a wide array of strategies to educate students for citizenship, including service learning, community service, leadership programs, and experiential learning (Colby et al. 2003; Pew Partnership for Civic Change 2004). Others have implemented vibrant diversity initiatives in the curriculum and cocurriculum and initiated global learning opportunities that accentuate responsible global citizenship. Yet, most of these efforts operate in isolation from one another, and few campuses actively seek to integrate them under a comprehensive framework of civic engagement that promotes citizenship development (Saltmarsh and Hartley 2011). As a result, very few campuses can boast of a pervasive environment and culture for civic engagement.

Indeed, on too many campuses, civic engagement opportunities are voluntary, poorly designated in the course catalog, random, and limited to only a few students. In A Crucible Moment, the National Task Force on Civic Learning and Democratic Engagement explains that “While the civic reform movement in higher education has affected almost all campuses, its influence is partial rather than pervasive. Civic learning and democratic engagement remain optional rather than expected for almost all students” (2012, 8). With leadership from student and academic affairs influencing others in the institution to collaborate toward shared goals, this educational environment could change radically.

Educating students for democratic participation requires structural and cultural elements that produce deep commitment across the institution (see figure 1). Leaders across many levels in student and academic affairs have important roles to play in creating a pervasive culture that supports commitments to civic learning and democratic engagement, throughout the institution’s practice and programming. These leaders can create a sense of legitimacy for this work by articulating the connections between civic engagement and institutional mission—for example, by using clear, consistent, mission-driven language to ground civic engagement in the core purposes of the university.
In addition to cultural support, leaders across divisions can help build the specific organizational structures required for institutionalization (Holland 1997). These structures might include highly visible, well-funded civic engagement centers, preferably drawing expertise and personnel from both academic and student affairs. They might also include tenure and promotion policies that recognize faculty investment in civic engagement and public scholarship. Structural elements like these are concrete manifestations of a culture dedicated to civic engagement.

The Heart of the Matter
As the Commission on the Humanities and Social Sciences declared, educating students so they can contribute to the economic prosperity of their nation while also expanding their capacities to become socially responsible citizens is at “the heart of” higher education’s work. Just as economic capital should be inextricably linked to civic capital in vibrant and justice-seeking democracies, so should student affairs and academic affairs be intertwined in civically engaging educational environments. Together, these divisions can collaborate to prepare students for work, life, and democratic engagement. Then perhaps higher education can play its appropriate role in preparing leaders who will guide America to a bright future.

REFERENCES


This figure was inspired by the work of Hartley, Harkavy, and Benson (2005, 219), who offer “structural and ideological elements” that are necessary to institutionalize service learning in colleges and universities.

FIGURE 1. Structural and Cultural Supports that Advance Civic Learning and Democratic Engagement (CLDE)

<table>
<thead>
<tr>
<th>Structural Supports</th>
<th>Cultural Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Links between goals related to global citizenship and education for a diverse democracy and strategic planning processes, the curriculum, capital campaigns, alumni relations, resident life, and student leadership programs</td>
<td>Articulation of common commitments and complementary themes between global, diversity, and civic learning</td>
</tr>
<tr>
<td>CLDE workshops, trainings, and professional development opportunities for faculty and staff</td>
<td>Symbolic policy changes (e.g., instituting an annual day of service, allocating staff time for community engagement)</td>
</tr>
<tr>
<td>Tenure and promotion guidelines that include civic and community-based work</td>
<td>Encouragement and recognition for those engaged in making civic learning pervasive</td>
</tr>
<tr>
<td>Strong relationships developed through mutually beneficial community partnerships at the local, national, and global levels</td>
<td>Resources of time, outside expertise, and financial support allocated to those who want to become more involved</td>
</tr>
<tr>
<td>Centers for civic engagement and other infrastructures that nourish civic investments</td>
<td>References to civic engagement in speeches made by senior-level administrators</td>
</tr>
</tbody>
</table>

DIVERSITY & DEMOCRACY ■ VOL. 16, NO. 4
[COLLABORATING FOR CIVIC LEARNING]

Changing Institutional Culture to Advance Civic Learning

FRANK P. ARDAIOLO, vice president for student life at Winthrop University

Years ago, I overheard a new academic vice president extolling the commitment to diversity shown by our university, a public master's level institution that was segregated by law in my lifetime but that has now established one of the highest graduation rates in the country for African American students (Lynch and Engle 2010). Reflecting on this, the vice president indicated that he had no idea how we had achieved such progress, but he was proud of our accomplishment. I corrected him on two accounts. First, I said, a vice president should never say he has no idea how institutional change occurred; second, I told him he needed to learn our story. We were about to apply its lessons to our next endeavor, having just been selected to participate in the Association of American Colleges and Universities' (AAC&U’s) Core Commitments initiative on teaching personal and social responsibility (Ardaiolo, Neilson, and Daugherty 2011). Just as our earlier lessons in cultural change informed that effort, they are now informing our work to advance civic learning and democratic agency on campus.

What does it mean to change institutional culture? Many institutions genuinely promote their commitments and even appear to take action toward achieving them—but too often, their work produces few sustainable results. To achieve lasting transformation, colleges and universities must face the challenges of institutional change directly. How can those responsible for leading change initiatives systematically address the attitudes, beliefs, and actions of faculty, staff, and students in a manner that is influential, assessable, and sustainable? How can they involve an institution-wide audience that may not be psychologically present or even predisposed to addressing such matters? How can they move beyond superficial commitment and create real cultural change that crosses many institutional domains and involves many actors?

In my view, the key to systemic cultural change lies in engaging the individual agency of faculty, staff, and students. The following approaches have helped Winthrop University achieve marked success in establishing institutional diversity, teaching personal and social responsibility, and now, advancing civic learning and democratic agency.

Appearing in no particular order, these ingredients can be combined in varying proportions to achieve the flexibility, institutional adaptability, situational variation, and balance needed to reach desired ends.

Actively Involve the President

Chief executive involvement is critical to engaging the campus community. The chief executive must demonstrate personal commitment and constantly promote the vision and goals with all constituencies—particularly cabinet-level administrators, who yield similar top-down influence. These administrators face multiple, constantly shifting demands on their time, capabilities, and resources; but when the institution’s highest authority vows to hold them accountable for a goal, that goal becomes a priority. It is impossible to overstate the distributed power of many vice presidents and deans all engaging their own staff and faculty members in envisioning and attaining a goal. Their enthusiasm is a force multiplier, with results that permeate the entire institution.

At Winthrop University, we have seen that the chief executive can be very persuasive in connecting goals and needed reforms to the institution’s mission, identity, and culture. Upon becoming chief executive twenty-four years ago, our just-retired president created a Vision of Distinction that stated, among other goals, that Winthrop would become “an institution of choice for historically underrepresented students” (Winthrop University 2012, 7). The president extolled this vision wherever he went, with every audience he addressed. Concomitantly, he evaluated his top administrators annually on our demonstrated adherence to and fulfillment of the vision, which we in turn supported professionally and personally.

Create a Collaborative Implementation Team

The chief executive should create an implementation team that includes vice presidents, senior experts among faculty and staff, thought leaders, and key influencers of opinion. It is critical for this team to cross divisional and disciplinary lines and to include students selected by the student governance structure, if possible. The members of this team will be responsible for researching and crafting recommendations fitted to both the institution’s existing culture and to its aspirational culture. They will become experts on the goal and on affecting change within their own areas and at the institution at large.

When Winthrop University leaders decided to apply to participate in Core Commitments, they assembled a broadly representative team cochaired by the vice presidents for student affairs and academic affairs. In writing the grant application, this team was able to draw on disparate and sometimes
little-known aspects of the university. When Winthrop was accepted into the initiative, the implementation team reached out to inform and involve constituents at all levels, even those who did not typically see themselves as part of institutional change. Campus professionals presented about the initiative to various faculty, staff, or student audiences, inspiring lively and intellectually invigorating discussions. These newly empowered and attentive constituents helped craft sustainable plans for addressing the initiative’s goals while changing the institution incrementally.

**Use Internal and External Resources**

The team should consider reviewing philosophical governance documents as well as current admissions marketing materials. Juxtaposing such statements can help the team identify aspects of the current institutional culture that will facilitate planning. Outside resources may also be helpful; for example, both AAC&U and NASPA—Student Affairs Administrators in Higher Education offer websites, workshops, and conferences focused on civic learning. Attending relevant events together can help team members get to know each other, become vested in each other’s success, and become better able to collaborate.

On initiating our work in support of diversity and, later, advancing personal and social responsibility, Winthrop University sent campus teams to attend various AAC&U institutes. These events offered access to national experts and scholarly information while engaging participants in multimethod workshops that challenged their assumptions and thinking. The opportunity for multiday dialogue with colleagues in a residential environment free from campus distractions proved most fruitful. On returning to campus, the teams created websites to share what they had learned with others engaged in each initiative.

**Focus on Student Learning**

Focusing team discussions on student learning in and out of the classroom tends to reduce if not eliminate political differences across divisional lines. Faculty and staff can come together around liberal education as a means of fostering student development and meaning making, the *raisons d’être* for faculty and student affairs educators (Ardaioilo 2007). During conversations around such shared priorities, faculty can become consultants to student affairs educators and vice versa, with each contributing expertise from their respective domains and functional responsibilities.

In 2002, Winthrop University’s president formed a cross-campus working group charged with exploring the nature and intellectual character of the university and evaluating what the institution should become. Over four years, this task force consulted widely with the Winthrop community through e-mail requests, web surveys, discussions, and forums. Ultimately, the task force created a document that continues to guide the institution, largely because of its focus on student learning. Situating Winthrop as “a community of learners,” the document states that “the Winthrop Experience [centers] on student development inspired by our commitment to the liberal arts traditions, to national caliber professional education, and to developing leadership and civic responsibility,” and that the Winthrop community “embrace[s] multiculturalism and the broadest possible diversity of people and perspectives” (President’s Task Force on the Nature and Character of Winthrop University 2004, 4).

**Promote and Manage Change**

Understanding that change can be difficult, leaders must be unfailing drivers of their vision. Regular staff meetings, vice presidential involvement in departmental or unit programming, and personnel evaluations that reward innovation, collaboration, and staff–faculty partnerships can mitigate the risk that individual players will be distracted by the complex and competing demands of their institutional roles. Structured interactions between faculty and student affairs professionals (such as day-long workshops) and periodic updates from the president or vice presidents to the entire university community are effective tactics. Professional development funding and websites documenting successful efforts can also advance campus efforts.

Winthrop’s 2009 campus-wide conference on Student Excellence, Engagement, and Development (SEED) is one example of an activity that effectively promoted change. The SEED Conference convened professionals from academic and student affairs to propagate efforts related to personal and social responsibility. The relationships this event fostered between over one hundred participants, many discovering their colleagues’ work for the first time, have helped sustain Winthrop’s work in this area to the present day.

**Plan Deeply and Evaluate Regularly**

Initiating a major campus program can seem daunting. Consider beginning by reviewing existing data and identifying
gaps in current activities. An initial assessment that includes these items can be a launching point for the deep planning that is instrumental to long-term systemic change. In the case of civic learning and democratic engagement, A Crucible Moment: College Learning and Democracy’s Future includes in its appendix a Civic Institutional Matrix that can be very helpful in guiding such assessments (National Task Force on Civic Learning and Democratic Engagement 2012). (Editor’s note: See page 30 of this issue for more information about the matrix.)

Planning deeply often involves setting goals, objectives, benchmarks, and outcomes for various functional areas. As a vice president, I gather my managers and department heads (from areas as diverse as admissions, judicial affairs, campus police, student activities, service learning, and health services, to name a few) before each academic year to chart the activities they plan to implement to further the overarching vision. At the end of the year, we evaluate goal attainment and decide whether each activity should be continued, discontinued, modified, or morphed. Winthrop’s African American graduation rate provides a case in point. For over twenty years, my staff has developed objectives that, when completed, demonstrate appreciable gains in promoting diversity on campus, driving incremental and sustainable improvements into every corner and crevice of the institution over time. This work has changed the culture dramatically for the better.

Assess and Improve Learning

As any multiyear project advances, it is important to move beyond functional evaluation to multidimensional learning assessment. Are students gaining new knowledge, developing new capabilities, and making meaning of content that will inform their lives? With rigorous assessment of student learning, institutions can holistically address the learning process accountable and make clear the gains accomplished and challenges remaining. When aggregated over many years, the incremental progress that regular assessment and evaluation reveal will result in significant change.

Building on lessons learned from the initiatives described above, Winthrop’s faculty recently articulated the capacities essential to student success, both in college and later in life: “the capacity to think critically and solve problems,” “the capacity to be personally and socially responsible,” “the capacity to understand the interconnected nature of the world and the time in which they live,” and “the capacity to communicate effectively, successfully expressing and exchanging ideas” (Winthrop University 2013). These University-Level Competencies—each of which is critical to civic participation—form the basis for assessing student learning in our general education courses. They also inform specific learning objectives developed by the Division of Student Life. At the conclusion of the upcoming academic year, each department or functional area will document student learning in relation to these competencies and identify ways to improve it.

Conclusion

By engaging faculty, staff, and students in collaboratively creating and pursuing a vision, institutional leaders can empower teams to create campus-wide change. For many, the opportunity to gain the attitudes, skills, and knowledge required to fully participate in democracy is the promise of American higher education. By creating and sustaining institutional change in support of civic learning, colleges and universities can help deliver on this promise.

REFERENCES


Supporting and Sustaining Cross-Divisional Civic Collaborations

SUSIE BRUBAKER-COLE, associate provost for academic success and engagement at Oregon State University
LARRY D. ROPER, vice provost for student affairs at Oregon State University

We all know it when we see a transformative education unfolding—an integrative, multifaceted learning experience that takes the seed of a student’s early inspiration and nurtures it so it grows incrementally into accomplishments and opportunities beyond what seemed possible. When this type of exceptional experience not only changes an individual’s life but also inspires action toward the broader social good, one of the fundamental and enduring ideals of American higher education comes to life: that of instilling the values of service to community and democratic participation. But how often do this type of educational experience occur by design? To what extent do campus environments ensure that all students, not just those who are the most entrepreneurial or the most privileged in their precollege preparations, experience this level of personal and civic engagement? How often do colleges and universities structure professional roles—in both academic and student affairs—to make the confluence of personal development and civic engagement the prevailing norm, not the exception?

At Oregon State University (OSU), questions like these have prompted us to coordinate our work in support of civic learning across student and academic affairs. In these efforts, we have drawn inspiration from the ongoing national conversation on civic learning and democratic engagement, embracing the definition recently offered by Martha Kanter and Carol Geary Schneider: “By ‘civic learning and engagement’ we mean educational experiences that prepare students for democracy by developing their civic knowledge, skills, and dispositions through learning and practice. In the 21st century, civic learning needs to address both US and global developments related to democratic principles and freedoms, as well as global movements for greater self-determination” (2012, 8). To this definition, we have adjoined particular emphases on (1) fostering students’ deep understanding of the relationship between personal values and social and community well-being; and (2) translating this understanding into lasting participation and engagement in communities, in democratic processes, and in global justice.

Our cross-divisional work in these areas draws on the understanding that while college campuses are a part of “the real world,” they also can serve as microcosms and models of “how communities comprised of cultural, economic, religious, racial, political and other forms of diversity can function in a healthy and productive way in spite of differences … and how to connect our democratic principles to our day-to-day relationships” (Roper 2012, 1–2). Civic learning in college should involve not only knowledge (of history, world cultures, and democratic values) and skills (such as critical thinking and communication), but also civic habits of mind: deeply internalized practices and beliefs that guide a person’s values-based approach to building community, managing disagreements, developing relationships, and facilitating understanding across differences. Establishing civic habits of mind for all students should be a central aim of partnerships between academic and student affairs educators. Oregon State University is remapping organizational boundaries, instituting shared ownership, and convening conversations among colleagues to make this aspiration a reality.

Remapping Organizational Boundaries

How an institution positions the roles of academic faculty and student affairs professionals, both organizationally and in relation to governance structures, determines how the educators in these roles align their actions and priorities, how they view the scope of their influence, and how they define their professional identities. Organizational positioning also affects the range of people with whom individual educators interact, share ideas, and find inspiration. Yet across higher education, it is not uncommon to hear student affairs and other support professionals speak critically of campus organizational hierarchies in which they feel like second-class citizens. The practice of excluding these professionals from planning and decision making undermines the institution’s overall ability to provide integrative, pervasive, multifaceted educational experiences that produce high levels of student achievement. It also undermines the institution’s ability to construct a “civic ethos governing campus life,” identified in the 2012 report A Crucible Moment as a core quality of a civic-minded campus that guarantees “the infusion of democratic values into the customs and habits of everyday practices, structures, and interactions” (National Task Force on Civic Learning and Democratic Engagement 2012, 15).

With the need to remap organizational boundaries in mind, OSU has opted to define support staff roles in ways that create an inclusive community that values the diverse contributions of its members. Following
OSU designates nonclassified (non-union-represented) staff in student affairs and academic affairs support units (e.g., academic advisors, learning specialists, support program administrators, and assessment coordinators) as "professional faculty." Professional faculty serve on OSU’s Faculty Senate with the same voting rights as tenured and tenure-line academic faculty, bringing their expertise in student development and experiences to bear on each question of educational policy and programming the senate addresses. Professional faculty also sit on all senate committees, where they engage in frequent conversation with academic faculty. These formal cross-campus collaborations have given rise to many innovations, including new advising and curricular exploration tools, a campus-wide service-learning and community engagement initiative, and expanded professional development opportunities focused on serving OSU’s international students.

OSU has also sought to redefine organizational and relational boundaries to foster shared ownership of student learning. Recognizing that new student orientation should address the total student experience (not just student life or academic expectations), OSU’s strategic planning committee and provost recommended creating a joint report across student and academic affairs for the Office of New Student Programs and Family Outreach. The joint report has catalyzed expansion of the university’s fall orientation program, which now includes experiential and service-learning components interwoven with improved identity and community development activities.

OSU has also found ways to create regular opportunities for knowledge sharing between student and academic affairs professionals. For example, OSU’s Council on Academic Counseling, which meets once each academic quarter, convenes some fifteen student and academic affairs professionals who work with traditionally underrepresented or at-risk populations to share approaches to student mentoring and support. The council has developed best practices for aiding student identity development that include engaging students in high-impact practices and providing holistic support when challenges arise. Drawing inspiration from publications like High-Impact Educational Practices (Kuh 2008) and A Crucible Moment: College Learning and Democracy’s Future (National Task Force on Civic Learning and Democratic Engagement 2012), the council also works to foster academic and civic engagement for students who may enter college without the advantages often available to students of privileged backgrounds.

Sharing Responsibility for Civic Learning

By virtue of their participation in the educational planning discussions described above, OSU’s professional faculty are well-informed about essential institutional learning goals and empowered to reflect and reinforce these goals through cocurricular programs and services. Indeed, the faculty senate opted to formally charge both student and academic affairs faculty with the responsibility for student learning when it adopted OSU’s Learning Goals for Graduates (LGGs), a local version of the Association of American Colleges and Universities’ Essential Learning Outcomes, in 2010. The legislation mandates that the LGGs “encompass all components of the undergraduate experience, including the major and the Baccalaureate Core, as well as co-curricular, residential, and social experiences” (Oregon State University 2010). Four LGGs align particularly well with the support units’ missions and expertise as they relate to civic learning: Social Responsibility and Sustainability, Pluralism and Cultural Legacies, Collaboration and Self-Awareness, and Lifelong Learning.

Reflecting their shared commitment to supporting professional faculty as
Convening Colleagues for Conversation

Together, OSU’s student and academic affairs divisions are collaborating to convene educators for conversations across organizational divisions and roles. These conversations can inspire new thinking and ensure the positive relationships that are often the foundation of innovative programs. In partnership with the Division of International Programs, the academic and student affairs divisions have assembled panels of students, faculty, and support professionals to discuss their collective responsibility for ensuring positive learning experiences for all students. These divisions have invited national mental health experts to meet with students, faculty, and staff about how service to a common good can be a means of promoting personal flourishing (Keyes 2002).

In January 2013, the CTL hosted a campus-wide Teaching and Learning Symposium featuring a lunchtime panel and discussion titled “The Pedagogy of Hope.” Moderated by the CTL’s service-learning faculty development coordinator, the panel included two professional faculty members from student support units, a humanities professor, and an instructor in the K–12 teacher preparation program. Describing the challenges of working with students who experience feelings of helplessness and hopelessness in response to knowledge gained in their undergraduate courses (for example, about global warming) as well as those who are troubled by the shortcomings of their prior academic preparation, panelists underscored the need for faculty (both professional and professorial) to teach the whole person rather than simply the mind. Invoking the moral obligation to teach students how to translate sorrow into action and agency, these speakers encouraged attendees to bring students’ worlds and their concerns into the classroom and to guide students’ development as citizens and change agents. The rich discussion galvanized some forty participants around OSU’s core commitment to engaging in social change for the common good.

Advancing Common Goals

The frequency with which OSU convenes colleagues to construct and advance common learning goals is central to the institution’s success in promoting civic learning. The university’s durable relationship network allows leaders from student and academic affairs to constantly scan the campus landscape for opportunities to enhance each other’s work and achieve greater integration. Such an approach requires trust, openness, mutual respect, and willingness to invest in each other, but it is essential to aligning the institution’s values and efforts across divisions. The university and its civic commitments are best served when perceived boundaries give way to collaboration and shared ownership for student success.

REFERENCES


they advance these LGGs, the student affairs and academic affairs divisions decided to create a new cross-divisional position funded by student affairs and housed within academic affairs’ Center for Teaching and Learning (CTL). The assistant director for cocurricular learning develops and implements workshops and consulting services that support both professional and academic faculty as they design new cocurricular pedagogies. In February 2012, the assistant director for cocurricular learning launched Professional Faculty Learning Communities focused on a variety of topics, including pedagogy in the curriculum, learning assessment methods, and professional development for graduate students serving in paraprofessional staff roles.

The divisions of academic and student affairs have also worked to build intentional, cross-divisional connections focused on civic learning. When in spring 2011 the Division of Student Affairs created new professional faculty and graduate student positions focused on community partner relations and cocurricular community engagement opportunities within its Center for Civic Engagement (CCE), the Division of Academic Affairs in early 2012 likewise created the position of service-learning faculty development coordinator within the CTL to lead professional learning communities focused on service-learning course development. With these positions, CTL provides expertise in service-learning philosophy, course design, pedagogy, and assessment, while CCE contributes expertise, informed by student development theory, on community relations and the logistics of planning and implementing out-of-classroom community programming. To date, CTL and CCE have provided critical, collaborative support to twelve instructors who have developed new service-learning courses.
In the middle of a crowd of over two hundred people seated around tables covered with scribbled sketches and diagrams, a student stood waving a notecard on it in bold black magic marker. Her voice confident, she argued that Ohio needs more diverse coalitions of men and women working together across social and economic boundaries to generate new approaches to decades-old problems facing women and girls, from the glass ceiling to teen bullying. This student was participating in a forum that was part of a regional community summit hosted by Otterbein University. At that day’s gathering, faculty, students, and staff from thirty-six different postsecondary institutions joined over one hundred community participants to exchange ideas about innovative civic strategies to address inequalities and create new pathways for women. For those present, it was impossible not to notice the heightened energy, productivity, interaction, and innovation that emerged as people from very different communities came together with a shared purpose, within a common landscape.

In 2010–12, Otterbein examined varied landscapes like this one—natural and artificial environments that promote civic learning. With funding from the Bringing Theory to Practice project, groups of student affairs staff, faculty, and students met monthly to design curricular and cocurricular experiences that would engage students in addressing significant civic challenges. Each community of practice focused on one community priority: poverty, community arts, women and gender inequity, health, the environment, and immigration. As participants designed collaborative projects to immerse students in high-impact practices like community engagement and undergraduate research, the variable of place emerged as a significant influence on students’ civic engagement. Participants were intrigued by the necessity of intentionally creating new community spaces, often on the borderlands of their projects, for diverse civic partners to identify and act on their common struggles.

In the field of ecology, when two different communities abut—where the forest literally meets the sea—the transitional area between the two terrains is called an ecotone. The word originates in the Greek root tonos, meaning tension. In an ecotone, two dissimilar ecosystems coexist in one space, promoting a biologically rich, adaptive, diverse, and unusually healthy new community. The summit at Otterbein was its own kind of civic ecotone—an intermediary place where participants dismantle the boundaries between community and campus to create a highly interactive environment for civic engagement and a renewed sense of collective responsibility. Similar to George Kuh’s (1996, 136) “seamless learning environments” that help students bridge the gap between the academic and social domains of college, a civic ecotone is a seamless environment where communities and campuses flourish together (Gilbert, Weispfenning, and Kengla 2007). In this article, I describe six forms of civic ecotones at Otterbein: summits (described above), networks, landscapes, advisory councils, simulations, and webs. Each represents an adaptable, diverse, and meaningful space with key benefits for the university’s civic mission, and each is drawn in rich collaboration between student affairs, academic affairs, and community partners.

**Networks: The Women’s Leadership Network**

In order to address large-scale community issues, it is necessary to create structures that engage stakeholders from all factions of the community. The more these structures are mosaic in nature, functioning as shared-power networks (Block 2008), the more potential they hold for civic change. The Women’s Leadership Network at Otterbein is an example of a structure that is rich in mosaicity, including over 150 women, students, and girls from local schools, businesses, nonprofits, and government organizations. This intergenerational network addresses issues facing women and girls, who constitute nearly 60 percent of individuals living in poverty in central Ohio, where they experience higher rates of food insecurity than any other demographic group. Across Ohio, women earn only 77 cents to every dollar earned by men, and in the state capital of Columbus, a modern glass ceiling exists, with women representing only 17.8 percent of six-figure earners (The Institute on Women 2012).

With significant leadership from Otterbein’s president, the network has pooled member resources to address these inequities, developing mentoring programs for teens and college students, hosting community summits and leadership conferences, and engaging university students in direct action for social change. These programs build on existing intra-agency alliances between partners who are addressing similar community needs, including Women for Economic and Leadership Development.
(WELD), the National Association of Women Business Owners (NAWBO), the Institute on Women, the local YWCA, the Office of New Americans, the Girl Scouts, and university representatives from academic affairs and student affairs. Network members used the geography of existing agency clusters to map areas where their work overlaps, where community needs intersect, where their vision is shared, where gaps exist, and where collaborative possibilities could emerge.

**Landscapes: The Community Garden and Wetlands**

Hunger is another of the most pressing issues facing Otterbein’s local community, with nearly 71 percent of students in neighborhood schools eligible for free or reduced lunches (Ohio Department of Education 2012). In 2010, the university decided to address this food insecurity by reclaiming a three-quarter-acre plot of land and cultivating an *intentional civic landscape* in the form of a community garden. Otterbein opened the garden to any community group willing to donate at least 50 percent of its produce to the local food pantry. A small group of civic leaders, faculty, student affairs staff, and students from the university’s Plan-it Earth organization crafted the garden’s civic mission: to enrich the community by providing (1) a unique give-back garden for hunger relief; (2) an innovative learning site focusing research efforts on sustainable gardening and food security; (3) a site for service-learning projects, environmental organization meetings, youth science and literacy camps, community meetings, wetland conservation programs, harvest festivals, and cooking demonstrations for pantry clients. The space has evolved as the hunger project has grown from a small network of schools, a food pantry, and university participants to an extensive cooperative that includes neighborhood associations from underresourced communities, environmental and sustainability organizations, advocacy groups for people living with disabilities, and civic organizations.

Consisting of 20’-by-20’ plots interlaced with walking paths and benches for reflection, the garden encircles a large grassy outdoor classroom. Partners have adapted this space to serve as a site for service-learning projects, environmental organization meetings, youth science and literacy camps, community meetings, wetland conservation programs, harvest festivals, and cooking demonstrations for pantry clients. The space has evolved as the hunger project has grown from a small network of schools, a food pantry, and university participants to an extensive cooperative that includes neighborhood associations from underresourced communities, environmental and sustainability organizations, advocacy groups for people living with disabilities, and civic organizations.

**Councils: School and Wellness Partnerships**

The university has developed *advisory councils* to support campus–school partnerships like the one it maintains with the Columbus City Schools (CCS). CCS is the nation’s fifteenth largest urban district and has a graduation rate of 75.8 percent (Ohio Department of Education 2012). A service-learning faculty member at Otterbein serves as a liaison to each participating K–12 school, taking responsibility for (1) developing student-led community service programs; (2) connecting faculty to teach service-learning courses or conduct community-based research at the site; (3) communicating the needs of both school and university constituencies to Otterbein’s Center for Community Engagement; and (4) coordinating an appropriate advisory body (which often includes teachers, guidance counselors, social workers, faculty, students, youth, and the principal). To create trust and parity between partners, the advisory councils articulate formal or informal partnership agreements that include goals, strategies, learning outcomes, roles and responsibilities, financial and liability issues, communication plans, and assessment criteria. The advisory councils maximize each school’s capacity to educate its students while ensuring that the university’s students are engaged in productive, meaningful experiences.

Otterbein recently applied this model in the realm of public health, creating a Wellness Advisory Council to address sexual abuse, reproductive coercion, self-harm, suicide, bullying, relationship violence, and alcohol and...
drug abuse. Partners include Ohio Health, Drug-Free Action Alliance, and Nationwide Children’s Hospital’s Center for Family Safety and Healing (CFSH), as well as university representatives from student affairs. In its first year, the council organized a program on healthy relationships delivered by students to a local Girl Scout troop, as well as a Take Back the Night event for the campus and local community. Caitlin Tully, training coordinator at the CFSH, noted that the partnership’s programming “allows students to consider their interactions with each other as well as the broader community while also encouraging them to reimagine their role in relationship to violence prevention.” In both the school and wellness models, the advisory councils build capacity for the open exchange of ideas, innovation, and increased productivity.

**Simulations: The Immigration Simulation**

In recent years, Otterbein’s civic landscapes have grown to include simulated terrains, such as that of the *Immigration Simulation*. Students and faculty members worked with partners and clients of the Columbus Refugee and Immigration Services to design this simulation, which allows users to have an embodied experience of coming to the city of Columbus as a new refugee. During a simulation, partners, faculty, and staff who speak a language other than English play the roles of landlords, bankers, police officers, government officials, and other stakeholders in a room set up with community stations and clusters of chairs representing different family living situations. Students role-play the lives of new Americans as they try to negotiate employment, citizenship, and daily life during one month of challenges condensed into ninety minutes. The simulation, offered each year in an anthropology course and facilitated repeatedly by students at local schools, has resulted in attitudinal, cognitive, and behavioral learning outcomes very similar to those achieved in community-based settings. One student’s comment reflects the consensus: “I saw members of campus being interested and involved for the first time in issues of poverty … aware of life beyond themselves.”

Simulations allow students, staff, and partners to enter spaces and take on roles that compromise their own situatedness in the world. By entering a simulated environment together and engaging in facilitated reflective practices, participants experience unique opportunities for authentic dialogue about the realities and complexities of civic work as well as their own democratic commitments.

**Webs: Costa Rica and the Bribri**

Partnerships for international civic engagement also require strong collaborative environments for planning and implementing projects. These international civic ecotones often depend on an *informal web* of translators, community stewards, and other partners. One example comes from Otterbein’s work in Costa Rica with a research center, bird sanctuary, and the Bribri, an indigenous tribe living near the city of Yorkin. This partnership involved a web of relationships between entities whose lives were intricately connected.

Several collaborators—including a member of the Bribri tribe, student affairs staff members, a biologist, a Spanish professor, and an economist—co-constructed a research and service project to develop a local ecotourism business addressing recent economic tension resulting from job losses in the cocoa industry. At the same time, the Bribri wanted to share any resources coming from the United States with their neighbors. The Bribri proposed that in exchange for their hosting Otterbein students, the university might offer a neighboring tribe construction materials and assistance in painting both a secondary school and a canoe. The canoe was itself a strand in a web of relationships, as the neighboring tribe offered it freely to community teachers, doctors, and people seeking medical attention. As careful stewards of their community, the Bribri insisted that the web of partners continue to expand so that the work of a handful of college students might have a greater impact on life along the river.

**The Edge Effect**

To create sustainable, effective civic partnerships, colleges and universities must expand their borders, creating new infrastructures on the edges of campuses and communities. The civic ecotones described here offer innovative pathways into an important and much-needed conversation about the role of intentional spaces in authentic civic collaboration. As educational practitioners, we must begin to define community in more encompassing ways and recognize that structural complexity, connectedness, and diversity are essential elements to a healthy, sustainable civic agenda.

**REFERENCES**


Civic Learning for All Students: An Institutional Priority

REZA FAKHARI, associate provost for faculty and academic affairs at Kingsborough Community College

BRIAN MITRA, assistant dean of student affairs at Kingsborough Community College

PAULETTE DALPES, deputy to the vice chancellor for student affairs and chief of staff at the City University of New York

The twenty-first century is here, and higher education must prepare students for it by teaching them to build a sustainable future, to be scholars of community change, and to engage as responsible workers and citizens in a world defined by diversity. Kingsborough Community College (KCC) of the City University of New York is taking these goals seriously, giving students multiple opportunities across the curriculum and cocurriculum to develop their own agency while exploring the themes of diversity, community, and democratic thinking.

According to early results of the 2010 Census, the borough of Brooklyn has emerged as “one of the most diverse counties in the nation, and possibly the world” (Davidson 2010). This cultural transformation has affected KCC, the borough’s only community college. KCC students bring a global village to the college’s doorstep: more than half (51.9 percent) were born outside of the United States, and collectively, these students represent 142 national backgrounds and speak seventy-three primary languages. With this range of personal experiences and histories, KCC stands as a perfect representation of the contemporary context for citizenship: one that demands collaboration, contemplation, and meaningful civic interactions.

To nurture its diverse students and their capacities for citizenship, KCC is committed to civic and global engagement. This emphasis has proven transformative for KCC’s students, who have emerged as community leaders, outspoken advocates, and inquisitive changemakers.

Frameworks for Civic and Global Learning

KCC’s success in civic engagement is the result of system-wide commitment, institutional support, faculty development, and student affairs involvement, all geared toward providing opportunities for students to participate in curricular and cocurricular activities where they can develop the skills necessary for their academic and professional careers. KCC’s rationale for this work is grounded in a framework developed by Martha C. Nussbaum, who advocates an engaged, multicultural education infused with a focus on students’ development as humans (see, for example, Nussbaum 2010). Emphasizing the role of the humanities in such an education, Nussbaum suggests three capacities that are crucial to producing a responsible, globally-minded citizenry in a pluralistic democracy: critical thinking, proficiency in bridging and understanding different cultures and religions, and the ability to imagine and sympathize with the situations of others (Nussbaum 2009).

KCC has also been guided by the Essential Learning Outcomes recommended by the Association of American Colleges and Universities (AAC&U) as central to a quality, engaged liberal education. In addition to core intellectual and practical skills (inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving), these Essential Learning Outcomes emphasize the importance of knowledge of human cultures and of personal and social responsibility, including civic knowledge and engagement—local and global, intercultural knowledge and competence, ethical reasoning and action, and applied knowledge in real-world settings (National Leadership Council for Liberal Education and America’s Promise 2007, 12).

KCC accepts as a fundamental principle that education should require students both to develop a sense of social responsibility and to actively participate in meeting the challenges of modern society through political activity, community service, engagement in leadership roles, and informed advocacy. KCC’s civic engagement efforts are designed to encourage these practices and behaviors.

Administrative Leadership

KCC’s work to establish civic engagement as part of its core philosophy began with recently retired college president Regina S. Peruggi. Intent on ensuring that civic engagement opportunities reach every KCC student, Peruggi established the KCC Center for Civic Engagement in 2010. To promote meaningful and widespread civic engagement experiences on campus, KCC’s administration also began talks in 2010 to introduce a civic engagement graduation requirement. Beginning in Fall 2013, students must complete two civic engagement experiences, either by taking courses designated as Civic Engagement (CE) sections or by participating in certified CE experiences. This requirement positions KCC as one of the few colleges in the country to require civic engagement of all students. With it, KCC is demonstrating its commitment to providing students with the skills and
competencies to succeed in the twenty-first-century workplace.

In addition to spearheading the graduation requirement, KCC’s administration is making civic engagement part of the campus culture, from the college’s award-winning annual Eco-Festival to its support for service learning, from a robust and social-justice-oriented common reading program to campus clean-up events and community service days. Through these initiatives, KCC is strengthening its vital role in the community and in the lives of its students.

Certainly, much of KCC’s success in civic engagement relies on the creativity, ingenuity, and passion of its faculty as they infuse the curriculum with meaningful projects that engage students in considering their roles at college and in their local and global communities. It also rests on critical support that student affairs staff provide to faculty as they plan and implement their projects. The college’s sustained success in these areas will require continued cohesion between the administration, faculty, student affairs educators, and students.

Faculty Development
Faculty development will be essential to KCC’s implementation of the new civic engagement graduation requirement. Fortunately, KCC has mapped a rich plan for faculty development through its participation in two recent projects: AAC&U and The Democracy Commitment’s project Bridging Cultures to Form a Nation: Difference, Community, and Democratic Thinking, which enables faculty to infuse civic learning themes into humanities and social sciences curricula; and Bringing Theory to Practice’s demonstration site grants, which funded KCC’s collaborative work with the CUNY Graduate Center to form Brooklyn’s Public Scholars, a project supporting community-based teaching and engaged scholarship focused on critical urban issues. These two projects, collectively involving over thirty faculty members across disciplines, have allowed participants to emphasize new themes in their courses, bringing needed depth and breadth to the treatment of civic engagement in the classroom. Using several high-impact practices (including service learning, undergraduate research, capstone projects, writing-intensive courses, learning communities, common intellectual experience, first-year seminars and experiences, and global/diversity learning) (Kuh 2008, 9–11), participating faculty are working with students to answer real-life questions.

KCC supplements its curricular work in these areas with enriching cocurricular activities. For example, since 2006, KCC has sent cohorts of students to participate in the National Model United Nations Conference, the Salzburg Global Seminar International Study Program, and the Long Island University’s Global College summer program in Costa Rica. (See China Moore’s article on page 20 of this issue for a student’s reflection on how participation in these opportunities affected her.) These experiences are grounded in credit-bearing courses, ensuring that students are fully prepared for the trip and have essential opportunities to debrief and reflect when they return. Fully supported by the college with little to no cost to participating students, these programs shape students’ worldviews and deepen their critical thinking. As one KCC graduate attests, “I believe you get out of college whatever you make of it, but KCC makes a consistent effort to add value to our daily schedule. From reading circles to study abroad; from local trips to international conventions, I have broadened my view of the world in unexpected ways. It is because of this community college that I was able to find my passion and continue towards a bachelor’s degree.”

Student Affairs Involvement
KCC’s commitment to civic engagement draws strong support from collaborations between academic affairs and student affairs. One example of this collaboration is evident in the development of service-learning projects. To create such projects, KCC’s service-learning program, located within the student affairs division’s Career Services program, works with community-based organizations to identify specific community needs. The program then identifies faculty who might be able to address these needs and who have shown interest in incorporating service learning into their courses. Counselors from the service-learning program help faculty integrate service learning into their courses by providing sample syllabi, group reflection tips, and outcomes assessment plans. These counselors also visit classrooms to discuss the value of service learning and to address student and faculty questions. Through fluid relationships, the service-learning program serves as a resource to both students and faculty for the duration of the semester.

The Office of Student Affairs has also been instrumental in connecting KCC’s core philosophy of civic engagement to its work in career exploration and development. Through experiential learning programs such as internships, KCC’s Career Development Center (CDC) provides students with opportunities to serve in the communities where they reside. Additionally, the CDC has incorporated service learning into its one-credit career and life planning course. All in all, the Office of Student Affairs has worked rigorously to offer opportunities for students to participate in their communities and become engaged as local and global citizens.

System-Wide Commitment
KCC’s support for civic engagement is part of a broader commitment
across the City University of New York (CUNY) system. Several of CUNY’s community colleges have embraced and received recognition for civic engagement and service-learning initiatives. For example, like KCC, the Borough of Manhattan Community College (BMCC) and LaGuardia Community College are involved with The Democracy Commitment, a national community college initiative that requires participating schools to take specific actions to advance civic learning and democratic engagement among students. These include training faculty and staff in civic engagement and expanding partnerships with community-based organizations and governmental agencies.

Recently, CUNY developed a system-wide effort to expand civic engagement opportunities at seven colleges within the system, including two community colleges (KCC and BMCC). Retired Chancellor Matthew Goldstein launched this new project in response to efforts he witnessed on the part of students during and immediately after Hurricane Sandy in October 2012. The CUNY Service Corps will begin in fall 2013 with an initial cohort of approximately 750 to 1,000 students and nearly one hundred community partners. Building on what Goldstein described as “a proud tradition of service to New York City and its many communities” (2013), the CUNY Service Corps will be organized around four core themes that represent both opportunity and need: health, sustainability, education, and economics. Participating students will earn wages while working with organizations that provide direct services to the diverse communities of New York City, thus expanding their experiences with the world of work and further developing important civic engagement skills. At KCC, both academic and student affairs have been deeply involved in implementing this new program.

Transformative Results
Kingsborough Community College, recently named one of the top four community colleges in the nation by the Aspen Institute College Excellence Program, is helping its students develop a strong sense of social responsibility, leadership, empathy, and interpersonal skills that are essential in today’s workplace. Many students come to KCC with little prior experience in community involvement and civic engagement. But as we say of our honors program, we do not recruit honors students—we make honors students. In the same vein, we do not recruit civically engaged students to attend KCC, but instead instill civic engagement within every student who comes to KCC.

Heeding the wisdom of leading civic learning scholar David Scobey, KCC strives “to integrate the pathways of career, liberal learning, and civic education—to see all of them as woven into a single, integral process of student development and self-authoring” (Scobey 2012, 6). With cohesion between academic and student affairs, strong institutional and system-wide commitments, and plans for scaling up its programmatic efforts, KCC is ready to further affect the lives of its students and to cultivate essential capacities related to civic learning. By helping students develop attachments to their society and cognizance of their own agency in local and global communities, KCC is advancing important civic values.

REFERENCES
I grew up with an eye for scientific observation. I always knew intuitively that we human animals interact with the environment in critical ways. But as a kid, I wasn’t good at academics; I wanted to spend my time doing things that I found interesting, not what I was told to do. I learned this disdain for authority from my parents, mostly my mother, who was extremely active in the Civil Rights Movement.

My mother grew up a white, working-class girl in Texas. Although pressures abounded for her to adopt Jim Crow perspectives, she resisted, understanding that a black father and a white mother can give birth to a spectacularly viable human being like me. Thanks to my mother’s influence in particular, I always knew that people are who they are because of their experiences and choices, not their appearance or demographic profile.

Although I began acquiring civic, social, and political knowledge in my youth, my disdain for the unjust status quo (its social, political, economic, and educational inequities) complicated my success at almost every level of my schooling until I went to Kingsborough Community College. At Kingsborough, where my professors welcomed my perspectives and questions, I found that I enjoyed my classes and felt engaged in the learning process. As I excelled, I later learned that most of Costa Rica’s banana, pineapple, and coffee plantations were built on clear-cut land, taking the place of richly biodiverse forests that had sustained vegetation, animals, and people since time immemorial. As I travelled, I saw the contrast between the country’s natural ecological abundance and the development that replaced it. This experience sparked my interest in understanding the interactions between humans and the environment.

Back at Kingsborough, I began taking classes focused on science and the environment. The first one I took, Chemistry and the Environment, had a profound effect on me, solidifying my goal to pursue environmental science academically. After graduating from Kingsborough with an associate’s degree, I earned a bachelor’s degree in environmental studies from Mount Holyoke College. Now, I am back at Kingsborough again, teaching the very class that affected me so strongly. Having blossomed when my professors invited me to view course material through multiple real-world perspectives, I hope to invite others to awaken their desire to learn and grow.

One program in particular connected my sense of civic engagement and my interest in environmental issues.
Weaving Civic Learning into the Institutional Fabric

MARIANNE MAGJUKA, director of campus life at Wake Forest University

In 2012, at the invitation of the US Department of Education and after a year of national dialogue, the National Task Force on Civic Learning and Democratic Engagement published A Crucible Moment: College Learning and Democracy’s Future, a “national call to action” with recommendations to strengthen and renew civic learning and democratic engagement as essential parts of the college experience (vii). This seminal work has bold and immediate implications for higher education. Its authors urge institutions to “embrace civic learning and democratic engagement as an undisputed educational priority” and argue that colleges and universities are “among the nation’s most valuable laboratories” for this work (2).

The call to action resonated at Wake Forest University, where civic engagement is central to institutional mission and values. Located in Winston-Salem, North Carolina, Wake Forest is a “collegiate university” that combines a liberal arts core with graduate and professional schools and innovative research programs. In 2012–13, we enrolled 4,815 undergraduate students, 22.9 percent of whom were students of color. The university motto, pro humanitate, emphasizes an ethic of service to others and commitment to work for the common good. Through university learning outcomes and goals, we affirm that, as Lee Knefelkamp argues, “the development of an ethical civic identity should be one of the outcomes of a liberal education” (2008, 2).

An Institutional Priority

In 2012, NASPA—Student Affairs Administrators in Higher Education invited Wake Forest to participate in its Lead Initiative on Civic Learning and Democratic Engagement (CLDE), launched in response to A Crucible Moment. As a Lead institution, Wake Forest committed to making civic engagement “central rather than marginal, institutionalized rather than fragmented” (Jacoby 2009, 227) by

- “building clear and tangible civic learning and democratic engagement activities into student affairs division strategic goals and learning outcomes;”
- “collecting and reporting data on the efficacy of campus efforts using tools that measure gains in civic learning and democratic engagement;” and
- “creating strategies in collaboration with students that increase civic learning and help solve community problems through collective action.”

To this end, Wake Forest formed a university-wide task force to coordinate efforts and develop new initiatives for CLDE (civic learning and democratic engagement) on campus.

Wake Forest’s robust civic ethos is an area of institutional strength. One program supporting this ethos is deliberative dialogue, which has become a model for engaging in discussion about complex issues at the university. Each dialogue involves a diverse group of faculty, staff, and students who participate in moderated discussion after reading an issue guide that outlines the topic and options for action. Recent topics have included imagining a different campus culture and creating a more inclusive campus.

In this way, task force members tied CLDE work to institutional mission and identity across the four dimensions of “a civic-minded institution”: civic ethos, civic literacy, civic inquiry, and civic action (National Task Force on Civic Learning and Democratic Engagement 2012, 15). By identifying and publicizing areas of strength and working collaboratively to address areas of need, the task force used this common framework to create a roadmap for advancing CLDE goals across the institution.

Deliberative Dialogue

Wake Forest’s robust civic ethos is an area of institutional strength. One program supporting this ethos is deliberative dialogue, which has become a model for engaging in discussion about complex issues at the university. Each dialogue involves a diverse group of faculty, staff, and students who participate in moderated discussion after reading an issue guide that outlines the topic and options for action. Recent topics have included imagining a different campus culture and creating a more inclusive campus.
Faculty members Katy Harriger and Jill McMillan developed Wake Forest’s method of teaching deliberation, which prepares students to engage productively with their peers by practicing the critical thinking skills they need to view a complex issue from multiple perspectives. The technique helps students develop the “civic knowledge, skills, and experiences needed for citizenship” (Harriger and McMillan 2007, 25). Wake Forest’s task force has celebrated this work and highlighted deliberative dialogue as a key tool for democratic engagement.

**ACC Lobbying**

On completing the Civic Institutional Matrix, the task force found that the university needed to provide co-curricular programs to teach civic literacy. Task force participants saw, as noted in A Crucible Moment, that many students lack basic knowledge of the political process, and that Wake Forest has a key role to play in educating them for citizenship (National Task Force on Civic Learning and Democratic Engagement 2012). To help address this gap, in March 2012, Wake Forest joined other institutions in the Atlantic Coast Conference (ACC) for an inaugural ACC Lobbying Trip to Washington, DC.

Students who participated in the trip learned about the lobbying process, researched topics and prepared briefs, and met with their elected leaders to discuss federal funding for financial aid and research. While limited to a select group of students across the ACC, the experience provided a platform for civic education. As student participant Christopher Iskander said afterward, “It was a privilege to see firsthand how Congress works. While it was frustrating at times, I walked away with a better understanding of the political process.”

**Social Action Collaborative**

At Wake Forest, opportunities for civic inquiry and civic action include elements of social justice education, community engagement, and advocacy. In designing such opportunities, it is imperative that practitioners craft experiences that direct attention to the systemic or institutional causes of social problems so “the inequalities that create and sustain” these problems “are dismantled” (Mitchell 2008, 50). When done well, these opportunities can help students develop critical thinking skills and begin to challenge their own beliefs, values, assumptions, and perspectives.

One such example is the Social Action Collaborative, which provides a forum for students to grapple with the root causes of social challenges in the Winston-Salem community by reading common texts and meeting with local experts. An essential component of the collaborative is the shared partnership between university and community. Student affairs professionals cofacilitate the program with local leaders, agency staff, community organizers, business owners, and members of action coalitions. Hearing these participants’ voices helps students begin to see the interconnectedness of local issues and their solutions.

**Conclusion**

For maximum impact, CLDE work must be “woven into the fabric” of campus life (Jacoby 2009, 228). By assessing current efforts and identifying areas of growth, Wake Forest has been able to develop a roadmap for the future. Collectively, we are considering how we are modeling civic and democratic engagement, and how our curricular and cocurricular programs prepare the next generation of citizens to be agents of change in their chosen fields.

**REFERENCES**


Many institutions of higher education share a common mission and purpose: to contribute to the public good by educating socially responsible citizens (Hartley and Hollander 2005). In Mexico, where 52 percent of the population lives below the national poverty line, the higher education system plays a key role in promoting change by educating professionals who can improve economic and social conditions (Consejo Nacional de Evaluación de la Política de Desarrollo Social 2012). Mexico is one of the few countries that have a mandatory service component for students enrolled in higher education. This requirement benefits marginalized sectors of society while raising students’ awareness and deepening their sense of social responsibility (Asociación Nacional de Universidades e Instituciones de Educación Superior 2010).

**The Requirement and Its Governance**

Mexico’s mandatory service requirement was established in the national constitution in 1910. The roots of the requirement extend back to Aztec civilization, where members of the Calpulli, which functioned as early farming collectives, were obliged to work for the community in exchange for use of the land (Mungaray and Ocegueda 1999).

National rules and bylaws govern the mandatory service requirement. Service should align with students’ majors, and students must complete 75 percent of their academic credits before beginning their service. Most students are required to engage in 480 hours of work in a period of six to twelve months, with students majoring in health science required to perform one thousand hours of service. According to Mexico’s Ministry of Public Education, approximately 780,000 higher education students complete more than 374.4 million hours of service every year (Dirección General de Planeación y Programación Secretaria de Educación Pública 2012).

Mexico’s National Association of Higher Education Institutions (ANUIES) and its Higher Education Commission for Social Service (CISS) help manage the service component, but each university defines its own norms and processes for compliance. This means that each institution determines for itself the characteristics required of programs where students complete their hours. For example, public higher education institutions such as the Universidad Autonoma de Nuevo Leon (UANL) encourage students to engage in service opportunities at public organizations and in accordance with their academic major and profile (Universidad Autonoma de Nuevo Leon 2010).

**Institutional Examples**

At the Universidad de Monterrey (UDEM)—a private, faith-based university—service is seen as a means of transcendence. It is embedded in the institution’s mission as a resource for helping students find purpose in life. UDEM defines community service as an activity that students perform for society, primarily to benefit social groups and organizations that need assistance. At UDEM, the goals of community service are to enhance students’ sense of social responsibility and awareness of community needs, and to engage students in collaborative projects that produce change (Universidad de Monterrey 2005).

To achieve these goals, UDEM operates several social programs, both independently and in collaboration with local and national organizations. These include education, health service, and extension programs where volunteers teach leaders of low-income communities (at UDEM’s Universidad de Barrios) and academic courses where university students teach material from their majors to high school students from impoverished communities (at UDEM’s Preparatoria Politecnica). These and other programs are designed to educate students in three conceptions of citizenship: personally responsible citizenship, proactive and participatory citizenship, and justice-oriented citizenship (Westheimer and Kahne 2004).

Every year, approximately 1,200 UDEM students provide over five hundred thousand hours of service in 120 programs. Students also fulfill the service requirement through service learning in their academic courses. More than forty faculty and project leaders trained by the Latin American Center for Service Learning (CLAYSS) use service...
learning to address problems in different municipalities.

The Tecnológico de Monterrey, a private institution that educates students to become responsible citizens who initiate development in their communities, has established a Quality Enhancement Plan (QEP) to strengthen the ethical commitments and citizenship competencies that will constitute hallmarks of students’ professional lives. The QEP names two main citizenship competencies: knowing about and being sensitive toward improving social, economic, and political realities; and acting with civic spirit and responsibility to improve the quality of life in communities, especially those that are underprivileged.

The national service requirement plays a fundamental role in the development of these competencies and is a primary component of the QEP. Across the more than four hundred institutions that are part of the Tecnológico de Monterrey’s outreach programs, students complete more than 3.5 million hours of service every year, working in areas such as community development, K-12 support programs, online high school programs, microbusinesses, and programs for people with disabilities. The institution develops extensive training and certification programs for faculty and staff focused on improving students’ citizenship competencies (Tecnológico de Monterrey Dirección de Desarrollo Social 2013).

Benefits and Challenges

Students of Mexican higher education report multiple benefits from engaging in service. These include a sense of self-realization and personal satisfaction, improved leadership skills, personal growth and development, greater appreciation for their families and for their own personal gifts, increased social capital as they join the workforce, and fuller aspirations for their personal and professional futures (Cantón 2011).

But these benefits are balanced by numerous challenges. Because service is mandatory, students tend to perceive it as a tedious requirement and sometimes underestimate the potential impact of engaging in their communities. Factors that limit student participation include misconceptions about and unawareness of the component’s purposes and its benefits, not only for the student body, but also for faculty and community partners. University bureaucracy that constrains students’ engagement and competing priorities for students’ time and attention are also barriers to participation (Cantón 2011).

Bettering Society

Mexico’s mandatory community service component is an effective mechanism for engaging undergraduate students in civic work that benefits society. With only 13 percent of the Mexican population ages 25 to 65 holding an associate’s degree or higher, undergraduate students in Mexico are a privileged group (National Center for Public Policy and Higher Education 2008). The mandatory service requirement assists universities in their efforts to educate citizens who can use their privilege to better Mexican society.

REFERENCES


[CAMPUS PRACTICE]

Finding Direction through Institutional Self-Assessment

LAURA WILMARTH Tyna, director of leadership, service, and engagement at Elmhurst College

While visiting Elmhurst College in May 2013, retired US Supreme Court Justice Sandra Day O’Connor expressed concern about the level of civic knowledge in today’s society. Lamenting that most young people can name at least one American Idol judge but no Supreme Court justices, she noted that civics education is fading from America’s public schools. That’s especially concerning to O’Connor, given that civic knowledge is not passed like DNA from parent to child. In Better Together, Robert Putnam and Lewis M. Feldstein echo O’Connor’s alarm at the growing disengagement among America’s young people, noting that “civic activism early in life is one of the strongest predictors of later adult involvement” (2003, 144–45). In other words, if youth are not engaged at an early age, it’s likely they never will be.

With civics disappearing from K–12 curricula, it is quickly becoming the responsibility of institutions of higher education to inspire civic engagement among young and older adults while educating citizens who are capable of “identifying, expressing, and pursuing values and goals that are meaningful to them in the public arena” (Colby et al. 2007, 6). Elmhurst College is taking this responsibility seriously by evaluating its own work to advance civic learning across the institution.

A small, private institution located in the Chicago suburbs and affiliated with the United Church of Christ, Elmhurst is driven by the mission of inspiring students “to form themselves intellectually and personally and to prepare for meaningful and ethical work in a multicultural, global society” (Elmhurst College 2013). The Elmhurst Experience is distinguished by the dual hallmarks of self-formation and early professional preparation. Guiding Elmhurst’s work with students in and out of the classroom are five core values: intellectual excellence; community; social responsibility; stewardship; and faith, meaning, and values. Collectively, Elmhurst faculty, staff, and administrators aim to graduate individuals who will engage in work that is meaningful to them—people who will not only do well, but also do good.

Taking Stock

In recent years, national leaders have called upon colleges and universities to reevaluate how well they are doing in supporting national goals for higher education, including college completion, professional preparation, and social responsibility. The National Task Force on Civic Learning and Democratic Engagement emphasized the third of these goals with its 2012 report A Crucible Moment: College Learning and Democracy’s Future. Inspired by the report, Elmhurst College recently conducted an environmental audit of civic learning and democratic engagement initiatives, using the process to reveal gaps in our curricular and cocurricular offerings.

A Crucible Moment’s Framework for Twenty-First-Century Civic Learning and Democratic Engagement set the standard for the environmental audit (see figure 1). In fall 2012, a group of Elmhurst student affairs staff members, working with input from faculty and staff across campus, evaluated all non-course-based academic and student life programs to measure their alignment with this framework. Any program that engaged students in learning about at least two of the four key areas named in the framework (knowledge, skills, values, and collective action) became part of the college’s Civic Learning and Democratic Engagement Matrix, which includes detailed information about each program, the learning outcomes it fulfills, and the campus units that coordinate it. Twenty-two of the approximately forty programs reviewed appear in the matrix, which is available at www.elmhurst.edu/clde_matrix.

Addressing Gaps

The audit made clear that Elmhurst has great strengths in some areas, such as challenging students to consider their personal values and engaging students in the community. But the potential for growth is evident in other areas—for example, intentionally exposing students to knowledge about the democratic process. The audit also revealed that, despite diligent efforts to understand what and how students are learning, Elmhurst is still seeking an effective means of holistic assessment that takes into account the work of both student and academic affairs. While student affairs and academic affairs have looked to existing surveys and data sets for signs that Elmhurst prepares students to be principled citizens, we are considering developing an institution-specific assessment instrument that would directly measure students’ civic learning and democratic outcomes. We have also reflected on the need for more qualitative data, which may shed light on how students are achieving various civic learning and democratic engagement outcomes.

In fall 2013, in an effort to further institutionalize Elmhurst’s civic learning
and democratic engagement work, a task force composed of student affairs staff, faculty, and administrators will use the audit results to guide the creation of a Civic Action Plan (CAP). This plan for continued community engagement will align with the college’s new strategic plan and guide the institution’s civic efforts. The task force sees the CAP as an opportunity to honor the institution’s roots and mission while further exploring the important contributions the college can make to the local community, to our students, and to those whom our graduates will affect positively. The process thus far has demonstrated that journeys of self-exploration are as important for the college as a whole—for its staff, faculty, and administrators—as they are for its students.

Looking Inward
Two days after Sandra Day O’Connor’s visit, Carol Geary Schneider, president of the Association of American Colleges and Universities, visited Elmhurst to receive an honorary degree. After listening to graduating seniors reflect on how they had internalized the college’s core values during their time as students, Schneider recognized that “whether they majored in business, accounting, nursing, or philosophy,” the students she heard speak “believed that the ‘Elmhurst Experience’ had led them to think in important ways about their responsibilities to themselves and to other people” (Schneider 2013, 2).

Hearteningly, these sentiments suggest that students recognize that a focus on values is threaded throughout their four years at the college, from first-year orientation to graduation day.

Elmhurst College faculty, staff, and administrators hope that efforts instituted in response to our environmental audit will help the institution meet the national imperative of preparing reflective and principled graduates who are able and willing to have a positive impact on both their professions and the communities in which they live. At Elmhurst College, we are finding direction by looking inward.

REFERENCES


FIGURE 1. A Framework for Twenty-First-Century Civic Learning and Democratic Engagement

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Values</th>
<th>Collective Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Familiarity with key democratic texts and universal democratic principles, and with selected debates—in US and other societies—concerning their applications</td>
<td>- Critical inquiry, analysis, and reasoning</td>
<td>- Respect for freedom and human dignity</td>
<td>- Integration of knowledge, skills, and examined values to inform actions taken in concert with other people</td>
</tr>
<tr>
<td>- Historical and sociological understanding of several democratic movements, both US and abroad</td>
<td>- Quantitative reasoning</td>
<td>- Empathy</td>
<td>- Moral discernment and behavior</td>
</tr>
<tr>
<td>- Understanding one’s sources of identity and their influence on civic values, assumptions, and responsibilities to a wider public</td>
<td>- Gathering and evaluating multiple sources of evidence</td>
<td>- Open-mindedness</td>
<td>- Navigation of political systems and processes, both formal and informal</td>
</tr>
<tr>
<td>- Knowledge of the diverse cultures, histories, values, and contestations that have shaped US and other world societies</td>
<td>- Seeking, engaging, and being informed by multiple perspectives</td>
<td>- Tolerance</td>
<td>- Public problem solving with diverse partners</td>
</tr>
<tr>
<td>- Exposure to multiple religious traditions and to alternative views about the relation between religion and government</td>
<td>- Written, oral, and multimedia communication</td>
<td>- Justice</td>
<td>- Compromise, civility, and mutual respect</td>
</tr>
<tr>
<td>- Knowledge of the political systems that frame constitutional democracies and of political levers for influencing change</td>
<td>- Deliberation and bridge building across differences</td>
<td>- Equality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Collaborative decision making</td>
<td>- Ethical integrity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Ability to communicate in multiple languages</td>
<td>- Responsibility to a larger good</td>
<td></td>
</tr>
</tbody>
</table>

Excerpted from A Crucible Moment: College Learning and Democracy’s Future (National Task Force on Civic Learning and Democratic Engagement 2012, 4).
Civic Scholarship: Inspiring Student Leadership

RONALD R. THOMAS, president of the University of Puget Sound
KRISTINE BARTANEN, academic vice president and dean of the university at the University of Puget Sound
MIKE SEGAWA, vice president for student affairs and dean of students at the University of Puget Sound

In Tennyson’s “Ulysses,” the legendary hero of the Trojan War returns to Ithaca to face a new challenge. After a harrowing journey home in which he overcomes giants, sorcerers, and the forces of nature, Ulysses finds his home city in chaos and its people requiring wise leadership. But he finds the city’s councils and governments to be heavy harnesses for his talents and ambitions, and he questions whether a life of “the useful and the good” is for him. In Tennyson’s telling, Ulysses dreams, instead, of abandoning “the sphere of common duties,” setting sail again “to follow knowledge like a sinking star” and seek some “newer world” of bold adventure ([1842] 1999).

We in the academy often experience this conflict. Particularly in the liberal arts, we may feel more deeply committed to contemplating great ideas than to exploring their consequences, more intent on understanding the laws of nature than on shaping the rules of civic engagement. Like Ulysses, we wish “to shine in use,” yet we spurn “the sphere of common duties.” We regard knowledge as something “beyond the bound of human thought,” yet we long that “some work of noble note, may yet be done” (Tennyson [1842] 1999).

Ten years ago, the University of Puget Sound decided to address this contradiction: to be true to our pure liberal arts mission, and to express that mission in useful work that would make a difference for our community, our region, and perhaps even the world. Our city (Tacoma, Washington) had all the challenges of any modern American city, including racial inequity in public education, homelessness, social injustice, and economic instability. Poised on the shores of a great inland waterway between the impressive Cascade and Olympic mountains, we faced the environmental challenges of industrial pollution, endangered and invasive species, and unsustainable development practices.

Our collective inquiry led us to establish a center to organize the university’s research and teaching resources. Led by a group of thoughtful faculty, we asked how we could best deploy our intellectual resources to address some of these issues. We sought to partner with public and private agencies, nongovernmental organizations, and elected officials to follow knowledge like a sinking star and shine in the sphere of common duties. We asked, what opportunities for student learning might such an effort produce?

Civic Scholarship Initiative

Our collective inquiry led us to establish a center to organize the university’s research and teaching resources. In doing so, we hoped to address issues of strategic regional concern and of national and global significance. In time, the center took on a three-part structure: the Race and Pedagogy Initiative (which partners with the community and its public schools to address issues of race and education); the Sound Policy Institute (which fosters collaborative solutions to environmental challenges); and a Civic Scholarship projects incubator (which connects university faculty and students with community partners to address emerging issues in substantive ways). These three efforts compose Puget Sound’s broader Civic Scholarship Initiative (CSI).

Now in its tenth year, CSI has grown to provide students with opportunities to develop their skills and leadership across the arts, humanities, sciences, and social sciences. The initiative has given faculty members permission to engage more deeply with the South Puget Sound community, through both course-linked projects and cocurricular endeavors.

In Tennyson’s “Ulysses,” the legendary hero of the Trojan War returns to Ithaca to face a new challenge. After a harrowing journey home in which he overcomes giants, sorcerers, and the forces of nature, Ulysses finds his home city in chaos and its people requiring wise leadership. But he finds the city’s councils and governments to be heavy harnesses for his talents and ambitions, and he questions whether a life of “the useful and the good” is for him. In Tennyson’s telling, Ulysses dreams, instead, of abandoning “the sphere of common duties,” setting sail again “to follow knowledge like a sinking star” and seek some “newer world” of bold adventure ([1842] 1999).

We in the academy often experience this conflict. Particularly in the liberal arts, we may feel more deeply committed to contemplating great ideas than to exploring their consequences, more intent on understanding the laws of nature than on shaping the rules of civic engagement. Like Ulysses, we wish “to shine in use,” yet we spurn “the sphere of common duties.” We regard knowledge as something “beyond the bound of human thought,” yet we long that “some work of noble note, may yet be done” (Tennyson [1842] 1999).

Ten years ago, the University of Puget Sound decided to address this contradiction: to be true to our pure liberal arts mission, and to express that mission in useful work that would make a difference for our community, our region, and perhaps even the world. Our city (Tacoma, Washington) had all the challenges of any modern American city, including racial inequity in public education, homelessness, social injustice, and economic instability. Poised on the shores of a great inland waterway between the impressive Cascade and Olympic mountains, we faced the environmental challenges of industrial pollution, endangered and invasive species, and unsustainable development practices.

Our collective inquiry led us to establish a center to organize the university’s research and teaching resources. Led by a group of thoughtful faculty, we asked how we could best deploy our intellectual resources to address some of these issues. We sought to partner with public and private agencies, nongovernmental organizations, and elected officials to follow knowledge like a sinking star and shine in the sphere of common duties. We asked, what opportunities for student learning might such an effort produce?

Civic Scholarship Initiative

Our collective inquiry led us to establish a center to organize the university’s research and teaching resources. In doing so, we hoped to address issues of strategic regional concern and of national and global significance. In time, the center took on a three-part structure: the Race and Pedagogy Initiative (which partners with the community and its public schools to address issues of race and education); the Sound Policy Institute (which fosters collaborative solutions to environmental challenges); and a Civic Scholarship projects incubator (which connects university faculty and students with community partners to address emerging issues in substantive ways). These three efforts compose Puget Sound’s broader Civic Scholarship Initiative (CSI).

Now in its tenth year, CSI has grown to provide students with opportunities to develop their skills and leadership across the arts, humanities, sciences, and social sciences. The initiative has given faculty members permission to engage more deeply with the South Puget Sound community, through both course-linked projects and cocurricular endeavors.
Third, projects provide opportunities for students to develop their leadership, apply their skills, and engage with the community. For example, the Road Home Project, which aims to reduce homelessness in Pierce County by 50 percent, has involved over one hundred students in data collection, data entry and analysis, organizational and leadership roles, and independent or collaborative research and writing as participants work to create and implement strategic recommendations drawn from systems-based research. These and other students have further nurtured their interests through such cocurricular activities as alternative fall and spring breaks and employment in the office of Spirituality, Service, and Social Justice.

Finally, the initiative frames civic scholarship as reciprocal and mutual. CSI brings the intellectual assets of the campus—of its students, faculty, and staff—into productive partnership with those of the community. Through these partnerships, participants solve problems, develop policy, and educate about the issues CSI addresses.

**Race and Pedagogy**

The Race and Pedagogy Initiative (RPI), a signature CSI program led by professors Dexter Gordon and Grace Livingston and a team of faculty, students, and staff, exemplifies how a small college can accomplish valuable outcomes in collaboration with its community. RPI teaches participants to recognize and address personal and structural racism, build alliances, and interweave scholarship and action to accomplish educational reform. Through RPI and other civic engagement initiatives, CSI provides powerful curricular and cocurricular opportunities for high-impact student learning and supports projects that otherwise would not exist.

In addition to a monthly Community Partners Forum, RPI has hosted two quadrennial national conferences (with a third to be held on September 25–27, 2014); six regional summits on issues related to race and equity in education; and a series of residencies and public presentations by scholar–artist–activists. It has also generated projects like a student-led reading group focused on a critical examination of race, a city-wide youth summit in partnership with Tacoma Public Schools, and a week-long series of staged readings designed to build participation in the university’s campus climate survey. These and other experiential learning opportunities are powerful tools with lasting educational benefits (as Airiel Quintana attests on page 29 of this issue). As students critically engage daunting issues such as access to higher education, they come to see these issues not simply as academic subjects, but rather as challenges they can tackle in substantive and creative ways. Students who lead within RPI bring to their campus leadership positions stronger skills and a deeper sense of their own relevance to issues of significance—leading them to launch new projects like the Black Student Union zine, *Black Ice*. RPI has even enabled some students to identify their vocational passions and find work of meaning and purpose upon graduation. Through RPI, students have developed strong connections with the Tacoma community, leading to employment with agencies like the Urban League and Americorps that serve underrepresented populations surrounding the college.

**Work of Noble Note**

CSI helps students, faculty, and staff see the liberal arts for what they are: the arts of liberating possibilities. The artistic expression inspired by civic engagement has stretched and enriched the soul of Puget Sound’s academic community. Civic scholarship provides powerful opportunities for academic and student affairs colleagues to cocreate dynamic learning environments, sparking “work of noble note” that greatly benefits student learning, the campus culture, and the common good of the surrounding neighborhood. To learn more about CSI or RPI, visit [www.pugetsound.edu/academics/academic-resources/civic-scholarship-initiative/](http://www.pugetsound.edu/academics/academic-resources/civic-scholarship-initiative/).

**REFERENCE**

As the ambitious, barefoot, biracial daughter of an Oakland hippie, I came to the University of Puget Sound with a strong desire to change the world—without the faintest notion of where to begin or even what changes I hoped to facilitate. I had traveled the eight hundred miles from Oakland to Tacoma with two suitcases and a teenager’s patchwork understanding of myself and the world around me. As a proud Afro-Latina from the diverse San Francisco Bay Area, I considered myself informed and aware of the politics of culture and difference. Yet a knot of conflicting narratives about my identity as a biracial first-generation college student lay stitched into the fabric of my perspective. I was both proud and ashamed of who I was and where I had come from, confident externally but internally confused about race and determined to avoid discussing it.

Due to my reluctance to confront issues of race, I did not seek out the Race and Pedagogy Initiative (RPI), but instead encountered it incidentally, through the university’s theater community. During Puget Sound’s fall 2010 Race and Pedagogy Conference, I performed in a staged reading of the play *1620 Bank Street*, by C. Rosalind Bell. Set in the socially turbulent period of racial integration in Lake Charles, Louisiana, the play explores the colliding themes of race, love, family, and adolescence. My role in the play was largely comedic. Yet the production process engaged me in challenging discussions as the directors, a team of brilliant scholar-artists, prodded cast members to unpack our assumptions about the play and one another.

Encountered in this context, a single piece of dialogue inspired me to begin the process of untangling my complex perspective. In *1620 Bank Street*, Father Merced, a white Catholic priest, struggles to overcome his own racial prejudice as he facilitates the integration of a high school. In a scene where he speaks of the difficulty of confronting his prejudice, he realizes, “I must begin at home.” These words resonated with me; somehow, this character’s quest for racial harmony closely mirrored my internal struggles with race. If I hoped to change anything, I would have to confront my hesitance to engage my own identity. Soon, I found the cultural studies theories I was learning in the classroom coalescing with the analytical discussions about race and context occurring in the theater. By interrogating the world of the play, I began to better comprehend the complex ways race shapes the dynamics of contemporary society and my own perspective.

After the 2010 Race and Pedagogy Conference, I continued to work with RPI, using theater as a pedagogical tool to stimulate conversation and reflection. Along with RPI’s passionate scholars, dedicated university administrators, and my fellow students, I helped facilitate many powerful discussions about race, identity, inequality, and justice within local and national community forums. My performances in works by Suzanne Lori Parks, Julia Cho, and C. Rosalind Bell empowered me to find my voice as a student leader and to recognize art’s capacity to inspire ideological transformation. Most importantly, my experience with RPI motivated me to challenge others in the campus community to improve their understanding of difference and the seemingly arbitrary designations that shape our experiences of the world.

With the tireless support of my RPI family, I found creative avenues to address issues of race and social justice on and off campus. I became a resident assistant, a mentor to college-bound youth in the city of Tacoma, and an active participant in campus diversity organizations. These roles allowed me to become a community builder, connecting other students to RPI and encouraging the formation of new communities that value differences in identity and the free exchange of ideas. For me and for many others, RPI and the critical examination of race it inspires have been vehicles of ideological change—reminding us that we must begin at home, confronting the biases within ourselves, before we can begin anew and incite change.

I found creative avenues to address issues of race and social justice on and off campus.

To learn more about the Race and Pedagogy Initiative and other civic engagement programs at the University of Puget Sound, see page 27 of this issue.
Resources for Campus Planning: Civic Institutional Matrix

Referenced in several articles in this issue of *Diversity & Democracy*, the 2012 report *A Crucible Moment: College Learning and Democracy’s Future* includes a Civic Institutional Matrix designed to help campus leaders and stakeholders map commitments to civic learning and democratic engagement across an institution. For a complete description of the dimensions and information about using the matrix, download *A Crucible Moment* from www.aacu.org.

This matrix was inspired by the institutionalization rubric found in *Making a Real Difference with Diversity: A Guide to Institutional Change* (Clayton-Pedersen et al. 2007) and more fully developed in the Personal and Social Responsibility Institutional Matrix (www.aacu.org/core_commitments/documents/PSR_Institutional_Matrix.pdf). For a more detailed matrix broken out by dimension of civic-mindedness, visit www.civiclearning.org.

<table>
<thead>
<tr>
<th>Dimensions of a Civic-Minded Institution</th>
</tr>
</thead>
</table>
| **Degree of pervasiveness**
  *L* (Low), *M* (Medium), or *H* (High) |
| **Mission, Leadership, & Advocacy**      |
| **General Education**                    |
| **Majors**                               |
| **Student & Campus Life**                |
| **Community-Based Experiences**          |
| **Reward Structures**                    |

**REFERENCES**


CIVIC LEARNING FOR SHARED FUTURES

Civic Learning and Democratic Engagement (CLDE) Calendar

The following calendar features events on civic learning sponsored by members of the Civic Learning and Democratic Engagement (CLDE) Action Network and others. For more information, please see the websites featured below, or visit AAC&U’s CLDE Calendar online at http://www.aacu.org/civic_learning/events.cfm.

<table>
<thead>
<tr>
<th>MONTH</th>
<th>DATES</th>
<th>CLDE MEMBER EVENT</th>
<th>LOCATION</th>
<th>WEBSITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECEMBER 2013</td>
<td>10</td>
<td>Anchor Institutions Task Force 2013 Annual Conference</td>
<td>Baltimore, Maryland</td>
<td><a href="http://www.margainc.com">www.margainc.com</a></td>
</tr>
<tr>
<td></td>
<td>31–February 2</td>
<td>Interfaith Youth Core Interfaith Leadership Institute</td>
<td>Atlanta, Georgia</td>
<td><a href="http://www.ifyc.org">www.ifyc.org</a></td>
</tr>
<tr>
<td>FEBRUARY 5</td>
<td></td>
<td>North Carolina Campus Compact Pathways to Achieving Civic Engagement (PACE) Conference</td>
<td>Wilmington, North Carolina</td>
<td><a href="http://www.elon.edu/e-web/org/nccc/">www.elon.edu/e-web/org/nccc/</a></td>
</tr>
<tr>
<td></td>
<td>15–17</td>
<td>Interfaith Youth Core Interfaith Leadership Institute</td>
<td>Los Angeles, California</td>
<td><a href="http://www.ifyc.org">www.ifyc.org</a></td>
</tr>
<tr>
<td>MARCH 15–19</td>
<td></td>
<td>NASPA Annual Conference</td>
<td>Baltimore, Maryland</td>
<td>conference2014.naspa.org</td>
</tr>
<tr>
<td></td>
<td>27–28</td>
<td>Indiana Campus Compact Service Engagement Summit</td>
<td>Indianapolis, Indiana</td>
<td><a href="http://www.indianacampuscompact.org">www.indianacampuscompact.org</a></td>
</tr>
<tr>
<td>APRIL 2–4</td>
<td></td>
<td>Washington Campus Compact Continuums of Service Conference</td>
<td>Honolulu, Hawaii</td>
<td><a href="http://www.wacampuscompact.org">www.wacampuscompact.org</a></td>
</tr>
</tbody>
</table>

AAC&U and the Civic Learning and Democratic Engagement (CLDE) Action Network

As part of its commitment to preparing all students for civic, ethical, and social responsibility in US and global contexts, and building on the momentum generated by the 2012 White House release of the report A Crucible Moment: College Learning and Democracy’s Future, AAC&U has formed the Civic Learning and Democratic Engagement (CLDE) Action Network. Coordinated by Caryn McTighe Musil, AAC&U Senior Scholar and Director of Civic Learning and Democracy Initiatives, the network includes thirteen leading civic learning organizations that are committed to making civic inquiry and engagement expected rather than elective for all college students. Diversity & Democracy regularly features research and exemplary practices developed and advanced by these partner organizations and their members:

- American Association of State Colleges and Universities
- Anchor Institutions Task Force (AITF)
- Association of American Colleges and Universities (AAC&U)
- The Bonner Foundation
- Bringing Theory to Practice (BTtoP)
- Campus Compact
- Center for Information and Research on Civic Learning and Engagement (CIRCLE)
- The Democracy Commitment
- Imagining America
- The Interfaith Youth Core (IFYC)
- Kettering Foundation
- NASPA: Student Affairs Administrators in Higher Education
- New England Resource Center for Higher Education (NERCHE)
Upcoming AAC&U Meetings

<table>
<thead>
<tr>
<th>MEETING</th>
<th>LOCATION</th>
<th>DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality, E-Quality, and Opportunity: How Educational</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innovations Will Make—or Break—America’s Global</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Network for Academic Renewal</td>
<td>Portland, Oregon</td>
<td>FEBRUARY 27–</td>
</tr>
<tr>
<td>General Education and Assessment: Disruptions,</td>
<td></td>
<td>MARCH 1, 2014</td>
</tr>
<tr>
<td>Innovations, and Opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity, Learning, and Student Success: Policy,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice, Privilege</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

About Diversity & Democracy

Diversity & Democracy supports higher education faculty and leaders as they design and implement programs that advance civic learning and democratic engagement, global learning, and engagement with diversity to prepare students for socially responsible action in today’s interdependent but unequal world. According to AAC&U’s Statement on Liberal Learning, “By its nature…liberal learning is global and pluralistic. It embraces the diversity of ideas and experiences that characterize the social, natural, and intellectual world. To acknowledge such diversity in all its forms is both an intellectual commitment and a social responsibility, for nothing less will equip us to understand our world and to pursue fruitful lives.” Diversity & Democracy features evidence, research, and exemplary practices to assist practitioners in creating learning opportunities that realize this vision.

About AAC&U

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises nearly 1,300 member institutions—including accredited public and private colleges, community colleges, and universities of every type and size. AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Information about AAC&U membership, programs, and publications can be found at www.aacu.org.

AAC&U Membership 2013

- MASTERS: 30%
- BACCALAUREATE: 25%
- ASSOCIATES: 12%
- RES & DOC: 17%
- OTHER*: 16%

*Specialized schools, state systems and agencies, and international affiliates