



***CIVIC LEARNING AT THE INTERSECTIONS:
U.S. DIVERSITY, GLOBAL EDUCATION, AND DEMOCRACY'S
UNFINISHED WORK***

**Network for Academic Renewal Conference
October 18-20, 2007 | Denver, Colorado**

The Academy has seen a significant expansion of innovative civic engagement programs in recent years, driven by student interest, community needs, social inequities, disciplinary questions, global interdependence, and a growing commitment to social responsibility – at both the individual and institutional levels. We have also seen the continuing development of diversity as a catalyst for learning and, more recently, a focus on global learning and engagement, yet these three areas – driven by similar forces – have remained separate.

Civic Learning at the Intersections will highlight current research and promising practices pertaining to the **creative integration of civic, diversity, and global work on campus** and how this integration can strengthen student learning and help create new and sustaining institutional structures.

The conference will include a particular focus on articulating the aims and learning outcomes of civic engagement programs. These programs are widely embraced by colleges and universities, yet it is less clear to students and the public how they help students develop the competencies – e.g., critical thinking, analytical reasoning, intercultural competence, and written and oral communication – necessary to prepare graduates for future careers and active citizenship. Participants will have the opportunity to examine assessment practices and their potential value in strengthening the quality of civic learning at the intersections.

We invite you to join in the discussions as we explore the intersections of civic, diversity, and global studies and the places where they need to be distinct from one another, so that important areas of focus, such as U.S. racial and ethnic inequities, are not lost within more integrative efforts.

SCHEDULE AT A GLANCE

Thursday, October 18, 2007

- 10:00 A.M. – 6:00 P.M. **Conference Registration and Membership Information**
- 12:00 – 6:00 P.M. **Hospitality Suite**
- 2:00 – 5:00 P.M. **Pre-conference workshops (separate registration required)**
- 6:00 – 7:30 P.M. **Reception and Dinner (pre-registration and fee required)**
- 7:30 – 8:30 P.M. **Keynote: Global Education in a World Torn Between Jihad and McWorld**
Benjamin Barber, University of Maryland and CivWorld

Friday, October 19, 2007

- 7:45 – 9:00 A.M. **Poster Sessions and Continental Breakfast**
- 9:15 – 10:15 A.M. **Plenary: Examining Student Development**
L. Lee Knefelkamp, Teachers College, Columbia University
- 10:30 A.M. – 1:45 P.M. **The School-Based Civic Engagement Series: Community Visit**
- 10:45 A.M. – 12:00 P.M. **Concurrent Sessions**
- 12:00 – 1:45 P.M. **Lunch on your own**
- 2:00 P.M. – 3:00 P.M. **The School-Based Civic Engagement Series: Plenary**
Harry Boyte, University of Minnesota
- 2:00 – 5:15 P.M. **Concurrent Sessions**
- 3:15 – 5:15 P.M. **The School-Based Civic Engagement Series: Discussion**
Eric Fretz, Frank Coyne, Blanca Trejo, Nicole Nicotera, University of Denver
- 5:30 – 6:30 P.M. **AAC&U/Campus Connections**

Saturday, October 20, 2007

- 7:45 – 9:00 A.M. **Roundtable Discussions and Continental Breakfast**
- 9:15 – 10:15 A.M. **Concurrent Sessions**
- 10:30 – 11:15 A.M. **Plenary: Applied Learning: Generating Habits of Citizenship**
Roger Nozaki, Brown University;
Nina Tamrowski, Onondaga Community College
- 11:30 A.M. – 12:30 P.M. **Discussion Sessions**

process: a certificate in intercultural leadership. Participants will discuss this promising practice and the resulting institutional structures that have strengthened student's commitment to social change.

Joy Evans, Assistant Director for Scholarship and Research, Center for Women's InterCultural Leadership, Adriana Lopez, Vice President of the Student Diversity Board, Bonnie Bazata, Associate Director, Center for Women's InterCultural Leadership—all of Saint Mary's College

CS 19: The Ethics of Service Learning: Racial Identity and the Implications of Sending White Students into Communities of Color

Colorado IJ

A host of academic and developmental benefits of service learning have been documented, including an increased awareness of social problems and greater open-mindedness (Marcus, Howard, and King 1993; Rhoads 1998). Yet, far too much scholarship has focused on the benefits of service learning without acknowledging the complex ways in which whiteness, and white privilege, impact communities of color. In this session, participants will engage in dialogue about the possibility that white students have the potential to do more harm than good in communities of color. Data from service learning evaluations and student papers will be used to analyze the impact of aversive racism, microaggressions, and non-reciprocal relationships between white college students and communities of color.

Annemarie Vaccaro, Clinical Assistant Professor in the College of Education, University of Denver

CS 20: Numbers Count! Civic-Based Numeracy across the Curriculum

Denver 5, 6

Successful civic engagement can often require critical thinking and analytical reasoning with numbers to avoid anti-intellectual extremes of pathos or patriotism. This seminar presents three perspectives on civic-based numeracy. One argues that the social construction of statistics—the choice of what to count and how to measure—is the key issue for students in evaluating numbers in the news. A second focuses on a unique statistical literacy course where students engage in statistics in the context of civic issues. A third highlights a college-wide effort to promote numeracy across the curriculum as a means to help students deal with civic issues.

Milo Schield, Director of the W. M. Keck Statistical Literacy Project, Augsburg College; Joel Best, Professor of Sociology and Criminal Justice, University of Delaware; Neil Lutsky, Director of the QUIRK initiative, Carleton College

5:30 – 6:30 P.M.

AAC&U/Campus Connections

Molly Brown, Lower Level 1

Conference participants are invited to share suggestions about how AAC&U can better assist campuses in developing, implementing, and sustaining learning-centered efforts. We are particularly interested in ideas that might strengthen AAC&U's support of faculty, and