

Executive Summary

This report is the result of a survey of the websites of selected schools. It includes a sample of “democracy” programs at Private Universities, State Universities, and Liberal Arts colleges, including those often compared with Amherst. Of particular interest may be the mission statements of some of the programs listed below, as the language adopted by them is suggestive. They have been marked in yellow:

Mercer University
University of Chicago
Johns Hopkins University
New York University
Stanford University
Vanderbilt University
Tufts University
Allegheny College
Haverford College
University of Tennessee
Penn State University
Salem State University
University of Delaware
University of Florida
Rutgers University

Different schools have instituted a variety of programs, frequently involving differing on-campus partnerships. Typically, they are linked to departments of political science and /or communications. In addition, most centers provide internships and speakers series. Some have links to libraries of archival materials. Some also are involved in providing general education offerings. Many are named for a donor. Almost all have a director, staff and an advisory council.

The seven alumni who compiled the list are mentioned within the report associated with the school and program they investigated. They suggested the following six schools as worthy of further investigation: Stanford, Allegheny, Tufts, Mercer, Delaware, and Maryland.

Review of Programs Focused on Democracy

I. Private Universities

**Reviewed by Joe Wilson and Vince Simmon
Institutions suggested for further research:
Mercer University
Stanford University**

Joe Wilson: Name and Location of School: **Howard University,
Washington, DC**

Name of Center Being Researched: **Dept. of Political
Science-Undergraduate**

1. How was the Center established and how has it evolved; what is its story?

The ideas and work of Ralph Bunche, a founder of the Department and the first Black person to receive a doctorate in Political Science and a Nobel Peace Prize, provided the foundation for the Department. Bunche and his colleagues questioned the institutional legitimacy of the Political Science discipline and argued that it was unresponsive to the intellectual interests of Black Political Scientists and the socio-economic needs of the Black community.

The Department has continued in that tradition, providing a critical mass of African American and other under-represented students who enroll in graduate, law and other professional schools and provide service to the larger communities.

2. What is the Center's mission statement?

Provide students an excellent undergraduate education through an interactive program of instruction that includes formal courses and simulations, research opportunities, academic and career counseling, internships, and community service.

Is there a relationship with the school's mission statement that is obvious?

Yes, the Center's Mission Statement specifies how the Center will carry out the University's Mission.

University Mission: Howard University, a culturally diverse, comprehensive, research intensive and historically Black private university, provides an educational experience of exceptional quality at the undergraduate, graduate, and professional levels to students of

high academic standing and potential, with particular emphasis upon educational opportunities for Black students. Moreover, the University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching, research and service, committed to the development of distinguished, historically aware, and compassionate graduates and to the discovery of solutions to human problems in the United States and throughout the world. With an abiding interest in both domestic and international affairs, the University is committed to continuing to produce leaders for America and the global community.

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

The Department's instructional focus includes various dimensions of Political Science, including elements of national, state and local government, unique political challenges and opportunities facing the African American community, political factors shaping domestic and international developments, and insights into comparative political systems.

The department offers political science majors a wide range of concentration options:

- Pre-Law
- Public Administration and Policy
- International Relations and Comparative Politics
- Political Theory
- Black Politics
- American Government

4. Does the Center provide internships; how are they related to democracy? To whom are internships available? What is the application process?

The website does not mention internships at the undergraduate level.

5. What is the management/governance structure of the Center; a Board of Trustees, Board of Advisors, Director, Faculty/student committees?

As an undergraduate department within the University, the Department of Political Science can be assumed to fall under the governance structure of the University as a whole. No mention is made of Advisors or student committees. See no. 6 below re. faculty and directors.

6. How is the Center staffed; how many people are on staff, what are their position titles? What faculty are assigned to the center?

The undergraduate Department is led by a faculty Chair and Asst. Chair and a Director of Undergraduate studies. There are 13 professors of various ranks, four adjunct faculty, and three lecturers listed as part of the Department's faculty.

7. How are undergraduates recruited to participate in the Center?

There is no mention of special efforts to recruit students.

8. What was unique about the program? What of interest did you discover?

What is unique is that Howard is a Historically Black University. As noted in the Mission Statements of both the University and the Department, there is a focus on opportunities for, and the perspectives of, black people.

Joe Wilson: Name and Location of School: **University of Louisville**
Name of Center Being Researched: **McConnell Center for Leadership, Scholarship, and Service**

1. How was the Center established and how has it evolved; what is its story?

The McConnell Center is an endowed institution created in 1991 by U.S. Senator Mitch McConnell, and the University of Louisville.

2. What is the Center's mission statement? Is there a relationship with the school's mission statement that is obvious?

Founded in 1991, the non-partisan McConnell Center at the University of Louisville seeks to identify, recruit and nurture Kentucky's next generation of great leaders. Our core principles—leadership, scholarship and service—guide us as we (1) prepare top undergraduate students to become future leaders; (2) offer civic education programs for teachers, students and the public; and (3) conduct strategic leadership development for the US Army. U.S. Senator Mitch McConnell, a 1964 graduate of the university, along with UofL officials, founded the Center based on his belief that "Kentucky's future depends on inspiring talented, motivated leaders." The mission of the University and the Center are complementary.

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

- There are four components of the Center. (* indicates direct service to undergraduates)
- The McConnell Scholars Program*
- Public Lecture Series (public)
- Civic Education Program (teachers)
- Military Education Program (mid-career officers)
- U.S. Senator Mitch McConnell and Secretary [Elaine L. Chao Archives](#)

*The core of the McConnell Center is the McConnell Scholarship, offered each year to ten high school seniors from the Commonwealth of [Kentucky](#). These students, selected based upon their high school achievement, are offered tuition scholarships to the University of Louisville, as well as opportunities for travel, internships, meeting with influential policy makers and the opportunity to study abroad in [China](#).

4. Does the Center provide internships; how are they related to democracy? To whom are internships available?

There was no mention of fellowships on the website.

5. What is the management/governance structure of the Center; a Board of Trustees, Board of Advisors, Director, Faculty/student committees?

There is no description of management or governance structure beyond a link to the Director. He is in charge of the McConnell Scholars Program.

6. How is the Center staffed; how many people are on staff, what are their position titles? What faculty are assigned to the center?

Other than the Director, there is no mention of staff or faculty on the website.

7. How are undergraduates recruited to participate in the Center?

Apparently, candidates for the McConnell Scholars program apply while seniors in high school. They must “at least minor” in political science at the University. There are also a GPA and ACT/SAT score cut-off for eligibility.

8. What was unique about the program? What of interest did you discover?

First is the singling out of 10 first year students each year for focused activities/special treatment and the assigning of a Director as their mentor and shepherd. Second is the inclusion of an institute for mid-career military officers. For Amherst and our purposes, I do not think the singling out of a number of first years would be consistent with Amherst’s goal of inclusion or ours of promoting the inculcation of democratic skills and values among all students.

Joe Wilson: Name and Location of School: **Mercer University, Georgia**
Name of Center Being Researched: **McDonald Center for America’s Founding Principles**

1. How was the Center established and how has it evolved; what is its story?

In Fall of 2014, the McDonald Center began offering its first course, a general education course on America's Founding Principles. The Center is also sponsoring, once again, a full slate of speakers during this academic year. Also, see [publications](#) with Mercer University Press

The Thomas C. and Ramona E. McDonald Center for America's Founding Principles exists to supplement Mercer University’s excellent liberal arts program with a redoubled commitment to the foundational texts and ideas which have shaped Western Civilization and the American political order. This focus on the core texts of the Western tradition helps to revitalize a cross-centuries dialogue about

citizenship, human rights, and political, economic, and religious freedom, thereby deepening the moral imagination and fostering civic and cultural literacy.

2. What is the Center's mission statement? Is there a relationship with the school's mission statement that is obvious?

Yes. The two statements are consistent.

Center Mission Statement: Guided by James Madison's maxim that "a well-instructed people alone can be permanently a free people," the McDonald Center exists to promote the study of the great texts and ideas that have shaped our regime and fostered liberal learning.

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

The McDonald Center's programming includes the annual A.V. Elliott Conference on Great Books and Ideas, faculty-student reading groups, a general education course on America's Founding Principles, summer Great Books programs for high school teachers and students, and undergraduate research fellowships. All programming is designed to enhance Mercer's long-standing role as a distinctive home of liberal learning, a place where serious students come to live the life of the mind and emerge as more thoughtful and engaged citizens.

4. Does the Center provide internships; how are they related to democracy? To whom are internships available?

The McDonald Center's programming includes undergraduate research fellowships. The focus of the Center as described seems to dictate that the research fellowships will be similarly focused.

What is the application process?

The application process is the same as the standard admission process for all would-be undergraduates. The median test scores and high school GPA's cited on the website suggest that Mercer is somewhat selective in its admissions.

5. What is the management/governance structure of the Center; a Board of Trustees, Board of Advisors, Director, Faculty/student committees?

The website does not indicate that governance of the Center is separate from that of the University as a whole.

6. How is the Center staffed; how many people are on staff, what are their position titles? What faculty are assigned to the center?

The website does not indicate that the Center has staff or faculty specifically assigned to it.

7. How are undergraduates recruited to participate in the Center?

The website does not describe any specific efforts to recruit students to participate in Center activities.

8. What was unique about the program? What of interest did you discover?

The University leadership has specifically addressed the contradiction between the founding principles of the United States and its history. See the "University Statement on Race and the Founding."

Link:

<https://afp.mercer.edu/about/slaveryandfounding/race-and-the-founding.cfm>

Joe Wilson: Name and Location of School: **University of Chicago**
Name of Center Being Researched: **Institute of Politics**

1. How was the Center established and how has it evolved; what is its story?

The Institute of Politics is an extracurricular, nonpartisan institute at the University of Chicago designed to inspire students to pursue careers in politics and public service. It was formally established in 2013 with David Axelrod, who was President Barack Obama's chief campaign advisor, as its director.

2. What is the Center's mission statement?

The nonpartisan Institute of Politics is committed to fostering in our students a passion for public service, meaningful dialogue and active engagement in our democracy.

Is there a relationship with the school's mission statement that is obvious?

The mission of the Center complements the mission of the University which includes "...leading to advances in public policy".

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

The Institute accomplishes its goals through four major avenues: a civic engagement program, where students take part in community service projects and gain leadership skills; a fellows program that hosts a group of political and policy professionals to lead seminars for an academic quarter; a speaker series featuring public events with a diverse array of political figures, and a career development program featuring hundreds of internships in government, politics and policy. All programs and activities are available to undergraduates. There are six student-led programs and two Institute-run programs. No credit, certificates, etc. are offered because all activities are designated as extracurricular.

4. Does the Center provide internships; how are they related to democracy? To whom are internships available? What is the application process?

The Institute provides internships which are related to democracy. According to the website, each year the IOP provides 300 paid academic-year and summer internships in the U.S. and across the globe, allowing students to pursue opportunities in politics, public service, and other related fields.

5. What is the management/governance structure of the Center; a Board of Trustees, Board of Advisors, Director, Faculty/student committees?

There are 15 persons listed on staff. They are led by an Institute Director and an Executive Director. (Most of the staff have "Director" as part of their titles.). There is a student advisory board of 12 including

graduate students and undergraduates. There is a 25-member Advisory Board.

6. How is the Center staffed; how many people are on staff, what are their position titles? What faculty are assigned to the center?

There are 15 persons listed on staff. They are led by an Institute Director and an Executive Director. No faculty are assigned to the center.

7. How are undergraduates recruited to participate in the Center?

There is no discussion of student recruiting on the website, but many of the pages close with an invitation to either register for an activity or to ask questions digitally.

8. What was unique about the program? What of interest did you discover?

The large number of paid internships seems remarkable, if not unique.

Vince Simmon: Name and Location of School: **University of Southern California, LA, CA**

Name of Center Being Researched: **Jesse M. Unruh Institute of Politics (which is part of Center for the Political Future)**

1. How was the Center established and how has it evolved; what is its story?

In 1987, the friends of Jesse M. Unruh renamed the USC Institute of Politics and Government, originally founded in 1978, to the USC Jesse M. Unruh Institute of Politics. The Jesse M. Unruh Institute of Politics is dedicated to bridging the academic study of politics with practical experience in the field. The Unruh Institute serves students by giving them the opportunity to be politically active and civically engaged through internships, scholarships, and professional development.

The Center is part of the Dornsife College of Letters, Arts and Sciences. USC-Dornsife is creating the first new model for a leading research university in more than 50 years. We are connecting nimble teams of scholars and students with leaders in the public and private sectors to help solve complex problems from multiple angles. By bringing the best

combination of skills and expertise out of the ivory tower into the public square, these collaborative projects will maximize our impact on the world.

2. What is the Center's mission statement? Is there a relationship with the school's mission statement that is obvious?

The Institute's mission is to champion Jesse M. Unruh's ethic by motivating students to become active in the world of politics, and to encourage public officials to participate in the daily life at USC. Jesse M. Unruh's influence spanned many decades and reached thousands of constituents. The Jesse M. Unruh Institute of Politics strives to expand this reach. The Institute takes a broad view of politics, to include all aspects of public life in which a community makes decisions that affect its members. The programs are non-partisan, and designed to motivate, encourage and inspire students to learn about the world of politics.

No specific connection to the USC mission.

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

Students have the opportunity to learn from practitioners outside the classroom. The Institute facilitates student internships in the offices of elected officials, non-profit organizations, public affairs professionals, and more. USC students also conduct policy research through the Institute, where they work to develop solutions to major public policy challenges facing the state and nation. Internship scholarships and awards are offered to students for the summer semester, including the Diana Chudacoff Levin Award, the Kam Kuwata Award for Political Involvement, the Coady Scholarship for Summer Interns and the Independent Spirit Award.

Programs Offered

1. [POSC 395 Internship course](#)
2. [POSC 395 Policy Research Internship course](#)
3. [Summer Scholarships and Awards](#)
4. [Student Organizations: Unruh Associates and VoteSC](#)
5. [Register to Vote with VoteSC](#)
6. [Cerrell Political Leadership Summit](#)

7. Inside Iowa Project
8. Young Women's Leadership Conference
9. Past Program: Building Future Leaders Program
10. Research Internship: Past Research Projects

There is also a Board of 8 Councilors, including former CA senator Barbara Boxer

In a highly competitive process, USC students are selected to work part-time at the CPF to develop career skills in administration, marketing, public relations, event coordination and, of course, politics. These students receive income, job experience, and mentorship from working closely with leadership and staff. The student staff program is a critical part of allowing CPF to engage with the campus community and beyond.

6. How is the Center staffed; how many people are on staff, what are their position titles? What faculty are assigned to the center?

Bob Shrum, Director, USC Dornsife Center for the Political Future
Mike Murphy, Co-Director, USC Dornsife Center for the Political Future
Kamy Akhavan, Executive Director, USC Dornsife Center
Art Auerbach, Internship Director, Jesse M. Unruh Institute of Politics
Erika Maldonado Singh, Assistant Director
Kristy Plaza, Manager, Communications and Media
Nicole Pompilio, Manager, Student Programs
Ben Pearce, Senior Associate

Vince Simmon: Name and Location of School: **Johns Hopkins, Baltimore, MD**

Name of Center Being Researched: **SNF Agora Institute**

1. How was the Center established and how has it evolved; what is its story?

The SNF Agora Institute at Johns Hopkins University was founded in 2017 with a \$150 million grant from the Stavros Niarchos Foundation. We are a multi-disciplinary academic and public forum dedicated to strengthening global democracy by improving and expanding civic engagement and inclusive dialogue, and by supporting inquiry that leads to real-world change. By building integrated partnerships with

scholars, practitioners, students, and the public, we use research to identify and sharpen strategic choices that members of the public and civic and political stakeholders around the world can make to realize the promise of democracy.

The institute draws its name and inspiration from the ancient Athenian agora. Originally designed as a marketplace, the agora grew to become the heart of democratic governance in Athens. It provided a structured forum for debate, disagreement, and deliberation, and a place where Athenians learned both the rights and responsibilities of democracy, and where they developed capacities for participation in public life. Building on the unique strengths of Johns Hopkins—its world-class faculty, its interdisciplinary focus, and its dedication to bold experimentation—we seek to reinvigorate the ethos of the ancient agora for the 21st century. Our scholars study the behavioral, organizational, and institutional foundations of democracy; develop and test interventions to reverse trends toward decline; and share lessons learned to promote civic engagement and inclusive dialogue around the critical issues of our time. Ultimately, we seek to recreate agora-like spaces that are critical to deliberative democracy.

2. Is there a relationship with the school's mission statement that is obvious?

The Stavros Niarchos Foundation Agora Institute seeks to realize the promise of the ancient agora in modern times, by strengthening opportunities for people of all backgrounds to dialogue across difference, vigorously contest values and ideas that form the foundation of pluralistic democracy, and act together to have voice in developing solutions that lead to a better world.

We are an academic and public forum that integrates research, teaching, and practice to improve and expand powerful civic engagement and informed, inclusive dialogue as the cornerstone of robust global democracy. We work by generating scholarly insights and transforming them into usable knowledge for civic and political actors who can enable real-world change. Our objective is to translate the best insights from academic scholarship into actionable knowledge in the real world. As we are a university-based institute, our students and faculty are our core constituencies. However, through our research, teaching, and practice, our objective is to impact people who are or will

become leaders of the modern-day agora. This includes the community leaders, advocates, non-governmental organizations, party organizations, public thinkers, and arbiters of the public information sphere who are catalysts of civil society around the world, and the students at Johns Hopkins who will go on to fill those positions. These leaders of the modern agora act as intermediaries connecting people to the political process, to allow proper functioning of the norms, behaviors, and institutions that make liberal democracy possible.

Our work is organized around three core functions:

Discovery: At the core of the SNF Agora Institute is a group of Johns Hopkins University-based scholars who will catalyze transformative, multi-disciplinary inquiry to understand democratic decline and resilience, and to identify possible interventions.

Design: SNF Agora scholars will collaborate with practitioners to test practical interventions and translate academic research into usable knowledge for the world.

Dialogue: Created as a forum for broad engagement, deliberation, and education, the SNF Agora Institute will share our work with the public through teaching, training, writing, and convening in order to strengthen citizens' capacity for productive participation and leadership in democracy.

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

Too many courses to enumerate. Topics: BRIDGING DIVIDES, CIVIC ENGAGEMENT, COVID-19, ELECTIONS, DISINFORMATION, POPULISM, RACE ETHNICITY AND DEMOCRACY, CIVIC EDUCATION, , ORGANIZING, YOUTH ACTIVISM, POLARIZATION

4. Does the Center provide internships; how are they related to democracy? To whom are internships available? What is the application process?

The SNF Agora Institute awards grants to Johns Hopkins University students whose work is complementary to the institute's mission of

strengthening global democracy through civic engagement and inclusive dialogue. SNF Agora will accept applications for the grant program twice a year, once during the fall semester and once during the spring semester.

5. What is the management/governance structure of the Center; a Board of Trustees, Board of Advisors, Director, Faculty/student committees?

See below

6. How is the Center staffed; how many people are on staff, what are their position titles? What faculty are assigned to the center?

25 faculty and teaching fellows. There is also a prestigious Board of Overseers.

7. How are undergraduates recruited to participate in the Center?

The Student Engagement Board comprises undergraduate and graduate students from across the university who share our mission of strengthening democracy through civic engagement and inclusive dialogue. The board works with SNF Agora faculty, staff, and leadership both to raise awareness about and participate in the development of our mission and presence on campus and in the broader community. Additionally, in an ongoing capacity, board members:

Vince Simmon: Name and Location of School: **NYU, New York City and Washington DC**

Name of Center Being Researched: **John Brademas Center, Brennan Center for Justice**

1. How was the Center established and how has it evolved; what is its story?

Inspired by Justice William J. Brennan Jr.'s devotion to core democratic freedoms, the Brennan Center for Justice works to strengthen democracy, end mass incarceration, and protect liberty and security.

2. What is the Center's mission statement?

The Brennan Center for Justice works to build an America that is democratic, just, and free — for all. **The Brennan Center for Justice is an**

independent, nonpartisan law and policy organization that works to reform, revitalize, and when necessary, defend our country's systems of democracy and justice. Today, we are in a great fight for the future of constitutional democracy in the United States. We are committed to the rule of law. We work to craft and advance a transformative reform agenda — solutions that aim to make American democracy work for all.

Is there a relationship with the school's mission statement that is obvious?

No

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

The Brennan Center for Justice is an independent, nonpartisan law and policy organization that works to reform, revitalize, and when necessary, defend our country's systems of democracy and justice.

Today, we are in a great fight for the future of constitutional democracy in the United States. We are committed to the rule of law. We work to craft and advance a transformative reform agenda — solutions that aim to make American democracy work for all.

The Brennan Center has built a distinct model to advance legal and policy change:

- We are a think tank, conducting rigorous research to identify problems and craft transformative solutions.
- We are an advocacy group, fighting in court and working with elected officials to advance legislation.
- We are a cutting-edge communications hub, shaping opinion by taking our message directly to the press and public.

At a time of massive demographic change and economic dislocation, public institutions urgently need reform and repair. Today, politics is polarized and often paralyzed. We see harsh assaults on communities of color and immigrants. The vital safeguards and checks and balances that underpin democracy are under attack.

We know this: The best response to an attack on democracy is to strengthen democracy.

That's why we have pioneered innovative reforms:

- Automatic voter registration has been enacted in 19 states and the District of Columbia.
- We have championed small donor public financing, which would give ordinary Americans a much louder voice in political campaigns.
- We have crafted ballot initiatives that ended partisan gerrymandering across the country.
- We have helped transform the debate over mass incarceration through groundbreaking research that revealed that nearly 40 percent of the U.S. prison population is locked up unnecessarily.

In all this, we take our cue from Abraham Lincoln’s admonition at another time of constitutional debate: “Public sentiment is everything. With public sentiment, nothing can fail; without it, nothing can succeed. Consequently, he who molds public sentiment goes deeper than he who enacts statutes or pronounces decisions. He makes statutes and decisions possible or impossible to be executed.” Truly effective legal and policy change requires winning, first and foremost, in the court of public opinion.

6. How is the Center staffed; how many people are on staff, what are their position titles? What faculty are assigned to the center?
46 staff members.

8. What was unique about the program? What of interest did you discover?

Issues:

- [Insure Every American Can Vote](#)
- [Defend Our Elections](#)
- [Gerrymandering & Fair Representation](#)
- [Reform Money in Politics](#)
- [Strengthen Our Courts](#)
- [End Mass Incarceration](#)
- [Protect Liberty & Security](#)
- [Bolster Checks & Balances](#)
- [Advance Constitutional Change](#)

Vince Simmon: Name and Location of School: **Stanford University, Stanford, CA**
Name of Center Being Researched: **Citizenship in the 21st Century**

1. How was the Center established and how has it evolved; what is its story?

Pilot course announced March 2021 “I think teaching citizenship at Stanford is a responsibility that we have to our students and to the world,” said Dan Edelstein, director of Stanford Introductory Studies and William H. Bonsall Professor in French in the School of Humanities and Sciences.

With first-year students joining the class from locations around the world due to COVID-19, the course intentionally begins with something that applies to all, regardless of nationality: Stanford’s Fundamental Standard. The course uses the standard to examine what it means to be a responsible member of the university community. “Our students immediately recognize the common grammar and ideas we are talking about and apply them to other communities they are part of, whether those are geographic, like hometowns, or based on religion, sexuality, race or ethnicity”.

2. What is the Center's mission statement? Is there a relationship with the school's mission statement that is obvious?

“Our mission of educating students who understand both the meaning and practice of citizenship is as important now as it was at the university’s founding,” said Debra Satz, Vernon R. and Lysbeth Warren Anderson Dean of the School of Humanities and Sciences and Marta Sutton Weeks Professor of Ethics in Society. “We want to help our students challenge, deepen and reflect on their own understanding of what it means to be a good citizen,” said Satz, who is an instructor in the course.

Moving from local to broader ideas of citizenship, the course utilizes works from a variety of perspectives including those by Langston Hughes, Jean-Jacques Rousseau, and contemporary writers and thinkers such as Sterling HolyWhiteMountain, a former Wallace Stegner Fellow at Stanford. The course also includes a discussion of both the Preamble to the U.S. Constitution and the U.S. Declaration of Independence. The notion of citizenship is part of Stanford’s history

dating back to the Founding Grant. Leland Sr. and Jane Stanford intended the university to honor their son Leland Jr.'s memory "to promote the public welfare by exercising an influence on behalf of humanity and civilization."

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

It is a moment of transition for civics education at Stanford. As students return to campus life and in-person classes after a year largely confined to Zoom, the university is renewing a longstanding commitment to making civics a part of all students' educational experience. Stanford is piloting a new first-year curriculum, a three-quarter sequence of classes called College. The name is a portmanteau of the program's three elements: education in citizenship, in the liberal arts, and in global issues. In a unanimous vote in 2020, the Stanford Faculty Senate affirmed these three areas as foundational for students' education, whatever their intended major or post-college plans.

SCI faculty and affiliates are taking leading roles in the development and teaching of the new Citizenship in the 21st Century class, the winter component of the College curriculum. The course starts from a broad understanding of citizenship as membership and participation in a large, self-governing group. Defined in this way, membership in a business venture, a religious group, and even a university can all be acts of citizenship alongside familiar forms of political citizenship. All these cases raise a set of key questions: how can people cooperate to achieve their shared goals? How can groups who are diverse in background and outlook work together in a spirit of mutual respect? How should we balance personal freedoms and obligations to the group? SCI was founded with the aim of ensuring that these questions have a central role in education and campus life at Stanford, and we are delighted to see a class that focuses on these topics go out to all our students.

These questions of citizenship that the course investigates are both old and recurring: animating some of the earliest recorded political philosophy and also central to contemporary political debates in the United States and elsewhere. We read Aristotle and Plato on the

meaning of democratic citizenship and James Madison on using constitutional design to defuse the threat of factionalism alongside recent work on the role of algorithms in democracy. We will read speeches, constitutions, poetry, and literary fiction alongside political philosophy. Although most of Stanford's more than 1,700 first-year students will take the course each year, it will be taught in seminars of 12-15 students each. Instructors from departments across the university will start from a common syllabus but bring their own style and expertise to bear on the details of how they teach the course. These small groups can become forums for respectful engagement with opposing views and openness to new ideas that SCI seeks to promote at Stanford, the same spirit, not coincidentally, that's needed for citizenship to flourish beyond campus as well.

Vince Simmon: Name and Location of School: **University of Rochester, Rochester, NY**

Name of Center Being Researched: **The Center for Community Engagement (CCE), (Previously: Rochester Center for Community Leadership (RCCL))**

1. How was the Center established and how has it evolved; what is its story?

History of Center's evolution: Established in 2005.

- o Mission Statement to RCCL acts as a networking system, establishing partnerships for connecting students with an array of public service opportunities on- and off-campus. The center encourages involvement in service and political activities, social and cultural life in and around Rochester, and academic projects, jobs, and internship placements.
- o The Center for Community Engagement (CCE) fosters collaborative leadership among students, faculty, staff, and community partners to discover transformative solutions and create equitable social change in the Rochester community and beyond.
- o Center Positions/Staffing: The center is a unit in the Office of the Dean of Students. There are 8 staff members

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

The Certificate in Community-Engaged Learning is a collaboration between the Center for Community Engagement (CCE), the dean of the College, and Arts, Sciences and Engineering (AS&E) academic programs. The program supports students, faculty, and community partners who combine teaching, research, and practice to build scholarship and address pressing issues facing communities locally, regionally, nationally, and globally.

Through pursuing an academic certificate in community-engaged learning, students passionate about integrated learning and responding to community-identified needs are able to design a course of study and practice that complements the Rochester Curriculum and their chosen areas of study. The certificate is designed to contextualize abstract theories, develop critical skills, and challenge assumptions that will prepare them for their future at Rochester and beyond. The capstone project should address the needs of under-served communities beyond campus and it should build the capacity of the partner organization leaving them with assets that outlast the time during which the student is completing their capstone project.

Courses

This is a master list of community-engaged courses that have been offered at the University of Rochester. It is the responsibility of the student to make sure the current iteration of the course is still being taught as a community-engaged course before counting the course toward requirements for the Certificate in Community-Engagement. To request that a course be added to the list of community-engaged courses, please fill out the student proposal for community-engaged coursework form.

Course

HIS 280	Archaeology of Early America
ANT 359W	Public and Community-Engaged Archaeology

HIS 193	Introduction to Public History: Museums, Memorials, and Monuments
GSW 100	Women in Motion: A History of Women Travelers and their Search for Meaning
GSW 100	Monstrous Black Bodies in the American Imagination
WRT 266	WORDS HAVE POWER: WRITING FOR SOCIAL CHANGE
ANT 226	Culture, Consumption, Consumerism
PH 234	Maternal, Child & Adolescent Health (MCH): Policy & Advocacy
ANT 284	Anthropology of Travel and Tourism
JPN 229	Japanese Calligraphy and Graphology
PH 232	Environmental Health Policy
WRT 370	Creating Digital Identities
WRT 267	Legal Writing and Analysis
IR 205	Global Sustainable Development: Policy & Practice
REL 277	Death and Caring for the Dead in the Prehispanic Americas
WRT 252	Principles and Practices of Copyediting
WRT 265	Argument & Evidence
DAN 202	Dance & Peacebuilding
HIS 151	Modern Latin America
ANT 104	Contemporary Issues and Anthropology
ANT 235	The Black Body: Intersecting Intimacies
ANT 307	Race, Space, and the City
CSP 262	An Approach to Human Motivation
PSC 226	Act Locally: Local Government in the U.S.
CSP 267	Psychology of Gender
CSP/PSY 232	The Psychology of Consumerism
ME 104	The Engineering of Bridges
PSC 241	Urban Change and City Politics
ANT 233	Cultural Politics of Prison Towns
DAN 247	Moving Memories
CHE 150	Green Energy
PSC 237	U.S. Policy Making Process
HIS 179	History of Rochester and Western New York
HIS 180	History of Technology
PH 236	Health Care & the Law
ANT 121	The City: Contested Spaces

DAN 248	Arts and Activism Course: Wall Therapy Collaboration
DAN 296	The Art of Teaching Dance and Movement
SA 121	Introductory Painting
PHL 225	Ethical Decisions in Medicine
ANT 299	Malawi Immersion Seminar
CAS 112	Reflective Practices for Educational Tutoring
MUR 236	Music, Ethnography, and HIV/AIDS
HIS 226W	History of Friendship
HIS 235	Earth, Wind, Water, Fire: An Environmental History of the Globe
HIS 189	Wives, Witches, and Wenches: Women in American History
DAN 248	Arts & Activism
GSW 105	Sex and Power
EHU 167M	Meliora Seminar: Climate Futures
ENT 227	Fundamentals of Social Entrepreneurship
PH 238	Environmental Health and Justice in the Rochester Community
GSW 206	Feminism, Gender, and Health
GSW 100	What does a feminist look like? Feminism, Art, and Activism
GSW 215	LGBTQ Experiences in US History
DAN 249	The Art of Dance, Change, and Community Practice
PSC 249	Environmental Policy in Action
WRT 263	Translation: Interpreting and Adapting
GSW 259	Food Matters: Gender, Religion, Ethnicity, and Consumerism
BIO 399	BIOLOGY COMMUNITY ENGAGEMENT PRACTICUM
ENG 283	Media ABC
CAS 260	Climate Futures
GSW 200	History and Theory of Feminism
GSW 235	Making the Modern Man: Historical and Contemporary Masculinities
CAS 360	Leadership in a Diverse World
REL 174	Chinese Religions
PSC 293	The Political Thought of Frederick Douglass
HIS 181	History of Eating and Food
GSW 213	Politics of Nature
CSC 299	Social Implications of Computing
PH 204	Poverty & Mental Health in Urban America

PSC 246	Environmental Law & Policy
PSC 239	International Environmental Law
DAN 251	Jazz Dance: Context & Practice Lab
DAN 385	Dance Performance Workshop
DAN 130	Conditioning for Dancer & Athlete
HIS 139	History of Modern India
GSW 100	The Feminist Body in Performance
CAS 303	EcoReps
SA 252a	Introduction to Digital Art: Food Justice & Social Practice
REL 183	Incarceration Nation
LIN 101	Eco-linguistics
HIS 258	Women's Lives in Letters
WRT 105	Cultural Politics of Video Game Narratives
AH 137	Introduction to Modern Architecture
PH 230	Law in Public Health Practice
DAN 250	Contemporary Dance
EES 121	Sustainable Foods
SA 222	Advanced Painting
REL 293	Theories of Religion
REL 156	Religions of the African Diaspora
REL 155	Religion in America
EES 320	Sustainable Systems
DAN 378	Dance & Social Justice
DAN 101	World Dance
ANT 312	Home and Hegemony
WRT 272	Communicating Your Professional Identity in Biology
SA 281	Performance Art & Social Intervention
SA 252	Advanced Digital Art: Food Justice & Social Practice
REL 239	Spiritualism in America
REL 173	Religions of Japan
REL 167	Speaking Stones
REL 159	Interfaith Relations: The Globalization of God
REL 170	Religion and Hip Hop
PSY 379	Geriatric Mental Health Practice
PSC 242	Research Practicum in US Criminal Justice Reform

PSC 233	Innovation in Public Service
PSC 240	Criminal Procedure
PH 397	Community Engaged Internship
PH 299A	Field Work Methods in PH
LIN 105	Language in Advertising
PH 101	Introduction to Public Health
MUR 161	Media in the Digital Age
MUR 145	Heavy Metal Music and Its History
MBI 414	Microbial Pathogenesis
JPN 219A	Tourist Japan
JPN 207	Film as Object
HIS 279	The Seward Family in Peace and War
HIS 252	Immigration and the Americas
HIS 247	The Korean War
FMS 247	Film History: Early Cinema
ENG 131	Reporting & Writing the News
EES 251	Introduction to Remote Sensing and GIS
EES 213	Hydrology and Water Resources
EES 119/219	Energy and Society
CAS 350	Rising Leader 1st Year Leadership
CAS 125	Creating An Inclusive Campus Community: Disability, Mentorship, and Inclusive Higher Education
CAS 358	The Leadership Experience
PSC 304	Crime and Justice in Rochester
EHU 268	Food, Media, & Literature
ENG 250	Food Justice, Urban Farming, & Social Practice
ANT 101	Cultural Anthropology
ASL 220	Deaf-Related Careers
ASL 204	Theory and Practice of Sign Language Interpreting
ASL 203	Advanced ASL
ASL 106	Intermediate ASL 2
ASL 105	Intermediate ASL 1
ASL 102	Beginning ASL 2
ASL 101	Beginning ASL 1

4. Does the Center provide internships; how are they related to democracy? To whom are internships available? What is the application process?

Rochester Urban Fellows

Rochester Urban Fellows is a 10-week summer program that engages local undergraduates in ~300-hour fellowships with community organizations, faculty, and community-led urban issue dialogues, and community events. The program fosters the College's eight competencies—adaptability and resiliency; career design, and management; critical thinking and problem solving; intercultural and global fluency; leadership; communication; and teamwork—while cultivating a greater understanding and appreciation of our Rochester home.

Summer Fellowships

Students serve with local community organizations for approximately 30 hours per week to create, expand, or support a number of different initiatives. Previous projects include:

- Designing and leading culturally relevant curricula in summer education programs
- Engaging youth in a community teaching garden
- Repurposing public space to improve community safety
- Developing a sustainable diabetes group visit program
- Creating a business plan for neighborhood commercial development
- Coordinating services for runaway and homeless teens

Students are placed, to the best of our ability, with organizations or initiatives that best align with their interests, goals, and experience.

6. How is the Center staffed; how many people are on staff, what are their position titles? What faculty are assigned to the center?

Glenn Cerosaletti

- Assistant Dean of Students and Director

Lauren Caruso

- Associate Director for Community-Engaged Learning

Abbie Deacon

- Associate Director for Civic Engagement

Mary Beth Spinelli

- Assistant Director

Andrew Thomas

- Program Manager

Yahaira Hayle-Laboy

- Operations Manager

Kate Huppé

- VISTA Leader

Tiffany Nicholas

- VISTA Leader

8. What was unique about the program? What of interest did you discover?

With almost 13,000 students in 2019, this is not a good comparator.

Vince Simmon: Name and Location of School: **Vanderbilt University, Nashville, TN**

Name of Center Being Researched: **Office of Active Citizenship and Service**

1. How was the Center established and how has it evolved; what is its story?

September 20, 2019. In a move to increase faculty involvement in student service projects, OACS is now supervised by the Residential Colleges office under Associate Provost Vanessa Beasley as of July 1. Previously, OACS fell under the Dean of Students Office. Additionally, the office moved from its previous space in upstairs Rand to Suite 109 in the Student Life Center. With this new organizational structure, OACS is under the supervision of the Residential College System. The Assistant Director of OACS Meagen Smith believes it positions the two offices well for future collaboration.

This organizational change is one of many OACS has adopted within the past few years. Some of the bigger changes that have influenced OACS within the past two years are the addition of the Nashville-centric DIVE (Design as an Immersive Vanderbilt Experience) program and the Immersion Vanderbilt program. DIVE began in the fall of 2017, and Immersion became a graduation requirement the following year in the fall of 2018. Although close in timeframe and aim,

the two programs are not interdependent and came about in different ways. Immersion Vanderbilt is a new graduation requirement for every incoming class starting with the class of 2022. It requires students to participate in experiential activities, not necessarily related to their major. Students can choose between different Immersion paths including: Civic & Professional, Creative Expression, International and Research.

DIVE is now one of the most important programs that OACS supervises, and while it can serve as a part of a student's Immersion program, that is not the main purpose. After an application process, students join small groups with as few as four students and partner with Nashville-based nonprofits to come up with solutions to problems using what Smith called "human centered design." "Students in small cohorts partner with local nonprofits," Assistant Director of OACS Meagan Smith said. "We're focused on ethical, sustainable solutions." Immersive experiences like these thrust Vanderbilt students into the center of discussion on topics such as refugee resettlement and affordable housing, according to Smith. OACS leadership plans on having more faculty engagement coming to organizations they supervise, such as Alternative Spring Break, in part because of the new Immersion requirement. Smith looks forward to a brighter future for OACS and the Vanderbilt student body with the new initiatives.

Students enrolled in DIVE-approved courses will be provided the tools needed to comprehend and apply human-centered design principles. DIVE Students will be instructed through three levels of the DIVE experience:

- 1) Comprehend human-centered design.
- 2) Apply human-centered design principle to formulate and plan, gain deeper understanding, and to develop an initial solution to problems.
- 3) Apply higher level human-centered design principles to prototype, test, and implement solutions to problems.

DIVE Course Options

DIVE-approved courses will be offered in a variety of departments, such as Medicine, Health, and Society (MHS), Human and Organizational Development (HOD), Theatre, and Mechanical Engineering.

MHS 3040: Designing Healthy Publics

ES 3890: Design Thinking and Creativity

ME 3890: How to Make (Almost) Anything

CS 4278/5278: Principles of Software Engineering

HOD 3890: Positive Psychology in Orgs

UNIV 3350/5350: Design Thinking, Design Doing

CMST 3800: Communication and Media Studio

2. What is the Center's mission statement? Is there a relationship with the school's mission statement that is obvious?

The mission of OACS is to create a culture of exploration and learning followed by critical reflection and action for the common good.

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

The Office of Active Citizenship and Service (OACS) offers a number of global and domestic experiential learning programs. These programs offer students opportunities to volunteer in Nashville, to develop leadership skills through organizational management, to improve foreign language proficiency, and to work with NGOs in the U.S. and abroad. It is a unit within Vanderbilt University's Dean of Students

4. Does the Center provide internships; how are they related to democracy? To whom are internships available? What is the application process?

See above.

Institutions suggested for further research: Tufts University and Allegheny College

Colby College, Goldfarb Center

Founded in 2003 with gift from alumnus Goldfarb

Primarily student run group encouraging participation in civic activity sponsoring speaker events and net-working.

Executive Board consists of two faculty co-chairs and 8 students.

Provides grants for research and internships in Washington DC.

Limited program

Kenyon College, Institute for the Study of American Democracy

1) Established in 2007 with a "We the people Challenge Grant from the National Endowment for the Humanities

2) Mission- education with conferences, lectures, and seminars, teaching and research opportunities

3) above

4) Internships in Washington DC

5) Associate Director who is an assistant professor in the dept. of political science; and two post-doctoral fellows

6) above

7) recruitment uncertain

8) limited program- interesting funding

Miami Dade Community College

Goal of civic learning and democratic engagement through service learning and voter engagement incorporated in current courses

Limited program and structure

Saint Anselm College, Democracy Center

1) Established in 2001 with Chief of Staff and Deputy Director, no further changes

2) Mission primarily student involvement in politics

3) Courses in Dept of Politics and community internships

4) above

5) Advisory board

6) small staff. Use of large multi-use building for office and conferences

7) Recruitment uncertain

8) Small limited program

Simpson College, Democracy Center

Limited program offers \$2000 scholarships for involvement in community political projects

Stonehill College, The Martin Institute for Law and Society

Limited program, primarily study of criminology

Tufts University, Tisch College

- 1954 Established as the Tufts College Center for Civic Education
- 1955 Endowment for Lincoln and Theresa Filene professorship
- 1982 Weston Howland Jr. Award for Civic Leadership is created
- 1989 Lincoln Filene Center merges with Tufts University
- 2000 The University College of Citizenship and Public Service, created by Tufts Trustees
- 2006 Jonathan M Tisch College of Citizenship and Public Service
- 2016 Renamed Jonathan M Tisch College of Civic Life

Declaration of Purpose in 2000 signed by President, Deans, Professors and Trustees, "preservation of democracy"

Courses for all students, fellowships, Civic studies major, civic semester(optional) summer fellows, research
Internships with various organizations
Two Associate Deans, 35 member advisory board members of faculty and outside prominent people
Large number of staff and faculty who are designated as Tisch College advisers.
Recruitment through the prominent position at Tufts

This is an impressive program with admirable goals and wide connections throughout the University and in the community at large. Success has been possible due to large individual donations(Filenes and Tisch family)

Franklin & Marshall College

Franklin & Marshall College is located in Lancaster, PA, PA Dutch Country, about 30 miles from Harrisburg, the Commonwealth's capital.

The student population is 2400, 55% female, 45% male. The demographics are 55% white, 18% black, 10% Hispanic and 6% Asian. The faculty is 90% white. There are 41 black faculty, 30 Asian and 12 Multi-Ethnic. Lancaster has a growing impoverished and homeless population.

The Center for Politics and Public Affairs is an umbrella name for aspects of the political science and government department. The prize under that title is the Franklin & Marshall College Poll which has become nationally acclaimed. That may be a money maker for the college as well as offering an education major. The Poll has a director but no staff independent of the political science department. While the department touts interdisciplinary discipline student learning opportunities, there is no program labeled leadership in the curriculum. However, there are internship opportunities through the department. The College has a fine reputation for graduating students who have become politically successful, including former U.S. Senator Santorum.

The major campus center for leadership development is the Ware Institute for Civic Engagement. It is student volunteer driven. It has a director who matches students and non-profit community organizations and local government agencies.

Recently, the College obtained a \$1.5M grant to form a partnership with the City of Lancaster to utilize students in creating and implementing, in conjunction with appropriate agencies, programs to impact poverty and social inequality, environmental sustainability and social action.

Allegheny College

Allegheny College is a liberal arts college located in the suburbs of Meadville, PA, northwestern PA, 60 miles from Pittsburgh and 40 miles from Erie. It is a historic town founded in the late 1700's and became well known for its tool and die businesses. It is now the county seat of Crawford County. For the 2020-2021 academic year, there were 1667 students enrolled. The demographics of the school are roughly 45% male and 55% female, 5 Native American, 1128 white, 143 black, 145

Hispanic, 60 Asian and 58 who did not race identify. It has an endowment of \$290M.

Allegheny College's Center for Political Participation has its roots in the civil rights movement of the 1960's. Three of its white male students seized upon an opportunity in 1961 to participate in a student exchange with Fisk University, an historically black college in Nashville, TN. They had been inspired by a lecture at the college by Bayard Rustin, an intellectual leader of the movement. Independent of Fisk University, they became involved in the non-violent sit-in protests and street protests in Nashville trying to desegregate public facilities in that city. They met and marched with, among others, Julian Bond and John Lewis. They were often arrested. They became charged with felony charges best described as the crime of associating with black people. News of the unjust criminal charges reached Allegheny College and Meadville community. The heretofore uninvolved administration, faculty, students and Meadville community rallied to their aid by raising money for their defense and ultimately winning their freedom.

Allegheny College, through those students, mainly, continued to be involved and takes pride that in some small way its involvement led to the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Civil rights movement leaders, and international leaders inspired by the U.S. democracy movement, were regularly welcomed to the college as guest speakers. These experiences led to the creation of the Center for Political Participation which is a program of learning and experience within the Political Science department and is open to all students, but it seems from readings does not itself offer course credit.

The Center has a director who is a PhD in Political Science and teaches within that department. He brings the background of university professor, polling and studies of the American political parties. The Center is heavily dependent upon student participation in the execution of its functions and events. The Center hires work study students who create activities within the Center, consistent with its mission, under the programmatic guidance of the director.

The stated mission of the Center is "broadly conceived."

"Self-governance and maintenance of democratic institutions require more than electoral participation; the vitality of those institutions is contingent upon our commitment to principles of citizenship and responsibility."

Program emphasis is on 1) electoral participation; 2) global engagement; 3) law and justice; 4) public policy and 5) journalism in the public interest. Within the Center, there is an organized lecture program offering to the campus and the Meadville community, monthly educational information through lectures and panel discussions on a host of current subjects. The list of topics is long in content and reach, from voting issues in the U.S. to democracy efforts in South America and Ukraine. Students are encouraged to learn about and become involved in Meadville and Crawford County governance activities.

Within the Political Science Department, there is a rigorous Law & Policy Program major offered to all students. Admission is by application. Seniors need special permission. Completion is dependent upon earning a specific number of points tied to accomplishment of a faculty approved portfolio of study away from the College, independent research, civic engagement programs and other specified activities. The Law & Policy program operates together with the Center's activities and limited points may be earned in Center program involvement. The Law and Policy Program has recently been awarded a \$250k grant by the Endeavor Foundation.

In 2012, Allegheny College formed a partnership with the Robert H. Jackson Center located in Jamestown, NY, about 55 miles driving distance from Meadville. That center is devoted to the legacy of USSC Jackson and is an important part of Allegheny's Law & Policy Program. Recently, the Law & Policy Program has incorporated a Global Affairs focus. It offers students an opportunity "to explore possible career paths as well as academic interests that reflect international law and policy themes", consistent with the programming offered through the Center for Political Participation.

Students do not appear to receive course credit for their activities within the Center for Political Participation. It appears those are volunteer activities, except where work study students are employed. Students do obtain course credits through the Law & Policy Program.

The Political Science department is the umbrella for both the Center for Political Participation and the Law & Policy Program. The Center for Political Participation does not have a staff beyond the director and work study students. The director, Professor Brian Harward, teaches Constitutional Law, Judicial Process, Philosophy of Law and American Politics within the Political Science Department.

I have been impressed by what I have read about Allegheny College. Its “democracy center’s” thinking has widened over time, discovering what works, has effectively harvested its involvement in the civil rights movement, capitalized on regular lectures about critical and current democracy subjects, national and international, and stimulated students’ and potential funders’ enthusiasm for learning and engaging in democratic processes and challenges

Birmingham Southern College (BSC)

Birmingham Southern College (BSC) is located 3 miles outside the City of Birmingham, AL. Its student enrollment is 1209, 53% female, 47% male. Racial demographics are 78% white, 14% black, and 8% other students of color, including Asian, Hispanic, and students who did not declare a race designation. BSM has a southern, racial and gender history. Its first black students were admitted in 1965. It is affiliated with the Methodist Church. It boasts that 250 community and business leaders mentor students.

The Hess Center for Leadership and Service was indirectly endowed by philanthropists, Donald Hess and his wife, Ronne. In 1989, they endowed BSC’s Leadership Studies program and “in honor of their commitment to the study of leadership and the cultivation of civic responsibility, BSC launched the Hess Center for Leadership and Service with the central goal of fostering the leadership ability and talent of the BSC community.” In 2015, the Center named was changed to the Krulak Center in honor of the retiring BSC president at the Hess’ request. Donald Hess, a graduate of Dartmouth College, mathematics major, worked for and succeeded to the ownership of Parisian, Inc., a department store chain started by his father, Emil Saks, in 1920. Saks purchased Parisian in 1996. Donald continues to serve on the Saks

Board. Both Donald and Ronne are leaders in Birmingham Jewish committees and non-profit organizations. Donald also was a trustee of BSC.

The core center program is the Hess Fellow program, the object of which is to create the next generation of engaged citizens. It offers “intensive, summer internships with non-profit agencies. The internships focus on advocacy or poverty and are open to students in their second and third years of study at the College.” Students apply for the Fellows program. The internships may be outside of Birmingham. For the poverty interns, a modest living allowance is made possible through the Shepherd Higher Education Consortium on Poverty.

Under the Krulak Center umbrella, there is the Distinction in Leadership Program which is a rigorous for-credit program. Its students study and practice leadership. There are four elements: “an introductory theory course, two leadership-designated courses across the curriculum, a cooperative project in a junior year practicum, and a senior year capstone which provides a summative leadership analysis and application experience.” The list of designated leadership, business and religion courses is impressive, from Chinese Philosophies of Leadership and Strategy to Management Principles and Organizational Behavior to The History of Terrorism. There is also a first-year leadership challenge where students are encouraged to meet each other, explore how to lead campus organizations and prepare for leadership of those organizations.

There is no Center director or staff.

The Center’s emphasis is on developing leadership qualities in all its students but does not appear to press students toward political involvement.

Elon University

Elon University located in Elon, N.C. is adjacent to the city of Burlington which has a population of 50,000 and is 20 minutes from Greensboro. It has an undergrad student population of approximately 6100 full-time and a graduate population approximately 700 full-time.

Roughly, 61% are female and 39% are male; 80% are white, 400 are Hispanic; 330 are black; 125 are international; 200 are listed as multi-ethnic; 1 Pacific Islander and 5 persons who did not racially identify. Burlington is a politically conservative area. Many retirees reside there.

In the Fall of 2021, there was a “mini-Charlottesville” threatening march of “ultra-right wingers” through some streets of the city of Elon. The Elon University reaction has been to strengthen its resolve to increase minority enrollment and its leadership emphasis in the arena of social justice.

The Institute of Politics and Public Affairs is an umbrella description for 5 areas of the Political Science Department: 1) The Institute’s mission is to “...address the disconnect between academic endeavor and citizens, policy makers, administrators, activists and civic leaders”; 2) National Campaign for Political & Civil Engagement which is a non-partisan group that fosters political awareness and civic engagement among students; 3) Center for Public Polling which “immerses students in current events by holding frequent regional and statewide public opinion surveys on issues of importance to NC and other southern states”; 4) Center for Public Affairs is devoted to “research, training and other practical assistance for organizations and communities searching for solutions to difficult problems; and 5) The Turnage Family Faculty Innovation and Creativity Fund for the Study of Political Communication and Media Literacy in the 21st Century.

The Political Science Department has two foci: classical academic political science and political studies which allows students to elect courses outside of the classical academic model and outside of the political science department. There is great emphasis on experiential learning through internships with a variety of non-profit, business, governmental and legal organizations.

The Institute’s 5 “buckets” permits students to find themselves in some form of voluntary political engagement and also for Elon University to be attractive to grantors who are looking for discreet programs within their grant requirements. For example, Elon was recently granted \$300k to partner with a local high school to “foster” civic engagement and reflect on ideals of democracy and freedom” and to “increase the H.S. students’ college access rate.

Elon University has a very active and important program which is open to its volunteering students who are encouraged to learn leadership skills through assignments to local organizations. They perform services within the missions of those community programs.

Morehouse College

Morehouse College is located in Atlanta GA. It is a HBCU all male school, which has a predominantly black student population. Its mission generally is to educate men of African descent for the betterment and advancement of marginalized communities globally.

The Andrew Young Center for Global Leadership is an umbrella name for a number of specific programs under it reflecting the global vision of its namesake, who was

U.S. Ambassador to the U.N., U.S. Congressman, Mayor of Atlanta, civil rights leader, pastor, confidant of Dr. Martin King, Jr., and intimately involved in events leading to the passage and enforcement of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

There are 4 interdependent institutes: Institute for Research, Civic Engagement, and Policy; Leadership Studies Program; Institute for Social Justice and Praxis; and Institute for International Experiential Education. Each has a head or director. There is no separate funding for each. By deduction, the funding comes from the school's general budget inasmuch as the offerings are part of a curriculum. The stated mission for each is "to provide institutional, national and international leadership competencies in the examination and generation of solutions for global challenges, the study of social justice and leadership, social justice activism training and development of social change agents, and co-curriculum experiences designed to prepare students for lives as global citizens and leaders." The institute curriculum model is successful and well supported by grants and intern opportunities.

The Bonner Office of Community Service provides a volunteer model for leadership development. Annually, the Bonner foundation awards 30 scholarships for students to continue or commence "servant

leadership” training. The scholar leadership experience is progressive: Year 1) exploring identity and place and moving from service to solutions; Year 2) leading teams and knowing issues; Year 3) planning and managing projects and building organizational capacity; and Year 4) transitioning from college to career and living civically engaged lives. There are a multitude of volunteer opportunities for non-scholarship students through the Bonner Office as well. Funding comes through the College.

There is a director and program coordinator.

There are six Bonner Common Commitments: 1) Community building; 2) Spiritual exploration; 3) Diversity; 4) International perspective; 5) Civic engagement; and 6) Social justice advocacy.

Spelman College

Spelman College is located in Atlanta GA and founded under this name in 1924 but was originally founded in 1881 by Baptist missionaries as a school for the education of black women. Its student body is all female. Of its 2100 students, 3 are white and 5 are Asian. It has international students. Its faculty is 75% female and 25% male; demographics are 516 black, 53 white, 23 Asian, 5 multi-ethnic and 1 Pacific Islander.

The school’s mission overall is to educate and inspire all its women for leadership roles, locally, nationally and globally.

The Bonner Office of Civic Engagement has a director and staff and is part of the faculty. Its role is student leadership counselling and guidance into various volunteer community activities tied to student interests, interdisciplinary courses, service internships and international study-abroad programs. The range of pursuits is very broad: voter education and awareness; global women’s health and wellness; consequences of poverty, and the intersection of race, class and gender.

International student exchange and study abroad opportunities are a significant thrust of Spelman’s educational effort.

In addition to a director, there is an administrative office coordinator, manager of student development and the Bonner Scholars program, and a manager of community service projects and initiatives.

The Social Justice Fellows Program selects 15 rising junior and seniors for participation in an intensive program of off-campus internships and on-campus and off-campus courses in national and international politics. The intern projects are all related to social action. There is social action training and social policy implementation training. Presently, there is no grant funding for the program as a whole, although there is one local community project that is funded by a non-institution grant. The program functions mainly on institutional grants. There is a substantial effort to tap sources of federal government internships. It has had much success in placing students for internships and scholarships for law school and other graduate schools.

The mission is to teach students how to effect change at the racial, political and legal policy levels, both nationally and globally.

In addition, there is an associate Social Justice program which is open to students who applied but could not get into the Fellows program because of limited funds. Annually, 40 students are chosen through the application process for this pursuit. The Social Justice Fellows Program has a director and a program coordinator plus 3 faculty mentors, one from the political science department.

The Social Justice Fellows program is under the umbrella of the Social Justice Program. John Lewis Fellows are especially interested in voting rights, environmental justice, health disparities and mental health policy advocacy. The Ida B. Wells Collaborative is lecture series where students meet and interact with contemporary legends such as Professors Anita Hill and Angela Davis.

Spelman identifies pre-admission 30 students for campus leadership roles. These students are directed into leadership training and opportunities by school administrators.

My impression is that Spelman College, like all others, has a broad umbrella social action banner, but creates specific programs under it that will attract funding, internships and robust student participation.

III. Liberal Arts Colleges Often Compared to Amherst Reviewed by Roger Mills

Hamilton College, Clinton, NY. The Arthur Levitt Public Affairs Center

In 1979, Hamilton received a grant from the Pew Charitable Trust to establish an interdisciplinary program in Public Policy. The program was designed to encourage students and faculty members to use the three disciplines of economics, government, and philosophy in analyzing specific public policy issues.

The program recognized the growing national need for post-secondary education to respond to the increasing complexities of national, state, and local public policy issues. Hamilton has a distinct tradition of public service and the Center website gives the impression of multiple activities. The leadership institute is a program that provides “intensive leadership training ... promoting transformational leadership practices and social action. LLI’s mission is to help students recognize, develop, and practice the kinds of leadership skills that are essential for creating personal and societal change.”

I could not find specific information about how large the original Pew Charitable Trust grant was or how much the “significant commitment” from the Levitt family was.

Haverford College, Haverford, PA. The Center for Peace and Global Citizenship

As the college website states, “Haverford College, while a non-sectarian institution, has Quaker origins that inform many aspects of the life of the College.” The Center’s mission statement expands on that by stating, “The Center for Peace and Global Citizenship (CPGC) advances Haverford’s longstanding commitment to peace and social justice through research, education, and action. The Center integrates innovative scholarship and responsible civic engagement around contemporary issues of global significance. With its commitment to knowledge as the foundation for effective action, the Center embodies

Haverford’s scholarly and ethical mission as a premier liberal arts college.”

The Center achieves this mission by supporting student and faculty scholarship connected to key global issues of the day. Through its various programs and funds, the Center serves as a bridge between theory taught in the classroom and practical experience both on and off campus. Its strategic goal is to assist members of the Haverford community develop their skills as effective agents of social change.

The Center has a 4-member steering committee and a staff of 4 individuals. An “executive director” appears to set policy.

Williams College, Williamstown, MA The W. Ford Schumann Faculty Fellow in Democratic Studies.

“W. Ford Schumann Visiting Professorship in Democratic Studies was endowed in 2000 by the Schumann Center for Media and Democracy, formerly the Florence and John Schumann Foundation, with a gift of \$2.5 million. The Schumann family gave an additional \$500,000 to support the W. Ford Schumann Faculty Fellowship.”

I did not find anything to suggest a specific center. The political science program appears to provide an academic home ground for “democracy and civic responsibility.” In addition, the faculty fellow has access to funding to support inviting visiting speakers and setting up programs.

Wesleyan University, Middletown, CT. The Allbritton Center for the Study of Public Life.

“The Allbritton Center was made possible by the generous support of Robert ’92 and Elena ’93 Allbritton.” (“Politico”). The Center has an extensive course catalogue with a bewildering variety of courses. The site lists 4 full-time and 9 visiting faculty members.

In summary, all of these highly-respected small liberal-arts institutions have specialized on-campus resources to support student and faculty engagement with public affairs. The magnitude and

direction of engagement varies considerably. Much of the variability reflects 3 key factors: the history of the schools, the character of the interaction between the schools and their surrounding communities, and the financial support of wealthy alumni.

Amherst seems to be a bit of an outlier, perhaps because the College has not really fostered ties with its surrounding community to the extent that Wesleyan and Haverford have. The other obvious factor is the lack of funding from a major donor or donors.

IV. Public Universities **Reviewed by Ken Garni and Bob Benedetti**

Name and Location of School: **U of Oklahoma**
Name of Center Being Researched: **Carl Albert Center for Congressional Research and Studies**

1. How was the Center established and how has it evolved; what is its story?

The Center was established to study Congress and named for a former Speaker of the House.

2. What is the Center's mission statement? Is there a relationship with the school's mission statement that is obvious?

The Carl Albert Congressional Research and Studies Center is a unique and nonpartisan institution that strengthens representative democracy through scholarship, learning, and service.

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

Its internships carry credits.

4. Does the Center provide internships; how are they related to democracy? To whom are internships available? What is the application process?

There is a separate application process of students who wish to be interns, though students can also enroll in courses which focus on

internships. The Center has internship programs for undergraduates in local agencies and state government. It also has fellows who help structure civic engagement among students on campus, including voting. Finally, the Center offers research fellowships to undergraduates. Its graduate program fellowships support students working toward a Phd and who help to digitize the archive.

6. How is the Center staffed; how many people are on staff, what are their position titles? What faculty are assigned to the center?

The Center has 2 archives and the Director also has the title of curator, indicating the importance of their archive collection. Two faculty members are listed, one being the assistant director. Staff include those assigned administration and accounts. A separate staff members focuses on women's leadership and civic engagement.

8. What was unique about the program? What of interest did you discover?

Good lecture series including lectures on voting.

Name and Location of School: **University of Tennessee, Knoxville**
Name of Center Being Researched: **Howard Baker Center for Public Policy**

2. What is the Center's mission statement? Is there a relationship with the school's mission statement that is obvious?

"To continue the legacy of Senator Baker by providing critical insights on domestic and international challenges through interdisciplinary research, experiential education, policy engagement. Our vision is sound policy, thoughtful leadership and informed citizens."

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

Baker Ambassador: each semester students must fulfill the following
Attend at least six meetings.

If you cannot attend meetings, you are expected to volunteer in the Baker Center

office one hour for each meeting you cannot attend or take a BCCP designated course.

Volunteer for at least one Baker Center event.

Volunteer for at least one voting project event organized by the logistics committee.

Attend at least one special session with a guest.

Be a currently enrolled student in good standing at the University
Commit and adhere to an integrity pledge.

What are the expectations of Baker Scholars?

- Meet regularly with a faculty mentor and make substantial progress on chosen project each semester.
- Submit progress reports to the Director of UG Programs in line with announced deadlines.
- Enroll in BCPP 317: Baker Scholar Seminar for one credit-hour in the spring semester of junior and senior year.
- Actively participate in Baker Center events, as well as activities for networking among Baker Scholars.
- Complete written project report and make oral presentation in spring semester of senior year.

Diplomacy Lab, Public Policy Minor, Washington Fellows (2 wks), TN Civic Summit
(with other schools), Vols Vote Program

4. Does the Center provide internships; how are they related to democracy? To whom are internships available? What is the application process?

Internships not highlighted

5. What is the management/governance structure of the Center; a Board of Trustees, Board of Advisors, Director, Faculty/student committees?

Board of 17, Baker family, Washington leaders, UT academics
Programs each have directors. Two Center directors; five program directors. Diagram of reporting relationships listed on website.

6. How is the Center staffed; how many people are on staff, what are their position titles? What faculty are assigned to the center?

All program directors are faculty: political science, economics
4 staff assistants

7. How are undergraduates recruited to participate in the Center?

Applications

8. What was unique about the program? What of interest did you discover?

Archives

Name and Location of School: **University of Texas**

Name of Center Being Researched: **Annette Strauss Institute for Civic Participation**

2. What is the Center's mission statement? Is there a relationship with the school's mission statement that is obvious?

Founded in 2000, the Institute focuses on educating, inspiring, and connecting the next generation of Texas civic leaders.

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

The Texas Civic Ambassadors Program prepares young people to be civically active adults through nonpartisan, youth-focused events and civic learning opportunities. During their year of service, each ambassador supports the Institute's mission of enhancing civic life on their campus or in their community. Ambassadors are tasked with completing independently-led educational outreach projects that meet a community need. The program arms students with the knowledge and tools necessary for carrying out these initiatives through multi-day training, workshops, and mentorship opportunities. Texas Civic Ambassadors will be offered free admission to all institute events during their year of service, including our annual Campaign Bootcamp and VIP access to the Institute's annual fundraising dinner, Great Conversations, statewide Speak Up! Speak Out! Civics Fairs, and special

guest lectures. Ambassadors will also receive free admission to the Texas Tribune Festival. Also programs for k-12 and research projects like civic health index, Campaign mapping, and media and society survey.

4. Does the Center provide internships; how are they related to democracy? To whom are internships available? What is the application process?

The Ted Strauss Civic Internship Award provided by the Annette Strauss Institute for Civic Life, Moody College of Communication, to supplement their paid or unpaid internship in the fields of public policy, public service, government, or politics for the summer.

5. What is the management/governance structure of the Center; a Board of Trustees, Board of Advisors, Director, Faculty/student committees?

Directors have been from Communications. In addition, one associate and one assistant director. Long list of faculty “collaborators”. Forty-two on advisory board; also a large number of honorary board members.

6. How is the Center staffed; how many people are on staff, what are their position titles? What faculty are assigned to the center?

Five additional staff; none specifically for undergraduate programs. 3 student staff listed.

7. How are undergraduates recruited to participate in the Center?

Deans, professors, advisors, administrators, current Ambassadors, or New Politics Forum alumni are eligible to nominate students for the Texas Civic Ambassador Program.

Name and Location of School: **University of Utah**

Name of Center Being Researched: **Hinckley Institute of Politics**

1. How was the Center established and how has it evolved; what is its story?

The Hinckley Institute was established in 1965 through the generous bequest of the Noble Foundation and Robert H. Hinckley. **One of the**

first of its kind in the nation, the non-partisan Hinckley Institute was founded with the mission to engage students in governmental, civic, and political processes, promote a better understanding and appreciation of politics, and train ethical and visionary students for public service. A significant number of local and national leaders are former Hinckley Institute students, including: Karl Rove, Utah Senator Pat Jones, and Congressman Ben McAdams

2. What is the Center's mission statement? Is there a relationship with the school's mission statement that is obvious?

The Hinckley Institute connects University of Utah students of all backgrounds and majors to transformative internships. The Hinckley Institute's goal is to further civic engagement and encourage students to connect with the world around them through intern opportunities, classes, forums, and more.

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

Internships offered by discipline
Ambassadors for events
Forums
Minors
Classes
Undergraduate politics journal
Washington Center
Scholarships
Participation in national organizations like Andrew Goodman Foundation
Fellows program: brings lecturers to visit

4. Does the Center provide internships; how are they related to democracy? To whom are internships available? What is the application process?

Yes, many; each separate.

5. What is the management/governance structure of the Center; a Board of Trustees, Board of Advisors, Director, Faculty/student committees?

Director is also the Governmental Affairs director. 5 other directors, two involved in internship placement, one marketing, one community outreach.

6. How is the Center staffed; how many people are on staff, what are their position titles? What faculty are assigned to the center?

2 other administrative staff, 4 student staff (heavy political science experience)

7 faculty, political scientists and practitioners

7. How are undergraduates recruited to participate in the Center?

Applications for each program

Name and Location of School: **University of Virginia**

Name of Center Being Researched: **Center for Politics**

1. How was the Center established and how has it evolved; what is its story?

The Center for Politics' main focus is civic education and engagement, exemplified by its flagship program, the Youth Leadership Initiative. The Youth Leadership Initiative provides a free technology-based curriculum of civics materials to K-12 schools across the country and around the world, and conducts the largest all-student mock election in the nation each November.

The Center for Politics also publishes Sabato's Crystal Ball, a source of comprehensive election analysis which has been recognized as providing the most accurate electoral predictions in the country on its website and through a free weekly e-mail. Additionally, the Center for Politics organizes conferences and programs, publishes books and reports, and supports and promotes college student civic education through internships, voter registration drives, and on-campus speakers.

The University of Virginia's Democracy Initiative aspires to excellence in integrated research, teaching and public engagement on democracy at a global scale—bringing together a diverse range of scholars,

government leaders, and practitioners to study and advance the prospects of democracy around the world.

4. Does the Center provide internships; how are they related to democracy? To whom are internships available? What is the application process?

50 undergrads

5. What is the management/governance structure of the Center; a Board of Trustees, Board of Advisors, Director, Faculty/student committees?

Director, Assistant Director, 3 other program/communications directors

6. How is the Center staffed; how many people are on staff, what are their position titles? What faculty are assigned to the center?

3 columnists/ scholars, 4 staff, fiscal agent, editor; separate staff for youth leadership; list of 8: scholars.

Name and Location of School: **Penn State University**

Name of Center Being Researched: **The McCourtney Institute for Democracy, Center for Democratic Deliberation**

1. How was the Center established and how has it evolved; what is its story?

Tracy and Ted McCourtney provided the transformative \$3 million gift that enabled the institute to pursue excellence and leadership in advancing the cause of democracy.

2. What is the Center's mission statement? Is there a relationship with the school's mission statement that is obvious?

The Center for Democratic Deliberation (CDD), founded in 2006, is a nonpartisan interdisciplinary center that promotes research and programming focused on rhetorical aspects of democratic deliberation. We study how people use language and communication, speaking and writing, argument and persuasion, or dialogue and debate to impact the quality of civic discourse.

The Center for American Political Responsiveness was founded in 2011 as an interdisciplinary academic center that investigates questions of democratic governance and public policy. Our inclusive focus encompasses traditional issues of political behavior and political institutions at all levels of American government. At the same time, the research highlights or emphasizes the relationship between them as critical, if democratic governance is to be successful.

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

Six courses

4. Does the Center provide internships; how are they related to democracy? To whom are internships available? What is the application process?

Nevins Fellowships and internships (summer), awarded following completion of one unit course on Democratic leadership (communications professor)

6. How is the Center staffed; how many people are on staff, what are their position titles? What faculty are assigned to the center?

Faculty: 7 from English and Communications; 4 from political science
3 directors. 2 staff people
Student Advisory Board: selection of speakers, etc.

7. How are undergraduates recruited to participate in the Center?

Enrollment in classes

8. What was unique about the program? What of interest did you discover?

Voices of Democracy project: In addition to pedagogical materials categorized under themes such as "War and Peace," "Freedom of Speech," and "Social and Economic Justice," Voices of Democracy includes a refereed online journal edited by J. Michael Hogan and Shawn Parry-Giles. Voices of Democracy aligns with the CDD's mission of enhancing the quality of public deliberations and promoting civic, rhetorical, and historical literacy.

Name and Location of School: **University of Maryland**
Name of Center Being Researched: **Rosenker Center for Political Communications and Civic Leadership**

1. How was the Center established and how has it evolved; what is its story?

The Center for Political Communication & Civic Leadership launched in September of 2001, approximately two weeks before 9/11. The Center's first event featured an opportunity for the UMD community to come together to talk about the impact of the tragedy on students, staff, and faculty. The Center was renamed in April of 2018 after Mark and Heather Rosenker. The Rosenker Center's new name honors the public service of both Mark Rosenker (a UMD COMM alum) and Heather Rosenker who have spent their careers promoting communication for the public good.

2. What is the Center's mission statement? Is there a relationship with the school's mission statement that is obvious?

The Mark and Heather Rosenker Center for Political Communication and Civic Leadership unites research, education, and public engagement to foster democratic communication by a diverse people. As part of the Department of Communication, a unit of the College of Arts and Humanities at the University of Maryland, The Rosenker Center is committed to the advancement of a diverse and productive democracy through the study of human communication. The Rosenker Center sponsors programs designed to explore the nexus between communication behavior and political life, and is a resource for the political community, offering expertise, analysis, and commentary about political communication.

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

Archives, town hall meetings, Voices of Democracy center, political ads,, lecture series, reports

5. What is the management/governance structure of the Center; a Board of Trustees, Board of Advisors, Director, Faculty/student committees?

One Director

6. How is the Center staffed; how many people are on staff, what are their position titles? What faculty are assigned to the center?

10 affiliate faculty, two Phd candidates

7. How are undergraduates recruited to participate in the Center?

There are none.

8. What was unique about the program? What of interest did you discover?

The mix of programs and services

Name and Location of School: **Salem State University**

Name of Researched Center: **Frederick E. Berry Institute of Politics and Civic Engagement**

1. How was the Center established? How has it evolved? What is its story?

The Center for Civic Engagement was originally established in 2015 to serve as the "nexus for community-based initiatives, civic learning, and public engagement at Salem State. It defined community-based as including geographic, identity, and issue based concerns. The Reilly Center was established in 2019 as a non-partisan institute, with the goal of prioritizing meaningful civic engagement. Its aim is to engage a diverse student body in pursuing careers in politics and public service. The Center was originally funded by a Massachusetts State appropriation of \$200K in honor of a long-time State senator from the area.

2. What is the Center's mission statement? Is there a relationship with the school's mission statement that is obvious?

The Centers mission statement is clearly congruent with SSU's stated institutional values of equity, partnership, and collaboration. The Center's goals, as stated in its 2021-2024 Strategic Plan, include:

fostering students' leadership skills for the purpose of social change; engaging minority students' knowledge, skills, and experiences to ensure anti-racist curricular and co-curricular civic engagement; strengthen faculty and staff capacity to collaborate with community partners to address local, regional, national and global public problems; and to provide mentorship, support, and resources to faculty and staff who are involved in equitable and anti-racist teaching and research.

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

The Center has four core components: Advocacy, Civic Learning, Community Engagement, and Political Engagement. Its Advocacy offerings include Social Justice Programming, an Annual Advocacy Conference, Advocacy Education (In-classroom workshops, teach-ins, consultations, and talks/panel discussions). It also provides Just-in-Time Advocacy responses to issues raised by students on campus. The Center is also involved in monitoring SSU Civic Fellows, offers a Civic Engagement Minor (15 credits) in collaboration with the Political Science Department, and manages the University list of Community-Engaged courses, as well as the Public Problem-components in Major courses.

4. Does the Center provide internships? How are they related to democracy? To whom are internships available? What is the application process?

The internship and other experiential opportunities offered are not directly related to democracy. The BIOP Internship scholarships are competitive in nature and open to undergraduates and are focused on furthering career interest in government, politics, civil engagement, non-profit, and other means of public service. In the recent past, internships have been in areas of sustainability, public service, healthcare, immigration, climate change, and public service.

First year students are all required to participate in a Day of Service in the local community and can become involved in community service and community partnership programs after completing service requirements.

5. What is the management/governance structure of the Center? A Board of Trustees, Board of Advisors, Director, Faculty/Student Committees?

The Center has an Advisory Board of 20 members, including a mix of faculty staff, one student, and a majority of community leaders. The full-time staff of the Center includes an Executive Director, Assistant Director, and a Graduate Retention Fellow, with a Faculty Advisor from the Political Science Department.

6. How is the Center staffed? How many people are on staff? What are their position titles? What faculty are assigned to the Center?

See above,

7. How are undergraduates recruited to participate in the Center?

Through First Year Day of Service, student voter registration programming, by hosting policymakers and speakers while on campus, through the Annual Advocacy Conference, and by means of the Advocacy Education offerings in classrooms..

8. What was unique about the program? What of interest did you discover?

This was the first and only (very small comparative group) one that was a stand-alone and independent center not aligned with any particular school or department at the University. Also, much of its early funding came from outside sources and integrated State political leaders into management of the Center.

Name and Location of School: **Tennessee State University**

Name of Researched Center: **College of Public Service**

1. How was the College established? How has it evolved? What is its story?

The College of Public Service and Urban Affairs is one of nine schools and colleges at Tennessee State, an HBCU institution. It has grown into a multi-disciplinary group of disciplines whose primary focus is providing teaching and research initiatives in the field of public service education.

2. What is the Center's mission statement? Is there a relationship with the school's mission statement that is obvious?

Its core mission is ...to educate, socialize and serve students and employers of non-profit, government, healthcare and organizations by providing educational programs that build skills in knowledge of social work, urban affairs, public administration, and leadership; conducting scholarly and applied research activities supportive of these educational purposes, and consulting and applying research and knowledge of social programs". The stated mission is congruent with the University's stated commitment to enhance public service and leadership.

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

The College offers a range of undergraduate and graduate programs, each with a stated career- based focus on public service education. Those programs include a BS in Urban Studies, BSSW (Social Work), an MSW, MPS (Professional Studies) and an MPA and a Ph.D.in Public Policy and Administration. It also offers a wide range of certificate, minor and major courses, and experiential learning programs with underlying focus on career development. For undergraduate students, it offers a minor in Nonprofit Management and Leadership and a certificate program in Urban Leadership (18 credits, 6 courses)

4. Does the Center provide internships? How are they related to democracy? To whom are internships available? What is the application process?

Each college at TSU has an Internship Advisor that assures experiential options meet the academic criteria for credit approval and are congruent with the educational and public service mission of the University. Also approved internships are with local and national governmental agencies and non-profit institutions in the local area.

5. What is the management/governance structure of the Center? A Board of Trustees, Board of Advisors, Director, Faculty/Student Committees?

The College responds to the Provost/VP of Academic Affairs. It is led by a Dean of the College and its three separate divisions are run as traditional academic departments.

6. How is the Center staffed? How many people are on staff? What are their position titles? What faculty are assigned to the Center?

The College lists 21 faculty positions (Public Administration [11], Social Work [8], Urban Studies [3]). Numerous faculty carry administrative responsibilities in addition to the faculty ones (ie: Field Education Coordinator, Grad Programs Coordinator). Some carry joint appointments.

7. How are undergraduates recruited to participate in the Center?

Undergrads enter the College as a result of their selection of either the BS in Urban Studies or BSSW (Social Work) major upon admission to the University,

8. What was unique about the program? What of interest did you discover?

This program, while not unique in itself, is housed and supported in a HBCU. Although it has a relatively narrow career-focus on public service education, it offers that training across three different, but integrated, academic disciplines.

Name and Location of School: **University of Delaware**

Name of Researched Center: **Center for Civics Education**

1. How was the Center established? How has it evolved? What is its story?

The Center for Civics Education is a service component of the Institute for Public Advancement (IPA). The IPA was established in 1973 and is housed in the Biden School of Public Policy and Administration. The Biden School offers undergraduate, masters, and doctoral degree programs in organizational and community leadership, energy and environmental policy, and public policy.

2. What is the Center's mission statement? Is there a relationship with the school's mission statement that is obvious?

The IPA is a public service, educational and research center that links the resource capacities of the University of Delaware. Its focus is to address policy, planning, and management needs through the integration of applied research, professional development, and the education of tomorrow's leaders. The mission of the Center for Civics Education is to "promote civic engagement and a better understanding of citizen responsibilities in a democratic society among young people through a series of education-based programs".

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

The Center's key program is the Democracy Project Institute for Teachers. The goal of the summer institute is to aid and improve the teaching of civics in K-12 Delaware classrooms. In 2019, the Center offered the initial Summit on Civics Education for Delaware teachers. (800 Summary Report). As part of its outreach support to civics educators in Delaware, the Center also provides lesson plans for teachers from K through 12, a First Congress Unit for teachers in grades 6-12, and updated resources for Statewide Civic Education Standards for purposes of recertification. The Center itself does not offer certificates, minors or majors. Those are part of the academic offerings under the aegis of the Biden School. The Center does offer a 3-credit course, Civics and Economics for the Elementary Teacher which is required for all elementary education majors.

4. Does the Center provide Internships? How are they related to democracy? To whom are internships available? What is the application process?

The IPA offers a series of short-term summer internships, mostly in the Washington, D.C. area. It also offers full-time paid internships, again in DC, often under the auspices of the Office of Management and Budget and/or the Friends Committee on National Legislation. The internships and fellowships are competitive and do not appear to have a direct focus on doing either research or advocacy work on democracy.

5. What is the management/governance structure of the Center? A Board of Trustees, Board of Advisors, Director, Faculty/Student Committees?

The Center is one of the outreach and training efforts undertaken by the IPA. The IPA supports programs and associated Biden School services. The Biden School is administered by a Dean-Faculty administrative structure, with adjunct and associate faculty providing much of the professional coverage for both the IPA and the Center for Civics Education.

6. How is the Center staffed? How many people are on staff? What are their position titles? What faculty are assigned to the Center?

Although very difficult to distinguish from website publications, it appears the Center has two professionals associated with the Democracy Project. Faculty from the Biden School provide the majority of the staff for its training and outreach initiatives. Two adjunct IPA faculty appear to have some linkage to the Democracy Project, one as a Project Director and the other as a Staff Liaison to the Delaware League of Local Governments.

7. How are undergraduates recruited to participate in the Center?

By means of their enrollment in Public Administration degree programs and/or through internship and experiential learning opportunities offered by IPA initiatives.

8. What was unique about the program? What of interest did you discover?

Although there is little programmatic uniqueness for these programs, nor a focus on promoting learning about democracy, the target group for its efforts is unique. Its programs focus on providing support and resources for K-12 learning, both in and out of school. It also appears to focus its outreach efforts on highlighting civic education as a Statewide priority, not just one at the University.

Name and Location of School: **University of Florida. (Gainesville, FL)**

Name of Researched Center: **Bob Graham Center for Public Service**

1. How was the Center established? How has it evolved? What is its story?

The Center was established in 2006 by former Senator and Florida Governor Bob Graham. It is defined as a "...non-partisan civic engagement center that does not take stands on public policy issues'. It

is housed in the College of Liberal Arts and Sciences at the University of Florida.

2. What is the Center's mission statement? Is there a relationship with the school's mission statement that is obvious?

The core values of the Center are: civic engagement, public leadership and public service. Its stated mission is ..to create a community of students, scholars, and citizens who share a commitment to revitalizing the civic culture of Florida and the nation". That is clearly consistent with the University's mission of ...enabling students to lead and influence the next generation and beyond for economic, cultural, and societal benefit.

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

The Center offers a cross -cultural and interdisciplinary undergraduate major in International Studies. It also offers a minor in Public Leadership for undergraduate students interested in becoming 'effective and ethical leaders in the public and private sectors".

A featured" course offered by the Center is offered to general education and social science majors. It is entitled: Democratic Engagement and Public Leadership and is taught both in-person and online. Programs specifically aimed at participation by undergraduate students include the following:

Vote Everywhere. Students receive training and direct experience with voter engagement, community-organizing, and campaigning.

Freshman Leadership Council. Personal, professional and leadership growth opportunities for select group of freshman students.

Future of Florida Summit. Student-led annual statewide conference focused on issues of importance to the state of Florida.

Florida Political Review. Student journal for politics and public policy.

Partnered with the Center, the FPR provides students with editorial experiences, with the goal to highlight public discourse among Florida policyholders and the general public.

4. Does the Center provide internships? How are they related to democracy? To whom are internships available? What is the application process?

The Center does offer a series of internships. Among them are:

Tallahassee Internship Program. Up to 15 Spring internships that include placements within the state legislature, governor's office, executive branch agencies, and various lobbying associations

University of Florida Washington D.C, Internships. Spring, summer and fall internships for currently enrolled undergraduate students who are in good standing (>3.0) and a demonstrated interest in public service, public policy, law, or government affairs.

Gainesville Local Government Fellowship. 15 hours per week during fall and spring semesters doing project-based work to "improve real-world, operational city issues, and meet strategic goals.

5. What is the management/governance structure of the Center? A Board of Trustees, Board of Advisors, Director, Faculty/Student Committees?

The governance structure includes a 22-member Council of Advisors. The daily functions of the Center are managed by a Director (faculty member in the department of U.S. and International history) and Associate Director.

6. How is the Center staffed? How many people are on staff? What are their position titles? What faculty are assigned to the Center?

The Center has a staff of 12. In addition to the Director, it has two faculty members with assigned responsibilities in the Center. Its staff includes an Undergraduate Coordinator, Civics Education Coordinator, Instructor, Communications Director, Administrative Coordinator, Civics Scholar Data Fellow, two Civic Engagement interns, and a Communications Intern.

7. How are undergraduates recruited to participate in the Center?

Through its International Studies major and its minor in Public Leadership and by involvement in its undergraduate outreach and internship programs (see #s 3 and 4).

8. What was unique about the program? What of interest did you discover?

As has been the case in other websites reviewed, this Center got its start with encouragement, support and financial support from sources outside the sponsoring Universities. In many cases, it was state political leaders, past members of the Board of Trustees, alumni or retired faculty. While much of this Center's focus and programs are on state engagement and politics, its principal academic endeavor is a major in international studies, with a majority of its course offerings seemingly on Far Eastern history and politics. It seemed like an unusual admixture.

Name and Location of School: **Arizona State University**

Name of Researched Center: **School of Public Affairs**

1. How was the Center established? How has it evolved? What is its story?

College of Public Programs was founded in 1979, including the Center for Public Affairs. In 2018, was renamed the Watts College of Public Services and Community Solutions, including the School of Public Affairs. The School currently provides undergraduate, graduate and doctoral programs in Public Administration and Policy. Offers BAS degree in Applied Science, BS in Public Service and Public Policy, and BA in Urban and Metropolitan Studies.

2. What is the Center's mission statement? Is there a relationship with the school's mission statement that is obvious?

ASU is a large public research university with a focus on the global impact of research, outreach, and stewardship. School of Public Affairs focuses its undergraduate and graduate programs on information technology, science and technology policy, environmental policy, urban innovation, and civic engagement and new forms of governance. Its primary programmatic focus is on teaching and research Civic engagement opportunities are identified as promoting collaboration and Innovation in participatory governance research and practice. The mission for such initiatives is identified as teaching, capacity building, research, and dissemination activities aimed at studies of participatory democracy initiatives, participation in local governments and educational institutions"

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

Services for undergraduate students mirror those for full-time students in most degree-granting institutions, from academic advising to counseling to career development and beyond. The School offers masters-level certificates in Participatory Governance, Public Administration, and Policy Information. The School does offer Public Service Scholarships to deserving students, at both undergraduate and graduate level of studies

4. Does the Center provide internships? How are they related to democracy? To whom are internships available? What is the application process?

The website makes reference to generic internships as a means of providing real-life experience to academic work, but does not list any specific internships.

5. What is the management/governance structure of the Center? A Board of Trustees, Board of Advisors, Director, Faculty/Student Committees.

The School has a traditional academic organizational configuration. The staffing includes tenured and non-tenured faculty, faculty associates, and staff (including training/research coordinators, research analyst, Career development specialist, academic success specialists), with numerous adjunct professionals.

6. How is the Center staffed? How many people are on staff? What are the position titles? What faculty are assigned to the Center?

See above. This is not structured as a Center. It is a School which provides a wide range of undergraduate and graduate degree granting programs.

7. How are undergraduates recruited to participate in the Center?

Through the typical college admissions process, admission to AS and then select Public Affairs as academic discipline.

8. What was unique about the program? What of interest did you discover?

Students involved in participatory democracy options were encouraged to use local governments and educational institutions as a primary source for civic engagement. Series of Community Conversations included some discussion topics of relevance and interest, such as: Awakening Democracy, Civil Dialogue on Renewal Energy, Is Democracy Really in Decline?

Name and Location of School: **Rutgers University (New Brunswick, N.).**

Name of Researched Center: **Eagleton Institute of Politics**

1. How was the Center established? How has it evolved? What is its story?

The Institute was founded in 1956, with a bequest from the founder of the League of Women Voters in New Jersey. Housed in a building owned by Rutgers and listed in the National Historical Register, its originating purpose was "...developing and educating for responsible leadership in civic and governmental affairs and the solution of their political problems".

2. What is the Center's mission statement? Is there a relationship with the school's mission statement that is obvious?

The Institute studies how American politics and government work and change, analyzes how democracy might improve, and promotes political participation and civic engagement. Its mission is consistent with the University one, in part.....to provide services, solutions and clinical care that help individuals and the local, national, and global communities where they live". The Institute's stated Core Values are: To cultivate access and empowerment within the Institution and our political system. To affirm the humanity of all people, irrespective of their historical marginalization, identity, or socio-economic status. To engage in critical examination of systems of power and governance, including the ideals for and practice of democracy. To promote open and respectful exchange of ideas and perspectives. To foster interest in, and promoting, a broad range of engagement in politics, communities, and public service, by all members of society, especially our students.

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

The Institute houses a number of distinct centers, each with its own programs and staffing. They include: American Women and Politics, American Governor, Public Interest Polling, Youth Political Participation [civic action among young adults], Science and Politics, Community Protection and Resilience, and State Politics and Government. It also maintains an endowed lecture program, a civic engagement series, an endowed chair in women's political leadership, a lecture and discussion series on ethics in government, and a Professorship in Public Affairs. The Institute offers a 3-semester program in cooperation with the Department of Political Science. Juniors and Seniors from any school are eligible for the program, (University Associates) which includes 3 semester-long courses and a summer/fall internship in either American policy, politics, government, or advocacy. Eagleton courses in the UA Program include: Intro to Critical Intelligence Studies, Civic Engagement Project, Process of Politics, Women and American Politics, Prosecutorial Discretion, and Intro to Political Science Methods. Students can also earn Political Science course credits through participation in the Darien Civic Engagement Project. Undergraduate students are also eligible for Research Awards endowed by the NJ Policy Research Organization, with the purpose of studying how state and federal politics and public policy impact the NJ business community. Student research projects are supervised by Adjunct Faculty and Faculty Associates in the Institute.

4. Does the Center provide internships? How are they related to democracy? To whom are internships available? What is the application process?

The Rutgers-Eagleton Washington Internship Program offers \$5000 grants to undergraduate students for summer internships in government/public service in Washington, D.C. In addition, graduate and undergraduate students can earn credit for their work with various Eagleton centers and projects. Research assistantships are also made available for undergraduate students in the social sciences, statistics, and public policy majors.

5. What is the management/governance structure of the Center?

A Board of Trustees, Board of Advisors, Director, Faculty/Student Committees? The Institute's is managed by a Director and Associate Director. It has approximately 55 staff, including a cross-disciplinary group of faculty, adjunct faculty, faculty associates from departments such as law, political science, journalism and media studies, and business law. Its staff includes the Emeritus President and current members of the Rutgers Board of Governors. It also includes a comprehensive group of specialists, among them a VP for Federal Relations, Manager of Public Programs, Chief of Staff, Special Projects Manager and a Director of Communications. The website did not make any references to roles that students played in the management groups or committees at the Institute

6. How is the Center staffed? How many people are on staff? What are their position titles? What faculty are assigned to the Center?

See above. Political Science faculty teach the credit-bearing courses offered by the Institute. Other faculty and faculty adjuncts/associates perform a variety of teaching, research, consulting, and leadership functions in the various centers and programs at the Institute.

7. How are undergraduates recruited to participate in the Center?

Undergraduate students become involved with the Institute through individual courses taught by Political Science faculty in the Undergraduate Associates Program, research assistantships and internships, workshops, and other events sponsored by the different centers that are part of the Institute.

8. What was unique about the program? What of interest did you discover?

Although the Institute does not directly focus on democracy per se, it has a broad and deep teaching and research involvement in the American political process. Although it has been part of the Rutgers campus for 65 years, it is impressive how well-ensconced it is at the University and how large a footprint it has on life there. In reviewing the Institute Research Archive, I came across three books with relevant titles: Teaching Civic Engagement: From Student to Active Citizen (2013, McCartney, Bennion and Simpson) Teaching Civic Engagement Across Disciplines (2017 Matto), Teaching Civic Engagement Globally (2021, Matto).

Name and Location of School: **Ohio State (Columbus, OH)**

Name of Researched Center: **Institute for Democracy Engagement and Accountability**

This website was difficult to navigate to find the information needed. For an institution the size of Ohio State, it provided only basic and minimalist information.

1. How was the Center established? How has it evolved? What is its story?

The Center is one of more than 20 centers and institutes housed in the College of Arts and Sciences. No additional information on the history of the Center was available.

2. What is the Center's mission statement? Is there a relationship with the school's mission statement that is obvious?

The Center's mission statement focuses its resources on three main areas: generating and disseminating knowledge about American political institutions, with a special emphasis on elections; studying and fostering high quality political dialogue and deliberation; and furthering the university's mission announced in its motto: education for citizenship". It is clearly aligned with the University's mission of engaging citizens, building communities, and informing leaders.

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

The Center itself does not appear to offer general education credits nor any academic major/minor. Its adjunct faculty and staff are involved with two University-wide academic program:

Diversity, Equity, and Inclusion Certificate. Provides Skills necessary to maximize societal equity in the workplace and communities.
Program for Advancing Service Scholarships (PASS). Academic learning community for First-year students interested in benefits of service and leadership development

The Center offers a speaker series and other deliberative events, each characterized by some form of political dialogue or exchange. Its flagship research initiative, Connecting to Congress, has as its goal to have members of Congress engage in productive, deliberative conversations with their constituents and to analyze how those interactions affect both constituents' and members' decision-making. This initiative uses the "Deliberative Town Hall" model created by Michael Neblo, the Center Director.

4. Does the Center provide internships? How are they related to democracy? To whom are internships available? What is the application process?

The Center does not offer internships per se, but does provide seed grant monies for individual research "related to the general topic of democratic governance, broadly defined". The grants are offered to faculty and graduate students and range from \$3000 to 12,000. The grant proposals are evaluated by a review panel composed of staff and faculty.

5. What is the management/governance structure of the Center? A Board of Trustees, Board of Advisors, Director, Faculty/Student Committees?

It appears that the Center is ultimately responsible to the Divisional Dean of the Social and Behavioral Sciences (who is listed as one its adjunct faculty). The Center has a Director and an Associate Director, as well as a Steering Committee.

6. How is the Center staffed? How many people are on the staff? What are their position titles? What faculty are assigned to the Center?

It lists approximately 32 affiliated faculty, from Political Science, Law, History, Philosophy, Public Affairs, and Gender Studies Departments. It lists 2 full-time staffmembers, including the Associate Director and a Corresponding Fellow, as well as Ph.D students as IDEA Fellows from the Political Science Department.

7. How are undergraduates recruited to participate in the Center?

Through open invitations to its regularly scheduled programs and via joint program initiatives with academic departments in the College.

8. What is unique about the program? What of interest did you discover?

The Diversity, Equity, and Inclusion Certificate appears to offer an early intervention to help students establish and/or improve on their societal equity interests and involvement.

The Program for Advancing Scholarship and Service (PASS) is designed to establish an academic learning community for freshman students who are interested in public service and leadership opportunities.

The Center offered a two-year (2019-2021) joint program of lectures and seminars with the Center for Historical Research (CHR), titled Democracy in a Time of Change and Challenges. Its central theme was on "...the meaning of democracy in various regions and countries, how those are changing and the extent to which democracy is changing and or is under sustained and serious attack. Is democracy evolving, and, if so, how and why?".

Name and Location of School: **Louisiana State University**
Name of Researched Center: **Reilly Center for Media and Public Affairs**

1. How was the Center established? How has it evolved? What is its story?

It was established as an "outreach and engagement" program in the Manship School of Mass Communication in 2001. Its primary focus was on mass communication and how it related to contemporary challenges of the digital revolution. It is clear that the Center's principal focus is on media and politics.

2. What is the Center's mission statement? Is there a relationship with the school's mission statement that is obvious?

The Center's mission is to generate thoughtful programs, dialogue, and research about mass communications and it's relationships with social, economic, an political issues. Its mission statement is congruent with that of the Manship School, whose stated goal is to bring people from

all parts of the political spectrum together to engage in productive and meaningful conversations.

3. What services and programs does the Center provide, noting which ones are directly serving undergraduate students? Does the Center offer general education credit, certificates, minors, or majors?

It offers BA degrees in Mass Communications, Digital Advertising, Journalism, Political Communication, and Public Relations. It also offers a Minor in Mass Communications. The Center provides series of public programs (ie: Racism: Dismantling the System; Community Collaborative: By and For the Community), whose dual goals are to foster social justice on both a national and global level, as well as to enhance citizens' ability to actively engage in community planning and decision-making for the betterment of local well-being.

4. Does the Center provide internships? How are they related to democracy? To whom are internships available? What is the application process?

It provides internships to students who meet the selection criteria of required number of completed credits and a minimal GPA. Students find their own internships and select faculty and on-site supervisors.

5. What is the management/governance structure of the Center? A Board of Trustees, Board of Advisors, Director, Faculty/Student Committees?

The Center has an Advisory Board of "thought leaders" from media, public affairs, business and academia who provide "support and counsel for Center initiatives. The Center's organizational structure emulates that of most schools of business. The Center is under the Dean and Associate Dean in the School's organizational structure and its programs are under the supervision of Academic chairs.

6. How is the Center staffed? How many people are on staff? What are their position titles? What faculty are assigned to the Center?

It is difficult to distinguish how many staff are directly aligned with the Center and how many are linked by virtue of their academic responsibilities. It appears the following positions/titles are primarily aligned with the Center. Two Co-Directors of the Public Policy Lab, Senior Fellow, Technical Manager of the Policy Lab, Post-doctoral

Researcher, and a Program Coordinator; at a minimum. The Manship Schools includes Public Policy Fellows and Lamar Visiting Fellows, both year-long positions dedicated to fostering research and public events. Those, and a varied number of Research Affiliates, often engage with Center staff and its programs

7. How are undergraduates recruited to participate in the Center?

Undergraduates are admitted to LSU and to the Manship School of Business, then select into one of the aforementioned BA degree business programs offered.

8. What was unique about the program? What of interest did you discover?

Nothing particularly unique about the program as a whole. There were two programs that were part of the Community Collaborative initiative that were intriguing One was a three-part virtual training session on community engagement. The other was a multi-media oral history project on Louisiana Women in Politics.

Addendum, Special Features

Arizona State University

Community Conversations. Topics such as: Awakening Democracy; Civil Dialogue on Renewal Energy; Is Democracy Really in Decline?

Louisiana State University

Community Collaborative. Including a three-part virtual training session on community engagement.
Multi-media oral history project on Women in Politics.

Salem State University

Civic Engagement Minor. 15 credits, in collaboration with Political Science Department.
Advocacy Education Program. In-classroom workshops, teach-ins, consultations, talks/panel discussions.
Day of Service. First-year students required to participate in local community services or with established community partnership affiliates.

Tennessee State University (HBCU)

Non-profit and Leadership Minor.
Certificate Program In Urban Leadership. 18 credits, 6 courses.

Rutgers University

University Associates. 3-semester program in cooperation with Political Science Department for juniors and seniors. 3 semester-long courses and a summer/fall internship in either American Policy, Politics, Government, or Advocacy.

Relevant Publications.

Teaching Civic Engagement From Student to Active Citizen.

(2013; McCartney, Bennion, and Simpson)

Teaching Civic Across Disciplines. (2017, Matto)

Teaching Civic Engagement Globally. (2021, Matto)

University of Delaware

Democracy Project Institute for Teachers. K-12 civics teachers in Delaware.

Summit on Civics Education. For elementary and high school teachers.

University of Florida

Democracy and Public Leadership course.

3-credit course for Social Science and General Education majors, online and in-person.

Ohio State University.

Diversity, Equity, and Inclusion certificate.

Program for Advancing Scholarship and Service (PASS).

Academic teaming community for first-year students interested in public service and leadership opportunities.

Democracy In a Time of Change and Challenges.

Two-year (2019-2021) program of lectures and seminars, in collaboration with Center for Historical Research (CHR)

