CIVIC ENGAGEMENT AT THE CENTER

BUILDING DEMOCRACY THROUGH INTEGRATED COCURRICULAR AND CURRICULAR EXPERIENCES

ARIANE HOY AND WAYNE MEISEL

The Association of American Colleges and Universities

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Contents

To John Wallace,

professor of philosophy, University of Minnesota

Creator and cofounder of Jane Addam's School of Democracy

Educators for Community Engagement,

and The Hope Work Folk School

Acknowledgments

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The person who had most to do with the germination and support of this project was Jay Donahue, the distinguished and long-standing program officer at FIPSE. Over the course of the past fifteen years he has overseen three distinct FIPSE grants directed toward the Bonner Program, initially to launch the project, then to replicate results, and finally to elevate the emerging models described in this publication.

We would like to acknowledge the vision, commitment, perseverance, and good humor of administrators, staff, faculty, and students at the following participating institutions: founding participants in the project, Mars Hill College (NC), the College of New Jersey (NJ), Washington and Lee University (VA), University of California-Los Angeles (CA), and Portland State University (OR). Several other colleges and universities joined in our collective work later in the project including Colorado College (CO), Lynchburg College (VA), Morehouse College (GA), Rutgers State University and Douglass College (NJ), Saint Mary's College of California (CA), University of Alaska-Anchorage (AK), Wagner College (NY), and West Chester University (PA).

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The project also benefited from the experience, wisdom, and analytical thinking of its team of faculty, led by John Wallace (University of Minnesota), who served as the faculty chair for this project. Other faculty

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—Ariane Hoy and Wayne Meisel

Preface

The Association of American Colleges and Universities (AAC&U) is pleased to publish this important publication, *Civic Engagement at the Center: Building Democracy through Integrated Cocurricular and Curricular Experiences,* which highlights groundbreaking developmental models for civic learning and socially responsible leadership seeded by the Bonner Foundation over the past fifteen years. There has been an explosion in civic programs on almost every college campus in recent decades. AAC&U applauds those efforts. Yet AAC&U also challenged the field in our *Peer Review* issue on Educating for Citizenship (Spring 2003) to ask how all these myriad civic programs add up. In my own article in that issue, I asked, "Is it possible to create wholeness and purpose where currently—for all the impressive activity—fragmentation and randomness too often rule?"

What I learned later was that the Bonner Foundation in New Jersey had already been working for a decade to bring coherence and purpose through its cocurricular Bonner Scholars and Bonner Leaders programs. Its success in these efforts is most apparent in its four-year cocurricular programs, which, over time and in concert with insights from the field, have come to establish a clearly articulated set of educational goals for each successive year. By 2003, Bonner had already embedded in its model increasingly challenging responsibilities for students each year that tested students' ability to apply new knowledge and skills to their public work in the community and on campus.

The same year that I posed the question in *Peer Review,* the foundation was in the midst of writing a grant to the Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) to define a comparable civic engagement student developmental model in the curriculum itself. The Bonner Foundation had come to believe that the bifurcation of student and academic affairs worked against students' civic development. The foundation was determined to bring a purposeful, sequenced inquiry into the curriculum itself that challenged students to learn about dangerous, systemic inequities that threatened democracies. But in this program students were not just to deepen their analytical skills and expand their knowledge; they were to apply that knowledge to find solutions. In a wise move, the Bonner Foundation decided to bring its model and passion into the heart of the academic enterprise—into the everyday courses students came to college to take and into the scholarly work of the faculty.

This publication describes the educational underpinnings of the cocurricular student leadership model that now distinguishes Bonner programs at its seventy-four colleges and universities (see p. x). You will learn about the theory that drives the model, the elements that define the model, and the practices that students undertake to refine their ability to apply their knowledge to everyday challenges. The first three chapters focus on work within the student affairs arena. Chapters four

and five, by contrast, describe the curricular models that emerged as a result of funding by FIPSE to seed civic engagement minors and certificates in academic affairs. Not surprisingly, these curricular models take students out of the classroom and into communities, thus tying together intellectually the too-often-divided options that higher education presents to students. While there has not yet been sufficient time to fully assess the impact of the newly established curricular designs, chapter six does contain the results of a long-term study by Cheryl Keen of the impact on student learning, attitudes, and actions of Bonner's four-year developmental programs that are located in student affairs. A few of those older programs did establish some links with academic courses, but Keen's rich research illuminates best the influence over time of the cocurricular programs. The final chapter gleans insights from practitioners who are seeking to implement strong curricular programs in hopes that their advice might spur other campuses to invest in similar curricular designs for students' civic learning and engagement.

The Bonner Foundation's commitment to student development, learning across differences, and community engagement mirrors fundamental commitments of AAC&U. Those common commitments are most clearly articulated through four AAC&U initiatives since 1993—American Commitments: Diversity, Democracy, and Liberal Learning (1993–2001); Greater Expectations: The Commitment to Quality as a Nation Goes to College (1998–2006); Shared Futures: Global Learning and Social Responsibility (2002–ongoing); and our most recent initiative, Liberal Education and America's Promise (LEAP): Excellence for Everyone as a Nation Goes to College. The imperative that higher education cannot shirk its obligation to educate students for responsible lives in diverse, unequal, and interdependent worlds is the thread that links all of the past and present AAC&U initiatives.

All of these initiatives, representing the involvement of hundreds of two- and four-year colleges and universities, offer recommendations about aligning institutional structures in order to graduate empowered, informed, and responsible students; developing curricular pathways that accelerate such ends; adopting engaged pedagogies that enhance student learning; and acknowledging the power of deploying diversity both locally and globally, in all its multiplicity, as a resource for excellence and achievement. AAC&U argues that liberal education, newly understood and reinvigorated, is the kind of education that best propels the academy to achieve the new learning demanded of it.

AAC&U's newest LEAP report, *College Learning for the New Global Century*, available on our Web site (www.aacu.org), argues that there is an emerging consensus about essential learning outcomes for college (See Appendix A for full chart). One of the four key pillars of that learning is educating students for personal and social responsibility, which includes civic knowledge and engagement both locally and globally, intercultural knowledge and competence, and ethical reasoning and action.

A second pillar of essential learning outcomes for students is integrative learning, demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

AAC&U is especially pleased to publish *Civic Engagement at the Center* because it puts flesh and bones onto what it means to actually create learning environments and experiences that locate these two essential learning outcomes—personal and social responsibility and integrative learning—at the center of a college education. Colleges and universities in the Bonner network are taking leadership in these arenas by offering their higher education colleagues rich and inspiring models to explore in both curricular and cocurricular life.

We hope you enjoy reading this publication and seeing how abstract principles can indeed be translated into delineated, progressively challenging educational experiences for students at our colleges and universities. We applaud the Bonner institutions for showing the multiple pathways to college learning that promise to provide the world with the kind of graduates who can help ensure that democratic, just societies will flourish.

—Caryn McTighe Musil
Senior Vice President
Office of Diversity, Equity, and Global Initiatives
Association of American Colleges and Universities

COLLEGES AND UNIVERSITIES THAT PARTICIPATE IN THE BONNER PROGRAM NETWORK

The italicized institutions have Bonner Leader Programs, while unitalicized institutions have Bonner Scholar Programs.

Alaska
University of Alaska-Anchorage

California
California State University-Los Angeles
Notre Dame de Namur
Pitzer College
Saint Mary's College of California
University of California-Berkeley
University of California-Davis
University of California-Los Angeles
University of California-Santa Cruz

Colorado
Colorado College

Florida
Stetson University

Georgia
Berry College
Morehouse College
Oxford College of Emory University
Spelman College

Idaho
Brigham Young University
Idaho State University
University of Idaho

Indiana
DePauw University
Earlham College

Kansas
Washburn University

Kentucky
Berea College
Centre College
Lindsay Wilson College
Union College
University of Louisville

Maryland
Hood College

Massachusetts
Amherst College

Minnesota
Macalester College

Mississippi
Tougaloo College

North Carolina
Davidson College
Guilford College
Lees McRae College
Mars Hill College
Pfeiffer University
Warren Wilson College

New Jersey
Mercer Community College
Middlesex County College
Rider University
The College of New Jersey

New Mexico
University of New Mexico

New York
Hamilton College
Hobart & William Smith College
Siena College
Wagner College

Ohio
Antioch College
Defiance College
Oberlin College
University of Dayton

Oregon
Portland State University

Pennsylvania
Allegheny College
Dickinson College
Juniata College
Ursinus College
Waynesburg College
West Chester University
Widener University

South Carolina
Converse College
Wofford College

Tennessee
Carson-Newman College
Maryville College
Rhodes College
Tusculum College

Vermont
Community College of Vermont
Johnson State College

Virginia
Bluefield College
Emory and Henry College
Ferrum College
Lynchburg College
University of Richmond
Washington and Lee University

Washington
Central Washington University
Whitworth College

West Virginia
Concord University
West Virginia Wesleyan College
Wheeling Jesuit University

Wisconsin
Ripon College

CHAPTER ONE

About this Publication

The Bonner Foundation's core commitment is to provide young people with *access to education* and an *opportunity to serve*. Our service-based scholarship engages young people to make an impact through community service and civic engagement, and to lead the way for their peers, faculty, and institutions to make significant contributions to the public good. For seventeen years, we have partnered with a diverse group of colleges and universities to provide thousands of students with a comprehensive, multiyear civic engagement experience. From the beginning, we recognized that to create broader institutional change and to deepen student learning, we must integrate across institutional boundaries, including the curriculum and the cocurriculum. We knew that we must engage faculty, staff, and community partners, and that we must leverage institutional resources—including research and fundraising expertise—to serve community-defined needs.

But it has taken nearly two decades of experience to fully develop our model and put it into practice, and it has been in the past five years that our practice has reached the heart of the institution: its curriculum. Bonner campuses are now engaged in the strategic work to develop minors, certificates, and other academic programs in civic engagement, a project that has been supported by a grant from the Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE). This publication represents our best thinking to date on how to structure educational experiences for college students that engage them and their institutions in serving the public good. The Bonner developmental model emphasizes the transformational power of intense cocurricular service experiences that are complemented by thoughtful curricular explorations and enable students to understand their work in a broader context and connect that work with relevant knowledge, broader-based interventions, and public policy solutions. We believe that if higher education is able to commit to engaging its full range

of talents and resources in serving the public good, we will be an important contributor to creating healthy, equitable communities and a stronger democracy.

Lessons Learned

In *Civic Engagement at the Center,* we share with you the model and the lessons we have learned. First, we present the cornerstones of the Bonner Program's cocurricular model, including its student development model in depth (chapters two and three), followed by the corollary curricular model, including its course components and critical elements (chapters four and five). In chapter six, we share some of the relevant findings from an external researcher commissioned to assess the influence over time of the Bonner leadership and scholars programs that have historically been deeply rooted in student affairs and cocurricular programs. We are eager to eventually commission similar research that can illuminate the impact of the civic engagement minors and certificate programs, especially those that are linked to cocurricular leadership programs. Finally, chapter seven offers pragmatic advice from participants in the FIPSE curricular project about how to build similar initiatives on your campus.

Founded in 1990, the Bonner Program had its origins in liberal arts colleges. The program was inspired by campus practices—such as Berea College's commitment to low-income students, Concord University's involvement in the Southeastern Appalachian region, Oberlin College's long-standing commitment to social justice, and Morehouse College's tradition of educating leaders. All campuses that were involved from the start were schools that demonstrated a desire and ability to be a telling presence academically, culturally, and economically in their communities.

In the past seventeen years, the Bonner Foundation has reached out to dozens of colleges and universities that represent the diversity in higher education (see p. x for a full list of current Bonner network institutions). We have seeded and nurtured a comprehensive model for sustained civic engagement that is now in place at seventy-seven institutions nationwide. The model is characterized by commitment to progressively challenging, developmental experiences for students, mutually beneficial and collaborative relationships with community partners, and strategic efforts to build and sustain campus culture and infrastructure that support civic engagement and social justice work.

Until 2003, the Bonner Program operated mostly in the cocurricular realm. We realized, however, that without intentional strategies to link to the curriculum, program integration and influence were limited. We feared we were creating unique programs that were each directly involving only between forty and one hundred students. These programs were reaching a limited number of students and failing to transform students' broader experiences in other realms, especially in the classroom. Our initiative to seed the development of civic engagement academic programs has changed that.

Beginning in 2003, with the support of a grant from FIPSE, the Bonner Foundation and its network of campus-based service programs began to expand its model to develop a corollary academic program in civic engagement. In doing so, Bonner cojoined the powerful educational resources of both student and academic affairs. This more comprehensive educational framework offers students even richer educational opportunities to cultivate their commitment to the public good. The overall goal is to help higher education in its stated mission of producing engaged, informed, and socially responsible citizens both during and after college.

Over the past four years, fourteen campuses have designed and, in most cases, approved comprehensive academic programs in civic engagement. These FIPSE-supported initiatives have emerged as certificates, minors, or even concentrations that parallel Bonner's existing comprehensive, cocurricular student developmental model. By combining the curricular and the cocurricular initiatives, these campuses have also expanded the potential for sustained, institutionalized civic engagement on campuses.

Participating Campuses and Partners

The schools involved in the initial phase of the project included: Mars Hill College (NC), the College of New Jersey (NJ), Washington and Lee University (VA), University of California-Los Angeles (CA), and Portland State University (OR). During the second year, another group of campuses were invited to join the initiative. Those schools included: Colorado College (CO), Lynchburg College (VA), Morehouse College (GA), Rutgers State University and Douglass College (NJ), Saint Mary's College of California (CA), University of Alaska-Anchorage (AK), Wagner College (NY), and West Chester University (PA). Expanding the range of institutional practices and expertise even further, a team of distinguished, senior-level faculty, including professors from Duke University (NC), Michigan State University, Rice University (TX), the University of Minnesota, and Wagner College (NY), served as consultants and offered guidance to participating institutions.

In an effort to expand this initiative, the Bonner Foundation has captured the lessons learned from participating campuses in order to share them with other campuses within and outside of the Bonner network. Each participating campus has contributed variations to the core model, particularly through work that focuses on some aspect of social justice, poverty reduction, or community-based research. The campus-based programs take various forms and have different names—including civic engagement, civic leadership, and poverty. Nonetheless, they have a common commitment to engaging institutions of higher education in public scholarship and in providing students with an opportunity to connect their community work (including service, research, and learning) with their academic studies in a significant way.

Through the FIPSE project, the Bonner Foundation was introduced to the work of the Association of American Colleges and Universities

(AAC&U). Our conversations and organizational collaborations over the past two years have helped the Bonner Foundation to identify ways in which the experiences of Bonner campuses could be a resource to other institutions. The partnership with AAC&U also has helped us to make connections between our work and the broader aims of liberal education. It has also linked us to other focused efforts on college campuses to expand student engagement, civic engagement, diversity, and global awareness.

Civic Engagement at the Center is intended to serve as a resource for institutions of higher education that may be interested in the corollary academic and cocurricular models offered by the Bonner Foundation. We strongly believe that those campuses that work to develop in a sustained and comprehensive way will have the best chance to more fully promote these civic engagement programs among students and their engagement with diversity and global citizenship work. This monograph is intended to guide administrators, staff, and faculty as they build and refine their own civic education and engagement programs. Regardless of the form campus initiatives eventually take, the shared purpose of the Bonner Program models is to provide students with the knowledge, skills, and commitments to engage in sustained social change efforts as thoughtful, responsible, and well-educated citizens.

At its tenth anniversary in 2000, the Bonner Foundation challenged higher education to create 50,000 new service-based scholarships throughout the country over the next decade. Clearly not all of these would be related to the Bonner Program, but we hoped that Bonner's experience would interest, inspire, and instruct others to develop, implement, and sustain similar types of programs. The foundation's goal is to seed a movement, not build an empire. In support of those aims, our resources and tools are available on our Web site. All of the foundation's trainings and conferences are open to anyone who is interested in promoting shared goals. While some schools desire to be full members of the Bonner network, others, after a phone conversation or by merely going to the Web site, get all that they need from the Bonner resources. The foundation hopes that these developmentally designed, service-based, integrated curricular and cocurricular initiatives will continue to spread across higher education. *Civic Engagement at the Center* has been published to assist colleges and universities in our shared commitment to develop civic hearts and hands through programs that cultivate students' talents, refine their intellectual analyses, and offer them practice in working with community partners to foster a just, democratic social order.

CHAPTER TWO

Cornerstones of Bonner's Civic Leadership Model

In 1990, the Bonner Foundation established a four-year service-based scholarship model. The program was driven by a commitment to identify students with significant financial need and make it possible for them to attend college. Rather than requiring a traditional campus-based work component as part of their financial aid package, Bonner scholarship recipients have a service expectation that qualifies them to receive financial support to help pay for the cost of their education. While in school, Bonner Scholars engage in service and training activities that are intense and transformative.

The Bonner Leaders Program, an expansion of the Bonner Scholars model, leverages Federal Work-Study funds, AmeriCorps Education Awards, and institutional support to create additional scholarship stipends for two- to four-year developmental programs, typically anchored in student affairs. Currently seventy-seven colleges and universities participate in the Bonner Leaders and Scholars programs. Diverse in nature, these institutions include large public and private institutions, small liberal arts colleges, work colleges, HBCUs, small state schools, schools that are affluent, struggling, highly selective, and open enrollment. Some of these participating institutions are identified (either intellectually or by their student bodies) as politically conservative and others as liberal. As a whole, the range of institutions represents the spectrum of political inclinations of the American populace. Over the past seventeen years, the Bonner Foundation has continued to champion the Bonner Program—the Bonner Scholars and the Bonner Leaders programs—by providing campuses with a model and strategy for building and sustaining campus-based programs of five to one hundred students. Cumulatively, at this time, more than 3,000 Bonner students engage in a series of long-term (semester, summer, full year, and even multiyear) community-based service placements. Overall, Bonner students contribute more than one million hours of service each year.

While the Bonner Program is best known as a service-based scholarship, the goals and the actions of the foundation center around three cornerstones that are of equal value: student development, campus culture of service, and community impact.

Student Development

First and foremost, the Bonner Program aims to expand access to the opportunities afforded through a college education. Consequently, almost all students in the program have significant demonstrated financial need. But the foundation wants more for students than access to college. It wants to empower students and cultivate their leadership so they can apply their talents to creating a better, more humane society. Bonner students therefore participate in a four-year student developmental program that provides a series of expectations, challenges, and supports designed to foster the knowledge, skills, and values that will help them become the kind of engaged citizens local and global communities need.

Early on, the Bonner community faced the challenge of defining what it wanted students to experience and encounter beyond accumulating the sheer number (from 900 to more than 1,800) of required service hours. Several years after the program started, groups of students, administrators, faculty, and community leaders identified six areas of focus that all students, including but not limited to those in the Bonner Program, should explore and integrate into their community service. These areas have since been described as Bonner's Common Commitments. They include civic engagement, social justice, community building, diversity, international perspective, and spiritual exploration. Each of these commitments is described in fuller detail in the next chapter.

To reinforce the impact of students' participation in the program, as well as to build a sense of belonging and community, students progress together as a cohort, participating in retreats, trainings, reflections, and service immersion trips, in contrast to typical campus volunteer efforts where the individual student has to pave his or her own way. Skill and knowledge-oriented training and enrichment opportunities even occur in regular meetings of class-based cohorts (first-year students, sophomores, juniors, and seniors). In addition, with a strong focus on student leadership, students themselves are engaged in planning and leading service trips and events, trainings, reflection exercises, and other activities. These experiences are also designed to explore the assets of the diversity within their cohort group. Students can select their own service placement, but they may also serve in teams that are site-based (e.g., the local school) or issue-based (e.g., hunger and homelessness). Such sustained placements enhance the opportunity for students to take on progressively more challenging roles. They begin with a series of service expectations and move along a developmental arc as they explore different placements and issues, focus in on a particular issue or agency, serve as an example and leader to their peers, and develop expertise in

working effectively with the community, often by connecting their service interests with their academic focus.

Campus Culture of Service

The second goal of the Bonner Program is to foster a campus culture of service. In defining the success of the relationship between a Bonner Program and any given institution, the benchmark moves beyond evaluating only the progress of the students participating in the program. The foundation hopes that the institution will invest in developing a dynamic culture of service and the requisite infrastructure to support it, generally in the form of institutionalized centers, staffing, and linkages to their academic programs. A service culture on a campus sets a norm that encourages all students to serve whether they are part of a Bonner program or not; hence our slogan, "Everybody, Everyday."

To create and sustain campuswide and complex involvement in service, community-based research, service learning, and other forms of engagement, an academic institution needs a strong infrastructure. The Bonner Program helps campuses build, sustain, and manage centers for service and civic engagement. These centers play valuable roles in coordinating and tracking activities happening throughout the campus (even those that are managed by different departments, clubs, residence halls, or special programs). The centers offer community partners a place to meet and access to professional staff with whom to build and sustain relationships, design placements, identify volunteers, and sketch out longer-term aims and projects. These centers also serve as a clearinghouse for students, faculty, and others who want to identify a community-based organization or project with which to work.

While these centers engage the talents of full-time professional staff, they also rely on strong student involvement. The community service centers that Bonner nurtures have complex leadership structures in which students serve in key roles with community agencies as they work on local issues. The centers connect those roles to student organizing and involvement at multiple levels. When designed efficiently and organized effectively, a leadership team of students builds the capacity of the campus service center to significant levels not possible when staff alone provide center leadership. These same centers also encourage and support faculty members to develop service-learning courses, through such vehicles as mini-grants, workshops and conferences (particularly those sponsored through the Bonner network), and student initiatives. Yet the goal is not solely to increase the number of courses that include a service component. Seeking to establish a coherent educational path for students, these centers strive to offer sustained and ongoing opportunities to connect students' service activity and commitments to social justice with their ongoing academic experiences.

With a grant from the Fund for Improvement of Post-Secondary Education (FIPSE), the foundation is seeking to redefine the notion of

Community Roles

"To sustain mutually productive relationships between community partners and colleges and universities, each partner must "know itself" and advocate strongly for its own mission. In our case, our responsibility is to three hundred kids. Anything we do within any partnership must always benefit them. By contrast, the partner college has as its primary focus the education of its students. Only as each partner articulates it own goals can community-based programs evolve into a lasting relationship that will withstand failures and setbacks…. Whenever either partner sees the partnership only as "an easy way to get more volunteers," or "a way to give our students exposure,"… the partnership will fail."

—*James M. Ellison, director, Laughlin Memorial Chapel, Wheeling, West Virginia*

(Quote taken from *Diversity Digest* 2006, 10 (1): 12. slightly altered.)

By infusing coursework that addresses the complexities of such issues as poverty, social justice policies, and global development, students are engaged in a progressive series of community-oriented problem-solving opportunities connected with a sequenced set of courses that require students to combine service with analysis.

service. Two dozen campuses in the FIPSE project have been creating the structure for an academic journey that transcends most individualized, unconnected service-learning experiences. Instead of a random set of courses, the FIPSE project has spurred multiyear, interdisciplinary, developmental curricula that parallel and intersect with Bonner's cocurricular student developmental model. By infusing coursework that addresses the complexities of such issues as poverty, social justice policies, and global development, students are engaged in a progressive series of community-oriented problem-solving opportunities connected with a sequenced set of courses that require students to combine service with analysis. In addition to performing community service, students are asked to delve deeper into questions about systemic causes of inequality, economic and political interdependencies, and differential access to power. In the process, students begin to practice integrating knowledge and applying what they learn to real-world issues, leading to enhanced civic, social, and political participation and an understanding of what it takes personally and structurally to build and maintain healthy democracies.

Community Impact

We celebrate that the students in the Bonner Program contribute more than a million hours of service each year. Yet such a statistic tells us more about student energy than community impact. Fundamental to the Bonner Foundation's focus is that the community benefits in a comparable and transforming way, just as students and the campus will do. From what the Bonner Foundation has witnessed over nearly two decades, we can provide our communities with the idealism, energy, creativity, skill, passion and, yes, at times, irreverence of students, coupled with the intellectual and physical resources of university and college campuses.

To deliver on this ideal, Bonner has sought to support a wide variety of community-defined programs. They range from serving in a soup kitchen to providing transitional housing to families, from teaching greenhouse gardening to developing policy briefs on affordable housing, and from tutoring a child one-on-one to building parental and community involvement projects. Students also work on policy-related issues such as school curriculum reform, funding public schools equitably, and environmental sustainability. Service placements are established where students participate on a weekly and often daily basis, semester after semester. The continuity and level of engagement provides agencies with reliable and trained volunteers who enable organizations to function, expand their capacity, and fulfill their missions. Because the research and service that the university conducts are community driven, relationships of trust, cooperation, and collaboration are developed, maintained, and strengthened.

CHAPTER THREE

Making Civic Engagement Intentional and Developmental

A fundamental feature of the Bonner Program is its intentional, comprehensive approach to student development. The program's goal is to support students so they can acquire a deep set of commitments, knowledge, and skills that enable them to use their talents effectively to improve the public good. Each student commits a significant amount of time to address the needs of a given community, through a series of semester-long partnerships with local and global nonprofit organizations and schools. Each student is part of a larger corps of students through which structured intentional training and enrichment takes place. Guided by an articulated student development model, each Bonner Program aims to provide thoughtful opportunities that progressively equip students to work more effectively over time as they mature as leaders and engaged citizens.

Pedagogically, this framework is grounded in an integrated model of student and moral development. In particular, we seek to articulate a series of stages through which students' college learning is deepened by a cycle of experiential learning and strengthened through a process of challenge and support. The framework is also grounded in time-tested practice of effective community service, service learning, and engagement, in which adequate education, training, reflection, and student voice are key components, coupled with meaningful action and evaluation. For example, David Kolb articulates a theory of experiential learning in which he defines learning as "the process whereby knowledge is created through the transformation of experience." Kolb's theory provides an analysis of learning as a four-stage cycle as shown in the chart on p. 10.

Reflecting the insights of Kolb's theories, Bonner has designed its model around a series of stages. We call them the *Bonner Five E's: Expectation, Exploration, Experience, Example, and Expertise*. Students move through these stages both within a given year and over the course of their four-year undergraduate education. In the program, students are immersed in new experiences in the context of service and civic engagement. They engage in

EXPERIENTIAL LEARNING: A FOUR-STAGE CYCLE

1. **Concrete experience**
   being involved in a new experience
2. **Reflective observation**
   watching others or developing observations about one's own experience
3. **Abstract conceptualization**
   creating theories to explain observations
4. **Active experimentation**
   using theories to solve problems, and make decisions

a group process, sharing written and oral observations about their experiences with a cohort of students, and create theories to explain their observations (often connecting their academic inquiry and work to the issues of poverty, social justice, and community about which they are learning). Finally, they use what they have learned to form individual and collective approaches to address real-world problems (in the form of service projects, community-based research, or civic and political engagement).

The Bonner Program also helps students move through multiple phases of intellectual and moral development. The process, as described by William Perry (1970, 1981), moves a person from a dualistic viewpoint (viewing the world dichotomously as right and wrong or good and bad), to a sense of multiplicity (viewing the world as having multiple diverse views that might be equally valid). Students then progress to a perspective of contextual relativism (viewing differing opinions as distinguishable, of differing value, and as contextual), and then finally to a commitment to thoughtful relativism (realizing that some views are more persuasive than others or have more compelling evidence supporting them, and on that basis one makes ethical choices about how to act accordingly). Students develop maturity and insight in assessing and responding to the needs of others and communities, and put their values into practice in building and sustaining real commitments to people and issues in communities where they choose to work and live.

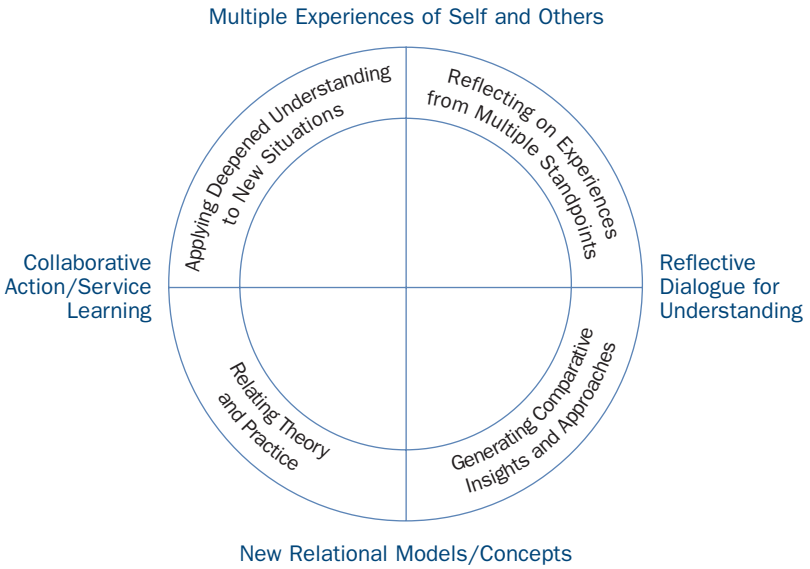
A key component of the model is diversity and the learning that dialogue and practice across difference engenders. The coauthors of *Common Fire: Lives of Commitment in a Complex World* (1996), have studied the capacity of the college experience to foster lifelong commitments to strengthen communities and ameliorate human and environmental problems. Their work shows how people develop and sustain principled commitments in an age of diversity, ambiguity, and complexity. *Common Fire* analyzes interviews with exemplars to understand what formed and sustained their commitments. Notably, all the interviewees speak of encounters with "otherness" as having enlarged the boundaries of their comfort zones. They describe points in their lives in which some person or group that had previously been an external "they" came to be included in a newly reframed sense of "we."

These transformational experiences, enabled most often by travel, shared work or study, community service, or military service, were always rich in meaningful dialogue. Attention to the developmental power of dialogue and reflection across thresholds of difference has become a fruitful theoretical lens for examining educational programs, including service-learning programs. Academic service-learning experiences, which typically carry students into unfamiliar worlds where they must encounter difference, have shown positive results in a variety of studies, including those of Alexander Astin et. al (2000), who found that participation in a service-learning experience correlates positively with academic development, including academic outcomes, civic values, and life skills.

In a 2006 analysis of Bonner's Student Impact Survey, the factor of dialogue across difference emerged as the strongest element of the program design and the one most strongly correlated with impact. (For the full paper, visit www.bonner.org.) Other key findings were that it is important to engage students through the senior year; financial stipends (payments) for service do not interfere with program outcomes; and the levels of alumni participation in community work remain high six years after graduation. In addition, the type of liberal arts college (elite, religious, etc) did not matter, but the diversity of the student body did matter and contributed to higher gains in outcomes.

Reframing ways to maximize the impact of dialogue across difference, Lee Knefelkamp and Carol Geary Schneider offer a powerful educational model in their article "Education for a World Lived in Common." Their reconceptualization expands upon the traditional individualistic model of learning to one that is contextual and relational. By drawing on both Kolb and Patricia Hill Collins's *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*, they offer a cyclical model of learning that parallels the Bonner student development model. This model, described in more detail in the next section, is thus grounded in these key developmental theories.

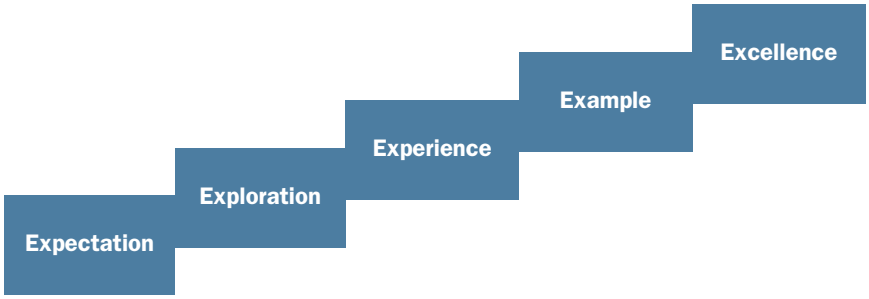
CYCLICAL LEARNING



Source: Adapted from Patricia Hill Collins, *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment* (New York: Routledge, 1990)

The Bonner Five E's

The Bonner Five E's offer a snapshot of the developmental framework and type of intense cocurricular experience that provides a fertile ground for ongoing connection to the academic experience.



These stages are not necessarily tied to years; they may be accelerated in some two-year programs and may vary according to a student's individual pace of learning. But in most four-year programs, the flow generally moves along the continuum described.

THE FIVE E's IN DETAIL

Pre-college Level—Expectation: *the student is selected for the program on the basis of prior community service experience and ethic for helping others.*

The Expectation of an ethic of care as a core value for engagement and service is demonstrated whether students have been active in service, in care-giving for siblings and family members, in churches, youth groups, or a variety of extracurricular activities.

First-year (Freshman) Level—Exploration: *the student is involved in a variety of service projects, exploring his or her interests and identity, discovering issues, agencies, and communities to which she or he has a commitment.*

Service starts as early as Bonner Orientation. Many campuses also integrate short-term projects such as rotations through various agencies, weekend service plunges, alternative breaks, and one-time events with the semester-long placements. Often the projects help the student to make personal discoveries. At the end of the year, students frequently spend the summer in an intensive internship, generally in their home area.

Second-year (Sophomore) Level—Experience: *the student begins to focus on a set of issues, a neighborhood, and/or an agency, while beginning to serve as a regular volunteer.*

The level of responsibility increases, and students explore more sophisticated questions and issues through critical thinking, planning, and reflection. Special activities like Recommitment and Second-Year Service Exchange allow students to develop a broader sense of belonging to the local and national program. A second summer of service may deepen the student's experience, sometimes giving the student an opportunity to work in a new community.

Third-year (Junior) Level—Example: *the student emerges as a leader of peers or other volunteers within the agency and/or the neighborhood, often managing and leading discrete projects or the site-based team, serving as a project or site coordinator.*

Students often assume project coordinator responsibilities including recruiting, placing, guiding, supervising, and leading reflections for other student volunteers. Within Bonner Foundation-led activities and the campus at large, students are involved in mentoring and leading other students, for which they participate in intensive training. During the third summer, students are encouraged to seek internships located outside of their local community, including internationally.

Fourth-year (Senior) Level—Excellence: *the student continues in a project leader or specialist capacity within the agency and/or the neighborhood, often taking on specialized roles and responsibilities for an initiative.*

Roles in this year might include evaluating existing programs, designing new initiatives, doing research, and drafting grant proposals. Students begin to act as staff members, consultants, or apprentices. Through senior capstone projects, academic linkages, and career planning efforts, students culminate their experience through research, networking, and special initiatives connected to their academic studies.

Common Commitments

The Bonner Program's framework for students' exploration of personal and societal values is represented by six *Common Commitments*, which were created through a network-wide process involving students, administrators, and faculty. With the academic programs, we find that these commitments become prominent themes of inquiry, supported both by academic coursework and ongoing reflection. These commitments and their basic understandings include

- *Civic engagement*—Participate *intentionally* as a citizen in the democratic process, actively engaging in public policy and direct service;
- *Social justice*—Advocate for *fairness, impartiality, and equality* while addressing systematic social and environmental issues;
- *Community building*—Establish and sustain a *vibrant community* of place, personal relationships, and common interests;
- *Diversity*—Respect and engage the many *different dimensions* of diversity in our public lives;
- *International perspective*—Develop *international* understanding that enables students to participate successfully in a global society; and
- *Spiritual exploration*—Explore *personal beliefs* while respecting the spiritual practices of others.

The foundation does not dictate how a campus program explores and interprets these commitments; rather, we encourage each Bonner Program to provide intentional and inclusive opportunities for students (and others) to learn about, define, and apply their own personal conception and practice in light of these larger concepts. Through repeated and frequent workshops, conversations, and engagements (such as those

Curricular Designs

"As a three-semester program, Trenton Youth Community-based Research Corps (TYCRC) students learn about pressing inner-city issues; they get to know many Trenton citizens; they learn through observation, interaction, and testimonials about Trenton youth and families; they learn about numerous social service agencies—including their economic pressures; and they develop familiarity with and comfort in traveling to Trenton. These community sessions are complemented by class sessions at TCNJ that include reflection, relevant social science readings, and discussion with area professionals about urban youth issues and the role of research in social service agencies."
—Elizabeth Paul, The College of New Jersey

ROADMAP OF SKILLS

Personal Skills
Active listening
Balance/boundaries
Critical thinking
Communication
Decision making
Organization
Planning
Reflection
Time management
Goal setting

Leadership Skills
Civic participation
Conflict resolution
Delegation
Planning
Public speaking
Running a meeting
Teamwork
Working with diverse groups

Professional Skills
Budgeting
Evaluation/research
Event planning
Fundraising
Grant writing
Marketing/public relations
Mediation
Networking
Public education/advocacy
Volunteer management

with community partners or in community forums and events), students develop a sense of each commitment.

In fact, students wrote about their definitions and practice of civic engagement through an open-invitation essay project that is captured in the volume *From Service to Political Engagement: A Student Call for Civic Engagement*. The essay-writing project was catalyzed by an interest in deepening students' inquiry around the Common Commitments—in particular, to explore how students came to understand the connection of their work to broader political participation, voting, and other forms of civic engagement. In addition, to assess whether these commitments are outcomes for students, we administer our Student Impact Survey at the pre-, mid- and end-points of the program. The results reveal that students in our program show a higher level of commitment than peers nationally on the Cooperative Institutional Research Program (CIRP) national longitudinal study of the American higher education system on items like commitment to social justice, and they exit with significantly higher commitments to civic engagement issues than when they entered the program.

Skills

Through this structure of service provided by the five E's and the Common Commitments, which is reinforced by a regular program of training, enrichment, and support, each Bonner Program works to articulate and support students' intentional developmental progression. Each program has a "roadmap," often individualized by each student through discussion and advising, that lays out how to implement the intentional learning and skill-building opportunities over the course of the program. Cocurricular enrichment takes the form of:

- orientation, including planned workshops
- class-based (e.g., sophomore) meetings or small group (site-based) meetings that happen regularly
- courses and seminars, some of which may be required
- Bonner national meetings that weave in training, reflection, and skill development

Each Bonner Program develops training and enrichment opportunities that address the twenty-eight skills represented in the table to the left. Focus groups involving staff, students, and community partners in the Bonner network defined the following skills as learning outcomes for their programs. They are general skills relevant to working effectively in any volunteer position or type of agency, and many of them address the practical and intellectual skills that AAC&U has described as "essential" in its recent report *College Learning for the New Global Century*.

The foundation offers an extensive civic engagement curriculum, with more than sixty modules, to support this skill development, which can be found at www.bonner.org/resources/modules/home. The training modules can be found under the Resources tab. Each module has a complete trainer guide.

In addition, community partners are encouraged to provide training in whatever topics they believe are necessary to ensure a student can be effective in serving with their organizations. Often, partners provide issue-specific training and education necessary for working effectively in their particular issue area, neighborhood, and context. To the right are just a few of the site-specific skills that students develop as a result of their placements, giving them practice in adapting what they learn in class to newly configured workplace settings.

SAMPLING OF TYPICAL SERVICE-BASED SKILLS

- Classroom management skills
- Coaching skills
- Computer skills
- Construction skills
- CPR/First Aid skills
- Teaching literacy
- Tutoring
- Understanding policies/procedures
- Working with homeless population
- Working with nonprofit boards
- Orientation to student's approach, issue/topic, and geographic area (history, economics, politics, etc.) and intensive community asset-mapping

Knowledge

Because of the significant work on a cocurricular implementation and our broader goals for changing campus infrastructure, we have begun to move toward defining some of the knowledge areas that the program promotes and to identifying clear linkages to academic courses and programs. This expansion of the developmental model has led to the FIPSE-supported Bonner Civic Engagement Minor and Certificate Initiative. We find that many of the programs supplement the students' core educational study, including general education requirements and the major, and help them to navigate the institution's offerings to articulate a clear emphasis on community-engaged learning, bridging the students' cocurricular service, and linking internship experience with curricular study. Thus, we have begun to define intentional knowledge areas that the program develops:

- *Public policy*—for example, the structure and roles of government, ways to be involved in shaping public policy, and analyzing the implications of governmental policies
- *Poverty*—such as the roots and conditions of poverty, social implications of poverty, and possible solutions
- *International perspective and issues*—connected to issues that the student is addressing, such as the distribution of wealth, health care, or environmental concerns
- *Issue-based knowledge*—connected to direct service areas, such as of homelessness or hunger
- *Place-based knowledge*—connected to the place where the student is serving, such as knowledge of local context, history, economics, politics, environment, geography, and other issues
- *Diversity*—understanding and awareness of issues of power, class, race, gender, and other factors in social identity

Taken together, the Common Commitments, skills, and knowledge especially developed through the Bonner program correspond to the broad framework for liberal education outcomes highlighted in AAC&U's publication, *Greater Expectations: A New Vision for Learning as a Nation Goes to College (2002)*. For example, the report describes key outcomes, areas of knowledge, and expected responsibilities that colleges can help foster through facilitating strategies (33). These emerging civic engagement academic programs support the key intentional learning goals named in *Greater Expectations*, as shown in the following chart.

LEARNING GOALS FOR THE TWENTY-FIRST CENTURY

THE EMPOWERED LEARNER

Outcome	Facilitating Strategies	Relevant Application in Bonner Model
Communicate well in diverse settings and groups, using written and oral means	Writing assignments of multiple kinds (expository, creative, and personal); required and critiqued oral presentations	Students write reflections and journal in courses and in cocurricular settings; capstones; senior presentation of learning
Employ a variety of skills to solve problems	Problem-based learning; undergraduate research; inquiry-based science labs	Students do individual and team-driven community-based projects to address problems; community-driven research in courses; policy research
Work well in teams, including those in diverse composition, and build consensus	Planned and supervised experiences in teamwork, both in class and in off-campus settings	Students do ongoing team-based work in cocurricular, course, and community settings; intentional education in diversity and teamwork; diverse composition

THE INFORMED LEARNER

Outcome	Facilitating Strategies	Relevant Application in Bonner Model
Experience with the human imagination, expression, and the products of many cultures	Interdisciplinary and integrated courses on creativity through the ages	Interdisciplinary and integrated design of academic program (including policy, poverty, global); ongoing creative reflection activities
Experience with global and cross-cultural communities	Drawing on students' diverse experiences to enrich classroom discussion; integrating study abroad into courses	Model includes international perspective and structures global awareness through courses and immersions; in-country service experiences deepen cross-cultural understanding
Experience with modeling the natural world	Student team-designed lab experiments to answer questions	While not primarily in the natural sciences, students' community-based projects often require them to model strategies for community improvement such as greening, alternative energy, local food and farming, and other environmental applications

THE RESPONSIBLE LEARNER

Outcome	Facilitating Strategies	Relevant Application in Bonner Model
Active participation as a citizen of a diverse democracy	Active participation as a citizen of a diverse democracy	Cocurricular and course-based ongoing involvement with service learning and dialogue
Understanding oneself and one's multiple identities	Personal writing that requires self-reflection upon a wide variety of subjects, and that situates the self in relation to others	Ongoing written and small-group reflection about identity; capstone; senior presentations of learning

Adapted from *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (AAC&U 2002, 21-24).

CHAPTER FOUR

Curricular Architecture for Civic Engagement Initiatives

With the cocurricular model firmly articulated through the Bonner Program, many of the colleges and universities in the FIPSE-supported Bonner Civic Engagement Minor and Certificate initiative rose to the challenge of creating a corollary academic initiative. While many of these institutions had already worked on creating relevant service-learning or community-based research courses, the FIPSE grant allowed the campuses to go further in creating a coherent sequence of academic courses. The motivation was threefold: (1) to foster changes within the academic curriculum that underscore the relevancy of civic engagement and education; (2) to bolster students' knowledge and skills, which will enable them to be even more effective in their community-based work; and (3) to institutionalize the campus commitment to community, evidenced by opportunities for sustained, higher-level academic work. The schools participating in the FIPSE grant sought to embody the Common Commitments, skills, and knowledge that had come to characterize the cocurricular programs and embed those in the heart of the curriculum itself.

Most of these campuses already had strong cocurricular programming in place, although in a few cases the institutions launched both a cocurricular Bonner Program and an academic initiative, concurrently. Regardless, each institution drew upon the developmental philosophy of Bonner's cocurricular seventeen-year history, and aimed to create a virtual mirror image within the academic curriculum. In so doing, students had the potential for a more seamless college experience in which coherence was driven by the overriding shared educational goal of fostering empowered, informed, and responsible learners.

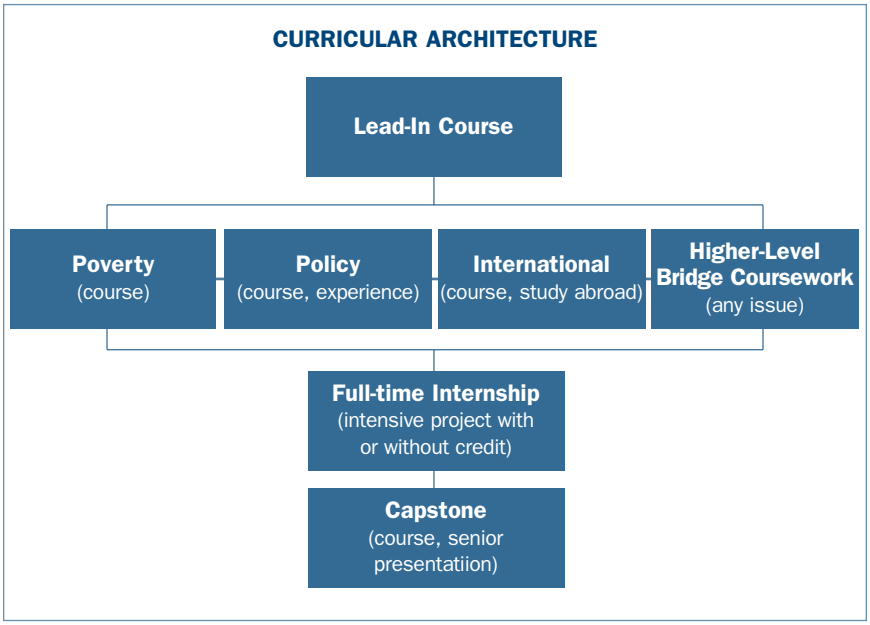
This chapter describes the curricular model and series of courses that make up these academic initiatives. It focuses on the curricular architecture that functions as the steel girders that give the newly developed civic programs their intellectual contour. It's important to note that while the Bonner Foundation provided some structure and guidance at the outset,

these organizing principles were shaped mainly by campuses sharing their experimentations and best practices at off-site meetings and through informal networking. What is unique to the Bonner curricular model is the integration of poverty, policy, and global content as well as experiential, service-based learning. Thus, while there is some variation across the fourteen participating colleges and universities, they generally offer four different levels:

- a lead-in or gateway course
- higher-level coursework
- a full-time internship or summer placement
- capstone or culminating presentation

Collectively they strive to offer an intentionally structured, developmental progression through sequenced courses so students achieve concrete civic capacities upon completion of the program. See Appendix B for more information about the specific civic engagement program models at the fourteen campuses involved in Bonner's FIPSE-supported project.

While the coursework may occur in different sequences, a schema of the typical curricular architecture for these emerging civic engagement programs looks basically like a diamond, as the chart below suggests.



Lead-In Course

Within an academic program, the lead-in (or gateway) course draws students into a prospective course of study, often by introducing them to a general body of material related to civic engagement, civic leadership, social issues, or social justice. The lead-in course is often a new course designed specifically for the minor or certificate. It may also be an existing course that has been adapted for this particular sequencing. University of Alaska-Anchorage's (UAA) Introduction to Civic Engagement course

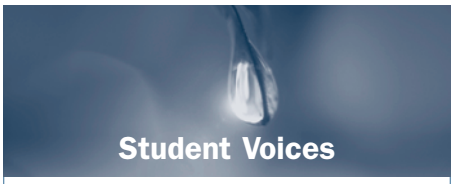
provides, for example, a common intellectual and experiential platform and an opportunity for students to bond as a cohort as they engage in commonly shared work. Some of the lead-in courses are interdisciplinary or team taught. Often they provide an introduction to social issues and problems, focusing on historical understanding and a particular geographic context. In some cases, these lead-in courses overlap with general education, service-learning, or particular program (e.g., Bonner Scholars) requirements.

The College of New Jersey (TCNJ) calls one of its lead-in courses Downtown. The course introduces students to the city of Trenton in a multifaceted way and also introduces them to community-based research. As Elizabeth Paul, acting academic vice president and professor explains it:

> The Trenton Youth Community-based Research Corps (TYCRC) developed out of my interest in engaging undergraduate students in research that would help non-profit community organizations make a difference in the lives of children—particularly those living in poverty—in Trenton, NJ, a neighboring city to our suburban campus. Community-based research (CBR) is public scholarship—rigorous research as a form of service to the public good. The students and I partner with nonprofit social service agencies that otherwise lack the resources to hire external researchers to conduct community needs and assets assessments or to study the effectiveness of their programs. Students are instrumental in administering the data collection process, and they take the lead in statistical analysis and the presentation of results.

A second lead-in course at the College of New Jersey is called Let Them Eat Cake: Myths and Realities of Poverty in America. It exposes students to poverty by challenging them to learn more about the realities of being poor and to question assumptions about the nature and solutions to poverty. The two professors who designed the course, Antonio Scarati and Stuart Carroll, explain that:

> …the course was conceived as a First Seminar, designed to involve entering students in an intellectually challenging exploration of a topic in a small, seminar-style class as a requirement of the college's liberal learning curriculum …. The course functions as the academic foundation for this comprehensive civic leadership development program administered through the TCNJ Bonner Center for Civic and Community Engagement. In discussing it with students over time, we have been struck by their strong commitment to the myth of meritocracy, the idea that if you're good enough and work hard enough you can succeed in spite of any obstacle. Students who hold this belief tend to blame the poor for their own misfortune and to situate individual failure in the personal rather than the ecological sphere. Our presumptions about our prospective students led us to name the course in terms of these myths and misconceptions, which we hoped to make problematic for them. (Antonio Scarpati and Stuart Carroll, www.bonner.org/resources/guides/civicengagement/essays.)

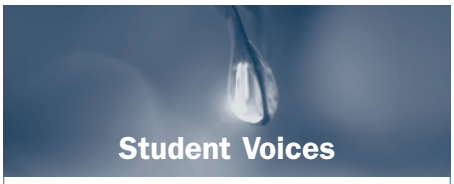


Student Voices

These are journal reflections on perception about inner-city youth from a student enrolled in The College of New Jersey's course called Downtown.

Pre-Downtown: "I don't really know enough about inner-city youth to even begin to answer this question. I know they usually end up in gangs, and get into drugs and violence. Most have no focus and no goals in mind."

Post-Downtown: "I think inner-city youth cannot control the environment they were born in and thus have to face many hardships that suburban youth never see. I think inner-city youth may need an extra push in the right direction sometimes because their environment is so harsh. I don't think that all inner-city families are abusive or consist of one parent, however, there are definitely more problems in the inner city that could put stress on familial relations. I think most inner-city youth are talented and can contribute greatly to society."
—*The College of New Jersey student*



Student Voices

"Prior to my experience at UCLA, I knew that I would serve others after academia somehow, but now… I identified my future career in community service. Currently, I am… a senior conducting research in the Latino community. I have been inspired to provoke positive change in our land. Although decay and negativism fill the news, with people like the participants in the Client Program Evaluation course, we may come up with the much needed answers that our world is crying for."
—*UCLA student*

The approaches to gateway courses vary widely. Below are some additional titles of the lead-in courses from the other institutions in the project:

- Introduction to Community Service, Concord University
- Introduction to Civic Leadership, Portland State University
- Introduction to Ethics, Lynchburg College
- Quest for Justice, Lynchburg College
- Social Problems, Saint Mary's College of California
- State and Local Politics, Morehouse College
- Poverty and Human Capability: An Interdisciplinary Introduction, Washington and Lee University

Higher-level or Bridge Coursework

This second level in the four-stage sequence of courses in the civic engagement programs builds upon the foundational knowledge, skills, and values in the gateway course. At the same time, each of these anticipates the application of these second-level courses to real-world settings through the internship and capstone experience. With the progression from a lead-in course to a series of courses that address poverty, public policy, global contexts, and courses that bridge either a student's major or their cocurricular life experiences, many of the programs are distinguished by interdisciplinary approaches to large complex subjects. Community-based research is also a characteristic assignment within these second-level courses that seek to give students practice in higher-level applications.

These second-level courses typically teach students specific approaches, theories, and methodologies to provide students with the necessary skills as they approach their fieldwork experiences. For example, courses such as Lynchburg College's Applied Sociology and Introduction to Civic Participation and Community-Based Research may introduce students to the practice of community-based research and engage them in doing research as part of their experiential components. Other courses, such as Concord's Group Dynamics and Interviewing Skills and UCLA's Civic Engagement and the Public Use of Knowledge, are designed to introduce students to applied skill sets. At the upper-level course and capstone level, some institutions focus on helping students integrate their academic and service experience, as is the case with Portland State University's Integrative Seminar.

In many programs, students choose higher-level coursework to connect a minor with their major or with one of their specific community-based projects. To do this, students select from a list of electives and are guided by advisors. For example, in Rutgers University's program, students take courses that connect to their interests in gender and women's leadership. At Washington and Lee University, students identify four courses (ten credits) from multiple electives that supplement their core coursework, internship, and capstone. Through advising, a student may identify a sociology course on family and work that supplements their main topic of study.

As students progress through the academic program, these second-level courses—which may either be required or elective—build students' knowledge base, analytical tools, and skill set. As electives, they may tie into the students' majors or supplement the minors. They also function as bridges to the full-time internship experiences, often connected to public policy or more sophisticated projects that students do in their upper-class years.

Internship or Summer Placement

Later in the civic engagement program's progression, typically in the third year or over one or more summers, many programs require students to complete an internship with a documented number of hours in a community-based service or research role. In several cases, this is connected with a credit-bearing course. For example, the Rutgers–Douglass College Institute for Women's Leadership certificate has students enroll in a one-semester three-credit social action project course and a related six-credit full-time internship, during which they must identify and complete a social action project. They spend ten to twelve hours working in a civic setting (e.g., nonprofit organization) to do so.

The sequence of the internship experience can be formative. Despite students having been involved in service over several semesters, a well-defined internship with academic connections challenges the student to develop and use higher-level thinking and problem-solving knowledge. Instead of being guided by their service placements, students in internships at a more advanced period in their coursework are typically initiating their own explorations and projects in a given setting as a full-time intern. They have also had to negotiate the necessary arrangements with their community partners and apply knowledge and skills from earlier courses. A well-designed internship experience prepares a student to return for a final year (capstone) with more sophisticated project design and management capabilities, as well as civic skills. For example, students at Washington and Lee University complete a full-time eight-week internship over the summer, then return to spend their senior year involved in a capstone course requiring an additional research and writing project connected to that work.

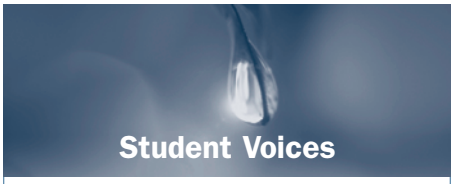
Many of the campus civic engagement programs enroll students in a six- to twelve-credit-hour course (audit or independent study) linked with their concentrated, full-time internship. This can be an area requirement, like Lynchburg College's elective option of either the Social Entrepreneurship Internship course or International Relations Internship course, or the internship can be offered during a winter or January Term, as found at Saint Mary's College of California. Such structures offer students the opportunity to benefit from the advising and guidance of a faculty member, and the credit options that enable them to spend a significant amount of time in an academic course that embeds a developmental dimension as a critical component.

Curricular Designs

"In the second semester of the [Rutgers–Douglass College Institute for Women's Leadership] sequence, Leadership Scholars embark on a two-semester practicum, which begins with a 140-hour internship linked to a seminar, and culminates with a social action project. The seminar focuses on women, work, and community and strives to link theory and practice by combining readings about gender parity (or the lack of it) in the workplace and the interrelationship between women, work, and community, with a work/volunteer experience. Internship sites include local nonprofit, service-based organizations as well as women's organizations and government agencies in nearby Trenton, Newark, or New York City.

Such internship placements help bridge the gap between university and community, while developing students' ethical capacities and sense of civic purpose. Often, these undergraduates reach across difference as they work with constituencies unlike themselves, further developing themselves as global citizens and social actors. The seminar segment reinforces the importance of young women's civic engagement and participation in the political process."

—*Mary K. Trigg, director of Leadership Programs and Research, Rutgers University*



Student Voices

"All the agencies that participated in the course represented and worked for underrepresented or otherwise disadvantaged citizens in our communities. I helped AIDS and HIV-positive clients receive vouchers.... I, along with the program's director, her assistant, and another classmate, tested the program's effectiveness and achievement. The short time that we had to design the evaluation, collect the data, compare it with other literature, and present the results within the ten weeks of the quarter was definitely intense. However, although the time was short for us to finish it, we conducted it with extreme professionalism but, most importantly, with lots of care for the clients. We were successful in our performance because we worked as a team and because we also had valuable guidance. I would not have been so inspired without the passionate advice from our professors."
—*UCLA student*

Capstone

In this final point in the diamond-shaped curricular architecture, most of the academic civic engagement initiatives culminate in a capstone course, seminar, or some final senior presentation. Through these options, students synthesize and share their understanding and experience, thus expanding their capability to be active citizens shaping their worlds. Most of the programs have a credit-bearing capstone course, which may require a final community-based project, policy research, extended paper, or public presentation of cumulative learning. Capstone courses generally connect to the internships and to coursework that have preceded them. They provide significant time (and credit) for final reflection and integration. Students at Wagner College, with an intensive learning community model, take a Reflective Tutorial, which requires 100 hours of experiential learning in their majors. They also implement an individualized service plan and create a portfolio that serves as a culmination of their thinking and practice.

Capstones typically build in higher-level content or practice requirements, such as a link to public policy. For example, students at Lynchburg are expected to complete a community-based research project, building on their junior-year project, and often with a public policy focus. They enroll in a capstone course and in Putting Civic Engagement in Perspective, an integrative seminar. Likewise, at UCLA, in the final quarter of the reflection and analysis seminar, Civic Engagement and the Public Use of Knowledge, students integrate community-based work with a public policy issue.

In some programs, the capstone is also linked to the general education or major requirements. For example, at Mars Hill College, students are required to develop public presentations of their learning as well as a portfolio. These are both linked to the senior-level course, entitled Capstone, which all students are required to take.

CHAPTER FIVE

Critical Elements of Minors and Certificate Programs

Because the aim of the FIPSE-supported Bonner initiative was to create a developmental academic companion to the vibrant cocurricular civic designs, it came as no surprise that most of the participating colleges and universities created civic engagement minors or certificate programs. In one case, the institution is creating a concentration. Regardless of the eventual form, by the end of the FIPSE project, each institution had produced a strong progressive architecture necessary for a recognized and approved academic program. Again, with the Bonner Program cocurricular development model as a foundation, Bonner's essential values were articulated and refined through each institution's curricular design and the collective effort to hold up a standard for excellence.

Predictably, the fourteen programs shared common thematic elements. This chapter elaborates upon those features that are critical elements of the minors and certificate programs. Among the work generated at the participating institutions, we have identified six critical elements that most often—if not always—appear. The academic initiatives distinguish themselves because they:

- provide intensive and long-term learning experiences
- integrate academic and experiential learning
- sequence increasing levels of challenge and complexity
- connect to public policy and political processes
- examine poverty, economic inequity, and social stratification
- incorporate global and international perspectives and experiences

How the fourteen institutions in the FIPSE project translated their ideas into practice is captured on p. 24. Appendix B offers more detailed profiles for each institution.

ACADEMIC INITIATIVES BY INSTITUTION

College/University	Civic Engagement Minor and Certificate Programs
Colorado College	Certificate integrated with Bonner Leader Program, requiring two years of 8–10 hours-per-week service connected to coursework, and a minimum of five courses
Concord University	Minor requires 19–31 credit hours, including four courses, full-time internship, and capstone. Each course also has cocurricular hour requirements, in which all Bonner Scholars will participate
Lynchburg College	Minor requires 21 credits, (nine courses), and requirements for working with community partners through core courses, an internship, research capstone, and a culminating reflection course
Mars Hill College	Cocurricular transcript requires intense sequence of six semesters of weekly seminars, designed around a set of outcomes (skills, knowledge, and disposition) tied to the Commons core, as well as cocurricular service requirements
Morehouse College	Minor requires 34 credit hours, including a lead-in course, five core courses, a public policy-related internship, other cocurricular activities, elective coursework, and a capstone seminar
Portland State University	Minor requires 27 credit hours, including a lead-in course, five elective courses, 6 credits of community-based experience, and an integrative seminar
Rutgers University	Certificate requires 19 required credit hours, in the form of six courses spanning two years, one semester of which includes a 10–12 hours-per-week internship requirement for a social action project
Saint Mary's College of California	Minor requires 21+ credits and seven courses, many with specific community-based service and engagement requirements
The College of New Jersey	At least one concentration in community-engaged learning, which will require several lower- and upper-division courses and a 300-hour community-engaged fieldwork experience
University of California –Los Angeles	Minor requires one lower- and eight upper-division courses, including 10 hours per week of service for one academic year and a public policy internship
University of Alaska–Anchorage	Certificate requires at least 27 credits, including related community-service activities and community-based research
Wagner College	Certificate requires six interdisciplinary courses, a minimum of 270 hours of community-based service, and a portfolio documenting community experiences and their connection to academic courses
Washington and Lee University	Transcript-recognized program requires seven courses, including three core requirements and four electives, and a 300-hour internship in an anti-poverty organization and a capstone research paper
West Chester University	Honors Program requires nine courses, an additional interdisciplinary seminar requirement, and a capstone project

Threaded through these academic initiatives are the six critical elements that are foundational to the educational approach.

Provide Intensive and Long-term Learning Experiences

These ambitious programs can not be completed in one semester or even one year. They involve rigorous work over a longer period of time. Each of the college's minor or certificate designs requires sustained and significant commitment to community service, community-based research, policy research, and other forms of civic engagement. Whether offering a certificate, minor, honors recognition, or concentration, these programs involve at least five courses—and sometimes up to nine—for completion. The specifics of the requirement generally depend on the college's or university's core curriculum and other major requirements, what is feasible for a student to complete, and what the institution will approve. Nevertheless, the campus programs encompass twenty to thirty credit hours. They also either specify a minimum number of related hours (typically around 300) in service-based internships or allow students to identify community work options (taking the form of direct service or community-based research) in tandem with specific courses.

Integrate Academic and Experiential Learning

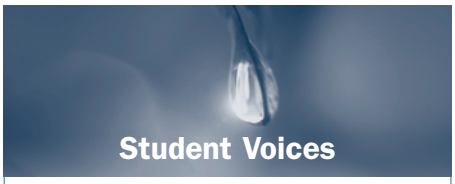
Each college's minor or certificate program includes intentional integration of academic coursework and cocurricular activities, as well as academic study across disciplines. Each is also characterized by student and faculty involvement across institutional boundaries and in community settings.

First, these campuses often created an intentional integration of the academic program with the cocurricular service program. For example, some campuses (such as Concord University and Morehouse College) require students in the Bonner Scholars or Leaders Program to enroll in the Civic Engagement minor. Others (like West Chester's honors program and Portland State University's minor in Civic Leadership) strongly encourage this participation and build in structural connections to support that integration. In some cases, cocurricular service requirements are tagged on to specific courses within the academic program, as at Concord University and the University of Alaska-Anchorage.

Still others take advantage of their existing institutional structures to create this integration. For example, Colorado College capitalizes on its block plan structure and offers the option to integrate course work with its living–learning community. Likewise, Wagner College ties its model to its institution-wide learning communities and experientially focused elements of its core curriculum. Using yet another strategy, some campuses are using the FIPSE project as an opportunity to build upon civically focused elements that had been dimensions of a core curriculum adopted before the FISPE project began. Through their involvement in the project, they have enhanced the integrative dimensions of their core, as Mars Hill College and Portland State University have both done.

Curricular Designs

"Sponsored by the Institute for Women's Leadership and the Department of Women's and Gender Studies, this two-year, 19-credit program combines classroom learning, community and policy internships, and independent social action projects to give participants a distinctive learning experience that is at once theoretical and practical. The program develops sequentially over four semesters, and includes both curricular requirements and cocurricular experiences, such as an embedded mentoring program, skills development workshops, and a retreat. The three main curricular components include coursework, an internship/field site experience, and a social action project. We require five women's studies classes as well as a prerequisite introductory women's studies survey course as well as select, required seminars, open only to students selected for the program. These seminars provide a "safe space" for students to explore their evolving ideas about the meaning of women's leadership, community engagement, and social change within the context of their own diverse backgrounds."
—*Mary K. Trigg, director of Leadership Programs and Research, Rutgers University*



Student Voices

"The Shepherd Poverty Program has provided me with the opportunity to explore the intricacies of poverty and inequality. This exploration was fraught with humility and challenges yet proved extremely rewarding. Combining the Shepherd Program and Bonner Leader Program took me inside classrooms at local schools, to a camp for grieving children in the Blue Ridge Mountains and within a group home for mentally ill homeless women in Washington, DC. It exposed me to domestic violence in Lexington, literacy issues around Rockbridge County, and childcare dilemmas for single parents. These explorations evoked tremendous emotions and supplied me with the passion and purpose behind my fight for social justice."
—*Washington and Lee student*

In addition, these campuses achieve greater integration through an interdisciplinary curriculum, often manifested through an intentional progression across disciplines or well-positioned interdisciplinary, team-taught, or paired courses. Good examples of this approach include Washington and Lee University's interdisciplinary minor, West Chester University's honors program, and the College of New Jersey's distinctive concentration model. Interdisciplinary integration is a hallmark of each of these programs.

Some colleges also challenge traditional campus-community boundaries by integrating community partner staff either as students or instructors. UCLA offers community partners a chance to enroll in courses and define their research needs. Concord, Lynchburg, and University of Alaska-Anchorage have also created an intensive focus on community-based research and policy research within their models. Morehouse College has also done this innovatively, by linking policy internships on the local and state levels with the minor.

Finally, this type of structural integration allows students to be a part of sustained cocurricular involvement that is linked to their academic coursework. Instead of experiencing the typical bifurcation between student and academic affairs, students in these intentional kinds of linked programs have a coherent and developmental college experience. Such programs thus give students clear pathways for building substantial knowledge about and hands-on practice in civic engagement.

Sequence Increasing Levels of Challenge and Complexity

Multiyear Programs. Each academic initiative involves a multiyear approach with a minimum academic sequence of two years of coursework and related cocurricular experience. With campuses that have the infrastructure for a four-year cocurricular program, like that of the Bonner Scholar Program, it is possible to combine a four-year sequence of service and coursework. One or two semesters of activity is not sufficient. These initiatives go beyond short-term intense academic or service immersion programs and tend to include a series of those activities in a deliberately planned developmental way. Even in models that are two years in duration, courses tend to be intentionally linked with community-based practice, through structured internships or coordination with cocurricular civic engagement programs.

Developmental/Sequential Programs. These academic programs move beyond offering a haphazard array of courses and instead provide a coherent and developmental progression of academic work, even when students can choose from several elective course offerings within a specific area requirement. In essence, these academic initiatives help the student to navigate the institution's broader academic landscape in a way that offers rich exposure to broader issues—poverty, public policy, diversity, social justice, and resource distribution—that relate to social and civic needs and concerns. Even with flexibility, there is a discernable

beginning, middle, and end to the design of the minor or certificate program.

There may also be sublevel developmental or sequential structures within the design of specific courses or components of the minor. For example, the course-within-a-course entitled Downtown, designed by professor Elizabeth Paul at the College of New Jersey, is part of an introductory course on community-based research that is followed by two additional semesters, making a three-semester community-based research course sequence. (For a lengthier description of Paul's course, see her essay online at www.bonner.org in the resources for Curricular and Academic Connections section.).

Some of the overall developmental patterns in programs include:

- Introductory coursework followed by progressively challenging work including the students' core requirements, electives, community work, and integration with the minor (and major), often culminating in a capstone. (See appendix campus profiles in particular for Lynchburg College, Morehouse College, Portland State University, UCLA, and the University of Alaska-Anchorage.)
- Thoughtfully sequenced courses including interdisciplinary and multidisciplinary coursework, designed to provide knowledge in an area like social justice, social policy analysis, gender, or poverty (See appendix campus profiles in particular for Concord University, Rutgers University, Saint Mary's College of California, Washington and Lee University, and West Chester University.)
- Programs that tie into the institution's core curriculum or general education requirements, but enhance them with a developmental experience that draws on a sequenced set of community experiences. In some cases, these programs bolster innovative structures like living-learning communities (See Appendix B for the campus profiles of Colorado College, Mars Hill College, the College of New Jersey, and Wagner College).

Regardless of the different pathways, these programs all encompass a developmental sequence of courses, which will be explored in more detail in chapter six.

Connect to Public Policy and Political Processes

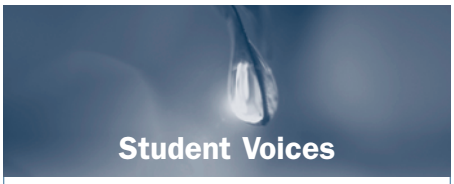
In order to teach students about how to be involved thoughtfully and effectively in the civic life of a given neighborhood, state, or country, most of the academic programs incorporate direct exposure to public policy or the political arena. This happens principally through course content, but is also amplified through students' direct work on public policy research or projects as well as through internships.

- In some cases, public policy course content is woven directly into core requirements for the minor or certificate. In others, institutions choose to make an existing or new policy course required for the certificate. (See for example, Concord University's courses in

Curricular Designs

"Mars Hill College offers a Certificate for Civic Engagement, which is non-credit bearing and involves six semesters of one-hour weekly seminars. The desired outcomes for knowledge, skills, and dispositions for each semester are connected to the students' community engagements as well as the thematic readings students do in six general education courses. The program is developmental, moving students up five steps of a staircase and ending with a capstone presentation of learning and portfolio. The knowledge, skills, and values are meant to build on one another as students progress through the program. In the 'know-what' category, they begin with the knowledge base of appreciative inquiry; building on the premise that knowledge is gained from asking good questions. Then they move to knowledge of self, of the community, of conflict-laden and controversial issues, and of career options. Next, they work on the skill of active listening, followed by facilitation, civil discourse, and resource development. The 'know-why' category begins with the value of imagination, building on the premise that if they can first cultivate dispositions of wonder, discovery, and imagination, students will gain much more from everything that follows. They then address values of courage, respect, integrity, and enthusiasm."

—Stan Dotson, Dean of the LifeWorks Program, Mars Hill College



Student Voices

"I've arrived at an understanding of some of the philosophical conundrums at the base of poverty alleviation policy in the United States. I now realize that social policies are usually formed based on fundamental assumptions of policy makers about the nature of their target audience. This helped me to understand how social policy intended to help can in fact repress and trap individuals in unfortunate circumstances. Hence the Shepherd Program has taught me how to better evaluate social policy. Furthermore, I am more conscious of the need to avoid stereotypes and narrow-minded judgments when trying to give assistance. Regarding my internship at the Dorchester Bay Economic Development Corporation, I learned all communities have resources that can be harnessed. Policy and change should provide support of a missing need rather than attempt to heroically recreate paradise."
—*Washington and Lee student*

Policy History and Policy Analysis, Morehouse College's State and Local Politics, or Portland State University's Foundations of Citizenship and Community Leadership.)

- Programs identify an area requirement for the minor and allow students to fulfill it by electing one of several courses. (See, for example, Rutgers University's three-credit requirement, Lynchburg College's second-year elective options, or UAA's requirement of a substantive public policy course.) In some cases, the course requirement also must relate to a community-based research project with a public policy focus. (See Lynchburg College's profile in Appendix B.)

The range of individual courses that help connect students to public policy issues include titles like: American Government, Democracy and Public Opinion; American Political Experience; American Public Policy; State and Local Government and Politics; and Urban Political Economy. Some institutions have redesigned required courses, like the lead-in course for the minor or the core general education courses, to include specific study of public policy and government. (See the lead-in course examples in chapter five or Mars Hill College's second-year level Commons course, Civic Life and Critique: Faith and Reason.)

The instruction in public policy may be underscored through direct experience, internships, or cocurricular work. Some programs also opt to extend the students' involvement in direct service to public policy questions arising in that setting. For example, UCLA offers students the option to intern in the state or federal capitol on a policy-related issue to fulfill one piece of the minor. Morehouse College's minor requires a similar component, utilizing a Public Service Internship program through its Brisbane Institute, which engages students in working with local or state government organizations like the Georgia Black Caucus.

Examine Poverty, Economic Inequity, and Social Stratification

One of the most critical elements of the minor or certificate is providing students with academic and experience-based understanding of poverty and economic inequity, both domestically and globally. This happens in a variety of ways. Because all of the academic programs include intense civic engagement experiences—in the form of community service and community-based research—students see firsthand the effects of poverty on real people and communities. Where the academic initiative is linked to a sustained service program, like the Bonner Leaders or Scholars programs, students spend at least two full academic years involved in service activities, at roughly ten hours per week, accumulating at least 600 hours in service.

While not exclusively human-service oriented, service experience is generally with nonprofit or governmental agencies through which students are exposed to the issues of poverty and economic inequity. Even in less human-service oriented experiences, like those related to environmental sustainability, students are usually introduced to economic

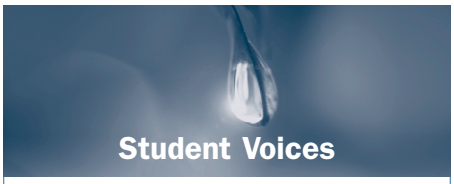
interrelationships, many of which affect some populations more adversely than others. These direct community-based experiences are essential to students' development of moral, ethical, and humanitarian values and habits of citizenship. Through these experiences, students often develop a deeper sense of awareness and caring for people and the world around them. However, without reflection, learning, and analysis, the power of these experiences cannot be fully tapped. Without appropriate educational structures, students may not be equipped to analyze issues and participate effectively through democratic processes to improve communities.

A focus on recognizing and analyzing social stratification is also a part of these civic engagement academic programs. Many of the campus programs reveal social stratification that highlights differences in race, gender, ethnicity, and other categories. Understanding the patterns and social mechanism of discrimination and prejudice is often embedded into many of the programs' core courses. In addition, many electives specifically address racial, ethnic, gender, cultural and other types of social inequity, such as those below:

- Large universities, like UCLA, Portland State University, and Rutgers–Douglass College, draw upon the numerous offerings in disciplines like African American studies, Chicano/a studies, women's studies, and other fields as electives toward the minor or certificate
- Smaller colleges, like Saint Mary's College of California, allow students to fulfill one piece of the broader requirement by selecting a course like Race and Ethnic Relations, Gender Politics, or Minority Politics
- Some faculty highlight the social stratifications determined by such categories like race, ethnicity, gender, or sexual orientation.

In addition to these strategies, which introduce students to the economic and social inequalities in their civic engagement minors, the emerging programs organize coursework to address poverty through a variety of other approaches:

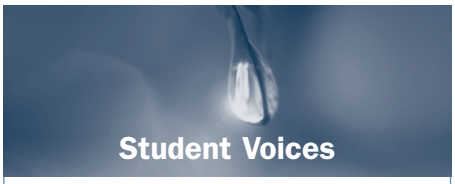
- Some academic programs weave an examination of poverty into a core requirement. See, for example, The College of New Jersey's lead-in course, Let Them Eat Cake: Myths and Realities of Poverty in America. This course helps students to confront poverty and challenge core assumptions about its nature and remedies. Similarly, Saint Mary's College of California has woven a theoretical understanding of social and economic stratification into its lead-in course. Students at Morehouse College take a course titled Domestic Poverty as a core requirement in the minor.
- In other cases, an academic program may have an area requirement that students can fulfill with an elective. At Wagner College, students' area requirement may be fulfilled by Economics and Discrimination or Social Stratification; at the University of Alaska–Anchorage, the requirement for a civic engagement internship has a specific focus on poverty.



Student Voices

"How can there be places like this, with this kind of poverty, in the U.S.? We are in the richest country in the world—doesn't the government have any responsibility to its people?"
—*Mars Hill student*

Direct community-based experiences are essential to students' development of moral, ethical, and humanitarian values and habits of citizenship.



Student Voices

"I have spent the majority of my life surrounded by people who look and act just like me. My hometown is predominantly white and middle class and I have never been able to understand or work with people of other races or socioeconomic classes. I knew putting myself in such situations would be uncomfortable, but would change something about me that desperately needed changing."
—*The College of New Jersey student*

Without reflection, learning, and analysis, the power of these experiences cannot be fully tapped. Without appropriate educational structures, students may not be equipped to analyze issues and participate effectively through democratic processes to make change or improve communities.

- In Washington and Lee University's Shepherd Program in a course titled The Interdisciplinary Study of Poverty, the exposure to poverty is a fundamental part of the content. Students take several courses in a sequence, bolstered by an intensive immersion experience working at an internship in an antipoverty organization for at least eight weeks.

Incorporate Global and International Perspectives and Experiences

A few programs integrate internationally focused coursework and experience. This exposure helps students develop global perspectives as they explore issues like citizenship, health, economics, education, poverty, security, and emerging democracies. In some programs, integrating global perspectives is more direct, taking the form of course content or international internships. Only a few campuses, however, have incorporated global learning into their civic engagement programs.

Among those who do seek to adopt this sixth critical element, Colorado College plans to build an international course or internship into its requirements for the certificate. Morehouse College currently offers students the option of a course or study abroad program. Others, like Wagner College, define international experience as an area requirement, and include diverse elective offerings such as Imperialism and Its Legacy or Challenges of Society: A Global Perspective. Lynchburg College, UCLA, and West Chester weave a global perspective in their civic engagement programs by drawing from existing course offerings in other academic programs. Students have the option, for example, of enrolling in an international service-learning, social entrepreneurship, or international relations internship.

Some programs also allow students to add an international focus to their work, which may have particular courses tied to it. For example, a student in Washington and Lee's program may choose to do a summer internship internationally and enroll in a course like International Development to supplement their civic engagement minor.

CHAPTER SIX

What Research Reveals about Cocurricular Bonner Programs

While the academic programs are so newly developed that they have not yet amassed sufficient research to assess their impact, the Bonner Foundation has been able to examine the influence of the Bonner developmental cocurricular programs. We believe that these findings demonstrate the power of adopting this holistic cocurricular model for civic engagement. Over the past twelve years, the Bonner Foundation has conducted a Student Impact Survey to assess the cocurricular program's outcomes—in particular those focused on students' development.

This twelve-year assessment project has been led by Cheryl and Jim Keen, noted researchers and authors of *Common Fire,* with a recent contribution to a longitudinal study by Kelly Hall. Cheryl Keen and Kelly Hall drew on the longitudinal surveys from roughly 1,500 Bonner Scholars at twenty-five institutions that participated in the four-year service-based scholarship program. For a copy of the surveys as well as other reports, visit the Bonner Foundation's Web site at www.bonner.org/resources/assessment/sis. "Access to Education through the Bonner Scholars Program: Post-Graduation Service and Civic Outcomes for High Financial Need Students of a Co-Curricular Service-Learning College Program in the United States" will be published by the *International Journal of Social Welfare* in a special volume on youth service in comparative perspective. Readers may also be interested in the 2005 report Sustaining Life-long Commitment to Service and Deepening Civic Engagement, also available on the Bonner Web site.

Key Findings

Through the Bonner Student Impact Survey, the researchers surveyed students at the beginning, midpoint, and end of their four years in the Bonner Scholar Program as well as six years after graduation. The following are key research findings on this cocurricular approach.

We found that the opportunity for "dialogue across difference" was the single largest predictor of program outcomes.

An integrated, intense, and ongoing program works. Our Student Impact Survey findings underscore the importance of a four-year program. Survey results indicate that almost all seniors believe they have benefited from the program, with 98 percent of students stating they gained skills to do effective service. One key finding is that the duration of the program through the senior year is influential in particular for supporting student gains in critical inquiry and analyzing issues of social justice. We found that these learning experiences were often supported by students' dialogue, in both informal and formal settings, with faculty members and administrative staff as well as with fellow students who also did service work. Keen was able to look at whether the impact was higher for students who took more service-learning courses, and the data suggested that students' participation in one or a few random service-learning courses did not significantly augment the impact. What mattered more was the cocurricular program. In addition, the data suggested that the senior year really matters, and the overall impact of the program is augmented by the fourth-year participation. This helps underscore the greater learning outcome impact of a full four-year cocurricular program.

In future assessments of the new curricular minors and certificate programs, it would be important to investigate whether the attempt to structure a parallel integrated, intense, and ongoing program over time has a similar positive effect on student outcomes. It is also important to determine whether structuring an entry-level course, followed by second-level courses, which are in turn succeeded by internship options and then some kind of fourth-year capstone seminar or project leads to similar gains in critical inquiry and the ability to analyze social justice issues.

"Dialogue across difference" is critical to the program's success. We found that the opportunity for "dialogue across difference" was the single largest predictor of program outcomes. For students in the Bonner Program, this dialogue occurs in many ways, including between students and the individuals they serve and interact within community settings, between peers in the program, and between students and others they work with on campus. While at least 80 percent of Bonner Scholars are from low-income backgrounds, as identified by expected family contributions to tuition, 86 percent of seniors in the 2004 survey reported positively on the opportunities to work with people with backgrounds different from their own, and 96 percent believed that they have gained skills in understanding a person of a different background. In addition, 69 percent of seniors surveyed state that helping to promote racial understanding is essential or very important.

In future assessments of the corollary curricular civic engagement designs, it will be important to see how often professors deploy dialogue across difference as a pedagogical strategy and whether such dialogues are as important in the curriculum as our research indicates they are in Bonner cocurricular programs.

Graduates place high value on a meaningful philosophy of life. Graduating senior Bonner Scholars said the most highly rated value of the program was how it helped them develop a meaningful philosophy of life, which 74 percent rated as "essential" or "very important." Some may argue that the dialogue across difference also contributes to this deeper reflection about the notions of what constitutes a meaningful life. In this context, Bonner Scholars stood in marked contrast to the national average of UCLA's Higher Education Research Institute's CIRP Freshman Survey data from which they are drawn, where "being well off financially" has taken precedence among undergraduates as the strongest held value. In the 2005 survey, only 51.7 percent considered it "essential" to "important" to develop a meaningful philosophy of life.

Diversity of the student body contributes to stronger outcomes, while other institutional characteristics show no difference in outcomes. Researchers looked at a variety of variables, such as academic selectivity, religious or faith-based student affiliation, urban or rural campuses, international study, and diversity of the student body. No significant differences were found on comparing schools with and without these variables, except that attending a more diverse liberal arts campus enhanced program outcomes. While the twenty-five colleges hosting Bonner Scholar programs in this sample are all private, liberal arts colleges, there is nonetheless tremendous variation among the schools. Included in the sample were some of the United States' most elite schools as well as regional colleges that serve primarily first-generation students. Faith-based versus non-faith-based campus designations were determined by the percentage of students who said faith was an important commitment to them. Elite and non-elite campuses were based on endowment and selectivity and retention rates. International campuses were dubbed so because they sent larger percentages of students to do international service. Bonner Scholars who studied abroad valued an international focus more highly. Diverse campuses were identified as those with greater than 22 percent of the students identifying as minorities and greater than 36 percent of the students receiving financial aid.

It is important to remember Bonner's dual goal of providing students with "an access to education, an opportunity to serve." The importance of diversity is reflected in the Bonner Scholars Program policies and strategies, which require the inclusion of low-income students as well as paying attention to gender, race, ethnicity and other factors when recruiting, training, selecting community partners, supporting leadership, and implementing other aspects of the program's management. The lesson here may indeed transcend the design of one's civic engagement initiative and compel an institution to look more closely at its own commitment to creating a truly diverse campus and the components that support it, including admissions, student life, and curricular design.

We believe this finding reinforces a key insight about the need to identify pathways through the curriculum, as opposed to creating a multitude of episodic service-learning courses.

In future assessments of the curricular designs in civic engagement, it will be intriguing to investigate whether a campus that is less diverse increases student learning gains when it introduces students to diversity through coursework that specifically addresses inequities like racism, gender discrimination, heterosexism, and other prejudices. Many institutions have included courses that teach students to understand and address these social, economic, and cultural inequities. Another assessment question to explore is whether coupling academic courses with a diverse student body accelerates learning even further.

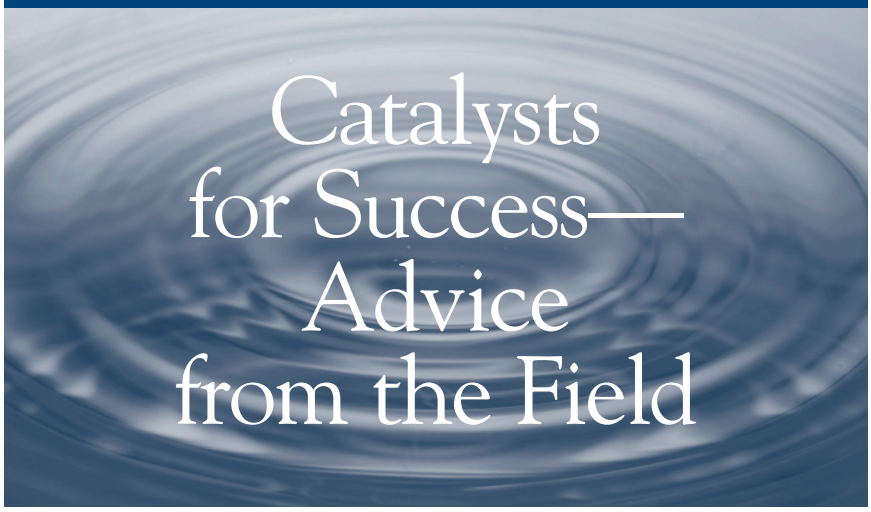
The number of service-learning courses a student took is not associated with higher outcomes. In what may be a surprising finding to some, Keen and Hall examined the outcomes related to service-learning classes. Researchers found no association between the number of service-learning classes and the positive outcomes (including dialogue across difference, propensity for future service, and commitment to social justice).

Again, this study has focused on the cocurricular program and has not evaluated the impact of participation in a credit-bearing civic engagement certificate, minor, concentration or other long-term academic program. Nonetheless, we believe this finding reinforces a key insight about the need to identify pathways through the curriculum, as opposed to creating a multitude of episodic service-learning courses. Helping students to navigate the institution's academic offerings and build a coherent and developmental course-based experience that is connected to students' real-world problem solving is the aim of the Bonner Program.

Students who are involved in this type of intense multiyear civic engagement during college stay involved after graduation. In the 2004 senior survey, 96 percent of students said they would be remain involved in civic engagement after college. In an assessment to examine the program's ongoing impact on Bonner Scholar alumni, researchers conducted surveys with alumni six years after graduation. They found that 100 percent of the Bonner Scholars who graduated in 1999 and who were reached through this effort are still involved in service and civic engagement activities at higher rates than other alumni from their own and comparable institutions. In addition to staying involved civically after graduation, many Bonner Scholars, whose overall graduation rates are higher than campus averages, have gone on to careers in public service.

The lesson of this finding may simply be to persuade colleges and universities of the merit of civic engagement. This finding reinforces the importance and value of higher education being attentive to their social mission to educate responsible citizens who contribute to building and maintaining healthy communities and vibrant democracies.

CHAPTER SEVEN



Catalysts for Success—Advice from the Field

This chapter seeks to capture the insights from practitioners to reap the wisdom of those knee-deep in educating civic hearts and hands. It gleans insights from faculty, student, staff, and community partners steeped in trying to implement a developmental, coherent college experience, one that bridges student and academic affairs, the campus and community, and general education and the major. In addition, these curricular and cocurricular programs take on the complex tasks of exploring how to educate the emotions of the intellect, understanding analytical habits in the midst of service, and discerning empathy of the human soul.

Practitioners were generous in sharing their advice about how to develop, approve, and sustain a civic engagement academic program on campus. The collective wisdom offered, which is drawn from many sources, aims to provide a sense of the factors that are most important if we hope to educate students who want to apply their talents to making the world a more humane, just place.

Key Factors to Successful Implementation

From our experience, several factors help to catalyze a positive response to investing in a developmental academic civic engagement program that spans at least three years. Among the key factors that make a campus ripe for such a program are:

- strong programs and structures that nurture campus-community partnerships and a culture of service
- committed, engaged faculty and administrators
- the vision and support of the president, provost, and other senior-level faculty and staff
- interest and/or demand on the part of students
- outside support and guidance from an entity like the Bonner Foundation

Significantly, the initiatives spurred through Bonner's FIPSE Civic Engagement Minors and Certificate Project tended to build on preexisting programs or centers for civic engagement and service learning. Having such structures in place accelerates the development of civic engagement minors and certificate programs. In our FIPSE project, for example, nearly 70 percent of the campuses were able to design and approve the minor or certificate in a span of less than two years. For about 15 percent of the institutions involved, the process took three to four years, and for a few institutions, the design and approval process is still underway.

All of the campuses in our project came out of the ongoing Bonner network and already had established cocurricular developmental programs. That base established the foundations and commitments that contributed to creating an academic arena that would connect the engaged lives of students out of class to the academic work of students in class.

Most of the campuses in the project built upon the work of a strong Center for Service Learning or Civic Engagement, which, in turn, played a role in recruiting students, brokering community partnerships, helping faculty to identify service projects or placements, and managing the cocurricular service programs. Moreover, the institutions generally already had an articulated commitment to their surrounding communities. Their institutional predisposition could be seen in their endorsement of a public scholarship mission. Establishing an *academic* civic engagement program is then seen merely as an extension of institutional commitment.

Meshing with Broader Institutional Initiatives

In some cases, the encouragement for a cocurricular student development model, such as the one that the Bonner Foundation seeds, can mesh with broader institutional initiatives such as those to redesign a general education curriculum around a set of liberal learning outcomes. An illustration of this is Mars Hill's program. Portland State University's and Wagner College's models also show a strong linkage with broader institutional efforts of general education and curricular reform.

Also, even institutions that already had an array of courses that examined social justice issues and sponsored service learning and community-based research created a more coherent and visible curricular pathway for students through Bonner's FIPSE's project. With the revision or addition of a few key courses (such as a lead-in, integrative seminar, or capstone), the institution designed stronger, richer academic options. Eventually, we hope research can measure the full impact of these newly established curricular designs. These academic civic engagement programs have been initiated and approved at institutions of all sizes. In our project, half of the fourteen institutions had enrollments of 1,500 to 5,000 undergraduates; the remaining half split between those campuses with fewer than 1,300 and those with more than 10,000 undergraduates. In addition, these institutions, which were both private and public, were located in a variety of settings including urban, suburban, and rural.

Even though one of the goals of the FIPSE Civic Engagement Minors and Certificate Project was to create programs that bridged the experienced divide between student and academic affairs, in order to establish an academic civic engagement project, the support of a passionate faculty member or group of faculty was essential. Faculty leadership was cited as important for more than half of the campuses involved. Pairing faculty leadership with the vision and support of staff in student affairs was, as mentioned above, a dynamic combination.

In contrast, while the vision of a president was a helpful catalyst, it was not typically the impetus for the emerging civic engagement initiatives. In later stages, garnering the support of or capitalizing on the vision of the president can be helpful, but only 15 percent of our campus participants saw it as a catalyzing factor. What gives real leverage is when the president or senior administration articulates an unambiguous commitment to the public mission of the institution. This was the case, for example, of the "UCLA in LA" initiative. Both the chancellor and vice provost desired more formal academic contexts for community learning.

The role of an outside catalyst, like the Bonner Foundation and its FIPSE project, can also provide both vision and strategic advice that can be tremendously useful. In this instance, many of the schools found the foundation's leadership helpful. The Bonner Foundation invites others to draw upon its last seventeen years of work with seventy-seven colleges and universities. As mentioned earlier, we have made special efforts to create a national website to serve as a repository of campus practices and insights.

Leadership On and Off Campus

While many positional leaders and external agencies can spur commitment to the civic learning of students, leadership has also emerged from campus offices in predictable and unpredictable places. Spanning both student and academic affairs, leadership has come from the Honors College, Office of Student Activities and Organizations, academic chairs, Admissions Office, Office of Multicultural Affairs, Service Learning Center, General Education Clusters, Office of Experiential Learning, Center for Academic Excellence, Office of Community-University Partnerships, and the Bonner Scholars and Leaders programs.

Whatever entity provides leadership, in more than half of the institutions in our FIPSE project, the person in charge is a designated full-time faculty member. Having the leadership of someone on the academic side is a requirement for the approval and maintenance of these academic civic engagement initiatives. A single person, however respected and strategically positioned, is not sufficient. Campuses in our project operated with a core leadership group or committee that involved participation from both the academic and cocurricular divisions, as well as other key entities on campus. Most institutions had cross-disciplinary and cross-divisional coordinating committees with anywhere from four to twelve members.

ACTIVITIES TO WIDEN THE CIRCLE OF SUPPORT

Gathering Allies	Advice to Consider
Meetings of core groups of faculty, academic administrators, and student affairs leaders designing the academic civic initiative	There can be many of these meetings. One campus cited more than 30 revisions of its proposal before approval.
Meetings, focus groups, and interviews with students	A few timely and well-conceived meetings with students who are interested in or targeted for the initiative are helpful.
Meetings with community partners	Especially for campuses with a strong interest in community-driven research and long-term partnerships, these meetings can be motivational and informative.
Meetings with senior administrators/president	Since having the support of and leadership of senior administrators is critical for approval, these efforts are important.
Meetings with the Faculty Senate or approving body (or bodies)	While this may only be one final meeting (for those campuses where the process of buy-in and design has been well executed), managing this process adeptly is very important.

Whatever the composition of the leadership group, the most successful leadership efforts were strategic in reaching out to key constituents both on and off the campus. The chart above represents the range of planned activities to widen the circle of support.

In addition, many institutions cited specific one-on-one meetings with particular faculty or departments to persuade them to be involved or provide support. At times, these included strategic meetings to bring about support from key individuals whose leadership and position within the governing body are strong. It also involved providing compelling arguments to individuals who may not have been automatic supporters. In some cases, campus advocates need to do additional research and think strategically about how to recruit particular disciplines to champion and benefit from these civic initiatives.

Don't forget to solicit student leadership in these efforts. One of the key elements that some campuses overlooked when planning these initiatives was reaching out to students, even before the program was fully up and running. Getting students involved in the conception and design of these initiatives is a very good idea. Also, it's important to audit the program's design from the point of view of a student who you hope will enroll in the program. Will that highly involved student actually be able to enroll in this program, given his or her other demands?

In more than half of our examples, students enrolled as soon as the program was offered. In other cases, it can take up to a year or a bit longer to enroll students. Accelerating enrollment is best done by

involving students in the design of the program or engaging their input early. Clearly forging cocurricular and curricular linkages is an important element of this process.

Final Summary Advice from the Field: Where to begin

Below are some collective recommendations for practitioners based on the experiences of the colleges and universities in our FIPSE project. We hope they help other campuses avoid a few stumbling blocks and anticipate challenges.

Think Strategically

- Make sure proposed civic engagement initiatives are integrated with other institutional priorities for the institution and that your campus has clear commitments to engaged scholarship, service learning, and community-based learning as cornerstones of undergraduate education. Tying proposals to your institution's strategic plan goals is also clearly very helpful.
- Identify the organization or departments on campus that can best spearhead planning. Although incorporating faculty from all areas of the university is extremely useful, having one department be primarily responsible for the program facilitates clear communication and ensures that program tasks and responsibilities are being monitored and addressed.
- Build a support base of key leaders in wide areas of the campus. Having multiple perspectives (different academic departments, student services and academic affairs, students, faculty, administrators, alumni) creates synergy and generates more advocates. Tap into faculty and student creative interest. If you are considering something like a concentration, don't start within the bounds of a single discipline, but instead consider a theme or interest that can relate across disciplines.
- Build, enhance, and tap into civic engagement centers on campus. Cultivate synergies with cocurricular service-learning programs.

Plan Ahead

- Do a lot of preplanning. Solicit involvement from individuals who have time and interest in participating. Use distributed democratic practices to address campus interests and culture. Plan to spend a notable amount of time soliciting advice from many faculty groups, governance bodies, and departments, while also soliciting advice from administrators and students. Be sure to draw upon existing curricular foundations and community engagement practices. Identify key allies and campus champions and bring them together regularly in conversation. Try to identify internal or external sources of validation and seed funding to pilot specific courses.
- Talk to students early. Interview students to see if there is a sincere interest in civic engagement. Think hard about how to attract the

type of students who are involved in cocurricular activities (like the Bonner Programs) and enroll them in these academic programs.
- Meet with community partners to share the mission and goals of the program and get them involved. Strategize with partners about how they can be involved in the courses and in providing challenging fieldwork, internships, and placements.

Look in Unexpected Places

- Look at institutional catalogs and see which courses might cluster organically with a civic engagement program. Know your faculty and determine who would be willing to work together to make new ideas work.
- Rethink some of the assumptions about the service-learning movement that confine work to volunteer efforts in the nonprofit sector. For example, what academic work might be done for local government? Think more broadly about desired outcomes for the community and common good.
- Be creative in thinking about how to open the door for more expansive and varied participation from scholars, artists, business people, faith leaders, as well as nonprofit organizations, government agencies, and traditional activists.

Dream Big, Start Where You Can

- Start with an ambitious design, but implement what will work first and most immediately. Sustain a group of highly committed people across divisions and disciplines who will keep the larger vision in mind while nurturing the program's evolution over time.

With all this collective sage advice in hand, we encourage campuses to consider establishing developmental, integrated, intense, ongoing civic engagement initiatives that tap students' talents and stretch their intellectual capacities so they can help shape more just societies both locally and globally. We invite you to draw upon the models and experiences of the fourteen campuses in the FIPSE Bonner project. To facilitate that process, Appendix B of this monograph introduces those campus models in more depth. In addition, you can visit the Bonner Foundation Web site (www.bonner.org/resources/FIPSEproject) to find more complete profiles, including lists of courses, sample syllabi, and more.

New campuses continue to show interest in establishing civic engagement initiatives that bridge students' academic and outside lives. In doing so, the institution ends students' fractured college experience and offers instead structured pathways to becoming empowered, informed, and responsible learners. Higher education has a critical role to play in fostering such graduates. The world needs creative, integrative, empathetic people to address pressing problems we share in common. We dare not wait longer to shoulder this responsibility.

Appendix A.

The Essential Learning Outcomes

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first century challenges by gaining:

Knowledge of Human Cultures and the Natural and Physical World,
Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, including:
Inquiry and analysis
Critical and creative thinking
Written and oral communication
Quantitative literacy
Information literacy
Teamwork and problem solving
Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, including:
Civic knowledge and engagement—local and global
Intercultural knowledge and competence
Ethical reasoning and action
Foundation and skills for lifelong learning
Anchored through active involvement with diverse communities and real-world challenges

Integrative Learning, including:
Synthesis and advanced accomplishment across general and specialized studies
Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

This compilation of learning outcomes was developed through AAC&U's multiyear dialogue with hundreds of colleges and universities, recommendations and reports from the business community, and analysis of accreditation requirements in several disciplinary fields. It first appeared in AAC&U's *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002) and is a centerpiece of AAC&U's most recent report, *College Learning for the New Global Century* (2007), available on AAC&U's Web site: www.aacu.org.

Appendix B

Illustrations of the Model—Campus Profiles

These specific civic engagement program models from fourteen campuses involved in the Bonner's FIPSE-funded project, Civic Engagement Minors and Certificate Programs, offer brief profiles of each institution and its civic engagement academic program. These profiles are intended to serve as a reference for those who want to draw on the experience and models of these institutions in order to design their own initiatives. Readers may want to peruse the following tables to find the campuses that most suit your interests.

Types of Colleges and Universities

Public, four-year	Portland State University, Rutgers University, The College of New Jersey, UCLA, University of Alaska–Anchorage, West Chester University
Private, four-year	Colorado College, Concord University, Lynchburg College, Mars Hill College, Morehouse College, Saint Mary's College of California, Wagner College, Washington and Lee University, Wagner College

Size of Institutions (Undergraduate)

Enrollment of 1,300 or fewer	Mars Hill College, Colorado College
Enrollment of 1,300 to 2,500	Concord College, Lynchburg College, Washington and Lee University, Wagner College
Enrollment of 2,501 to 5,000	Morehouse College, Saint Mary's College of California
Enrollment larger than 5,000	Portland State University, Rutgers University–Douglass College, the College of New Jersey, University of California–Los Angeles, University of Alaska–Anchorage, West Chester University

SUMMARIES OF CAMPUS PROFILES

Full profiles of each program and how they implement new civic learning models in courses are available on the Bonner Foundation's Web site at www.bonner.org/resources/guides/civicengagement/profiles.

Colorado College

(Private four-year liberal arts college • Colorado Springs, CO • Enrollment of 1,950 undergraduates) A proposed thematic minor in civic engagement includes three developmentally sequenced components and at least five courses: a gateway course (1 credit, such as Southwest Studies 220 Environmental Justice), a foundational core (2-3 credits selected from several disciplines), methodology (1 credit, such as Anthropology 240 Qualitative Research Methods), and a culminating integrative experience (1–2 credits, such as in independent study designed with an advisor). Each component includes substantive community-based learning experiences. The minor will be open to all students and will draw from a diverse array of disciplines (e.g. anthropology, psychology, political science, sociology, and Southwest studies). The program builds on an institution-wide block plan (three-and-a-half week courses).

Concord University

(Public four-year liberal arts college • Athens, WV • Enrollment of 2,900 undergraduates) The Civic Engagement Minor draws on the integration of the Bonner Scholars Program and social work to provide a multiyear model, with a sequence of courses including 19–31 credit hours. Included are a required lead-in course, poverty-related elective, international-focused elective, service-learning (research) methods elective, full-time internship, and capstone, as well as substantial cocurricular service requirements related to each course. The minor aims to provide students with an intense academic experience integrating a foundation of knowledge, values clarification opportunities, and community service experiences, connected to their own self-initiated community-based research projects, with a focus on meeting needs in the Appalachian region.

Lynchburg College

(Private four-year liberal arts college • Lynchburg, VA • Enrollment of 2,000 undergraduates) Lynchburg's Civic Engagement Minor requires nine courses, drawing from several departments including philosophy, political science, sociology, and general studies. An overlap with the general education requirement makes it easier for students to enroll while another overlapping requirement also supports Bonner Leaders to participate. A series of twenty-one credits and nine courses engages students in meeting the needs of community partners through core courses, an internship, a research capstone, and a culminating reflection course. Third-year students identify an issue and write a public policy briefing, then follow it up with a senior-level capstone, a community-based research project, and an integrative seminar.

Mars Hill College

(Private four-year liberal arts college • Mars Hill, NC • Enrollment of 961 undergraduates) LifeWorks, offering a unique Cocurricular Certificate, is comprised of six semesters of weekly sessions that build sequentially in a way tied to a series of four interdisciplinary Commons (or general education) courses that have also been designed to link students' actions and thinking inside and outside of the classroom. Both structures were designed to offer a coherent developmental model for students, with strong integration with the core Commons curriculum, including through readings and inquiry. Themes include Challenge, Character, Creativity, and Capstone. Each of the LifeWorks semesters requires a minimum of thirty-five hours of community engagement, cumulatively building to 280 hours over the program.

Morehouse College

(Private four-year liberal arts college and HBCU • Atlanta, GA • Enrollment of 3,000 undergraduates) A minor in Civic Engagement, housed in the Political Science department, provides interdisciplinary exposure to civic engagement, including courses from Sociology, International Relations, the Humanities, and other departments. The minor will entail twenty-four credits or at least six courses, and each student will be involved in cocurricular service internships or service each semester. All students will also work at least one semester at some level of local government through the Brisbane Institute's Public Service Internship program, providing a strong focus on public policy research. Students in the Bonner and Adam Scholars Programs, two strong cocurricular programs, also participate. In addition, Morehouse is a premier historically black college for men with an emphasis on leadership.

Portland State University

(Public four-year comprehensive university • Portland, OR • Enrollment of 16,587 undergraduates) Portland State University's minor in Civic Leadership is an example of an academic option that provides students who are already involved in multiple service-learning experiences with a specific degree that brings those experiences together with a curricular focus. The minor is intended to create an academic focus for students who have a broad general interest in civic leadership and community service, creating a coherent path from coursework from four colleges. The eight courses comprise thirty-four total credit hours, drawn from more than twenty courses throughout the campus. An integrative seminar allows students to bridge their work in four electives from a variety of disciplines in a portfolio documenting their understanding of themselves as civic leaders. Each student must also complete a six-credit Community Service Practicum.

Rutgers University

(Public four-year research university • New Brunswick/Piscataway, NJ • Enrollment of 30,000 undergraduates) The Institute for Women's Leadership Certificate draws on a range of elective options from across the university, while providing students with a focused developmental pathway around women's leadership, including internships, social action, and capstone projects. The certificate requires nineteen credit hours in the form of six courses. A semester-long self-designed internship, with ten to twelve hours per week, allows students to develop leadership skills through engagement and is followed by a semester-long social action project. With a unique emphasis on gender, students participate in a final course in which they develop a reflective presentation that exhibits experience related to salient themes in women's leadership and social change.

Saint Mary's College of California

(Private four-year liberal arts college • Moraga, CA • Enrollment of 2,525 traditional undergraduates and 500 open enrollment) The Justice and Community Minor (JCM) uses an interdisciplinary approach to incorporate community-based learning opportunities (praxis) into the curriculum of students in any major who are interested in pursuing careers in social justice. Grounded in the institution's Catholic Lasallian tradition and commitment to social justice, it allows students to participate in inter- and multidisciplinary inquiry that highlights their knowledge about issues such as multiculturalism, business ethics, and civic responsibility. With seven courses and relevant community-based engagement required, the minor focuses in particular on Equality in Opportunity and Representation of Social Groups (topics include racism, sexism, classism, homophobia, and ageism), Sustainability and Healthy Communities (topics include family, spiritual health, and the environment), and Reform and Praxis (topics include social change within the system to eradicate inequality and lack of sustainability).

The College of New Jersey

(Public four-year liberal arts college with a few graduate programs • Ewing, NJ • Enrollment of 5,910 undergraduates) The College of New Jersey's program, still being designed, will offer one or more Interdisciplinary Concentrations that emphasize community engaged learning, such as poverty, social justice, and women's issues. This model infuses community engagement across the curriculum with a more robust set of requirements, including nine courses and a significant (300 hour) community requirement. Foundational courses in the concentration include Introduction to Urban Planning: Issues and Practice in the U.S. or Urban Political Economy and an application course that gets students out in the community addressing policy issues through their work. Students are exposed to poverty from the lead-in courses, including a direct course entitled Let Them Eat Cake: Myths and Realities of Poverty in America. Finally, students take an application course such as the Trenton Youth Community Based Research Corps, Certificate in Public Leadership, or Entrepreneurship for the Public Good.

University of Alaska–Anchorage

(Public four-year comprehensive university • Anchorage, AK • Enrollment of 16,000 undergraduates) The Certificate in Civic Engagement allows baccalaureate students from any major degree program to develop the reflective, analytic, and practical skills to link curricular and cocurricular learning to civic engagement outside the academy through service-learning classes, internships, and community-engaged scholarship and creative activity. A thirty-credit program involves an array of academic and community service activities, including a ten-hour-per-week commitment in service, meshing with the Bonner Leaders Program. Interesting features include requirements in public policy and poverty or environmental sustainability, with an emphasis on engaging students to translate theoretical

perspectives and frameworks into actions to solve concrete public problems affecting Alaskan, U.S., and international communities. In addition, there is an integration of ethics.

University of California–Los Angeles

(Public four-year comprehensive university • Los Angeles, CA• Enrollment of 16,000 undergraduates) A minor in Civic Engagement offers undergraduates the opportunity to participate in a variety of structured and rigorous academic courses that link theory and practice, foster civic skills and knowledge, a service ethic, and an informed perspective on issues of diversity and democracy. Students navigate a series of courses that develop their understanding and ability to exercise civic leadership, including in the policy-making arena. Requirements include one lower-division and eight upper-division courses and an intensive internship and research on a public policy issue at the local, state, or national level. The structure allows students to take advantage of the UC Center Sacramento Program, the CAPPP program or "UC in DC." Upper-division electives include service learning research courses such as Client-based Program Evaluation (profiled in the Essay Abstracts) that prepare seniors for a final capstone that integrates curriculum, community-based work, and a public policy issue.

Wagner College

(Private four-year liberal arts college • Staten Island, NY • Enrollment of 1,929 undergraduates) Building upon the institution-wide Wagner Plan, the Certificate in Civic Engagement at Wagner begins and ends with two structured learning communities that are experiential and interdisciplinary. Students learn about the sociocultural context of what it means to be civically engaged and how to bridge academic life with the economic realities of the communities where they serve. Designed to directly connect service learning with disciplinary skills, public policy and problem-solving, the Certificate serves as a tool of participatory democracy and community empowerment. It requires six interdisciplinary courses and 270 hours of community-based service, including a 100-hour capstone internship and reflective tutorial, which is connected both to the student's major and to a final project connected to a community need.

Washington and Lee University

(Private four-year liberal arts university • Lexington, VA • Enrollment of 1,755 undergraduates) The Shepherd Program in the Interdisciplinary Study of Poverty offers transcript recognition, engages students from any major in an intensive study of poverty, and requires six courses and a full-time summer internship. It provides students with an integrated, multidisciplined course of study that also connects to their majors. Consisting of seven courses, including three core requirements and four electives, the program engages students in completing a 300-hour internship in an anti-poverty organization and producing a capstone research paper. Graduates of this program become knowledgeable about how their conduct as professionals and citizens will affect the opportunities of disadvantaged persons, and how to connect poverty studies with the broader set of community and domestic issues locally, nationally, and internationally.

West Chester University

(Public four-year liberal arts university • West Chester, PA • Enrollment of 9,400 undergraduates) A unique model, located in the Honors College, provides students with Honors Program recognition. The Honors College provides an integrated and coherent course of study in civic engagement and related issues, including nine courses, often team-taught by faculty from different disciplines. In addition, an interdisciplinary seminar requirement and capstone project provide an intense academic structure with clear linkages to service. With intentional connections to the cocurricular offerings, students who are active in civic engagement, like Bonner Leaders, often enroll in the Honors College. The program requires four years of involvement, including coursework that emphasizes developmental attention to service learning experiences, interdisciplinary seminars with an attention to issues of globalization, and a self-designed and faculty-mentored capstone project.

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