



# ADP NEWS

## ADP Continues to Succeed

AASCU continues to be inspired by the commitment, energy and creativity of participants in the American Democracy Project. Over and over again, innovative programs and new projects are being created as campuses focus on their role in preparing citizens. The amount of creativity coming out of this project is truly breath taking.

This summer's national American Democracy Project meeting will have the talents and contributions of participants on full display. The campus showcases alone will illustrate the breadth of imagination and creativity. In addition, the meeting will feature close to 100 presentations from different campuses. A special feature includes a reception and film screening of an ADP project by Bill Payne from the University of Minnesota Duluth. He and a colleague went around the country filming conversations with people about their views on why they did (or did not) vote.

The program offers presentations that have grown out of the Civic Engagement in Action initiatives. The Stewardship of Public Lands initiative has prompted the creation of a course for undergraduate students at Yellowstone National Park by the Yellowstone Institute on The Politics of Wolf Reintroduction. California State University Chico has incorporated the Stewardship project in their institutional mission. Campuses across the country involved in the Stewardship project have been designing new courses and projects. This work has prompted a new project, Politics and the Yellowstone Ecosystem.

That same creativity has been seen in several other initiatives. In the Voting Initiative, led by Jim Perry at Indiana University-Purdue University Indianapolis (IUPUI), the team is hard at work

on a monograph that will be a guide for campuses interested in voter education, registration, and participation, with campus examples. In addition to the monograph, Elizabeth Bennion, from Indiana University-South Bend, has created a proposal for research that, if funded, will involve studying the effect of various strategies to encourage voting on many ADP campuses.

The Jury Initiative has prompted projects at a number of ADP campuses. For example, IUPUI's Herron School of Art and Design is creating posters on jury service and developing materials for use in courts. Metropolitan State University (Minn.) is working with the Minnesota Supreme Court to strengthen jury service. Lamar University (Texas) is working on a jury service questionnaire.

The First Year Initiative has included a national meeting at Sam Houston State University (Texas), as well as work on the development of a monograph on civic engagement in the first year of college. Recently, eight campuses were selected for the campus phase of the Political Engagement Project (PEP) directed by the Carnegie Foundation for the Advancement of Teaching's Tom Ehrlich and Anne Colby. The project will seek campus-wide dissemination of the strategies and instruments developed in the first phase of the project.

All of these Initiatives and their projects will be featured at the American Democracy Project National Meeting in Snowbird, Utah, June 15–17, 2006. For registration information, see [aascu.org/meetings/06\\_adp\\_nm/default.htm](http://aascu.org/meetings/06_adp_nm/default.htm).

—George L. Mehaffy, AASCU's Vice President for Academic Leadership and Change and ADP Director

# News & Notes

## **A New Generation of Political Idealism (18to35 Project Proposal)**

Each generation must define for itself how it views the most fundamental questions that exist in American public discourse. These innately held beliefs have wide-reaching public policy implications.

Across the country, a new generation of Americans from 18-to-35 is currently struggling to define how it feels about one of these fundamental questions: what should be the role of government in this new century? And, what should be the role individual citizens, NGO's and corporate America? In the same way the GI Bill and the New Deal shaped perceptions of government in earlier eras, the views of young Americans will both inform and be shaped by ongoing debates about the competitiveness of the American worker in a new global economy, the promise of social security in a changing demographic environment, fixing a dysfunctional health care system and making higher education a more attainable and affordable goal for all Americans.

18to35 is conducting an innovative research project in states and on campuses across the country that will give policymakers and public policy advocates new insights into how young people view the role of government and the rest of American society in this new century. In doing so, we will identify a new generational social compact that will have implications for policy makers and politicians charged with designing public policy initiatives for future generations.

### **Research**

18to35 is carrying out original qualitative research, supplemented by quantitative research where possible. This includes:

- A nationwide series of university-based focus groups that draw from the campus population, young professional groups and community organizations to allow the research to be informed by as broad and representative a group as possible;
- A series of focus groups that draw random samples of young people together for discussions on the role of government; online dialogues among young Americans throughout the country;

- Quantitative polling to assess views across a wider sample;
- Research that addresses fundamental questions about the role of government and then seeks to identify, with participants, how that research informs solutions to a variety of public policy questions.

### **Product**

The research will generate actionable recommendations that will be valuable to public policymakers, advocacy groups and young people across the country. These products will include:

- A pamphlet that publishes the findings of the research with accompanying media activities and products;
- A series of briefings for public policymakers at the state and national level on the political and policy implications of this new generational paradigm on the role of government;
- A nationwide tour of communities and campuses to present the findings and discuss them with young voters.

### **Project Logistics**

18to35 would contract with researchers to carry out both qualitative and quantitative work with input from partners and the 18to35 team.

This would be a project of 18to35 with the support of a coalition of allied groups who would assist in designing and funding the research project. 18to35 would be open to engaging with one principal sponsor if appropriate.

For more information contact Jonathan Zaff, President, 18to35, "Get Out the Voice", 1200 G Street, NW, Suite 800, Washington, DC 20005, ph: 202.434.4537, e-mail: jfzaff@18to35.org.

### **Young People Involved in Sports Vote, Volunteer and Engage More than Non-Athletes**

Young people who are involved in sports report higher levels of voting, volunteering and engagement in their community than those who do not participate, according to a new report released by The Center for Information & Research on Civic Learning & Engagement (CIRCLE) at the University of Maryland.

The report, *Participation in Sports and Civic Engagement* by Mark Hugo Lopez and Kimberlee Moore from CIRCLE, offers a detailed look at the role sports play in the civic development of 18-25 year olds. The data show that young people who participated in sports activities during their high school years were more likely than non-sports participants to have:

- volunteered (32 percent vs. 21 percent),
- registered to vote (58 percent vs. 40 percent),
- voted (44 percent vs. 33 percent in 2000), and
- followed news closely (41 percent vs. 26 percent).

“Although there are problems with big-time sports today, high school and college athletics still prepares young people for active and responsible citizenship,” said the Honorable Tom McMillen, valedictorian of the University of Maryland class of 1974, Rhodes Scholar, NBA player, and former Member of Congress.

“We considered that people who choose to participate in sports may also tend to choose to participate in politics and civic affairs, and sports may not be the reason for their civic engagement,” said Mark Lopez, research director at CIRCLE and the study’s lead author. “However, the relationship between sports and civic engagement remains even when we statistically control for other factors like gender, race/ethnicity, income, other high school activities, region and educational attainment. That result suggests that sports have positive civic effects for many young people.”

A related new CIRCLE study, *Sports, Youth and Character: A Critical Survey*, which looks at the effects of participation on youth from age 4 to 18, found conflicting analyses and a dearth of reliable, data-driven research on the role sports play in character development. For one thing, until the 1990s, researchers lacked rich longitudinal, representative data sets to analyze the effects on youth development—healthy or unhealthy—of sports participation.

The report can be found at [civicyouth.org](http://civicyouth.org).

### **May 30–June 3, 2006—The Wolves Of Yellowstone: Science, Stewardship, and Civic Engagement—Yellowstone Association Institute, Yellowstone National Park**

The return of the wolf to Yellowstone has been fascinating—biologically, culturally, and politically. This five-day course will take place in Yellowstone National Park: ground zero for wolf reintroduction, a

thriving wolf population, and modern management challenges. The history of wolf reintroduction is relatively recent, and the wolf story is still unfolding amidst controversy as the wolf population increases and moves beyond the Park’s boundaries. Close study of Yellowstone wolves provides an outstanding opportunity for understanding the importance of wolves to Yellowstone, to humans, and to society; from cutting edge wildlife research to modern stewardship of public lands. Time in the field will be spent looking for wolves and learning about their biology and management. Classroom lectures will delve deeply into the history of reintroduction, exploring the political wolf from all sides of the issue. Emphasis will be placed on interpretation and analysis, and how the citizen has been and must be engaged in the public process of stewardship of our public lands. Lectures and field trips will be supplemented with guest speakers, including managers, political activists and people trying to make a living around the wolves.

**Details:** This course will held at Mammoth Hot Springs in Yellowstone National Park, from May 30 at 7 p.m. to June 3 at noon. Tuition of \$380 includes instruction, course materials, in-park transportation, and park entrance fees. Lodging, meals, and transportation to and from the airport in Bozeman, Montana are not included in the tuition.

**To Register:** Contact the Yellowstone Association Institute at 307-344-2294, 8 a.m. to 4:30 p.m., Mountain Time, Monday through Friday. Full payment is required at the time of registration. This course has a limit of 24 students.

For further course information, go to [yellowstoneassociation.org/whatsNew/](http://yellowstoneassociation.org/whatsNew/).

### **Congressional Academies for Students of American History and Civics Education**

The Office of Innovation and Improvement at the U.S. Department of Education is sponsoring the establishment of Congressional Academies for Students of American History and Civics. The Academies will enable participating students to develop a broader and deeper understanding of these subjects.

**Deadline Note:** The Department is requesting that all organizations and individuals who are considering submitting an application indicate their intent in a short e-mail to [academies@ed.gov](mailto:academies@ed.gov). The e-mail need not include information regarding

the content of the proposed application, only the applicant's intent to submit it. The deadline for notice of intent to apply is March 8, 2006.

Applicants that fail to supply this e-mail notification may still apply for funding under this program. The deadline for application submission is April 7, 2006.

**Link to full program description:** [infoed.org/new\\_spin/spin\\_prog.asp?86798](http://infoed.org/new_spin/spin_prog.asp?86798), e-mail: [academies@ed.gov](mailto:academies@ed.gov). **Program URL:** <http://a257.g.akamaitech.net/7/257/2422/01jan20061800/edocket.access.gpo.gov/2006/06-1077.htm>

### **New AID Toolkits and Mini-Grants Available for Spring 2006 Town Halls**

Americans for Informed Democracy (AID) is pleased to offer organizer toolkits and mini-grants of up to \$150 each for campus events at U.S. universities in the spring of 2006 around the following six themes:

1. Fighting for What's Right Week: Global HIV/AIDS—an initiative of town halls, videoconferences and fundraisers that has been extended throughout the spring due to popular demand!
2. The Next Big Thing: The Future of U.S.-Asian Relations—a series of town halls from March 20th through April 7th on topics including nuclear proliferation in North Korea, trade with China, and development in India
3. Securing the Future—an ongoing spring initiative of town halls on the changing global environment, specifically climate instability and oil issues, and what it means for global security
4. Entrepreneurship in a Globalized World—an ongoing spring initiative of town halls and mini-conferences on socially responsible business in a flat world
5. Global Governance for a Changing World—an ongoing spring initiative of town halls on United Nations reform in the U.S. Midwest and Southeast and on U.S. relations with the International Criminal Court in the Northeast, Mid-Atlantic, and West Coast
6. Spying on Americans—a town hall series on whether the U.S. government spying program is part of the right strategy to winning the war on terror

For more information about AID, visit [aidemocracy.org](http://aidemocracy.org).

### **FYI—Film Your Issue: National “Issue Film” Competition Launched January 24, 2006 at The Sundance Film Festival**

FYI film your issue is soliciting 30-to-60 second “issue films” to encourage young Americans to add their voice to public dialogue on current issues, via film.

Young Americans 18 to 26 will be invited to create 30-to-60 second films—live action or animated—on any issue, as a way to empower young adults in being engaged, involved citizens and giving them a voice. Students may also choose from five suggested sub-categories, which will offer additional presentation platforms to winners: Global issues/ UN Millennium Development Goals; Animal Welfare; Arts as a Global Diplomatic and Cultural Bridge; Music-driven, featuring solo, band, or music-video styled film in which music presents the issue; and Integration of Film and New Media, in which an issue will be expressed via the creation of an issue-based webpage on MSN Spaces which merges film and internet-based technologies. Submission deadline is May 1, 2006.

MSN Spaces, which sponsored the launch of FYI—FILM YOUR ISSUE at the Sundance Film Festival 2006, will sponsor the top finalists to attend the Sundance Film Festival 2007 and present their entries. The top finalist in each of the five categories will also be broadcast on [mtvU.com](http://mtvU.com), MSN Video and [MSNBC.com](http://MSNBC.com), and be invited guests, along with their faculty advisor, at the closing reception at United Nations headquarters. The top finalists will also receive a Motorola RAZR V3 mobile phone, and their entries will be showcased at the Maui Film Festival in June 2006.

FYI—FILM YOUR ISSUE academic partners include the leading organizations of higher education: the Association of American Colleges and Universities, the American Association of State Colleges and Universities (The American Democracy Project), the American Association of University Professors, Campus Compact and Imagining America.

For more information visit [filmyourissue.com](http://filmyourissue.com).

### **June 15–17, 2006—American Democracy Project National Meeting,**

The focus this year will be on assessing what has been accomplished and what the next steps should

be to prepare students to be fully participating members of the democracy. The program includes:

- James Joseph, former ambassador to South Africa, currently executive director, United States-Southern Africa Center for Leadership and Public Values, Duke University (N.C.).
- Frances Moore Lappe, author of *Diet for a Small Planet* and newly released *Democracy's Edge*, and director of the Small Planet Institute.
- Brian Murphy, president of De Anza Community College in California.
- Mallory Wall, president, Student Government Association, McNeese State University (La.) board member, University of Louisiana System, representing over 85,000 students.
- Mary Kirlin, professor of Political Science at California State University, Sacramento.

### **New Civic Engagement Slogan for 2006 ADP T-Shirt**

Last year *The New York Times* gave out black t-shirts that read “Are You Engaged?” on the front and the “American Democracy Project” on the back. Because of the popularity of the t-shirts, AASCU has decided to print another set of t-shirts this year. This time, a student from an ADP campus will create the slogan.

The student and his or her institution will be awarded a prize at the ADP National Meeting in Snowbird, Utah, June 15–17, 2006, where the new t-shirts will be distributed. The name of the designer and his or her institution will appear on the t-shirt.

Submit slogans to Mary-Kathryn McKenna (mckennam@aascu.org) with the name of the creator, institution, and contact information. Be sure to make the proposed slogan obvious by separating it from any other text.

The deadline for slogan submission is March 10, 2006.

There also will be workshops, campus showcases, and opportunities for small group discussions.

If you are interested in presenting or being part of the campus showcases, contact Mary-Kathryn McKenna at mckennam@aascu.org for further details on how to submit a request to present. To register visit [aascu.org/meetings/06\\_adp\\_nm/default.htm](http://aascu.org/meetings/06_adp_nm/default.htm). Note the reduced rate for two or more participants from the same campus. ★

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## **Campus News**

### **A Bloomsburg University of Pennsylvania Update...**

At Bloomsburg University of Pennsylvania, after substantial success with voter registration, education, and motivation, the university has formed a task force to devise an integrated First Year Experience with civic engagement as a core value.

Components will include a summer read for incoming students (using Frederick Douglass’s narrative as well as Postman’s *Amusing Ourselves to Death*), activities during Welcome Weekend, and a one- or two-semester university seminar. The task force includes representatives from all four colleges, the library, residence life, and admissions, and the charge involves an integration of elements from

existing efforts: University Seminar, Introduction to Library Research, Living and Learning Centers, Residential Programming, and the American Democracy Project.

Additionally, the university is creating a Civic Engagement Learning Community that will provide a fuller, deeper experience, including a substantial service component, for a smaller group of incoming students (25 incoming students next year, 50 incoming students in second and subsequent years).

The university has proposed an interdisciplinary minor in Civic Engagement, currently in the advanced planning stage. The timeline is as follows:

- **Fall 2006:** Civic Engagement Living-Learning Community in place with 25 participants. First Year Experience pilot. Civic Engagement minor begins approval process.

- **Fall 2007:** Civic Engagement Living-Learning Community: 50 1st-year participants. Integrated First Year Experience in place. Civic Engagement minor in place.

By April, the First-Year Experience committee will have moved from planning to implementation. The university also will have begun recruiting incoming students for the Civic Engagement Living-Learning Community.

—Submitted by **Jim Brown, Assistant Dean, College of Liberal Arts, and American Democracy Project Coordinator, Bloomsburg University of Pennsylvania**

### **Fort Hays State University (Kan.) Professors Speak at International Symposium**

Curt Brungardt, director of the Center for Civic Leadership, and his wife, Christie Brungardt, instructor of leadership studies, presented “Virtual Service Learning: Addressing Real Issues Through Civic Engagement and Distance Education,” at the International Symposium on Service Learning in Stellenbosch, South Africa.

The symposium, “Service Learning: Models for the 21<sup>st</sup> Century,” demonstrated the success of integrating scholarly work with community engagement. It was co-sponsored by Stellenbosch University and the University of Indianapolis (Ind.).

The Department of Leadership Studies has students from all over the world enrolled in its online classes. Virtual students are expected to form their own groups and implement service projects where they are located.

According to Christie Brungardt, “the reaction to our presentation was that of extreme interest. All of the other service learning presentations were incredible, but ours was unique because we were the only ones who were implementing service learning virtually. Several attendees asked us, ‘Isn’t it time consuming for the instructors?’ and we said, ‘Yes, it is, but it’s so rewarding to be involved in projects that are improving communities around the world that it’s worth the time.’”

—Submitted by **Chapman Rackaway, Assistant Professor, Department of Political Science and Justice Studies**

### **Democracy Lab Update at Lock Haven University of Pennsylvania**

Democracy Lab is a web-based learning system that fosters civic engagement and the development of intentional learners through deliberative dialogue on public issues. Typically, students first encounter Democracy Lab when they take a course that uses one of our online forums. Interested students may then progress to student civic leadership teams, online internships, and undergraduate research opportunities. Democracy Lab brings students and faculty into the learning project as co-directors, participating in implementation, evaluation and on-going enhancement. [teachingdemocracy.org/dl](http://teachingdemocracy.org/dl)

**Partnership with WestEd**—Democracy Lab is entering an exciting new partnership with WestEd that will improve the appearance, navigability, and reliability of the Democracy Lab website. WestEd is a nonprofit research, development and service agency with over 35 years of experience, and one of the nation’s 10 regional education laboratories. Laurie Maak of WestEd leads the WebDialogues initiative and has extensive background in creating and moderating online deliberative forums. To get a sense of how this new partnership will enhance the Democracy Lab experience, visit the WebDialogues site ([webdialogues.net](http://webdialogues.net)), especially the “archives” of recent dialogues they have implemented with other groups. Over the coming weeks, Democracy Lab will be working with WestEd to adapt their capabilities to the DL model and transfer DL content to the new site.

**Spring 2006 Reservations**—To reserve space in an online forum for the spring semester class, send an email to [demlab@lhup.edu](mailto:demlab@lhup.edu) with “spring 2006 reservation” in the subject line. Indicate your first and second preferences from the list at [teachingdemocracy.org/dl/spring2006reservations.asp](http://teachingdemocracy.org/dl/spring2006reservations.asp) The page includes links to issue materials used in the forums, created by National Issues Forums (NIF), Public Agenda, and student leadership teams.

One forum will be offered on Racial and Ethnic Tensions. Based on reservations received so far, another forum may be “Americans’ Role in the World” or “A World Apart.”

**Course Design for Democracy Lab**—Want to know more about how forums can link to classes? Check out the online workshop: [teachingdemocracy.org/dl/coursedesign](http://teachingdemocracy.org/dl/coursedesign) Originally offered May 23–27, the workshop materials are still accessible.

**Democracy Lab invites proposals for partnership.** For more information visit [teachingdemocracy.org/dl/fipse](http://teachingdemocracy.org/dl/fipse) or contact us at [demlab@lhup.edu](mailto:demlab@lhup.edu).

—Stanley P. Berard, Director, Pennsylvania Center for Civic Life and Associate Professor of Political Science, Lock Haven University of Pennsylvania, ph: 570.893.2187, e-mail: [sberard@lhup.edu](mailto:sberard@lhup.edu).



The American Democracy Project is a multi-campus initiative that seeks to create an intellectual and experiential understanding of civic engagement for undergraduates enrolled at institutions that are members of the American Association of State Colleges and Universities. The goal of the project is to produce graduates who understand and are committed to engaging in meaningful actions as citizens in a democracy.

### **Project Contacts**

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