

Presidents' Declaration on the Civic Responsibility of Higher Education

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Introduction

The following statement was drafted by Thomas Ehrlich, senior scholar, Carnegie Foundation for the Advancement of Teaching and president emeritus, Indiana University, and Elizabeth Hollander, executive director of Campus Compact, with the advice and input of a distinguished Presidents' Leadership Colloquium Committee composed of: Derek Bok, president emeritus of Harvard University; Dolores Cross, president of Morris Brown College; John DiBiaggio, president of Tufts University; Claire Gaudiani, president of Connecticut College; Stanley Ikenberry, president of the American Council on Education; Donald Kennedy, president emeritus of Stanford University; Charles Knapp, recent past president of the Aspen Institute, Edward A. Malloy, president of the University of Notre Dame; Frank Newman, president of the Education Commission of the States; and Eduardo Padrón, president of Miami-Dade Community College.

The purpose of this statement is to articulate the commitment of all sectors of higher education, public and private, two- and four-year, to their civic purposes and to identify the behaviors that will make that commitment manifest. It was reviewed, refined and endorsed at a Presidents' Leadership Colloquium convened by Campus Compact and the American Council on Education at the Aspen Institute on June 29-July 1, 1999 (1).

(1) We are deeply indebted to the drafters of the Wingspread Declaration on the Civic Responsibility of Research Universities, crafted by Harry Boyte of the Humphrey Institute at the University of Minnesota and Elizabeth Hollander, with the commentary of a distinguished group of scholars, administrators, foundation personnel, and others gathered by Barry Checkoway at the University of Michigan in December of 1998. Many ideas and some of the language have been used here with the authors' permission.

Declaration

As presidents of colleges and universities, both private and public, large and small, two-year and four-year, we challenge higher education to reexamine its public purposes and its commitments to the democratic ideal. We also challenge higher education to become engaged, through actions and teaching, with its communities.

We have a fundamental task to renew our role as agents of our democracy. This task is both urgent and long-term. There is growing evidence of disengagement of many Americans from the communal life of our society, in general, and from the responsibilities of democracy in particular. We share a special concern about the disengagement of college students from democratic participation. A chorus of studies reveals that students are not connected to the larger purposes and aspirations of the American democracy. Voter turnout is low. Feelings that political participation will not make any difference are high. Added to this, there is a profound sense of cynicism and lack of trust in the political process.

We are encouraged that more and more students are volunteering and participating in public and community service, and we have all encouraged them to do so through curricular and co-curricular activity. However, this service is not leading students to embrace the duties of active citizenship and civic participation (2). We do not blame these college students for their attitudes toward the democracy, rather we take responsibility to help them realize the values and skills of our democratic society and their need to claim ownership of it.

This country cannot afford to educate a generation that acquires knowledge without ever understanding how that knowledge can benefit society or how to influence democratic decision making. We must teach the skills and values of democracy, creating innumerable opportunities for our students to practice and reap the results of the real, hard work of citizenship.

Colleges and universities have long embraced a mission to educate students for citizenship. But now, with over two-thirds of recent high school graduates, and ever larger numbers of adults, enrolling in post secondary studies, higher education has an unprecedented opportunity to influence the democratic knowledge, dispositions, and habits of the heart that graduates carry with them into the public square.

Higher education is uniquely positioned to help Americans understand the histories and contours of our present challenges as a diverse democracy. It is also uniquely positioned to help both students and our communities to explore new ways of fulfilling the promise of justice and dignity for all, both in our own democracy and as part of the global community. We know that pluralism is a source of strength and vitality that will enrich our students' education and help them to learn both to respect difference and work together for the common good.

We live in a time when every sector—corporate, government and nonprofit—is being mobilized to address community needs and reinvigorate our democracy (Gardner, 1998). We cannot be complacent in the face of a country where one out of five children sleeps in poverty and one in six central cities has an unemployment rate 50% or more above the national average, even as our economy shows unprecedented strength. Higher education—its leaders, students, faculty, staff, trustees and alumni—remains a key

institutional force in our culture that can respond, and can do so without a political agenda and with the intellectual and professional capacities today's challenges so desperately demand. Thus, for society's benefit and for the academy's, we need to do more. Only by demonstrating the democratic principles we espouse, can higher education effectively educate our students to be good citizens.

How can we realize this vision of institutional public engagement? It will, of course, take as many forms as there are types of colleges and universities. And it will require our hard work, as a whole, and within each of our institutions. We will know we are successful by the robust debate on our campuses, and by the civic behaviors of our students. We will know it by the civic engagement of our faculty. We will know it when our community partnerships improve the quality of community life and the quality of the education we provide.

To achieve these goals, our presidential leadership is essential but, by itself, it is not enough. Faculty, staff, trustees and students must help craft and act upon our civic missions and responsibilities. We must seek reciprocal partnerships with community leaders, such as those responsible for elementary and secondary education. To achieve our goals we must define them in ways that inspire our institutional missions and help measure our success. We have suggested a Campus Assessment of Civic Responsibility that will help in this task. It is a work in progress. We ask you to review the draft and to ask yourself what aspects of this can work on your campus and also to share with others practices that are not on this list.

We ask other college presidents to join us in seeking recognition of civic responsibility in accreditation procedures, Carnegie classifications, and national rankings and to work with Governors, State Legislators, and State Higher Education Offices on state expectations for civic engagement in public systems.

We believe that the challenge of the next millennium is the renewal of our own democratic life and reassertion of social stewardship. In celebrating the birth of our democracy, we can think of no nobler task than committing ourselves to helping catalyze and lead a national movement to reinvigorate the public purposes and civic mission of higher education. We believe that now and through the next century, our institutions must be vital agents and architects of a flourishing democracy. We urge all of higher education to join us.

(2) UCLA American Council on Education Study 1999; National Association of Secretaries of State 1998

Signatories

We invite you to add your campus to this list. If the president or chancellor wishes to sign on they should send an e-mail to ehollander@compact.org. We urge all readers to use this document to encourage dialogue on your campus among administrators, faculty, staff and students.

Adelphi University	Millikin University
Adrian College	Mills College
Albion College	Minneapolis College of Art and Design
Albright College	Minneapolis Community and Technical College
Allegheny College	Minnesota State University - Mankato
Alma College	Minnesota State University - Moorhead
Alvernia College	MiraCosta College
Alverno College	Montana State University - Billings
Andrews University	Montana State University - Bozeman
Anoka Ramsey Community College	Montana State University College of Technology-Great Falls
Antioch College	Montana State University - Northern
Antioch NE Graduate School	Montana Tech of The University of Montana
Antioch University - Seattle	Montclair State University
Aquinas College	Moravian College
Arizona State University	Morgan State University
Ashland University	Morris Brown College
Azusa Pacific University	Mount Holyoke College
Auburn University	Mount Ida College
Augsburg College	Mount Union College
Bacone College	Mount Wachusett Community College
Baker College System	Muskegon Community College
Baldwin-Wallace College	Muskingum College
Ball State University	Nazareth College of Rochester
Barnard College	Neumann College
Barstow Community College District	New England College
Bates College	New England Culinary Institute
Arcadia University	New Hampshire College
Bellarmino College	New Hampshire Community Technical College
Bemidji State University	New Hampshire Institute of Art
Bennett College	Newman University
Bennington College	Niagara University
Bentley College	Normandale Community College
Berea College	North Central College
Berkshire Community College	North Hennepin Community College
Bethany Lutheran College	Northampton Community College
Blackfeet Community College	Northeastern Oklahoma A&M College
Bloomsburg University of Pennsylvania	Northeastern University
Bluffton College	Northern Virginia Community College
Boise State University	Northern Oklahoma College
Bowling Green State University	Northwestern College
Bradford College	
Brandeis University	
Brenau University	
Brevard Community College	

Briar Cliff College
Briarwood College
Bridgewater College
Bridgewater State College
Brookhaven College
Brown University
Burlington College
Butler County Community College
Butler University
Cabrini College
California Polytechnic State University
California State University - Bakersfield
California State University - Dominguez Hills
California State University - Fresno
California State University - Fullerton
California State University - Hayward
California State University - Los Angeles
California State University - Monterey Bay
California State University - Sacramento
Calvin College
Capital University
Carl Albert State College
Carleton College
Case Western Reserve University
Castleton State College
Cedar Crest College
Central College
Central Florida Community College
Central Lakes College
Central Michigan University
Central Ohio Technical College
Central Washington University
Century College
Chaminade University
Chandler-Gilbert Community College
Chatham College
Cheyney University
Chicago State University
Claremont Graduate University
Claremont McKenna College
Clarion University
Clark State Community College
Clemson University
College for Life Long Learning
College of Mount St. Joseph
College of St. Benedict
The College of St. Catherine
College of St. Joseph
The College of Wooster
The College of St. Scholastica
Collin County Community College
Colorado College

Northwestern Health Sciences University
Norwich University
Notre Dame College
Oakton Community College
Ohio Dominican College
Ohio Northern University
Ohio University
Ohio Wesleyan University
Oklahoma Christian University
Oklahoma City Community College
Oklahoma City University
Oklahoma State University
Olivet College
Onondaga Community College
Otterbein College
Pace University
Pacific University
Paradise Valley Community College
Pima Community College
Pine Manor College
Pitzer College
Plymouth State College
Portland Community College
Portland State University
Princeton University
Pueblo Community College
Purdue University - North Central
Purdue University - West Lafayette
Quinsigamond Community College
Rainy River Community College
Ramapo College of New Jersey
Raritan Valley Community College
Regis College
Regis University
Richland College of the Dallas County
District
Rivier College
Rochester Community and Technical
College
Rockford College
Rockhurst University
Rocky Mountain College
Roger Williams University
Rollins College
Sacred Heart University
St. Cloud State University
St. Cloud Technical College
St. Francis University
St. John's University
St. Lawrence University
St. Mary's College
St. Mary's College of Ava Maria University

Colorado Mountain College
Columbia University
Columbus State Community College
Community College of Denver
Community College of Rhode Island
Community College of Vermont
Concord College
Concordia College
Concordia University
Connecticut College
Connors State College
Converse College
Cornell College
Cornell University
Cornerstone University
Dakota County Technical College
Dartmouth College
Davenport College
Davenport University - Western Region
Dean College
Defiance College
Del Mar College
Delaware Valley College
Delta College
Denison University
DePaul University
DePauw University
Duke University
Dunwoody Institute
Earlham College
East Tennessee State University
Eastfield College of the Dallas County
Community College District
Eastern Connecticut State University
Eastern Michigan University
Eastern Washington University
Eckerd College
Edinboro University of Pennsylvania
El Centro College
Elizabethtown College
Elon College
Emory University
Emory & Henry College
The Evergreen State College
Fergus Falls Community College
Fitchburg State College
Flathead Valley Community College
Florida Atlantic University
Florida Gulf Coast University
Florida State University
Fond du Lac Tribal and Community College
Fort Lewis College

St. Mary's University of Minnesota
St. Michael's College
St. Olaf College
St. Thomas Aquinas College
Saginaw Valley State University
Salisbury State University
Salish Kootenai College
Salve Regina University
San Diego State University
San Francisco State University
San Jose/Evergreen Community College
District
San Jose State University
San Juan College
Santa Clara University
Santa Monica Community College District
Sarah Lawrence College
School for International Training
Seattle University
Shawnee State University
Siena Heights University
Sinclair Community College
Skagit Valley College
Skidmore College
South Florida Community College
South Seattle Community College
Southern Illinois University Edwardsville
Southern Maine Technical College
Southern Nazarene University
Southern Vermont College
Southwest Missouri State University
Southwest State University
Southwestern Oklahoma State University
Spelman College
Springfield College
State Center Community College District -
Fresno
SUNY Delhi
SUNY Geneseo
Stephen F. Austin State University
Sterling College
Susquehanna University
Swarthmore College
Taylor University
Thomas More College
Tidewater Community College
Trinity College
Trinity College of Vermont
Tufts University
Tulsa Community College
Tusculum College
Union College

Franklin & Marshall College
Franklin Pierce College
Franklin Pierce Law Center
Frostburg State University
GateWay Community College
Goddard College
Goshen College
Grand Rapids Community College
Grand Valley State University
Green Mountain College
Greenfield Community College
Gustavus Adolphus College
Hamline University
Hampshire College
Hampton University
Hartwick College
Harvard University
Harvey Mudd College
Heidelberg College
Helena College of Technology of The University
of Montana
Hennepin Technical College
Hibbing Community and Technical College
Hiram College
Hobart College
Hocking College
Hofstra University
Holy Cross College
Holyoke Community College
Hope College
Hunter College of the City University of New
York
Indiana State University
Indiana University East
Indiana University of Pennsylvania
Indiana University - Purdue University Fort
Wayne
Indiana University - Purdue University
Indianapolis
Indiana University - Bloomington
Indiana University - Kokomo
Indiana University - South Bend
Indiana University - Southeast
Inver Hills Community College
Itasca Community College
John Carroll University
Johnson & Wales University
Johnson State College
Kalamazoo College
Kansas State University
Kapi'olani Community College
Keene State College

Unity College
University of Akron
University of Alaska
University of Arizona
University of California - Berkeley
University of California - San Francisco
University of Cincinnati
University of Colorado - Boulder
University of Colorado - Denver
University of Denver
University of Evansville
University of Findlay
University of Florida
University of Georgia
University of Great Falls
University of Hartford
University of Indianapolis
University of Kansas
University of Maine at Farmington
University of Maine at Orono
University of Maine at Presque Isle
University of Maryland - Baltimore County
University of Maryland - College Park
University of Massachusetts - Amherst
University of Massachusetts - Boston
University of Michigan - Flint
University of Minnesota - Crookston
University of Minnesota - Duluth
University of Minnesota - Morris
University of Minnesota - Twin Cities
University of Montana - Missoula
University of Montana - Western
University of Nebraska at Omaha
University of New England
University of New Hampshire
University of North Carolina - Asheville
University of North Carolina - Charlotte
University of North Florida
University of Notre Dame
University of Oklahoma
University of Pennsylvania
University of Portland
University of Richmond
University of St. Thomas - Houston
University of St. Thomas - Minnesota
University of Science and Arts of Oklahoma
University of Scranton
University of Southern Colorado
University of Southern Maine
University of Southern Mississippi
University of Toledo
University of Utah

Kennebec Valley Technical College
Kennesaw State University
Kent State University
Keuka College
Keystone College
King's College
Kirtland Community College
La Sierra University
Lake Superior College
Langston University
Lansing Community College
Lasell College
Latter-Day Saints Business College
Lawrence University
LDS Business College
Le Moyne College
Lesley College
Lincoln University
Linfield College
Little Big Horn College
Lourdes College
Loyola Marymount University
Loyola University Chicago
Macalester College
Madonna University
Magdalen College
Maine College of Art
Manchester College
Marian College of Indianapolis
Marietta College
Marlboro College
Marygrove College
Maryland Institute, College of Art
Massachusetts College of Liberal Arts
McPherson College
Merrimack College
Mesa Community College
Messiah College
Metropolitan State University in Minnesota
Miami-Dade Community College
Mid-Michigan Community College
Middlebury College
Middlesex Community College
Miles Community College
Milligan College

University of Vermont
University of Virginia
University of West Florida
University of Wisconsin - Milwaukee
University of Wisconsin - Parkside
University of Wisconsin - Stevens Point
Utah State University
Valparaiso University
Vassar College
Vermont Law School
Vermont Technical College
Walla Walla Community College
Walsh University
Walters State Community College
Wartburg College
Washtenaw Community College
Wayne State College
Wayne State University
Waynesburg College
Wellesley College
Wesleyan College
West Virginia Wesleyan College
Western Michigan University
Western State College of Colorado
Western Washington University
Westminster College
Westmont College
Wheaton College
Wheelock College
White Pines College
Whitworth College
Wilberforce University
William Paterson University
William Smith College
Willamette University
Williams College
Wilmington College
Winthrop University
Wittenberg College
Wofford College
Woodbury College
Worcester Polytechnic Institute
Xavier University

Campus Assessment of Civic Responsibility

July 15, 1999 draft, this is a work in progress, we welcome your feedback.

The next important step for each president endorsing the Fourth of July Declaration is to conduct an assessment on your own campus of your current activities to promote civic responsibility. Each of us is urged to gather a diverse group of trustees, faculty, staff, students, alumni, and community partners on your campus to develop measures of successful civic engagement that are consistent with the mission of your particular institution. To assist you, we have compiled this list of questions for your use in framing your discussions.

We know that every campus will fulfill its civic mission in its own unique way. In fact, each campus will make a unique contribution to refining what it means to be an engaged campus. The following questions are designed to inspire you in that enterprise. We look forward to learning in a year what you have done and will circulate a document summarizing various campus efforts.

I. PRESIDENTIAL LEADERSHIP

- In what ways am I leading my campus in articulating and implementing a civic mission that calls upon us to prepare our students for engaged citizenship? Is that mission widely known and understood by our trustees, faculty, administration, alumni, students and our larger community?
- How well have I, as president, personally and actively engaged in community or public policy development? How well do I articulate the philosophical and intellectual meaning of higher education as an agent of democracy? Do I help to highlight the specific and unique quality and character of my particular institution, and make visible the public work and contributions of faculty, staff, and students?

II. CAMPUS CONSTITUENCIES

A. STUDENTS

Curriculum

- How well does our curriculum help students develop civic competencies and civic habits? These habits include the arts of civil public argument, civic imagination, and the ability to critically evaluate arguments and information. They also include the capacities and curiosity to listen, interest in and knowledge of public affairs, and the ability to work with others different from themselves on public problems in ways that deepen appreciation of others' talents. \
- Are our students given multiple opportunities to do the work of citizenship through real projects of impact and relevance, linked to their academic learning?
- Do we seek to measure student' knowledge of American democratic institutions at matriculation and/or at graduation?
- How well have we worked to increase opportunities for community-based learning, including community-based research and curricular-based community engagement (service-learning)?
- How well do we prepare our future teachers — for K-12 and higher education—to integrate civic learning into their teaching?

Co-Curricular Activities

- How well do our campus's co-curricular activities provide opportunities for civic engagement?
- Do these activities include participation in political campaigns and/or other change-oriented activities?
- To what extent do our co-curricular activities include a regular time and place for reflection about how such experiences might shape students' view of the world and their future careers and life work?

Campus Culture

- How well does our campus's culture support students' participation in genuine, vigorous, open dialogue about the critical issues of their education and the democracy?
- To what extent are students on campus able to help build and sustain genuinely public cultures full of conversation, civil argument, and discussion about the meaning of their learning, their work, and their institutions as a whole?
- How well does our campus promote voter registration and participation?
- Do we regularly invite elected officials to campus to speak, and support public forums on critical issues of the day?

Campus Diversity

- How diverse is our student body?
- Do our financial aid and admissions policies reflect our desire for a diverse student body?
- How do we enable students to encounter and learn from others different from themselves in experience, culture, racial background, gender, sexual orientation, ideologies and views?

Student Careers

- To what extent do our career offices provide opportunities for public and nonprofit career choices?
- At what stage is our campus in preparing students for, and providing financial aid programs to support career choices in the public and nonprofit sectors?

B. FACULTY

Faculty Culture

- How well does our campus provide opportunity for faculty to create, participate in, and take responsibility for a vibrant public culture on campus, which values faculty and students moral and civic imagination, judgment, and insight?
- Is our faculty encouraged to participate in genuine civic partnerships based on respect and recognition of different ways of knowing and different kinds of contributions in which expertise is "on tap, not on top"?
- Is our faculty encouraged to discuss the need to develop student citizenship skills and debate what those skills and habits are and how they might be developed?

Faculty Development and Rewards

- Do faculty hiring, development opportunities, promotion and tenure policies encourage and support teaching that includes community-based learning and undergraduate action research?
- Do these systems support and reward faculty who link their research and service to community needs and concern?
- How well are faculty members prepared to pursue "public scholarship" relating their work to the pressing problems of society, providing consultations and expertise, and creating opportunities to work with community and civic partners in co-creating initiatives of public value?
- How well do we orient new faculty members to the community of which the campus is a part, developed in collaboration with community leaders?
- Do we have an ongoing programs to introduce faculty to community issues and community perspectives on those issues?
- Do faculty, deans, and the chief academic officer have knowledge of and access to discipline-based development materials regarding engaged scholarship and teaching?

C. ADMINISTRATORS AND STAFF

- How well do our administrators create and improve structures that sustain civic engagement and public contributions in many forms?
- Do our administrators seek to find their own ways to be publicly engaged?
- To what extent are our hiring practices driven by a desire to achieve broad representation and social diversity, not simply out of moral imperative but out of full recognition that a diversity of backgrounds, cultures, and views is essential to a vital public culture?
- To what extent does our staff receive recognition for the often extensive ties that many have with the local community?
- To what extent are those ties seen as a resource for community-university partnerships, for student learning, for engaged scholarship, and for the broad intellectual life of the institution?
- To what extent do our administration and faculty view the staff as an integral part of the process to educate students for democracy?
- To what extent is our staff encouraged to work with faculty to examine and change the campus culture to support engagement?

D. TRUSTEES AND ALUMNI

- Are trustees engaged in discussing the importance of the civic responsibility of the institution in all its dimensions?
- Are alumni educated about the institutions' civic engagement and encouraged to support those activities through their own actions and their financial support?

III. The Institutional Role in Civic Responsibility

Democratic Practice on our Campus

- Does our campus model democratic behavior?
- Do we engage all of our campus constituencies in our governance, our promotion of robust debate, in the ways in which we use tensions and controversies as teachable moments to demonstrate the value of rigorous, not rancorous discourse?

Campus/Community Partnerships

- How well does our institution create and sustain long-term partnerships with communities and civic bodies?
- Do we share resources with our partners?
- Do we allocate resources to support these activities?
- Can our civic partners point to long-term, positive experiences with our campus?
- Are our partnerships framed in ways which reflect the campus' commitments to community building and civic vitality, that integrate community experience into the learning of students and the professional service opportunities for staff, and that fully understand and appreciate the public dimensions of scholarly work?

Communications with our Community

- How well does our campus promote awareness that civic engagement is an essential part of our mission?
- How well does our campus create structures that generate a more porous and interactive flow of knowledge between campus and communities?

Community Improvement

- To what extent have we improved the condition of the communities surrounding our campuses?
- To what extent is a public measure of campus success the condition of the surrounding community and the measurable difference the campus has made in improving the physical and human condition of neighborhood residents?
- How well do we think about procurement and employment practice and use of physical plant as opportunities to enhance our local communities?

Campus Engagement

- How well do we make sustained efforts to track civic engagement activity by students, staff, or faculty and make an effort to deploy these activities in strategic ways that make maximum impact on the community's improvement agenda?