Diversity&Democracy

CIVIC LEARNING FOR SHARED FUTURES

A Publication of the Association of American Colleges and Universities

General Education and Democratic Engagement

AAC&U

Association of American Colleges and Universities

Diversity&Democracy

Cover photo courtesy of Miami University, photographer Phil Humnicky

TABLE OF CONTENTS

About *Diversity & Democracy*

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

FROM THE EDITOR

General Education and Democratic Engagement

When life's pace and complexity seem overwhelming, a simple checklist can be an appealing way of applying structure and order. Given the significant upheaval many students of all ages experience when entering college, then, it's difficult to blame those who are tempted to see their general education requirements as items on a list, prerequisites to graduation to be crossed off one by one. And yet, such an approach suggests deep disengagement from the core purposes of higher education. It implies an instrumentality that only skims the surface of the complex challenges US colleges and universities were, at their best, designed to address.

The idea that components of one's education are boxes to be checked seems most fitting if higher education is simply a series of training modules preparing students for the workforce. But higher education must be so much more than this. As Michael S. Roth recently recounted in *The Chronicle of Higher Education* (2014), American luminaries from Thomas Jefferson to Martha Nussbaum have conceived of liberal learning in college as necessary to prepare students for the messy unknown that is life, not simply the specific requirements of a job. As Roth argues, a narrowly practical approach to higher education will do nothing less than "impoverish us."

AAC&U's Board of Directors makes a similar point in an August 2013 statement, asserting that American higher education's value depends not on its economic outcomes, but on its ability to yield "the learning all students need for success in a complex economy and for informed participation as citizens in a diverse and globally engaged democracy." This issue of *Diversity & Democracy* addresses part of this ambition by focusing on how colleges and universities are preparing all students for democratic participation through their general education curricula.

This issue focuses on general education because it is a route to learning along which all an institution's students are likely to travel—and indeed, preparation for civic participation is a necessity for *all* students. But it is worth repeating the common refrain that students' general education experiences do not occur

Preparation for civic participation is a necessity for *all* students.

in isolation. Instead, these experiences set the tone for and interconnect with the in-depth exploration that occurs elsewhere, within and outside of college: in the major, in the cocurriculum, in students' many communities, and in their lives after graduation. Readers should thus consider the broader context of students' educational experiences as they join this issue's authors in asking what it means to foster democratic engagement in general education.

Many of the programs and practices included here address this question by framing democratic engagement as a subject with which students grapple through their general education experiences. Several contributing authors describe how opportunities connected to their institutions' general education programs are preparing students to become the globally competent citizens that the AAC&U Board of Directors envisions. These educators share how they are helping students practice the skills and proficiencies necessary to contribute to a globally connected and diverse civic sphere.

At the same time, several of this issue's authors are asking what it means to engage democratically in one's education. Underscoring the importance of student voice and personal investment in one's own learning, these authors are calling on higher education to create a more democratic approach—one that allows students to be "full participants" in the educational experiences they help create (as Adam Bush writes); one that refuses to disenfranchise any member of the educational community on the basis of his or her contingent employment status (as Maria Maisto imagines).

To return to the idea of checkboxes: the practice of considering general education as a series of requirements to be checked off a list has broad implications for student learning—especially when that learning is intended as a pathway to lifelong democratic engagement. If general education means nothing more to students than discrete tasks to be completed, will democratic participation mean anything more to them than periodically selecting the political candidates they find least objectionable? Like options on a ballot, these components of students' transcripts have far broader implications—for students' learning and for their future as "citizens in a diverse and globally engaged democracy."

—*Kathryn Peltier Campbell
Editor,* Diversity & Democracy

REFERENCES

AAC&U BOARD OF DIRECTORS. 2013. "Ensuring the Value of US Higher Education." http://www.aacu.org/about/statements/2013/HigherEdValue.cfm.

ROTH, MICHAEL S. 2014. "The False Promise of 'Practical' Education." *Chronicle of Higher Education*, May 19. http://chronicle.com/article/The-False-Promise-of/146549/.

Modeling Democratic Practices through General Education Reform:
A Developmental Journey

■ **LENORE RODICIO,** provost for academic and student affairs at Miami Dade College and president of the Association for General and Liberal Studies

At Miami Dade College (MDC), the largest community college in the United States, general education is not an afterthought. The process we have used to develop the current set of general education outcomes and their related assessments is truly democratic—and, more importantly, it models the core values of communication, critical thinking, and respect for diverse opinions that we are trying to instill in our students. At MDC, we are making a systematic effort to ensure that these core values are a trademark of our graduates. Even as the national dialogue on student success continues to focus on workplace readiness, our goal as "democracy's college" is for every graduate to become a well-informed citizen who can effectively—and actively—participate in civic *and* economic life within a diverse and globally connected environment. As our learning outcomes have evolved to address this goal, faculty, staff, and student engagement have been at the heart of our work.

First Steps

In response to the growing national conversation about accountability for student learning, MDC faculty and administrators began reviewing our general education outcomes in spring 2005. Our discussions slowly evolved to focus on a question: What learning outcomes must our students achieve in order to become effective citizens and lifelong learners?

Our initial conversations began when MDC's president, Eduardo J.

Padrón, commissioned a group of faculty and administrators to identify a more effective method of assessing students' attainment of MDC's general education outcomes. I was among the faculty members assigned to this group. In order to build expertise in the area of general education assessment, the team participated in the Association of American Colleges and Universities' (AAC&U's) General Education and Assessment Conference in February 2005. By the end of the conference, the team had begun to comprehend that we needed not only to develop a strong assessment plan, but also to revisit the general education outcomes themselves. The need for more relevant outcomes statements became even more apparent as the team participated in AAC&U's Institute on General Education that May. At the institute's conclusion, the team prepared a report for institute faculty, which we shared during a meeting with the college president, the provost, and the campus presidents after returning to MDC.

During that meeting, the college president charged the team with launching a college-wide conversation on student learning outcomes. To catalyze engagement, two faculty members collaborated with the college president to create a video that was broadcast at every campus convocation in fall 2005. That December, the then-provost for academic and student affairs appointed an official general education team, which was composed primarily of faculty to ensure that those most involved

in student learning were driving the reform process.

Learning to Talk

MDC is a large institution, and the general education team realized quickly that we needed to rethink our approach to faculty engagement if we wanted to achieve broad participation across the institution's seven campuses and outreach centers. To this end, the team designed three critical meetings to engage faculty across the various disciplines, workforce areas, and campuses during the 2005–06 academic year. Led by an external facilitator, these meetings allowed faculty to interact not only with each other, but also with others at the college, such as student services administrators and staff, ensuring that all stakeholders participated in developing the new general education outcomes. Following these meetings, planning conversations shifted to focus on specific needs identified by stakeholders in the individual departments, disciplines, and schools. By the end of MDC's annual college-wide professional development meeting in March 2006, most disciplines had generated a preliminary list of recommended general education outcomes for adoption.

On March 31, 2006, faculty members and chairpersons from all disciplines and schools, together with MDC's academic leadership, met for a one-day General Education Summit where participants developed a preliminary list of college-wide learning outcomes. As a member of AAC&U's Liberal Education and America's Promise (LEAP) Campus Action Network, MDC relied heavily on AAC&U research on general education outcomes to develop this list. Between April and August 2006, the general education team acquired feedback on the learning outcomes from the college's academic leadership, as well as from surveys provided to faculty, administrators, staff, and students. We wanted to ensure

that every stakeholder at MDC could honestly say that she or he had a voice in developing the final list. In September 2006, the college finalized, introduced, and approved the outcome statements using MDC's approval process for academic and student-related matters. In October, we published the final version of the outcomes (see sidebar).

While finalizing the learning outcomes, we realized that we needed to undertake a similar process to develop an effective and sustainable way of assessing students' attainment of them. Once again, MDC's president created a faculty-centered infrastructure for the project, this time by appointing a Learning Outcomes Assessment Team. Rather than adopting ready-made assessments from testing vendors, the faculty opted to create their own authentic assessment tasks and related scoring rubrics. To date, the college has conducted nine administrations of the college-wide student learning outcomes assessments. The faculty hold annual campus dialogues to discuss assessment results and their implications for teaching and learning (Pádron 2009).

As we started integrating the outcomes into the college culture and began identifying a process for baseline assessment, we recognized the need to engage all faculty in a conversation about the new outcomes and their assessment. To this end, the general education team coordinated General Education and Assessment: An Academic Dialogue, a one-day faculty-led conference consisting of panel discussions on classroom and assessment techniques related to each of the outcomes. We also held parallel versions of the event for adjunct faculty at each campus. As faculty grappled with how to infuse each learning outcome into their respective courses, it became evident that we had reached a turning point in education at MDC. Ensuring that students become lifelong learners was no longer a byproduct of

our academic programs, but an intentional and integral component of every faculty member's teaching strategies.

A pivotal moment in the conversation about learning outcomes, the dialogue was the first time that faculty had gathered as a whole to discuss opportunities for students to participate in civic and democratic engagement. It was simultaneously the culmination of nearly two years' worth of work and the beginning of a new culture at our institution—one that engenders the democratic values of participation, responsibility, and accountability. It not only brought the outcomes to the forefront of faculty conversations, but also launched a model that would advance many other college-wide initiatives.

Celebrating Milestones

As MDC's discussions about the general education outcomes continued, President Padrón and the college's academic leadership noted that the scope of the outcomes was such that students attained them not only through their general education courses, but through all courses they took at MDC. In September 2007, we thus renamed the general education outcomes as the College Learning Outcomes and reorganized the general education team as a permanent Learning Outcomes Coordinating Council (LOCC).

In recognition of MDC's commitment to the College Learning Outcomes, members of the college community signed a Learning Outcomes Covenant on October 19, 2007, in a ceremony witnessed by the US Under Secretary of Education. Signatories included the college president, the chair of MDC's board of trustees, the provost for education, and representatives from the faculty, student body, and community. The covenant reaffirmed the importance of liberal learning in developing a well-informed citizenry in a global community (Padrón 2008).

Since the covenant signing, MDC's outcomes development and assessment processes have received numerous recognitions and awards, including the 2008 Award for Improving General Education from the Association for General and Liberal Studies (AGLS),

Miami Dade College General Education Outcomes

Through the academic disciplines and cocurricular activities, General Education provides multiple, varied, and intentional learning experiences to facilitate the acquisition of fundamental knowledge and skills and the development of attitudes that foster effective citizenship and lifelong learning. As graduates of Miami Dade College, students will be able to

1. Communicate effectively using listening, speaking, reading, and writing skills;
2. Use quantitative analytical skills to evaluate and process numerical data;
3. Solve problems using critical and creative thinking and scientific reasoning;
4. Formulate strategies to locate, evaluate, and apply information;
5. Demonstrate knowledge of diverse cultures, including global and historical perspectives;
6. Create strategies that can be used to fulfill personal, civic, and social responsibilities;
7. Demonstrate knowledge of ethical thinking and its application to issues in society;
8. Use computer and emerging technologies effectively;
9. Demonstrate an appreciation for aesthetics and creative activities;
10. Describe how natural systems function and recognize the impact of humans on the environment.

the 2010 College Board Innovation Award, and the 2011 Council for Higher Education Accreditation (CHEA) Award for Outstanding Institutional Practice in Student Learning Outcomes.

Leaving Home

Establishing the learning outcomes and related assessment processes was just the beginning. Next, we needed to engage the faculty in intentionally addressing the outcomes by providing meaningful learning experiences for students. MDC's faculty rose to the occasion.

Jaime Anzalotta (professor of social science), Isabel Rodriguez-Dehmer (professor of college preparatory reading), and Evelyn Rodriguez (director of student life) have designed several opportunities for developmental reading students to engage in civic life and practice leadership. One example is the African American Read-In, held at MDC's North Campus each February. In 2014, the event featured Clifton Taulbert, author of *Eight Habits of the Heart: Embracing the Values that Build Strong Communities.* Participating students from MDC and from local middle and high schools received a copy of the author's book, which they read together for several hours. Members of the Student Government Association and the developmental reading students, who had received preparatory training on how to address bullying and promote civic and social responsibility, then facilitated break-out sessions with participants. As a result of their extraordinary performance as facilitators, the students received an invitation from Clifton Taulbert to attend the twenty-fifth annual Natchez Literary and Cinema Celebration, which marked the sixtieth anniversary of the Civil Rights Movement. This was an enriching experience for the students, many of whom had never traveled outside Miami before; more importantly, it offered an opportunity for students to develop their

Miami Dade College students review the college's learning outcomes prior to signing the Learning Outcomes Covenant. (Photo by Carlos Llano)

leadership skills in the areas of literacy and civic and social responsibility.

A second example of faculty leadership is a study abroad program in Indonesia offered in May 2014 by Lyle Culver (professor of architecture). This program introduced students from MDC and Chatham University to a variety of implicit and explicit cultural influences on architecture. Students visited a mosque to learn about sacred space and spatial hierarchy as well as about Islam and its religious practice. Walking the streets of Yogyakarta, students experienced life in an Indonesian city while being exposed to colonial and traditional architecture. Visiting Bali's Green School, which was built using traditional materials and building methods but also using modern organic principles and unconventional classroom designs, students learned about sustainable and integrated design practices. Over the course of the trip, students

visited three host institutions, where they interacted with Indonesian students and their chaperones made every effort to share Indonesian culture and traditions. Students from both sides of the globe developed lasting memories and friendships as they began to respect each other's differences and practice religious and cultural tolerance.

Currently, MDC is participating in Bridging Cultures to Form a Nation: Difference, Community, and Democratic Thinking, an initiative cosponsored by AAC&U and The Democracy Commitment. Through this project, faculty have engaged more than 3,600 students in practicing democratic thinking in their art, humanities, philosophy, and history courses. For example, art students have helped create large-scale outdoor art projects on the theme of civic responsibility. In one activity at our Kendall Campus, students conducted research to identify African

women who have been instrumental in promoting human rights; they then worked with faculty to create a forty-foot mural depicting these women's inspirational lives and struggles. MDC exhibited the mural at a major campus fundraiser to support the development of a rape crisis center in the Congo. Through this project, which combined academics and artistic expression with teamwork, civic duty, and philanthropy, students learned the powerful message that their actions can have a tangible, positive impact in the real world.

Growing Up in the Age of Completion

As we approach the tenth anniversary of MDC's College Learning Outcomes, we do so in an educational context that is ever more focused on completion. Critics of the completion agenda argue that calls for structured pathways with very specific career foci will lead institutions to neglect students' general education. Yet, research shows that community college students are more successful when placed in a structured program with a clear course sequence (Jenkins and Cho 2013). With their missions of providing access to college and preparation for the workforce, community colleges are caught in the middle of the debate. For a community college like MDC—dedicated to liberal learning, but also to student success—the challenge is to create more structured pathways that still provide ample opportunities for students to attain broad learning outcomes. The best approach to this challenge lies in the very process that yielded MDC's learning outcomes: faculty engagement.

As a Completion by Design college, MDC began a process of self-study in 2012 to identify barriers to student success. Cross-campus, cross-functional interdisciplinary teams consisting of more than two hundred faculty members, administrators, and staff identified the lack of structured programs as one of those barriers. To address this issue, MDC established the Undergraduate Pathways Planning (UPP) group. This team of twenty-seven faculty from every discipline and workforce program developed a process to generate collegial, cross-disciplinary conversations focused on identifying key courses that might be integral to new pathways in selected programs. As a starting point for their conversations, UPP faculty established some ground rules, noting that pathways must (1) satisfy all State of Florida common prerequisites for transfer; (2) satisfy all general education requirements; (3) provide opportunities for students to attain workforce program outcomes; and (4) provide opportunities for students to attain all ten of MDC's College Learning Outcomes (Rodicio, Mayer, and Jenkins, forthcoming). Coupled with more intentional academic advising on entry, these standards for pathway development should provide a more solid framework not just for completion, but also for learning outcomes attainment.

AAC&U's Developing a Community College Student Roadmap project has provided additional support for outcomes-rich student pathways. MDC established our Roadmap to Completion pilot program to connect faculty, students, and student affairs staff using our existing academic progress alert and intrusive advising systems to promote student achievement. Through the Roadmap pilot, we addressed students' academic and life issues and reinforced the college's student learning outcomes by helping students develop an individualized education plan; offering tutoring referrals; engaging students in service learning, internships, and student organizations; and providing a host of high-impact support services.

The first cohort of students enrolled in structured pathways will begin graduating in 2015. When these students participate in the college-wide learning outcomes assessment process in spring 2015, we expect to see not only a jump in completion rates, but also higher attainment of learning outcomes than in prior years. With any luck, our assessment results will settle the debate over whether structured pathways can produce the broad learning outcomes associated with liberal learning.

A Personal Note from One of the "Parents"

I have had the privilege of witnessing the development of our learning outcomes from the very first meeting in February 2005. Throughout the entire enterprise, I have been struck by the way the outcomes design process itself engendered the very values of communication, democratic participation, and ethical practice that we are attempting to instill in our graduates. Because it was built on a solid foundation, the process has resulted in a curricular product that is embraced by the institution as a whole. The sense of shared ownership has resulted in rich teaching and learning experiences that are educating the leaders of tomorrow. ◎

REFERENCES

JENKINS, DAVIS, and SUNG-WOO CHO. 2013. "Get With the Program…and Finish It: Building Guided Pathways to Accelerate Student Learning and Success." In "The College Completion Agenda: Practical Approaches for Reaching the Big Goal," edited by Brad C. Phillips and Jordan E. Horowitz. Special issue, *New Directions for Community Colleges* 164, 27–35.

PADRÓN, EDUARDO J. 2008. "Celebrating Outcomes and Cultivating Assessments: How the Largest College Found Common Ground." *Liberal Education* 94 (2): 30.

———. 2009. "How Assessment Works at One Community College." *Chronicle of Higher Education*, May 29. http://chronicle.com/article/How-Assessment-Works-at-One/44257/.

RODICIO, LENORE, SUSAN MAYER, and DAVIS JENKINS. Forthcoming. "Strengthening Program Pathways through Transformative Change." In "Applying the College Completion Agenda to Practice," special issue, *New Directions for Community Colleges* 167.

Moral Discernment: Essential Learning for a Principled Society

■ **L. LEE KNEFELKAMP,** professor emerita of psychology and education at Teachers College, Columbia University, and senior scholar at the Association of American Colleges and Universities

In *Black Womanist Ethics*, theologian Katie Cannon (1988) writes of generations of black women and their ability to discern their moral situations in the context of their historical time, setting, and roles in life. Cannon suggests that the capacity to discern—to observe and make sense or meaning—is central to one's ability to make ethical choices and to take moral action. This complex capacity is at the very heart of one of the Association of American Colleges and Universities' (AAC&U's) categories of Essential Learning Outcomes for a twenty-first-century liberal education: the development of personal and social responsibility. These outcomes, including ethical reasoning and action, are key to preparing students "both for a globally engaged democracy and for a dynamic, innovation-fueled economy" (National Leadership Council 2007, 11–12).

The idea that moral and ethical development is central to student development in college, and that it therefore should be addressed in the general education curriculum, is not new. The emphasis on developing the whole student by attending to his or her intellectual, interpersonal, moral, and intercultural needs is as old as the liberal arts tradition. Yet although many colleges and universities stress the importance of personal and social responsibility in their mission statements, research from AAC&U's Core Commitments initiative indicates that a gap remains between the perceived importance of these outcomes and the actual attention they are given on campuses (Dey 2009). Several well-validated measures based on long-established models of moral development exist to help colleges and universities begin closing this gap.

Moral Development and Abstract Dilemmas

James Rest (Rest and Narvaez 1994), a developmental psychologist who studied moral and ethical development, identified four components of moral development:

- **Moral sensitivity**—the ability to interpret a situation in moral and ethical terms;
- **Moral judgment**—the ability to determine a course of action in the context of what is just;
- **Moral motivation**—the ability to select an appropriate course of action among multiple good alternatives; and
- **Moral character**—the courage and skills to follow a course of action in response to a situation.

These separate components, when braided together, constitute a moral whole involving cognitive complexity, interpersonal sensitivity, the courage to take action, and the skills to act appropriately. Rest spent his entire career demonstrating that it is possible to assess an individual's level of moral development and to design educational experiences that enable an individual, over time, to become more consistent and mature in exercising moral judgment.

Rest based his work on moral judgment on the model of moral development created by another developmental psychologist, Lawrence Kohlberg (1984). In the aftermath of the horrors of World War II, Kohlberg asked whether there exists any sense of a universal moral or ethical perspective that would keep people from harming one another. To answer this question, he traveled the world interviewing people about moral dilemmas they had experienced and how they made sense of these dilemmas and took action. After years of such research, he proposed a six-stage model in which each stage incorporated the characteristics of the previous one at a greater level of complexity. Briefly, the six stages are

1. **"Authority" stage:** What is moral is defined by the authority figure, who is to be strictly obeyed by the follower.
2. **"Reciprocity" stage:** What is moral is defined by the authority figure, but the follower seeks to bargain with the authority figure: "I will do something for you if you will do something for me."
3. **"Good Girl/Nice Boy" stage:** What is moral is defined by the peer group. Followers seek to remain in good standing with their peers by following the rules determined by the group. This leads to competition for power and influence among peer groups.
4. **"Law and Order" stage:** What is moral is defined by laws that the majority makes (which essentially control the competing interests of the peer groups). There is little recognition that the rights of any minority can be overlooked by the majority.
5. **"Social Justice" stage:** What is moral is defined with consideration for what is right and just for minority groups as well as the majority.

6. **"Principled Reasoning" stage:** What is moral is undergirded by principles of goodness and justice.

Building on Kohlberg's pioneering work in identifying these six stages, Rest developed the Defining Issues Test (DIT), which measures moral development in the context of Kohlberg's model. Researchers have used the DIT widely with college students and increasingly with individuals in professions such as law, dentistry, and medicine. The DIT requires individuals to identify the reasoning they would use to make choices in response to six moral dilemmas. The responses are then mapped along the Kohlberg model. According to DIT results, most individuals have reasoning that ranges across the Kohlberg stages, but most also demonstrate a central tendency in their reasoning (Rest and Narvaez 1994).

Moral Development and Real-Life Applications

Additional research has expanded and complicated the models developed by Kohlberg and Rest. Carol Gilligan, also a developmental psychologist and a close colleague of Kohlberg, questioned whether or not abstract dilemmas such as those presented by the DIT are sufficient to measure how individuals would respond to an actual moral dilemma facing them in real time. Gilligan had planned to investigate this question by studying young men facing the military draft during the Vietnam War, but when the lottery system was instituted, she studied women facing decisions about abortion instead. Her research added significantly to our understanding of moral reasoning, generating especially nuanced findings about the different reasoning patterns exhibited by men and women. I will highlight only a few of these findings here.

Gilligan found that at the early stages of moral reasoning, a person's

moral motivation often had at its core the **preservation of the self**—a deep sense of the need for physical or psychological survival, with a literal fear of being harmed if one did not obey an externally imposed moral code (1993). At the middle stages of moral reasoning, a person's motivation often came from the need to be **the selfless one**—to please everyone in order to be seen as a good person. And at the later stages of moral reasoning, the individual was motivated by the idea of the **truth-seeking self**—the need to be a self with voice and rights while also recognizing the voices and needs of others.

Together, Kohlberg's and Gilligan's models of moral reasoning and behavior provide a complex understanding of how students may be making meaning of the moral dilemmas that surround them in college and in the larger society. The challenge is for institutions to apply this understanding to create general education programs and institutional climates that support students' moral development.

Implications for Education

One avenue toward prioritizing students' moral development involves underscoring its connection to the intellectual development that is so often higher education's focus. Research in student intellectual development conducted by William G. Perry (1998), Mary Field Belenky and colleagues (1986), and Patricia M. King and Karen Strohm Kitchener (1994), among others,

demonstrates strong relationships between dualistic or dichotomous thinking and the early stages of moral development; more multiplistic, subjective, and procedural thinking and the middle stages of moral development; and more constructivist and contextual ways of thinking and the upper stages of moral development. Thus our duty as educators to help students become more complex learners cannot be separated from our duty to help them become more ethically astute.

How, then, does what we know about our students' moral and intellectual development affect how we should

> The idea that moral and ethical development is central to student development in college, and that it therefore should be addressed in the general education curriculum, is not new.

shape our educational environments? As educators, we might begin to address this broad query by asking some specific questions:

1. How do we assess the moral reasoning of our students? If real-life moral dilemmas are an accurate way of determining reasoning, how do we allow students of all ages—traditional and nontraditional—to bring their real-life experiences to bear on their courses and learning assignments?

2. How do we design developmentally appropriate ways to help students think about such issues as academic and personal conduct? For example, students who cheat rarely see themselves as violating a social contract with others in the class. Peer pressure is a strong influence on what is considered good or acceptable behavior that could be used to help students

consider the broader context for their actions.

3. How do we help students realize that majority rule doesn't always equate with what is good? Segregation, for example, is morally reprehensible, but for several centuries, it was not illegal in the United States.

4. How do we help different groups on campus, who may have different world views and different ideas about

environments. Always skeptical of organizations blaming "a few bad apples in the barrel" for bad behavior, they study "the barrels" to see what moral mindset organizations reinforce and reward in their members. Using Kohlberg's approach, they often find that organizations militate against upper levels of moral reasoning.

If Trevino and Weaver are right, when we measure our students' moral

moral and ethical development using the student development models discussed in this article.

Our work as educators to help students develop mature capacities for democratic engagement cannot be separated from our work to help them develop mature capacities for ethical and moral reasoning. Civic engagement requires an integration of students' moral reasoning, empathic sensitivity, and the courage to act. Thus to prepare students for participation in our modern democracy, the curriculum should provide opportunities for students to explore the ethical dilemmas of our time, to practice thinking about moral challenges, and to accept responsibility for taking appropriate action. ◎

> Our work as educators to help students develop mature capacities for democratic engagement cannot be separated from our work to help them develop mature capacities for ethical and moral reasoning.

what constitutes appropriate behavior, come to a shared understanding of how a community determines its social contract in the presence of diversity? How do students develop the capacity to take seriously the perspectives of others—especially when they disagree?

5. How consistent is the campus culture in terms of what it expects of its citizens and what it rewards?

6. Who demonstrates moral leadership on campus?

7. How do we effectively help students think about moral and ethical dilemmas in the context of global society?

8. How do we harness our students' life experiences in shaping the dilemmas we examine in our classes and in our disciplines?

Such questions have implications not only for classroom experiences, but also for institutional culture. Linda Trevino and Gary Weaver (2003) study organizational environments and how they shape the individuals in those

reasoning in the context of their decision making alone, we are only doing part of our job. We need to look seriously at our college cultures and the ways in which we do—or do not—help students mature in this area. We need to ask, how do we—faculty, staff, students—learn to discern the moral situations of our times and find ways to appropriately act on them? How do we *all* develop moral sensitivity, judgment, motivation, and character? How do we come to understand that development as our collective responsibility as a community?

Conclusion

Fortunately, many colleges and universities are already demonstrating strong commitments to promoting students' moral and ethical development. Among these are the twenty-three institutions that participated in AAC&U's Core Commitments initiative's leadership consortium. Two of these schools, the United States Military Academy and the United States Air Force Academy, have created centers for the study of

REFERENCES

BELENKY, MARY FIELD, BLYTHE McVICKER CLINCHY, NANCY RULE GOLDBERGER, and **JILL MATTUCK TARULE.** 1986. *Women's Ways of Knowing: The Development of Self, Voice, and Mind.* New York: Basic Books.

CANNON, KATIE GENEVA. 1988. *Black Womanist Ethics.* Atlanta, GA: Scholars Press.

DEY, ERIC L. 2009. "Another Inconvenient Truth: Capturing Campus Climate and Its Consequences." *Diversity & Democracy* 12 (1). http://www.diversityweb.org/ DiversityDemocracy/vol12no1/dey.cfm.

GILLIGAN, CAROL. 1993. *In a Different Voice: Psychological Theory and Women's Development.* Cambridge, MA: Harvard University Press.

KING, PATRICIA M., and **KAREN STROHM KITCHENER.** 1994. *Developing Reflective Judgment.* San Francisco, CA: Jossey-Bass.

KOHLBERG, LAWRENCE. 1984. *The Psychology of Moral Judgment: The Nature and Validity of Moral Stages.* New York: Harper and Row.

NATIONAL LEADERSHIP COUNCIL FOR LIBERAL EDUCATION AND AMERICA'S PROMISE. 2007. *College Learning for the New Global Century.* Washington, DC: Association of American Colleges and Universities.

PERRY, WILLIAM G., JR. 1998. *Forms of Intellectual and Ethical Development in the College Years: A Scheme.* San Francisco: Jossey-Bass.

REST, JAMES R., and **DARCIA NARVAEZ,** eds. 1994. *Moral Development in the Professions: Psychology and Applied Ethics.* New York: Psychology Press.

TREVINO, LINDA, and **GARY WEAVER.** 2003. *Managing Ethics in Business Organizations: Social Scientific Perspectives.* Redwood City, CA: Stanford University Press.

[DEMOCRATIC ENGAGEMENT]

Public Sphere Pedagogy: Engaging Students as Participants in Democracy

■ **THIA WOLF,** professor of English and director of the First-Year Experience Program at California State University–Chico

In *Democracy and Education,* John Dewey describes the role of a "spectator" as distinct from that of a "participant" (1916, 146). While a spectator is "like a man (*sic*) in a prison cell watching the rain out of the window" (146), a participant is like a man who has planned a picnic and must consider how, since he cannot influence the weather, he will adapt his plans in light of the rain. While the participant engages in "life activities," the spectator is unnaturally sequestered from those activities, which depend for meaning and form on the fact that "self and world are engaged with each other in a developing situation" (148). At California State University–Chico (CSU–Chico), faculty and staff are working to engage students as participants in democratic practice. In the first-year general education curriculum, we do this through an approach we call *public sphere pedagogy.*

Theoretical Frameworks

Public sphere pedagogy (PSP) is a teaching approach that moves students' usual work of research and writing into public arenas for dialogue and action planning. Building on the work of John Dewey, PSP draws additional insights from learning theorists Jean Lave and Etienne Wenger, who argue that learning takes place not through teaching but through situated participation in communities of practice (Lave and Wenger 1991; Wenger 1998). A key feature of such communities is *mutual engagement*, which occurs when members work together on shared endeavors using, negotiating, or creating practices that all

agree are valuable in achieving the community's purposes and maintaining its effectiveness (Wenger 1998, 73; Wenger 2000, 227). In PSP, research and writing are fundamental to community engagement and democratic participation.

While Lave and Wenger do not directly explore the potential relationships between participatory learning in a community of practice and participation in a democracy, Dewey explicitly links his similar understanding of learning to "the Democratic Ideal." As Dewey points out, "[a] democratic community [is] more interested than other communities have cause to be in deliberation and systematic education…. A democracy … is primarily a mode of associated living, of conjoint communicated experience" (1916, 101). Worthwhile "educational aims" for Dewey include attention to the "democratic criterion of every growing experience" as opposed to "external aims" imposed by teachers and others in positions of authority (126–27).

Dewey's and Lave and Wenger's theories call into question traditional methods of education that cast individuals as observers—not agents or participants—in their own learning processes. In classrooms where teachers and books are the only authoritative sources of information, they suggest, neither learning nor democracy is helped. Recognizing that college students, particularly first-year college students, frequently occupy the role of observers in their survey classes or large lecture courses, faculty engaged in PSP work seek to provide students with arenas, means, and reasons for public

participation. Through this approach, faculty support students' learning and encourage their informed and effective participation in a democracy.

Far-Reaching Practice

CSU–Chico's First-Year Experience (FYE) Program supports faculty in developing public experiences relevant to their course aims and coordinates logistics for public sphere events. As of 2011, virtually all of CSU–Chico's 2,500 entering students participate in at least one FYE-supported PSP experience during the first academic year. Through simple but meaningful shifts in classroom practice, PSP creates avenues for heightened interest, direct participation, and deliberative discussion. Faculty who decide to use the PSP model agree to do four things: (1) connect a sequence of assignments requiring inquiry, research, and writing to current issues of public concern; (2) embed in class meetings some focus on a "public sphere event" occurring near the end of the semester; (3) require all students to participate in a public sphere created for a specific course or courses; and (4) participate in assessments to determine the impact of the public sphere work on students. Most first-year students encounter PSP through general education courses connected to two specific public sphere events, the CSU–Chico Town Hall Meeting and the Chico Great Debate, although faculty have developed many smaller PSP events on topics like sustainability, economics, and philosophy.

Sponsored in its early years by the Bringing Theory to Practice Project, the Town Hall Meeting began in 2006 as an experiment in several sections of the required first-year academic writing course. To prepare for participation in this new public forum, students in these sections worked on individual research projects, engaging with peers in discussions about a variety of global, national, and regional issues that they selected

based on personal interest. About 120 students and sixty other participants (most from the CSU–Chico campus) participated in the first Town Hall Meeting, surprising event organizers with their fervent response. Faculty who had not embedded a Town Hall experience in their writing classes but who had attended the first event wanted their classes included in the next iteration. In 2009, the event moved from the Department of English to the Department of Political Science, where it now engages 1,200 to 1,400 students each year.

By design, the Town Hall Meeting appeals to and involves students in multiple ways. An opening plenary session featuring both the university president and a student keynote speaker makes the important point to participants that we are many—and together, we can do meaningful work. The rest of the event is entirely participatory. Students move to breakout sessions of about twenty-five participants, including expert consultants (typically community members from local government offices, nonprofit organizations, or K–12 schools) and a moderator (often a graduate student or faculty member). After these breakout sessions, participants move to smaller roundtables, where they work with expert consultants to develop action plans that some students may implement in subsequent semesters through internships offered through the Office of Civic Engagement.

In written reflections completed after the Town Hall Meeting, students often highlight the importance of engaging in dialogue with others about shared concerns over public issues. As a forum for "deliberative learning"—a paradigm developed by Michael McDevitt and Spiro Kiousis—the Town Hall Meeting provides needed opportunities for "dialogic participation in which citizens engage in the interpersonal construction of knowledge and the sharing of

diverse perspectives through reciprocal exchanges" (McDevitt and Kiousis 2006, 248). Students comment that the Town Hall Meeting helps them understand why issues-focused discussions can be interesting and can help them connect with others who can "help make a difference."

The Chico Great Debate provides similar opportunities for deliberative learning by inverting the approach of the Town Hall Meeting. Where the Town Hall Meeting brings community members to campus for dialogue, the Chico Great Debate situates two thousand students from our campus and Butte Community College in spaces associated with our local government: City Hall, the Old Municipal Building, the City Council Chambers, and the Chico City Plaza. Since spring 2010, the Great Debate has opened at nine in the morning and concluded by nine at night. Campus and community members join students for speeches, panel presentations, debates, an interactive "civic expo" of student-created displays and activities, and a series of discussion

groups focused on an umbrella topic selected for its potentially divisive nature by a group of faculty, students, and city government members. Within the broad topic—which has focused on issues like diversity and discrimination, water and agriculture policy, government spending and taxation, freedom of speech, education reform, immigration reform, and legalization of marijuana—students develop research projects tailored to their interests. Students in CSU–Chico's required first-year oral communication courses must spend a total of two hours at the Great Debate—but many never leave once they arrive.

All presentations during the Great Debate include question and answer sessions, frequently featuring pointed exchanges where students learn to hold firm to or revise their views based on evidence. For example, at the most recent Great Debate, an audience member asked a student who had presented on police uses of racial profiling if white people were not racially profiled by the police. The student

FIGURE 1. First-to-Second-Year Retention, with and without Town Hall Experience (All Students)
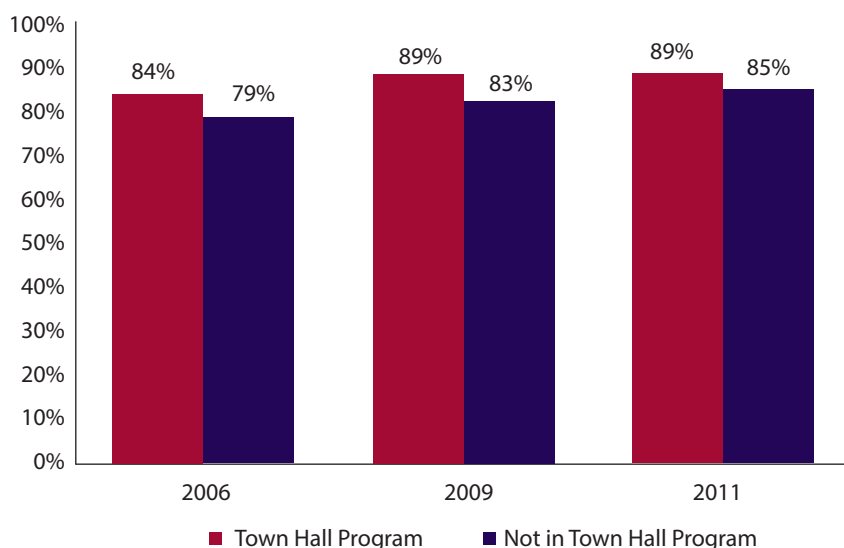

Figure courtesy of Lori Weber, Department of Political Science at CSU–Chico.

speaker, a first-generation, first-year Latino student, paused for a moment before answering that his research indicated that police disproportionately stop and frisk, detain, or arrest black and Hispanic individuals. The student offered to meet with the questioner to share his research. Appearing surprised and then pleased, the questioner thanked the speaker. As every moderator and facilitator reminds participants at the start of each session, the day's goal is for participants to engage each other *with civility* across strongly held differences of opinion and experience. The students frequently demonstrate greater capacities for civility than faculty or community members, who sometimes have to be reminded that it is possible to express differing views forcefully, yet respectfully.

Adaptable Approaches

Faculty from as far away as Cleveland, Ohio, and as close as Shasta, California, have visited CSU–Chico to see the Town Hall Meeting or Great Debate and talk with our students and faculty about their PSP experiences. Our advice to these visitors hoping to launch their own PSP programs is always to "start small" by finding a few partners in the faculty and community with whom to collaborate. The public sphere that these partners construct need not be large; in fact, FYE has supported faculty working with as few as forty students at a time. What matters most is that the spaces allow for dialogue that includes people with diverse views and that positions students as full participants in conversation and action planning. We also encourage others to include post-event debriefing sessions where students and teachers can clarify what they learned, what challenged them, and what was exciting about taking their coursework into a dialogic public space.

Assessment of CSU–Chico's PSP programs conducted over many years

Students participate in the Town Hall Meeting at California State University–Chico. (Photo courtesy of the First-Year Experience Program)

indicates positive outcomes. Students are more likely to persist in college when they have had a Town Hall experience (see fig. 1), an effect that has reduced—and sometimes flattened or inverted—the so-called "achievement gap" between white students and students of color on our campus. Because all students participate in the Great Debate, we have no comparison group for this event, but post-event survey data show that students experience improvements in areas related to civic engagement, such as motivation to "become a community leader," interest in "participating in a community action program," and belief that they have the capacity to "influence political structures."

As one student who had participated in both events said, "*Now* we know why you teachers want us to do research. Why didn't you tell us sooner?" This comment suggests that participation in PSP events not only causes learning, but also *motivates* it. Following PSP work, students often describe a new interest in research and an improved belief in their capacity to contribute to the communities where they live. They see these

elements as connected: a contributing community member is an informed community member.

Thus at CSU–Chico, PSP has helped remove students from the "spectator" role that Dewey bemoaned and provided them with opportunities to use their course-based research. The shift from observers to participants is an important one for students. As one faculty member said after a Town Hall Meeting, "This is a clear example of student-centered learning at its best…. In [learning from each other, students] make the study of politics come alive and become something real in their lives." ◉

REFERENCES

DEWEY, JOHN. 1916. *Democracy and Education.* Norwood, MA: Macmillan Company.

LAVE, JEANNE, and ETIENNE WENGER. 1991. *Situated Learning: Legitimate Peripheral Participation.* New York: Cambridge University Press.

McDEVITT, MICHAEL, and SPIRO KIOUSIS. 2006. "Deliberative Learning: An Evaluative Approach to Interactive Civic Education." *Communication Education* 55 (3): 247–64.

WENGER, ETIENNE. 1998. *Communities of Practice: Learning, Meaning, and Identity.* New York: Cambridge University Press.

———. 2000. "Communities of Practice and Social Learning Systems." *Organization* 7 (2): 225–46.

Connecting Democratic Engagement and Global Learning in General Education

■ **CARINA SELF,** assistant dean of social sciences and service learning at Middlesex Community College

■ **DONA CADY,** dean of global education at Middlesex Community College

■ **MATTHEW OLSON,** dean of humanities and social science at Middlesex Community College

While community colleges have histori-cally existed at a crossroads between workforce development and opportuni-ties for student transfer to four-year institutions, Middlesex Community College (MCC) is currently at a cross-roads of integrating democratic engage-ment with global learning in our general education curriculum. At MCC, we see these two crossroads as converging at a single intersection, particularly in light of the current national focus on global economic competitiveness. To prepare students for today's workforce, com-munity college educators must promote forms of liberal learning that advance cross-disciplinary knowledge, cultural and global literacy, and awareness of individual and collective responsibility. At MCC, we believe that democratic engagement and global learning are essential for all students to gain perspec-tive on their academic, social, and career choices.

Nowhere are today's educational demands more evident than in Massachusetts, where the growing knowledge economy has created a gap between the skills needed for available jobs and the educational backgrounds of potential employees (Bundy, Ansel, and Snyder 2013). Importantly, many unfilled positions require not only advanced technical skills and knowledge, but also intercultural competencies that promote understanding among diverse communities at home and abroad. The Massachusetts Department of Higher Education recognized this reality in its Vision Project by naming citizenship preparation—including acquisition of the knowledge, skills, and dispositions to be active and informed members of global communities—as an expected outcome for institutions of public higher education (Massachusetts Department of Higher Education 2012).

To address current pressures on and goals for higher education, MCC began its general education reform process in 2011 with this question: How do we, as an institution, mobilize across a number of functional areas to provide general education that develops students' intercultural competence, global under-standing, and democratic engagement? In our experience, the answer involves working from the top down, from the bottom up, and side by side with our colleagues. Over the past two and a half years, we have furthered our general education reform efforts through our Bridging Cultures Project (BCP).

Bridging Cultures at MCC

Several years ago, MCC received two Bridging Cultures grants sponsored by the National Endowment for the Humanities (NEH), one through the Association of American Colleges and Universities (AAC&U) and the other through the Asian Studies and Development Project (ASDP) of the East-West Center at the University of Hawaiʻi. Although the two grants have focused on different outcomes, the pro-cesses they have inspired—of integrating multicultural and global literacies and civic learning into the general education curriculum—have connected campus conversations about three distinct topics: (1) civic learning, which to that point had been strongly associated with service learning; (2) global education, which had simply involved study abroad programs; and (3) inclusive education of historically marginalized groups, which had been addressed by several individual offices. It can be challenging to bring people together across these areas of commit-ment, in part because the parties involved may not have developed sufficient trust across units and may fear losing resources targeted to specific programs.

To develop trust and partnership across areas of responsibility, the leaders of the two Bridging Cultures grants have encouraged campus-wide conversations about students' learning experiences and have provided seed money to promote innovative collaborations. Faculty and staff who have been directly involved in the BCP have developed curricular and cocurricular projects around the three themes described above, creating course modules, organizing campus speakers, designing and implementing commu-nity engagement projects, engaging in professional development workshops, attending master classes taught by global scholars, and serving as peer leaders or "fellows." With the two grants serving as "tent poles," the MCC Bridging Cultures Project has become a meaning-making mechanism supporting MCC's work to articulate and collaborate around insti-tutional priorities, drive curricular and instructional innovations, and establish a culture of assessment.

Connected Institutional Priorities

How do we develop and maintain engagement with the important concepts of civic learning, global education, and

inclusive education? Again, the answer involves working from the top down, bottom up, and side by side. We have been fortunate to have long-standing commitments and vision for democratic engagement and global learning from senior leadership. Over twenty years ago, MCC President Carole Cowan established lasting partnerships with global learning organizations such as the East-West Center while steadfastly supporting the development of a robust service-learning program. These ongoing commitments have provided crucial supportive infrastructure for BCP initiatives as well as places to connect democratic engagement and global learning.

MCC's commitment to democratic engagement and global learning has deep institutional roots, as articulated in our mission statement: "Recognizing equity and inclusion as the foundation for excellence and creativity, Middlesex Community College meets the evolving educational, civic, and workforce needs of our local and global communities." Significantly, we created our mission statement using Appreciative Inquiry, a democratic process involving public forums and participation across the college community. Our institutional strategic plan directly addresses global and civic learning, with explicit connections to the goals and activities of departments such as global education and service learning. To evaluate and improve our efforts, the provost and academic leaders have gathered evidence of programmatic action in each strategic area and assessed this data on an annual basis, identifying gaps as areas for further resource development and allocation.

Working side by side and from the bottom up, faculty and staff members share best practices and personal commitments related to these priorities through ad hoc groups like the Faculty and Staff Association Diversity Committee. Within the array of options

An adjunct professor and a local potter load wood into a traditional Cambodian kiln built in conjunction with Middlesex Community College's Bridging Cultures Project. (Photo by Marge Rack)

for engagement, the BCP has provided a menu of pedagogical approaches and resources that faculty can apply to their specific disciplines, including suggested speakers, films, curriculum modules, and professional development programs that connect with other areas of institutional support, such as the Service-Learning Department, the Global Education Department, and the Center for Leadership and Engagement. One example is the BCP dialogue project Inner Resources, through which members of the college community share personal stories of global and democratic engagement in videos that become available as pedagogical resources. The BCP has promoted and encouraged a variety of grassroots initiatives like this one, amplifying the voices of our diverse community of faculty, staff, and students beyond the scope of any individual effort.

Integrating Curriculum and Assessment

The BCP strongly complements MCC's current work in general education reform. Each course in MCC's new general education core must address at least three of our six Institutional Student Learning Outcomes (ISLOs): written and oral communication, quantitative

literacy, personal/professional development, multicultural/global literacy, social responsibility, and critical thinking. In order to be included in the new general education core when it launches, courses must be approved through a shared governance process by fall 2014. When faculty members apply for general education status for their courses, they must provide examples of assignments designed to achieve specific ISLOs.

Assessment of the ISLOs is a central feature of our general education reform process. Too often, faculty see institutional assessment efforts as externally imposed, artificial, and disconnected from their goals for students, yet assessing student gains is crucial for institutions to not only gauge success but also improve effectiveness. Significantly, MCC grounds institutional assessment efforts directly in the work of the faculty who teach general education courses. Our initial pilot assessment seven years ago indicated that we cannot assess for particular outcomes unless the artifacts created by students directly address those outcomes. By connecting their curricula with specific ISLOs, faculty are not only creating courses with built-in assessment opportunities; they are also developing a capacity for meaningful assessment.

Bridging Cultures Project: Lessons Learned

Through Middlesex Community College's Bridging Cultures Project and concurrent efforts to reform general education, we have learned several lessons about prioritizing, connecting, and assessing democratic engagement and global learning across the curriculum:

- The tendency to address democratic thinking, global education, and social responsibility separately in higher education is a significant challenge to curricular reform. Mutual trust and shared goals are necessary to promote collaboration across these priorities.
- Not every effort related to civic responsibility and global learning has to be connected. At the same time, with enough overlap between initiatives, it is possible to connect different ideas and activities naturally and organically.
- Engaging faculty in national conversations about democratic engagement and global learning helps fuel interest in educational reform efforts.
- AAC&U's VALUE Rubrics (available at www.aacu.org/value/) are useful tools for discussing and customizing assessment.
- Pervasive curricular change at a community college requires engaging contingent faculty as peer leaders, drawing on their interests and experiences and documenting their ideas as models.
- General education reform is a marathon, not a sprint. Progress must be measurable and consistent, but need not be immediate or dramatic.

—Dona Cady, Matthew Olson, and Carina Self

The BCP provides support to faculty who are submitting their courses for general education approval. Over forty curriculum modules have been developed through the BCP, and these modules provide rich examples of course content that engages students in their local and global communities. BCP assignments take advantage of our highly developed infrastructure for democratic and global work. Perhaps more importantly, these assignments provide inspiration for faculty members who are not directly involved with the BCP but who are, nonetheless, seeking to embed democratic thinking and global learning in their instruction.

As they submit their courses for general education status, faculty members become more explicit about their goals for students, tying ISLOs to course outcomes and building specific assignments that allow students to demonstrate those outcomes through meaningful work. For example, a BCP faculty member in geography who was preparing to submit her course for general education approval worked with her students to develop a day-long cultural exchange conference with the local Burmese refugee community. Students offered information on local and regional sites of interest to members of the community, who then shared their stories, including through a traditional dance performance. This conference led to student products and reflective essays that allowed the faculty member to assess students' achievement of learning goals, while also considering feedback from members of the Burmese community—bringing together students, faculty, and community members at a crossroads of teaching and learning.

Converging Pathways

MCC now offers many opportunities for students and community members to see the overlap of global and democratic engagement that can be achieved through collaboration. One powerful example is our construction of a traditional Cambodian wood-fired kiln, a project that was the major focus of one BCP faculty fellow. Understanding that we serve a community that includes a large Cambodian population, we developed a multifaceted partnership between the college, the Lowell National Park, local public schools, and several funding sources to bring a master ceramist and expert in Cambodian traditional pottery to Lowell to help build the kiln. This art form, which dates back to the Angkor Kingdom (802–1431 AD), can now continue to flourish within our local Cambodian community, where it provides the basis for new ceramics curricula within the MCC arts department and local public schools.

Many faculty members who have participated in the BCP are developing deeper perspectives around the connections between assignment design and meaningful learning in the areas of democratic engagement and global learning. As we continue our work with the support of a Massachusetts Department of Higher Education grant to assess social responsibility, our experience of standing at the crossroads with the BCP allows us to see at the horizon the convergence of many roads into a single point. In our globalized world, we can no longer afford to see pathways to democratic responsibility, global literacy, and economic viability as separate and divergent. Instead, we must imagine them as converging to provide students with the knowledge they need to be liberally educated and socially responsible world citizens. ◎

REFERENCES

BUNDY, ANDREW, DANA ANSEL, and NANCY SNYDER. 2013. *Closing the Massachusetts Skills Gap: Recommendations and Action Steps.* Boston, MA: Commonwealth Corporation.

MASSACHUSETTS DEPARTMENT OF HIGHER EDUCATION. 2012. *Time to Lead: The Need for Excellence in Public Higher Education.* Boston, MA: Massachusetts Department of Higher Education.

[PERSPECTIVE]

Integrating Democratic Education at Stonehill

■ **HAILEY CHALHOUB,** 2013 graduate of Stonehill College

"If you could teach any class, what would you want to teach?" As a sophomore at Stonehill College, I was surprised when my Introduction to Sociology professor asked me this question during office hours after a class discussion about why students don't take action on campus. As I pondered his question, my mind raced through potential class topics: *yoga and mindfulness, sustainability and simple living, humanitarian aid and development.* The possibilities were endless.

During this conversation, Professor Christopher Wetzel and I reflected on the lack of engagement we saw on campus. He was dissatisfied with lackluster classroom discussions, and I was disappointed by my peers' unwillingness to attend campus events. Although students had passions, they did not have meaningful channels through which to express themselves. Thus, we strategized ways to incite more active learning. As a student who craves intellectual stimulation through creative learning processes and a professor who cares deeply about fostering collaborative and academically rigorous learning environments, we teamed up to create an interdisciplinary program that would empower students to take ownership of their educations: Integrating Democratic Education At Stonehill (IDEAS).

A small, private liberal arts institution, Stonehill offers students opportunities to become effective leaders, global citizens, and agents of change through extracurricular activities, study abroad programs, and other experiences that reflect an institutional commitment to service and social justice. Students also form strong collaborative relationships with faculty members by working as research partners and teaching assistants. IDEAS is an outlet for students to further develop their identities as leaders and change agents by designing and facilitating classes attended by their peers. Students from all class years and academic backgrounds participate as instructors and pupils, investing in their learning by working collaboratively and thinking critically, practicing classroom leadership, and creatively synthesizing knowledge and practical experiences.

Since the inaugural semester in spring 2013, students have offered one-credit IDEAS classes (held once a week for

IDEAS is an outlet for students to further develop their identities as leaders and change agents by designing and facilitating classes attended by their peers.

two and a half hours) on topics such as baseball statistics, the chemistry of baking, environmental activism, exercise and health, and mystic ritual. In order to make the program accessible to students, classes typically meet on weekends or in the evenings. Students apply to become IDEAS instructors by submitting proposals for class topics. In addition to facilitating classes, instructors participate in a four-credit pedagogy seminar where they meet once a week to deepen their understanding of democratic education, shape the direction of the program, and share useful teaching practices. During the inaugural semester, I cofacilitated this pedagogy seminar with Chris Wetzel.

My experience as an interdisciplinary studies major empowered me to help create the IDEAS program. In order to design my own major, I had to think intentionally about what I wanted out of my education while strategically piecing together courses from six different disciplines. Paving my own academic path allowed me to take full advantage of Stonehill's liberal arts curriculum in a way that propelled me toward my goal of working in international development. Like my major, the creation of IDEAS required creativity and strategic thinking. I appreciated the opportunity to develop a partnership with a professor who believed in my ability to make decisions and valued my input. The administration's support for the program showed me that the institution's leadership valued student–faculty partnerships and trusted the program's potential to enhance students' learning experiences.

My participation in the IDEAS program has profoundly affected my educational and professional trajectory.

Currently, I am living in rural Tanzania, working with a group of women who have started a food processing business to enhance their food and income security. I am constantly reminded of democratic education principles as we work together to test new products, expand to bigger markets, and develop our skills through business trainings and other opportunities. By exposing me to different ways of both teaching and learning, the IDEAS program also inspired me to want to become a professor, ideally in an interdisciplinary program focused on international development. Democratic education will be at the core of my teaching philosophy, where it will serve as the platform for idea sharing, student-to-student and student-to-faculty collaboration, and active educational engagement. ◉

Bridging Cultures to Form a Nation:
A Project for Democracy

■ **JOHN DETHLOFF,** professor of English at Lone Star College–Kingwood

"I think I'm afraid of Muslims," wrote one of my students in her first journal entry. "No offense to any of them, but they terrify me. I feel that way because of 9/11." These comments weren't unusual. Other journal entries suggested prejudice or outright racism toward Mexican Americans and African Americans, in particular. Both white and minority students made disparaging remarks about other ethnic groups. In general, regardless of their backgrounds, most students demonstrated a lack of cultural competence.

After participating with a team from Lone Star College–Kingwood in the 2012

myself—as well as my students—that I wouldn't judge them. But I wondered: what sort of baggage do they carry to class every day?

Bridging Cultures in the Classroom

The research project began with students simply journaling about the cultural group they had chosen—from how they view it, to why they view it that way, to where they think they may have acquired their beliefs. This assignment offered students "opportunities for perspective-taking and reflection" while offering me the chance to "explicitly identify [their] intercultural skills,

every few weeks, they met with each other at what I called "action stations," where they visited with classmates who belonged to the cultural group they were researching and applied their knowledge by discussing issues with each other. By rotating stations throughout a class period, students gained experience as both researchers and cultural group members. Some of our goals were as simple as understanding someone else's viewpoint, others as complex as looking for common ground on issues of disagreement.

These sessions involved more than mere talk. First, students set the rules for their action stations so that they would feel comfortable and buy into the class work (DiClementi and Handelsman 2005, 20). They also collaborated on research and shared cultural artifacts from their homes. This was the first time that some students had interacted with a diverse group in a significant way, and they did so in a structured, safe environment to achieve shared goals.

The project was bookended with a final reflection, similar to the first assignment, so that both the students and I could see how far they had progressed. Through this exercise, I found that the majority of students had come to value reading and research and had opened themselves up to building bridges across difference. In the end, students were speaking *to* each other rather than *at* each other—a substantial step toward cultural competence.

Drafting a Democratic Syllabus

I began to view my teaching as an extension of democracy. Classrooms should serve not only as meeting places for students or training grounds for future employees; they should provide a space for the birth of citizens (National Task Force on Civic Learning and Democratic Engagement 2012, 9–14). With that in mind, I stopped bringing a syllabus on the first day of class.

> Classrooms should serve not only as meeting places for students or training grounds for future employees; they should provide a space for the birth of citizens.

summer institute for Bridging Cultures to Form a Nation (a curriculum development project offered by the Association of American Colleges and Universities and The Democracy Commitment), I designed a semester-long research and journaling project for my developmental reading students. I wanted this project to address the attitudes described above by guiding students as they explored a cultural group. The project had two conditions. First, students had to choose a group based on the demographics of our class, which was as diverse as the Houston area. Second, students had to choose a group that they had little experience with or knowledge of, or perhaps that they viewed negatively. I told

behaviors, and attitudes" (Lee at al. 2012, 67). Based on students' responses, I worked with a librarian to provide an "introductory bibliography of texts" (Lee et al. 2012, 69), which for our purposes contained primarily reference materials so that students could gain a fundamental understanding of the groups they were studying (Mayhew and Fernández 2007, 58). My aim was for students to unpack their baggage, then educate themselves.

Once students had obtained background knowledge of the cultural groups they had selected, and once their reading and research skills had progressed, they explored current, controversial issues relevant to those groups. Then,

Like a monarch on a throne, the syllabus has come under attack of late (see, for example, Singham 2005 and 2007), and some professors (recently, Blinne 2013) have written about collaborating with students to create their syllabi. When I walk into class and explain to students that we are going to draft the course syllabus together, they are confused at first, and then intrigued, and then downright interested.

In my first-year Composition and Rhetoric and Introduction to Humanities courses, I provide a general framework, which outlines what can't change (such as Texas general education requirements, notable Lone Star College policies, and English Department guidelines), but also lists those areas that students can—and will—draft: attendance guidelines, participation and behavior policies, and plagiarism penalties, among others. However, I don't let students make decisions about the syllabus solely based on their opinions, or invite them to come up with whatever they want. I have found that freshmen, particularly those at a community college, often need to learn how to be students—how to join the culture of academia. To this end, I use the syllabus as a teaching tool.

During the first week of class, I ask students to read some resources that I have chosen for them. These include, for instance, an excerpt from a student success handbook, a few articles written by both professors and students on classroom etiquette, and statistics on the rate of cheating among students in US colleges and universities, as well as Lone Star College guidelines on academic integrity and a research study on the effect of class attendance on grades. Students learn how to identify, access, and use a variety of sources, how to draw conclusions from evidence, and how to discuss their findings, all while collaborating to create our syllabus and our class.

This year I have also yielded some of the course content to students. For example, during our poetry unit, students worked in groups to select readings from the textbook. I provided a literary element, such as symbolism, and a page number span, along with a general assignment and some guidelines to help students lead our class discussion. Exercising their newfound freedom, students took charge. The week before their assignments were due, each group provided a list of poems and discussion questions, both of which I preapproved. Students got to read what they wanted to read; they got to talk about what they found relevant. One group with an Iraq War veteran led a discussion on Brian Turner's poem "Jundee Ameriki" (Arabic for "American soldier"). With poise and pain, this student discovered the strength of a single voice: his own.

Overall, I believe that our classrooms should reflect our democracy, and that democracy is in a constant state of creation. It's messy work, so we should allow our classrooms to get messy, too. If we don't provide students the space to find their voices, how can we ever expect them to use those voices out in the world? ◉

Editor's note: The Bridging Cultures to Form a Nation Project is funded by the National Endowment for the Humanities.
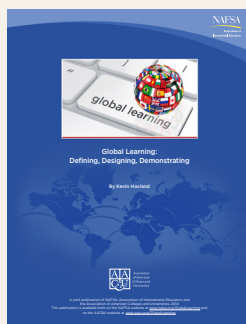
REFERENCES

BLINNE, KRISTEN C. 2013. "Start with the Syllabus: HELPing Learners Learn through Class Content Collaboration." *College Teaching* 61 (2): 41–43.

DiCLEMENTI, JEANNIE D., and **MITCHELL M. HANDELSMAN.** 2005. "Empowering Students: Class-Generated Course Rules." *Teaching of Psychology* 32 (1): 18–21.

LEE, AMY, ROBERT POCH, MARTA SHAW, and **RHIANNON WILLIAMS.** 2012. "Engaging Diversity through Course Design and Preparation." In "Engaging Diversity in Undergraduate Classrooms: A Pedagogy for Developing Intercultural Competence," special issue, *ASHE Higher Education Report* 38 (2): 65–82.

MAYHEW, MATTHEW J., and **SONIA DELUCA FERNÁNDEZ.** 2007. "Pedagogical Practices that Contribute to Social Justice Outcomes." *Review of Higher Education* 31 (1): 55–80.

NATIONAL TASK FORCE ON CIVIC LEARNING AND DEMOCRATIC ENGAGEMENT. 2012. *A Crucible Moment: College Learning and Democracy's Future.* Washington, DC: Association of American Colleges and Universities.

SINGHAM, MANO. 2005. "Moving Away from the Authoritarian Classroom." *Change* 37 (3): 50–57.

———. 2007. "Death to the Syllabus!" *Liberal Education* 93 (4): 52–6.

Science Literacy: A Key to Unlocking a Fully Engaged Citizenry

■ **AMY F. SAVAGE,** director of the Citizen Science Program and visiting assistant professor of biology at Bard College

In January 2011, Bard College implemented an innovative addition to the college's first-year core curriculum. Emphasizing science literacy as a necessary tool for lifetime civic engagement, Citizen Science lays the foundation for students to develop the key habits of mind and critical thinking skills that allow for informed decision making about scientific claims. Required of all first-year students, the program generates campus-wide conversations about the processes of scientific inquiry and their applications to complex, real-world problems.

Science Literacy and Citizenship

Bard College is a private college of the liberal arts and sciences located in New York's Hudson Valley. Central to the Bard culture is the core curriculum, which is most pronounced during students' first year of study. In keeping with the goals of a liberal education (AAC&U, n.d.), Bard's core curriculum aims to provide all students with opportunities to engage with complex issues in a diverse and changing world, to develop a sense of social responsibility, and to build practical skills across major fields of study. Experiences like these have been positively associated with an inclination to inquire, lifelong learning, openness to diversity and challenge, and socially responsible leadership (Seifert et al. 2007).

The first-year experience at Bard College is designed around the belief that an educated citizenry is essential for responsible social action and community well-being (Lang 1999). In today's world, such an educated citizenry must be prepared to make decisions that are rooted in scientific or technological knowledge. Whether as voters or advocates, today's citizens need to be able to engage with scientific issues of societal concern, such as environmental sustainability and climate change, the risks associated with nuclear power, or the increasing drug resistance of certain microorganisms. They also need to be able to apply scientific information at the individual level—for example, incorporating new information about experimental drug therapies or genetic data into their health decisions (Dougherty et al. 2014; Lupia 2013).

In order to fully consider the implications of these complex societal and individual issues, citizens must be able to engage appropriately with scientific evidence and language. Yet most Americans are scientifically or technologically illiterate (National Science Board 2004). Without the agency and the competency to engage appropriately with scientific information, they are left with a disempowering alternative: to turn over responsibility for their decisions to someone they perceive to be credible and hope that person chooses wisely (Lupia 2013). To avoid this outcome for students and help develop a fully engaged citizenry, colleges and universities must actively advance science literacy. With this goal in mind, Bard College added Citizen Science to its first-year core curriculum.

Learning Goals

Citizen Science is a science literacy program required of all first-year students at Bard, regardless of their intended field of study. Policy makers and educational advocates have done much to articulate the concept of science literacy for students at the K–12 level (see, for example, the American Association for the Advancement of Science's Project 2061 at project2061.org). But reformers have placed comparatively little emphasis on science literacy for college students, even though college is potentially the last opportunity educators have to instill necessary life skills.

When developing the learning goals for the Citizen Science program, faculty and administrators at Bard College considered current nationally accepted ideas about the features of a scientifically literate individual. Summarized generally, a scientifically literate individual understands how science works. More specifically, a scientifically literate individual knows how to ask scientific questions, how to collect and evaluate empirical data, how to identify patterns in those data, how to access and read relevant primary research, and how to determine the strengths and limitations of different methodologies (Coil et al. 2010; Feinstein 2010). In the Citizen Science program, students develop these characteristics while learning how to identify the proper use of evidence and how to differentiate between scientific and pseudoscientific claims.

Program Elements

Citizen Science is a short, immersive academic experience held between the fall and spring semesters of students' first year. Accommodating an average incoming class of about five hundred students, the program consists of approximately twenty-seven concurrent sections, each following a slightly different path (determined by faculty expertise) to the same learning goals. Over the course of twelve teaching days, all students consider the question, "How do we reduce the global burden of disease?"

Just as professional scientists employ a range of approaches to address such large questions, so too do Bard students. In order to both mirror the diversity of scientific approaches and engage a broad spectrum of learners, the twelve days consist of three distinct four-day rotations, through a microbiology laboratory, a computing module, and a problem-based learning (PBL) unit. In the laboratory, students use microbiological techniques to develop inquiry-based experiments within a compressed timeframe (Savage and Jude 2014)—for example, hypothesizing the degree or type of bacterial contamination on different surfaces, designing and conducting experiments testing their hypotheses, and analyzing the resulting data. In the computing module, students build and apply computer models to identify patient zero in a disease outbreak or analyze the relationship between vaccination and herd immunity, often using data they have collected in the lab or obtained from public repositories. Finally, both during the PBL unit and throughout the program, students synthesize their own experiences, empirical data, and current and historical literature as they engage in discussion and small-group work.

In collaboration with Bard's Center for Civic Engagement, the Citizen Science program supplements students' academic experiences with science outreach activities in area school systems. Since Citizen Science began incorporating these outreach activities, considerably more Bard students of all academic majors have elected to participate in sustained, year-round science outreach opportunities in local schools and communities. By remaining engaged in this way, these students are reinforcing literacies they gained during Citizen Science, as well as promoting science engagement and literacy among the local community's youngest citizens.

First-year students in Bard College's Citizen Science program apply antibiotic-impregnated discs to bacterial cultures. (Photo by Peter Mauney)

Promising Outcomes

Though the Citizen Science program is young, student participants have reported significant learning gains in the areas the program was designed to address. These include improvements in their ability to recognize the appropriate use of evidence, understand scientific material, and identify patterns in data (Savage and Jude 2014).

Building on the program's early successes, a team of Bard College science faculty have obtained support from the Howard Hughes Medical Institute (HHMI) Science Education Initiative to draft a working definition of science literacy at the college level, to develop pedagogical tools supporting science literacy, and to develop assessment tools to measure the efficacy of these interventions. Entering its third year, the HHMI project works with the Citizen Science program to build strategies that foster science literacy in all students, across the undergraduate curriculum. ◎

REFERENCES

ASSOCIATION OF AMERICAN COLLEGES AND UNIVERSITIES (AAC&U). n.d. "What Is a 21st Century Liberal Education?" https://www.aacu.org/leap/what_is_liberal_education.cfm.

COIL, DAVID, MARY PAT WENDEROTH, MATTHEW CUNNINGHAM, and CLARISSA DIRKS. 2010. "Teaching the Process of Science: Faculty Perceptions and Effective Methodology." *CBE Life Sciences Education* 9: 524–35.

DOUGHERTY, MICHAEL J., KATHERINE S. LONTOK, KATHERINE DONIGAN, and JOSEPH D. McINERNEY. 2014. "The Critical Challenge of Educating the Public about Genetics." *Current Genetic Medicine Reports*. doi:10.1007/s40142-042-0037-7.

FEINSTEIN, NOAH. 2010. "Salvaging Science Literacy." *Science Education* 95 (1): 168–85.

LANG, EUGENE M. 1999. "Distinctively American: The Liberal Arts College." *Daedalus* 128 (1): 133–150.

LUPIA, ARTHUR. 2013. "Communicating Science in Politicized Environments." *Proceedings of the National Academy of Sciences* 110 (suppl. 3): 14048–54.

NATIONAL SCIENCE BOARD. 2004. "Science and Technology: Public Attitudes and Understanding." *Science and Engineering Indicators 2004*. Arlington, VA: National Science Foundation. http://www.nsf.gov/statistics/seind04/c7/c7s2.htm.

SAVAGE, AMY F., and BROOKE A. JUDE. 2014. "Starting Small: Using Microbiology to Foster Scientific Literacy." *Trends in Microbiology*. http://dx.doi.org/10.1016/j.tim.2014.04.005.

SEIFERT, TRICIA A., KATHLEEN M. GOODMAN, NATHAN LINDSAY, JAMES D. JORGENSEN, GREGORY C. WOLNIAK, ERNEST T. PASCARELLA, and CHARLES BLAICH. 2007. "The Effects of Liberal Arts Experiences on Liberal Arts Outcomes." *Research in Higher Education* 49 (2): 107–25.

[CAMPUS PRACTICE]

"Getting the Community into the Student": The Indianapolis Community Requirement

■ **DONALD BRAID,** director of Butler University's Center for Citizenship and Community

In fall 2010, Butler University launched a new core curriculum in order to provide foundational liberal arts-based learning experiences for students in all six of our colleges. Philosophically, the core "apprises students of the great ideas and dilemmas of human civilization across different times and cultures at the levels of self, community, and world" (Butler University 2013, 7). The new core's Indianapolis Community Requirement (ICR) helps address this goal by extending classrooms into the community, where students grapple with diversity, personal and social responsibility, and social justice. These experiences enhance students' academic learning and help them become better citizens of their communities and of the world.

ICR and the Core

Individual courses and components of the core are defined, developed, and assessed according to particular student learning outcomes (SLOs) (see www.butler.edu/core/overview/). The ICR is based on three SLOs, which require students

1. to have an active learning experience that integrates classroom knowledge with activities in the Indianapolis community;
2. to use an experience in Indianapolis to further [their] understanding of the nature of community and the relationship between community and [the] self;
3. to further [their] commitment to service and ongoing involvement as community actors.

All Butler students must complete at least one ICR-designated course before graduation, but the ICR is not a stand-alone course. Instead, it is a pedagogical approach used to integrate the learning objectives of a given course with community engagement and the ICR SLOs. Students can satisfy the ICR through a diverse range of core, major, and elective courses.

A confluence of factors contributed to the genesis of the ICR. Founded by abolitionists, Butler has long been committed to diversity, personal and social responsibility, the common good, community, and citizenship as core values of a liberal education. Many Butler faculty and institutional leaders appreciate the unique learning gains afforded by community engagement and especially service learning (which provides a prototype for ICR courses). Truth be told, faculty across campus who voted to include the ICR in the core were motivated by wide-ranging conceptions of what the ICR would be and the interests it might serve. These varied conceptions have ultimately enabled faculty creativity in proposing, shaping, and implementing ICR courses.

Goals and Challenges

Developing successful community-engagement programs presents several pragmatic challenges. Even well-designed experiences require significant attention to achieving civic learning outcomes. At Butler's Center for Citizenship and Community (CCC), which supports faculty as they design and implement ICR courses, we have learned that

"teaching citizenship is not as simple as placing students in community-based organizations with the expectation that they will intuitively display various behaviors associated with citizenship" (Brabant and Braid 2009, 68). Instead, such teaching requires a deliberate focus on helping students develop "civic mindedness—a reflective disposition … [that] involves a developed awareness of others that engages our moral imaginations and enhances our sense of efficacy and empathy as human beings who dwell in civil society" (73). We thus work with faculty to develop ICR experiences that help students "become more aware of the diverse interests, conflicts and negotiations that take place in practicing citizenship" (73).

We also work hard to address students' misconceptions about the ICR. Faculty begin each semester with students who view the ICR as a requirement akin to service they "got done" in high school, often without reflecting on why they did it or how it affected them. While faculty cannot guarantee that students will have transformative learning experiences over a semester, they can mentor students and remind them that they play significant roles in discovering for themselves the meaning of community engagement and finding their own way to transformation. Student reflection journals provide provocative evidence of success in this regard. As one student mused, "I didn't realize the value of the ICR until I began to connect with the people that I was working with. I began to realize that education isn't only for the mind but also for the heart."

Strategies and Approaches

The Center for Citizenship and Community takes a multifaceted approach to faculty and course development. A team of ICR Faculty Fellows coordinated by the center helps mentor new practitioners and assists them in developing experiences that are

reciprocally valuable for both students and community partners (see Musil 2003 for more on reciprocity). We also hire and train student Advocates for Community Engagement (ACEs) who serve as liaisons to community sites, helping coordinate ICR students and expand the capacity of sites to host them.

Two strategies have proven particularly useful in helping faculty develop effective ICR courses. The first involves asking faculty to articulate how a given course seeks to address the second ICR SLO, with its focus on the relationship between community and the self. Contemplating this SLO helps faculty develop provocative ICR experiences that are integrated with disciplinary learning goals rather than courses based on passive volunteerism or community tourism. The second strategy involves asking faculty to consider a paraphrased comment from Steve Roberson, former chair of the Core Curriculum Task Force: "The ICR is less about getting our students into the community and more about getting the community into the student."

We have identified several productive approaches for provoking the kind of "dissonance" (Kiely 2005) that fosters reflective learning while prompting students to learn about difference and diversity. One approach relies on **partnerships** that engage students with others across multiple differences, such as affluence, ethnicity, culture, age, ability, sexual orientation, and religion. As students participate in experiences designed to address community-defined needs, learning emerges less from the service per se than from the contextually rooted connections students make with others across differences. A second approach engages students in ethnographic **research**: for example, students interview immigrants and refugees being trained by the local Immigrant Welcome Center to assist other new immigrants and refugees in orienting to life and

A Butler communication disorders major helps a community member work on language skills as part of her Indianapolis Community Requirement-designated course. (Photo by Donald Braid)

work in Indianapolis. This project allows students to develop critical listening skills essential to citizenship while simultaneously exploring cultural differences and the reasons others engage in service. A third approach—influenced by Butler's involvement in the Association of American Colleges and Universities' Shared Futures project and Project Kaleidoscope, as well as SENCER (Science Education for New Civic Engagements and Responsibilities)—uses community engagement strategies to intertwine **course content** with broader civic issues. For example, the ICR-designated course Food: Table, Pasture, Body, and Mind involves students in a community-based exploration of the connections between food, society, and science.

Encouraging Outcomes

The first cohort of Butler students educated through our new core curriculum will graduate in May 2014. Findings from our assessment of these students' core SLOs are encouraging. Analysis of post-then survey data from fall 2013 ICR classes (where, after participating in an

ICR course, students reflect on their dispositions and competencies after having taken the course as compared with their dispositions and competencies before) shows statistically significant increases (p ≤ .000) in all six subscales used to measure the ICR SLOs. Additional data collected from students before and after taking their ICR courses (using a narrative pre/post instrument) are now under analysis. Perhaps the most important evidence, however, lies in the choices students make following their ICR experiences. Many continue serving the communities they discovered through the ICR or make career choices based on living lives of purpose. ◉

REFERENCES

BRABANT, MARGARET, and **DONALD BRAID.** 2009. "The Devil Is in the Details: Defining Civic Engagement." *Journal of Higher Education Outreach and Engagement* 13: 59–87.

BUTLER UNIVERSITY. 2013. *2013–15 Bulletin.* http://www.butler.edu/registrar/academic-bulletin/2013-2015-bulletin/.

KIELY, RICHARD. 2005. "A Transformative Learning Model for Service-Learning: A Longitudinal Case Study." *Michigan Journal of Community Service Learning* 12: 5–22.

MUSIL, CARYN McTIGHE. 2003. "Educating for Citizenship." *Peer Review* 5 (3): 4–8.

[CAMPUS PRACTICE]

An Ethic of Listening in Higher Education

■ **ADAM BUSH,** founding director of curriculum for College Unbound

Before embarking on dissertation research, I interviewed my ninety-two-year-old grandma (who is now 103) over the course of a week in summer 2003. She agreed to be interviewed as a favor to me—I told her I needed the practice. Together, we recorded more than seven hours of oral history in which she touched on her life philosophy; stories of love, family struggles, and road trips; notions of compassion in elder care; and theories of child development that came from raising five kids. These were epic conversations, no doubt—important both as family history and as a window into a century of change.

Listening to these tapes again recently, I realized that during the first three hours of our interviews, Nanny stopped her storytelling twenty-two times to ask if she should continue. "Are you sure you want to hear this?" she'd challenge. As the stories went on, however, these interruptions ceased. Perhaps she had gained comfort in their telling and enjoyment in our rapport; hopefully, she was coming to appreciate the importance of what she was weaving.

I start the story of College Unbound with the story of Nanny in part because that's what set me on my path—from that 2003 interview to oral history research in jazz studies to graduate school to Imagining America (www.imaginingamerica.org) to College Unbound (www.collegeunbound.org). But I also begin there because Nanny's initial inability to value her story strikes me as relevant to the stories of adult learners returning to higher education. In College Unbound, we strive

to serve these students by designing a curriculum and pedagogy based on the principles of oral history: with an ethic of shared ownership and active listening that helps students move past those first "three hours."

Attempting a Dramatic Reframing

At College Unbound, we focus simultaneously on (1) helping students create "action research projects" that are connected to their personal, professional, and community development goals and that become the driving foci of their degrees; and (2) helping students recognize and value the epistemology of daily life through prior learning assessments and portfolios. From day one, our approach pushes against what college has been to our students, who often have had deeply traumatic past experiences in higher education. Our students have not felt empowered, enabled, or supported in college, curricularly or financially.

In the language of the catalyst paper Susan Sturm, Tim Eatman, John Saltmarsh, and I wrote in 2011, these students have not been allowed to be "full participants" in higher education. In order to succeed in college, they will need a dramatic reframing of that space. This is what College Unbound attempts: to build a learning environment and a degree pathway that is safe, inclusive, and imbued with an ethic of listening. We don't "recruit" students; we invite potential students to join current students and alums in telling their stories at story circles and town hall meetings. These meetings are the first step toward

changing how students conceive of their relationship to college. As one student recently reflected, "You're used to [saying,] 'give me the syllabus and I've got to meet those requirements….' [But with College Unbound,] I had to start to meet my own requirements, which a lot of times are a lot higher than other people's requirements, 'cause I'm my own worst enemy. I asked my advisor… and he [said,] 'Well, what do you want to do?'"

Founded in 2009, College Unbound partners with colleges to create new credit-bearing pathways for students seeking a bachelor's degree. We have students in Manchester, New Hampshire; New Orleans, Louisiana; and Providence, Rhode Island who have been enrolled at Roger Williams University, Southern New Hampshire University, and Charter Oak State College. As faculty, we create interdisciplinary courses that speak to integrated projects of our students' own design, which in turn speak to the worlds in which they live and work. Our students have full-time jobs as well as family and community obligations, and if they're carving out time to work on something, it had better have meaning in relation to the real challenges they face at work and in their neighborhoods.

To graduate, students must fulfill the general education requirements of the university in which they are enrolled. But we work hard to embed those requirements within goals designed by the students that are specific to their personal and professional development. This is not the college experience students have come to expect. As one recent graduate said, "I stopped going to school at the moment [that I found my College Unbound project]." College, here, became the student's excuse to tackle important work and the infrastructure for learning the skills to enact significant change in his community. While I served as the professor of record

for many of this student's classes, his peers and community partners shared in assessing his work. In helping each student build a "learning team" of co-faculty and assessors, College Unbound acts as a catalyst to connect and embed students within the networks of which they are a part.

More than Binders on a Bookshelf

College Unbound's approach is time-consuming and deeply personal, and it pushes against higher education's tendency to segregate the knowledge making that happens in the classroom from the advising and student services that happen elsewhere. Our approach challenges the very architecture of the university—current assessment practices, general education models, seat-time and credit-hour requirements, attitudes toward student services like childcare, and even FAFSA guidelines and FERPA protections. It does so in response to our students, who are demanding that the content they study be in conversation with the context of their lives.

AAC&U's LEAP Essential Learning Outcomes and Lumina's Degree Qualifications Profile offer deeply valuable frameworks for reimagining what it means to obtain a degree. But if we use these frameworks to capture only the learning that occurs within college courses, we will be ignoring the critical thinking that drives daily practice and shortchanging the possibilities for advancing lifelong learning. Direct and competency-based assessments are important means of supporting credit attainment, but to be effective, those assessments need to be partnered with deep mentorship, care, and support. I can't say it any better than one College Unbound student: "Basically, in a regular school you do all this work and after you're done you put the little binder on your bookshelf. 'Cause I have a big bookshelf full of binders of

College Unbound students graduate in May 2014. (Photo by Tracy Money)

all the projects I did, and it don't mean anything. Now, I feel like the project *is* me. What I'm doing at College Unbound is part of my life." This is what Dewey called "embodied intelligence" (1927), when what we know becomes a part of who we are. It is the essence of transformative education.

The work of creating alternative higher education pathways for adult learners is urgent: there are at least 36 million adults in the United States who have started college but not completed their degrees (Lumina Foundation 2012, 3). These adult learners bring immediacy and passion to their daily practice, and their paths toward a degree need to combine the critical conditions of commitment, engagement, and joy in learning. If we put these conditions at the center of our work, then college can become the framework for students to initiate the change they envision.

At the end of those 2003 interviews, Nanny was exhausted to the point of giddiness. She had found a deep joy in sharing her story. It was no longer just a favor to her youngest grandson. In

between fits of laughter she finally said, "I've got nothing else to talk about!... Here I am … I'm ninety-two years old … I'm the luckiest woman in the world … and you're *still* taping me?" Higher education needs to strive creatively for conditions where every student can experience a similar joy of being truly heard. ◉

Author's coda: This summer brought both Nanny's passing and the 2014 College Unbound graduation, in which I shared parts of the above story and this video of Nanny laughing: http://youtu.be/PpDXCC5W5xo. The two events will be forever entwined for me.

REFERENCES

DEWEY, JOHN. 1927. *The Public and Its Problems.* Chicago: Gateway.

LUMINA FOUNDATION. 2012. *A Stronger Nation through Higher Education.* Indianapolis, IN: Lumina Foundation. http://www.luminafoundation.org/publications/A_stronger_nation.pdf.

STURM, SUSAN, TIMOTHY K. EATMAN, JOHN SALTMARSH, and ADAM BUSH. 2011. "Full Participation: Building the Architecture for Diversity and Public Engagement in Higher Education (White Paper)." New York: Columbia University Law School Center for Institutional and Social Change.

[CAMPUS PRACTICE]

Parts of a Whole: Contingency, Democracy, and Higher Education's Mission

■ **MARIA MAISTO,** president of New Faculty Majority

The debates that have raged within and about higher education over vocational versus liberal education, tenure, the "corporatization" of higher education, governmental oversight and accreditation, and funding models and sources have obscured, deferred, or overridden the need for action on the fundamental ethical and practical concerns that attend the professional and personal needs of faculty on contingent appointments. Yet, ironically, attending to those concerns—ensuring a living wage, access to health care, professional development, and the protections of academic freedom—would exercise the very values of academic democracy that these debates are really all about.

      —Maria Maisto and Steve Street (2011)

A Crucible Moment: College Learning and Democracy's Future by the National Task Force for Civic Learning and Democratic Engagement is, among other things, a direct and welcome challenge to the contemporary American tendency to assume that the primary goal of education—particularly higher education—is economic. As AAC&U's President Carol Geary Schneider pointed out when unveiling the report in January 2012, this country cannot afford to be vocal on the subject of college and career and silent on the subject of citizenship. In the spirit of challenging such silences, champions of civic engagement must confront a central contradiction inherent in how civic engagement is being integrated into the curriculum: the fact that the majority of the faculty who are charged with infusing American higher education with the ethos of democracy

are themselves denied the ability to be fully engaged and active participants in the campus community and in the civic engagement curriculum.

Individual Harms, Systemic Effects
More than 70 percent of higher education's instructional staff are now contingent faculty, comprising part-time faculty, graduate student employees, and full-time non-tenure-track instructors (Curtis 2014, 1). At community colleges, that 70 percent statistic represents part-time faculty alone (Rhoades 2012, 4). Thanks to the efforts of activists, organizations like New Faculty Majority, and initiatives like the Delphi Project on the Changing Faculty and Student Success, the problematic working conditions of these contingent faculty members are widely known. As the Coalition on the Academic Workforce, the Delphi Project, and others have reported, these conditions can include annualized salaries of less than $25,000 per year and little to no access to benefits; insecurity around assignments, academic freedom, and due process protections; and little to no involvement in curriculum decisions or governance (see, for example, Coalition on the Academic Workforce 2012).

  Activists and unions point out that faculty working conditions are student learning conditions, and that contingency therefore harms faculty and students, teaching and learning. This claim makes the most sense in light of the economic and political precarity facing so-called "freeway flying" or "involuntary" faculty members—those who commute between multiple contingent appointments at different

institutions and lack time and resources to engage directly with their institutions and students. Explaining how so-called "voluntary" contingent faculty employment harms education, however, is more challenging. Many well-meaning observers have pointed out the difference between "practitioner" adjuncts—those who teach as a corollary to their primary careers—and "professional" adjuncts who would often prefer full-time academic employment. These observers suggest that no harm can result from certain individuals choosing to accept (or compensate for) inferior working conditions.

  The invocation of this distinction to justify contingent working conditions, however, illustrates the problem confronting those who have committed to restoring higher education's civic mission. Whether or not contingent working conditions cause direct harm to any individual faculty member, the structures of contingent academic employment harm the entire academic enterprise. Indeed, the practice of contingent academic employment directly undermines the very mission of civic engagement that higher education aims to embrace.

Barriers to Civic Teaching and Learning
Whether they are "practitioners" or "aspiring academics," contingent faculty too often lack the resources they need to practice civic engagement pedagogies. They lack the time, institutional support, and job security they need to invest in long-term civic projects; build interdisciplinary, integrative curricular practices; and make the long-term commitments to students, institutions, and communities that a civic engagement curriculum requires. They lack the guarantee of academic freedom they need to be free from fear of political retaliation and to challenge students appropriately.

  Additionally, institutional leaders regularly overlook an increasingly

common phenomenon: the fact that many so-called practitioner adjuncts—the very individuals whose community ties can enrich the civic engagement curriculum—are discouraged from joining the faculty at all by the conditions of contingent employment. Many of these professionals reject the notion that affiliation with a higher education institution, no matter how prestigious, is sufficient compensation for their time or appropriate recognition of their expertise. Recognizing that the dangers of precarious employment are seeping steadily into all industries and professions, they are signaling their solidarity with their colleagues who are experiencing contingency within and outside of higher education by refusing to accept such appointments themselves.

What Can Campuses Do?

The truth of the harm contingent employment causes to the entire academic enterprise is still very difficult for academic citizens to confront, even though it speaks to a core principle of the civic engagement curriculum: that authentic learning cannot take place in an environment that does not foster inclusion, justice, and collaboratively oriented action. The obvious question, then—if we are serious about civic learning—is how to create an environment that does foster these elements.

In the same way that the most effective solutions to seemingly intractable problems are often hidden in full view, the solution to the problem of how contingency undermines both civic engagement and the general education curriculum (where many contingent faculty members teach) lies … in the civic engagement curriculum. *A Crucible Moment* calls on higher education to construct "environments where education for democracy and civic responsibility is pervasive, not partial; central, not peripheral" (National Task Force for Civic Learning and

Democratic Engagement 2012, 2). Higher education cannot accomplish this goal with a faculty that is, by its very definition, peripheral rather than central to its life and work.

To integrate contingent faculty members more fully into our institutions so they can help carry out the civic mission, institutional leaders must apply the lessons of civic engagement to their own thinking and actions, attending to the language and assumptions that preserve harmful practices as a first step to devising healthy ones. For example, higher education leaders must reject the impulse to defend contingent academic employment practices by invoking the different motivations of faculty members. By treating the "involuntary" adjunct's situation as an anomaly that can be ignored, this approach signals a tacit privileging of the already-privileged (those adjuncts who don't "need" the money) instead of a commitment to finding and supporting the best educators regardless of their personal economic circumstances.

Such thinking is arguably antithetical to the civic engagement ethos, which requires keeping the big picture in mind while at the same time being attentive to the real-world effects of policy on faculty, students, and communities. It is, after all, the aggregate damage at the micro level that creates macro-level problems, including the marginalization of higher education's democratic mission. The troubling tendency in education policy conversations to speak of bringing practices "to scale" is an invitation to dehumanize faculty, students,

and communities; a commitment to civic engagement can be a powerful antidote to this tendency.

Modeling the Practices

In sum, higher education must practice what it preaches. It must treat the goals of academic quality, economic and political justice, and democratic engagement as parts of a whole. It must create conditions in which the community being studied and engaged is not outside the campus gates but within them, and it must promote collaborative and honest dialogue that models the practices it recommends to students and communities. ◉

REFERENCES

COALITION ON THE ACADEMIC WORKFORCE. 2012. *A Portrait of Part-Time Faculty Members.* http://www.academicworkforce.org/CAW_portrait_2012.pdf.

CURTIS, JOHN. 2014. *The Employment Status of Instructional Staff Members in Higher Education, Fall 2011.* Washington, DC: Association of American University Professors. http://www.aaup.org/sites/default/files/files/AAUP-InstrStaff2011-April2014.pdf.

MAISTO, MARIA, and STEVE STREET. 2011. "Confronting Contingency: Faculty Equity and the Goals of Academic Democracy." *Liberal Education* 97 (1): 6–13.

NATIONAL TASK FORCE FOR CIVIC LEARNING AND DEMOCRATIC ENGAGEMENT. 2012. *A Crucible Moment: College Learning and Democracy's Future.* Washington, DC: Association of American Colleges and Universities.

RHOADES, GARY. 2012. *Closing the Door, Increasing the Gap: Who's Not Going to (Community) College?* Center for the Future of Higher Education. http://futureofhighered.org/wp-content/uploads/2012/04/ClosingTheDoorFINAL_ALL32812.pdf.

SCHNEIDER, CAROL GEARY. 2012. "For Democracy's Future: Education Reclaims Our Civic Mission." January 10 presentation at the White House, Washington, DC.

> The practice of contingent academic employment directly undermines the very mission of civic engagement that higher education aims to embrace.

Game Theory and Reality TV: Pathways to Democratic Thinking

■ **CAROL A. DAVIS,** Scripps Howard Endowed Professor at the Scripps Howard School of Journalism and Communications, Hampton University

The hallmark of a democracy is the engagement and participation of its members. The hallmark of democratic thinking is the intellectual process through which that engagement and participation unfolds. In practicing democratic thinking, students must learn to contribute to democratic processes, have a stake in their outcomes, and use critical thinking to reach consensus about final outputs. This can

students engaged in subjects that they might otherwise shy away from. Today's learners may have limited time and attention, and teaching professionals must find new ways of engaging these learners (Kapp 2012, 22). As one such approach, "gamification"—game theory application—provides the "stickiness" needed to engage students in pedagogy. Three key elements tend to keep players coming back to games:

My goal as an educator is to make democratic thinking fun for students by reaching them where they are.

be pretty heady stuff for a generation of students who may have spent much of their lives in isolated environments where their primary participation was governed by a mobile device or game controller.

My goal as an educator is to make democratic thinking fun for students by reaching them where they are. Because many students love games and media, I designed a teaching methodology that combines these elements in a living laboratory where students can learn in an effortless way. Using this methodology—which I call ¡MPACT-ED! for Impactful, Measureable, Personal, and Collaborative Teaching for Engaging Education—I apply game theory to an educational environment through projects inspired by reality television.

The Role of Game Theory

Game theory suggests ways of getting

meaning, mastery, and autonomy (Deterding 2011). If a game or project has *meaning* to students, they are motivated to work on it. In the process of doing so, they *master* certain skill sets; mastery—"the experience of being competent, of achieving something"— "is at the core of what makes any good game fun and engaging" (Deterding 2011). Finally, *autonomy* is important to students because it gives them a sense of control. They are free to come into the project and determine how they participate.

These three elements are not only at the center of gamification; they are also at the core of a well-functioning democratic society. Thus these elements suggest new ways to motivate a generation of students and engage them in democratic thinking, and they form the basis of several educational projects I have organized based on reality

television. Reality television is an apt focus for these projects because students enjoy peeking into the lives of others and appreciate the game-like elements, such as episodic challenges and high-stakes elimination, that are at the heart of many reality television shows.

These projects have *meaning* for students who love reality television. They give students a chance to *master* production skills and to help each other improve those skills as they use critical thinking and teamwork to reach consensus and achieve the best final output, be it an episode of the show or an iteration of a consumer product. Finally, in allowing students to choose their roles in the production process and the corresponding skills they want to practice, these projects give students *autonomy*. The result is a form of participatory learning and teaching that prepares students for democratic engagement.

The American Dream at High Point University

At High Point University, my colleagues and I applied the principles of game theory through the American Dream Project, a two-year (2011–13) multidisciplinary effort through which students studied journalism, video production, editing, public relations, event management, music, political science, history, art, design, government, and religion. In preparation for the 2012 presidential election and the United States Supreme Court decision on the Affordable Care Act, High Point University students filmed a reality show focused on topics like government entitlements, religion, unemployment, homelessness, and healthcare accessibility. Part of High Point University's Democracy USA Project, through which students learned about government and the importance of understanding and participating in the democratic process, the American Dream Project provided students with

hands-on experience related to their personal and professional interests.

The American Dream project involved about one hundred students and twenty faculty members. Students participated on a voluntary basis using skill sets they learned in various classes, including video production, news writing, and editing. Students built a social media presence on Facebook, Instagram, and Twitter to connect themselves to other like-minded students as they sharpened a wide variety of skill sets and competencies. Instructors acted as guides and facilitators, answering questions while students developed a theoretical understanding of the material and practiced applying it in a content production laboratory on campus.

The process of filming each episode offered opportunities for students not only to develop their skills, but also to examine the perspectives of others and their own positions on various policy matters. For example, during a unit on health care, instructors interviewed students about whether the United States should offer health care to everyone. Immediately after taping students' answers, we visited the local free health clinic, where students spoke with doctors, administrators, and patients. Following those discussions, we asked students to reflect again on the interview questions from the morning. Students created an episode of a reality television show using these clips (available at http://vimeo.com/59434031). In addition to these activities, students held seminars with local and state politicians, lobbyists, and activists.

In 2012, students traveled to both the Republican and Democratic National Conventions, where they attended multiple forums including "Conversations with the Next Generation" featuring Chelsea Clinton and George P. Bush. At the conventions, students visited the nonpartisan National Democratic Institute and hosted their own panel on

religion in politics featuring local politicians and religious leaders from across the political spectrum. As a means of beginning conversation with high-level politicos, students also gathered the signatures of dignitaries for a souvenir book and autograph-laden upholstered chair created by the School of Design. During the conventions, some students

also worked with the local Fox news affiliate. Through these opportunities, students gained real-world understanding of their disciplines and insight into the political process, the economy, and what it means to be a citizen in a democracy.

STEM at Hampton University

At Hampton University, my colleagues and I are now applying the rules of game theory to engage students in STEM (science, technology, engineering, and mathematics). Based at the Scripps Howard School of Journalism and Communications, the project is designed to demystify STEM for students and the general public using communication tools: television, news, graphic content, social media, events, photography, and video. This time, we are creating a reality television show based around a high-stakes contest. Through a series of challenges, students will create, brand, package, and market a line of health and beauty consumer products.

In addition to faculty and students from the school of journalism and communications, this multidisciplinary

project involves participants from the schools of education, science, and business as well as the departments of computer science, chemistry, biology, history, music, art, and behavioral research. Hampton University's Skin of Color Research Institute is assisting students as they create consumer health and beauty products.

> Through communications projects based in game theory, students become engaged in the process of learning, participate in both their educations and their community, and learn to work together in the service of shared goals.

Conclusion

Through communications projects based in game theory, students become engaged in the process of learning, participate in both their educations and their community, and learn to work together in the service of shared goals. By applying their learning in a real-world environment, students gain experience that is relevant to their careers and to their democratic participation, while faculty find an exciting new way to teach their disciplines' subject matter. ◉

To learn more about the American Dream Project at High Point University, visit http://myamericandream.us/. To learn more about the STEM project at Hampton University, contact Carol A. Davis at carol.davis@hamptonu.edu

REFERENCES

DETERDING, SEBASTIAN. 2011. "Meaningful Play: Getting Gamification Right." Google Tech Talk, January 24. http://www.slideshare.net/dings/meaningful-play-getting-gamification-right.

KAPP, KARL M. 2012. *The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education.* Hoboken, NJ: John Wiley & Sons / Pfeiffer.

AAC&U, in collaboration with the Research Institute for Studies in Education (RISE) at Iowa State University, invites member institutions to sign up for the 2015 administration of the Personal and Social Responsibility Inventory (PSRI). Developed as part of AAC&U's Core Commitments Initiative, and now administered at Iowa State, the PSRI illuminates five key dimensions of personal and social responsibility: striving for excellence, cultivating academic integrity, contributing to a larger community, taking seriously the perspectives of others, and developing competence in ethical and moral reasoning and action.

What is the PSRI, and how can I use it? The PSRI, a campus climate survey, assesses individual perceptions and behaviors on campus to help colleges and universities know how well they are addressing these key dimensions. It surveys students, faculty, student affairs professionals, and academic administrators so that campus leaders can compare findings within and across groups. Past participants have used the PSRI to assess university-level competencies, to inform accreditation reports, and to assess the incorporation of personal and social responsibility into the curriculum and campus life programs.

What do I receive as a participant? Participating campuses receive full technical support from RISE during the twenty-one-day administration window, which typically occurs between February and April; copies of their own data; and customized, comparative analyses to help ensure that their campuses are providing opportunities for students to grow in personal and social responsibility.

For more information about the PSRI administration and fees, visit www.psri.hs.iastate.edu or email psri@iastate.edu.

Civic Learning and Democratic Engagement Resources

The following resources are made available by members of the Civic Learning and Democratic Engagement Action Network (described on page 31).

New Monograph on Civic Engagement

In spring 2014, the Bringing Theory to Practice project released a new publication focused on civic leadership in higher education. The fourth of five monographs in the project's Civic Series, *Civic Engagement, Civic Development, and Higher Education*, edited by Jill N. Reich, is available at http://www.aacu.org/bringing_theory/CivicSeries.cfm.

New Book on Asset-Based Community Engagement

A recently published book from Minnesota Campus Compact explores how higher education practitioners can apply the principles of Asset-Based Community Development in their work with students and communities. *Asset-Based Community Engagement in Higher Education*, edited by John Hamerlinck and Julie Plaut, is available for purchase at http://mncampuscompact.org/abcd/.

CIRCLE Research on Civic Learning and Engagement

The Center for Information and Research on Civic Learning and Engagement (CIRCLE) at Tufts University conducts and publishes critical research on civic engagement among American youth. CIRCLE administers the National Study of Learning, Voting, and Engagement, a free service that allows institutions to receive data on their students' voting rates and evaluate related educational efforts. For more information, visit http://www.civicyouth.org/.

Discussion Guides for *A Crucible Moment*

Both NASPA–Student Affairs Administrators in Higher Education and Campus Compact have created discussion guides for the National Task Force on Civic Learning and Democratic Engagement's 2012 report *A Crucible Moment: College Learning and Democracy's Future*. Both guides, as well as the original report, are available for download at http://www.aacu.org/civic_learning/crucible/.

Latest Issue of *Public*

The latest issue of Imagining America's digital journal, *Public*, focuses on the topic "A Future-Oriented Democratic Revival." Growing out of Imagining America's 2013 conference, the issue features material from the conference itself as well as case studies and other articles building on the issue theme. The issue is available online at http://public.imaginingamerica.org/.

Literature Review on Anchor Institutions

The Anchor Institutions Task Force has sponsored a review of the emerging body of literature on the role of colleges and universities as anchor institutions in their communities. "Anchor Institutions: An Interpretive Review Essay," written by Henry Louis Taylor Jr. and Gavin Luter and published in 2013, is available at http://www.margainc.com/files_images/general/Literature_Review_2013.pdf.

Civic Learning and Democratic Engagement (CLDE) Calendar

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

MONTH	DATES	CLDE MEMBER EVENT	LOCATION	WEBSITE
SEPTEMBER 2014	28–29	Realizing the Civic Mission of Minnesota State Colleges and Universities	Saint Cloud, Minnesota	www.aascu.org/meetings/adptdcregional14/
OCTOBER	5–7	Coalition of Urban and Metropolitan Universities 2014 Conference	Syracuse, New York	www.cumuonline.org
	9–11	Imagining America 2014 National Conference	Atlanta, Georgia	imaginingamerica.org/convenings/national-conference/
	16–18	Global Learning in College: Cross-Cutting Capacities for 21st-Century College Students	Minneapolis, Minnesota	www.aacu.org/meetings/
	19–21	American Association of State Colleges and Universities Annual Meeting	Washington, DC	www.aascu.org/meetings/annual14/
NOVEMBER	18	Anchor Institutions Task Force Annual Conference	Chicago, Illinois	www.margainc.com/initiatives/aitf/
JANUARY 2015	21–24	AAC&U Centennial Annual Meeting: Liberal Education, Global Flourishing, and the Equity Imperative	Washington, DC	www.aacu.org/meetings/

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

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

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

Upcoming AAC&U Meetings

MEETING	LOCATION	DATES
NETWORK FOR ACADEMIC RENEWAL **Global Learning in College: Cross-Cutting Capacities for 21st-Century College Students**	*Minneapolis, Minnesota*	**OCTOBER 16–18, 2014**
NETWORK FOR ACADEMIC RENEWAL **Transforming STEM Higher Education**	*Atlanta, Georgia*	**NOVEMBER 6–8, 2014**
AAC&U CENTENNIAL ANNUAL MEETING **Liberal Education, Global Flourishing, and the Equity Imperative**	*Washington, DC*	**JANUARY 21–24, 2015**

About *Diversity & Democracy*

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

About AAC&U

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

AAC&U Membership 2014

MASTERS 31%
RES & DOC 17%
ASSOCIATES 12%
OTHER* 16%
BACCALAUREATE 24%

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