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**A Review of Civic and Democratic Engagement  
at Winthrop University**

**July 1, 2015**

**The Work of the Civic Education and Democratic Engagement Task Force**

**2013-2015**

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## **I. BACKGROUND**

Winthrop University has a long-standing commitment to student and community engagement and educating its students for lifelong citizenship and community engagement. As evidence of this commitment, Winthrop University participated in the American Association of Colleges and Universities' *Core Commitments* program as a Lead Institution commencing in 2006. With this grant, Winthrop University developed programing that supported personal and social responsibility in many guises. One outcome of this institutional initiative was the inclusion of Personal and Social Responsibility as a University Level Competency (ULC 2) that is promoted in all academic and co-curricular programs and is part of our SACSCOC planning.

Winthrop also received for the 2009-2010 academic year the South Carolina Commission on Higher Education Commendation for Excellence Award for Service Learning.

In 2013, Winthrop University was identified as a Lead Institution in the NASPA Civic Learning and Democratic Engagement initiative. To this end, Dr. Frank Ardaiolo, Vice President for Student Life, invited Dr. Karen Kedrowski, Dean of Arts & Sciences and Co-Director of the John C. West Forum on Politics & Policy, to co-chair a campus-wide Task Force, which convened in Fall 2013.

Concurrently, Winthrop University was also acknowledged nationally for reaching two prestigious standards:

- President's Higher Education Community Service Honor Roll: The Corporation for National and Community Service (CNCS) named Winthrop University as a leader among institutions of higher education for support of volunteering, service-learning, and civic engagement. The CNCS included Winthrop in its 2014 President's Higher Education Community Service Honor Roll, the ninth consecutive time Winthrop has made the list.
- Carnegie Elective Community Engagement Classification: The Carnegie Foundation again selected Winthrop in January 2015 through the Center for Career and Civic Engagement to be among this prestigious cohort that demonstrates deep engagement with local, regional, national, and global communities dedicated to improving teaching and learning, producing research that makes a difference in communities, and revitalizing their civic and academic missions.

At the same time as the task force convened, Dr. Jamie Comstock Williamson, then-President of Winthrop University, convened a series of Town Hall meetings during her 2013-14 tenure to identify areas and tasks for strategic growth and improvement at the University. Among the areas she reaffirmed was the existing Winthrop culture focused on community relations and civic engagement. These Town Hall meetings identified a need to inventory all community service activities as well as to identify gaps and make recommendations for the future.

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The members of the Task Force represented the Divisions of Academic Affairs and Student Life. They include or included:

- Dr. Frank Ardaiole, Vice President of Student Life, Co-Chair
- Dr. Kimberly Keel, Vice President for Community Engagement & Impact and Executive Director of the Winthrop Foundation
- Dr. Karen M. Kedrowski, Dean of Arts & Sciences and Co-Director of the John C. West Forum on Politics & Policy, Co-Chair
- Ms. Kinyata Adams Brown, Director of Multicultural Student Life
- Dr. Jennifer Disney, Professor and Chair of Political Science
- Dr. Laura Dougherty, Assistant Professor of Theatre
- Ms. Lindsey LaPlante, Master of Liberal Arts (Concentration in Civic & Political Engagement) Graduate Student
- Ms. Ellin McDonough, Director of Service Learning
- Mr. Alex Miller, Assistant Director of Student Activities & Leadership
- Mrs. Lee Miller, Administrative Assistant for the Department of Chemistry, Physics, & Geology and Adjunct Instructor of Sociology
- Dr. Deana Morrow, Professor and Chair of Social Work
- Ms. Katarina Moyon, Adjunct Faculty of Political Science, Director of HMXP 102, and Co-Director of the John C. West Forum on Politics & Policy
- Dr. Leigh Poole, International Center Director, Assistant Professor
- Ms. Emily Tobin, Residential Learning Coordinator
- Dr. Brad Tripp, Associate Professor of Sociology and Coordinator of the Criminology Program
- Dr. Laura Ullrich, Associate Professor of Economics
- Dr. David Vawter, Associate Professor of Education
- Dr. Ginger Williams, Professor of History and Director of the Peace Studies Program
- Ms. Elizabeth Yost, Bachelor of Arts (Major in Political Science) Undergraduate Student

The Task Force's charge was to discuss and inventory the civic and community engagement opportunities and programs on campus and to identify gaps. For these identified gaps, suggestions were to be made to fill them where feasible. The Task Force agreed to use the monograph *A Crucible Moment: College Learning and Democracy's Future* (2012, American Association of Colleges and Universities) as its point of departure. In addition, it would undertake Dr. Williamson's call to inventory all civic and community engagement efforts underway on campus as part of the institution's strategic planning initiative.

Utilizing *A Crucible Moment* as an aspirational document, the Task Force found the following dimensions of a civic-minded institution to provide good guidance as to what such a civic-minded campus could look like:

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***CIVIC ETHOS governing campus life***

*The infusion of democratic values into the customs and habits of everyday practices, structures, and interactions; the defining character of the institution and those in it that emphasizes open-mindedness, civility, the worth of each person, ethical behaviors, and concern for the well-being of others; a spirit of public-mindedness that influences the goals of the institution and its engagement with local and global communities.*

***CIVIC LITERACY as a goal for every student***

*The cultivation of foundational knowledge about fundamental principles and debates about democracy expressed over time, both within the United States and in other countries; familiarity with several key historical struggles, campaigns, and social movements undertaken to achieve the full promise of democracy; the ability to think critically about complex issues and to seek and evaluate information about issues that have public consequences.*

***CIVIC INQUIRY integrated within the majors and general education***

*The practice of inquiring about the civic dimensions and public consequences of a subject of study; the exploration of the impact of choices on different constituencies and entities, including the planet; the deliberate consideration of differing points of views; the ability to describe and analyze civic intellectual debates within one's major or areas of study.*

***CIVIC ACTION as lifelong practice***

*The capacity and commitment both to participate constructively with diverse others and to work collectively to address common problems; the practice of working in a pluralistic society and world to improve the quality of people's lives and the sustainability of the planet; the ability to analyze systems in order to plan and engage in public action; the moral and political courage to take risks to achieve a greater public good.*

*(A Crucible Moment, p. 15)*

The Task Force concurred that the concept of civic engagement would be its encompassing and organizing lens because it includes democratic education, service learning, and community service activities. These are the three most recognized and related emphases within the existing Winthrop culture that characterize current campus efforts. This was reached even before we became aware of the *Council of Europe Declaration on Higher Education and Democratic Culture: Citizenship, Human Rights and Civic Responsibility*, which states, "As higher education leaders and policy makers we affirm our commitment to democratic principles and practice; our conviction that higher education has an essential role in furthering democratic culture; and our responsibility to educate each successive generation to renew and develop the attitudes, values and skills needed for this to become a reality. We recognize the contribution of students as well as academic and non-academic staff to this effort is essential (Strasbourg, June 2006, p.3)."

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## **II. LITERATURE REVIEW**

Winthrop University has a commitment to excellence, including in Civic and Democratic Engagement. As a NASPA-certified LEAD Institution, Winthrop is already on the leading edge of campus and community growth. However, the Task Force and Winthrop as a whole acknowledge that there is significant room for growth in this area of civic responsibility on multiple levels, including on campus, among faculty and staff, and in Winthrop's core values. As such, we have turned to other models of leadership, service, and engagement to expand our view on how we can improve. The following sources are examples among printed and online resources of what other campuses are doing to promote their civic and democratic engagement in their communities. Among the review, there are also publications with themes that promote Winthrop's ideas for improvement in civic learning. All references can be found in Appendix I.

Winthrop University is dedicated to shaping its future as a LEAD institution, and thus the Task Force has searched for data, civic engagement theory, and examples from other institutions to help support our effort. Perhaps the most readily available has been the amount of data related to our civic learning and democratic engagement. Significant Gallup polls show that youth are less inclined to vote compared to the national average of registered voters. In the 2004-2012 elections, only 58% of registered voters between the ages of 18 and 29 were committed to voting, whereas the national average of registered voters came out at 78%.<sup>1</sup> It seems as though democratic engagement through voter participation is at a low across the country.

Tufts University is working on the National Survey of Leadership, Voting, and Engagement (NSLVE), which offers universities across America an opportunity to study data on how their students participate in the voting booth. NSLVE provides numbers on voter registration and voting patterns, according to the campus community.<sup>2</sup> In 2013, Winthrop participated in the study, and looked at voter registration data of Winthrop students from the 2012 elections. Interestingly, African American students voted at higher rates than any other race, and female students were more likely to vote than male students.<sup>3</sup> Overall, roughly 81.33% of the Winthrop student body was registered to vote in the 2012 election, while only about 53.45% of Winthrop students voted in the election.<sup>4</sup> These numbers follow the national trends of voter participation among college students. Therefore, the Task Force acknowledges that the NSLVE report affirms that Winthrop students have similar voting patterns compared to national patterns, again showing that Winthrop students are no less politically active than their counterparts at other institutions.

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<sup>1</sup> Jeffrey Jones. "Young U.S. Voters' Turnout Intentions Lagging." *Gallup Poll*. July 13, 2012. <http://www.gallup.com/poll/155711/young-voters-turnout-intentions-lagging.aspx>

<sup>2</sup> NSLVE, "The National Study of Learning, Voting, and Engagement." *Tufts University*. 2015. <http://activecitizen.tufts.edu/research/nslve/>

<sup>3</sup> NSLVE, "National Study of Learning, Voting, and Engagement (NSLVE) Student Voting Rates for Winthrop University." *Winthrop University*. 2013. 3-4.

<sup>4</sup> *Ibid.*, 1-2.

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At the same time, other studies show that Winthrop students have significant interest in civic engagement issues. For example, the National Survey of Student Engagement (NSSE) at Winthrop has shown that Winthrop students are consistently above NSSE's national average when it comes to including diverse political and cultural viewpoints in their work, when working with students with diverse backgrounds and opinions, and Winthrop students are more likely to attend events that tackle important social, economic, or political issues. Moreover, Winthrop students are above NSSE's national average for taking a course related to service learning and giving back to the surrounding Rock Hill community.<sup>5</sup> Therefore, the Task Force believes that Winthrop students are no worse off for civic and democratic engagement, compared to their national counterparts. While there is much work to be done to create civic action out of this civic interest, there is certainly enough evidence to show that Winthrop students may be receptive to such engagement.

Winthrop University is also a member of the American Democracy Project (ADP), which has goals that coincide with those of a NASPA Lead Institution. This particular project is put on by the American Association of State Colleges and Universities, and is devoted to influencing higher education to transform advocacy, leadership, and service. ADP already has at least 250 member institutions, including Winthrop, and it has helped the campus explore what can be done to help enrich Winthrop students' democratic experiences. Two examples in particular are the Martin Luther King, Jr. Day of Service, and Constitution Day, both of which are outlined by the ADP and are already implemented by Winthrop.<sup>6</sup> These models for what can be done on campuses have been extremely useful to Winthrop's campus, and the success of MLK Day of Service and Constitution Day prove that the ADP is working for the democratic engagement of Winthrop students.

Similarly, Task Force members have discovered Winthrop graduate Dr. Bobbi Gentry's study of "Why Youth Vote: Identity, Inspirational Leaders, and Independence." Dr. Gentry's article highlights the rise of students labeling themselves as "Independents," and their hesitation to participate in the democratic world. She discusses voting patterns and argues that a sense of identity directly correlates to political alignment and voter participation.<sup>7</sup> It is reassuring to know that through courses such as the Human Experience, Winthrop students are encouraged to find their identity. The Task Force feels that this reinforces the idea that Winthrop's campus may be fertile ground for implementing more civic and democratic engagement programs, as the students tend to be above NSSE's national average for interest in diversity, politics, service, and global awareness.

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<sup>5</sup> NSSE. "The National Student Survey of Student Engagement." *Winthrop University*. 2014. <http://www2.winthrop.edu/effectiveness/nsse/default.aspx>.

<sup>6</sup> American Democracy Project. "The American Democracy Project (ADP)." *AASCU*. 2003. <http://www.aascu.org/programs/ADP/>.

<sup>7</sup> Bobbi Gentry. "Why Youth Vote: Identity, Inspirational Leaders, and Independence." *ProQuest Dissertations and Theses*. 2010. <http://gradworks.umi.com/34/23/3423895.html>.

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Task Force members have also been pleasantly surprised by the wealth of campus engagement theory and policy texts that are available online and through weekly journals. For example, author Mike Yawn wrote in the *Midsouth Political Science Review* about the importance of a citizen academy based off of civic participation. This participation would be the collaboration of individual interest, conscription to political values, and campus resources to cultivate skills needed to participate in the political and social world. He argues that students need to have their own interest and motivation to participate in such a program, rather than being enticed by extra credits.<sup>8</sup> Yawn is not alone in his assertions. *Diversity&Democracy*, a publication by the Association of American Colleges and Universities, provides dozens of articles with similar themes. Writers Timothy Eatman and Scott Peters claim that Universities need to utilize the “leading edges” in changing how higher education views scholarship, leadership, and engagement.<sup>9</sup> Hoffman, Berger, and Bickel’s article from the same publication follows a similar theme in how democratic agency gets past the “visionary” stage so that it becomes a practice of democratic enrichment on campuses.<sup>10</sup> While these are only two selections from *Diversity&Democracy*, many other volumes are applicable to the questions Winthrop and other institution might be facing.

Winthrop has also found examples of civic and democratic theory through the Council of Europe, a council devoted to higher education that also releases publications on what European nations are doing to restructure their higher education for civic responsibility. The articles range in topic, with some texts questioning the role of the universities in forging a more active society, others tackling the role of poverty and human rights in higher education, and yet others discussing the utility of teacher-student interactions in the classroom.<sup>11</sup> These are all issues that Winthrop has yet to explore in-depth, yet many of the topics are applicable to the challenges that the campus has been facing. It appears that through the work of the Council of Europe, other developed nations are already ahead in implementing thorough and reflective programs on leadership, engagement, civic mindedness, and democratic participation. Thus, Task Force members continue to see the Council of Europe’s work as a model for the future civic development Winthrop might implement, and will certainly utilize further publications in their research.

The Task Force has also found guidance in the practices of fellow American institutions of higher education. Colleges and universities within NASPA’s Lead initiative, and others

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<sup>8</sup> Yawn, Mike. "Citizen Academies: Promoting Civic Education, Civic Engagement, and Social Capital." *Midsouth Political Science Review* 13. 2012. 134-55. <http://02c8a40.netsolhost.com/Yawn%20%282012%29.pdf>

<sup>9</sup> Eatman, Timothy K., and Scott J. Peters. "Cultivating Growth at the Leading Edges." *Diversity&Democracy*. 18.1 (2015). 4-7.

<sup>10</sup> Hoffman, David, Craig Berger, and Beverly Bickel. "Democratic Agency and Visionary's Dilemma." *Diversity&Democracy* 18.1 (2015): 18-19.

<sup>11</sup> Council of Europe. "Education for Democratic Citizenship and Human Rights." *Council of Europe*. 2014. [http://www.coe.int/t/dg4/education/edc/default\\_en.asp?](http://www.coe.int/t/dg4/education/edc/default_en.asp?)

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independent of NASPA, have proven helpful to the Task Force’s research. One major example is Northwestern University, which has opted for a Civic Engagement Certificate in seeking to encourage their students to have a community impact. The program gives those who participate in the program “a more thorough grasp of how to achieve positive change.” The goal of the program is to allow students and faculty to explore common passions and social issues, allowing the civically minded students to have an outlet for their interests. The hope is that once students participate in the certificate program and graduate from Northwestern University, then they too will be able to apply these skills to other social problems that they may come across in life. A credit program has been structured by Northwestern that requires both community engagement hours and classroom hours. It is a two-year program that is open to freshmen, sophomores, and juniors, ranging over five quarters total. 100 service or “community engagement hours” are required, with at least five lecture credits, and at the end of the program each student completes a Capstone Project that incorporates a local organization.<sup>12</sup> The Task Force members see Northwestern’s work as a promising model for what we have envisioned on Winthrop’s campus.

One model that the Task Force particularly favored was the “Elon Experiences Transcript,” a transcript formed out of a student’s record of involvement. Throughout a student’s time at Elon, the University tracks their leadership, service, internship, global engagement, and undergraduate research activity through an academic advisor that verifies each credit of experiential learning. Students can request an official Elon Experiences Transcript from the registrar’s office when applying to jobs or to graduate school, just as they would a regular transcript. This official transcript is certified by the university and is an innovative method of verifying a student’s time in extracurricular engagement. Making note of study abroad experiences, a count of volunteer service hours, internship hours, leadership positions held, and other involvements helps put Elon alumni ahead in the professional world. Moreover, it is a positive physical motivator for students to stay involved and engaged on Elon’s campus and in their community, as they can track and accumulate these credits throughout their undergraduate years.<sup>13</sup> The Task Force definitely sees potential in an experiences transcript such as this, and will certainly keep Elon’s program in mind when crafting Winthrop’s civic and democratic engagement strategy.

Other examples include the College at Brockport, which has opted for a formalized program of leadership development that focuses on values, collaboration, citizenship, and cultivating change. The “Leadership Development Program” offers four levels of certificates that students can seek to achieve, varying in distinguished honor from green, gold, and presidential to capstone, the highest experience for change in the community.<sup>14</sup> The University of Wisconsin Oshkosh has

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<sup>12</sup> Northwestern University School of Education and Social Policy. “Civic Engagement Certificate.” *Northwestern University*. <http://www.sesp.northwestern.edu/ugrad/civic-engagement-program/index.html>.

<sup>13</sup> Elon University. “Elon Experiences Transcript.” *Elon University*. 2014. [http://www.elon.edu/e-web/students/elon\\_experiences/](http://www.elon.edu/e-web/students/elon_experiences/).

<sup>14</sup> Brockport. “Leadership Development Program.” *The College at Brockport*. 2015. <http://www.brockport.edu/leadership/>.

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also piqued the Task Force’s interest due to their campus subscription to USA Today, through “The Buzz,” a program that hopes to bring informed news to the campus.<sup>15</sup> Through a news subscription such as this, faculty and students can follow major news stories and discuss them in a classroom setting. In the way of service, Winthrop has taken interest in the University of Alabama’s program for meal donations, “Got Meals?”<sup>16</sup> These examples on other campuses show that large-scale service projects, student involvement transcripts, and student access to news sources are all possible, and that they may be able to be crafted into Winthrop’s student affairs program. Although these are just a few examples of what universities are doing around the world, they certainly seem applicable to the mission of the Task Force.

### **III. OUR FINDINGS**

The Task Force was asked to identify and document examples of how Winthrop upholds campus and community responsibilities in civic learning and democratic engagement. Utilizing the Civic Institutional Matrix from *A Crucible Moment* (see Appendix II), the Task force broke into groups to review and assess the degree of pervasiveness within various domains where Winthrop’s institutional functioning and culture are manifest. The intent of the Task Force was to identify strengths, detect gaps, and entertain recommendations that the campus might adopt to become a more fulfilled institution dedicated to civic learning and promoting democracy.

Accordingly, what follows are Winthrop’s definitions of the four dimensions of civic-minded institutions as adapted from the inventory grid published in *A Crucible Moment* (see Appendix II). Each dimension was assigned an informed team of faculty and student life staff to gather information along the six domains of institutional functioning to be followed by observations and recommendations where gaps were noticed. The summary of current activity should be considered illustrative and not exhaustive because so much beneficial practice was already determined to be positively functioning. We found that Winthrop’s culture has nurtured and supported civic engagement in meaningful ways. In sum, we have come a long way. However, there are considerable gaps that could, when addressed, bring us to even higher levels of achievement to ultimately better our democratic practices in our region, state, and nation through the knowledgeable attitudes, values, and skills we aim for our students to learn and practice.

## **CIVIC ETHOS**

### **Definition**

For Winthrop University, a civic ethos is a spirit that infuses the institution and what it does. It’s the sense that Winthrop University places civic engagement in the center of what it does in academics, student affairs, and administration.

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<sup>15</sup> USA Today. “The Buzz: University of Wisconsin Oshkosh.” *USA Today*. 2015. <http://college.usatoday.com/the-buzz-oshkosh/>

<sup>16</sup> Auxiliary Services. “Got Meals?.” *University of Alabama Division of Financial Affairs*. 2015. <http://fawp.ua.edu/bamadining/student2student/>

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From *A Crucible Moment*:

The infusion of democratic values into the customs and habits of everyday practices, structures, and interactions; the defining character of the institution and those in it that emphasizes open-mindedness, civility, the worth of each person, ethical behaviors, and concern for the well-being of others; a spirit of public-mindedness that influences the goals of the institution and its engagement with local and global communities (p. 15).

### Mission, Advocacy, and Leadership

#### ***Mission***

Winthrop University Mission Statement:

- “Winthrop University [is]... dedicated to public service to the nation and to South Carolina.”
- [Winthrop University] “values... service... diversity, community, and leadership...”
- “Winthrop students acquire and develop the knowledge, skills, capabilities, and values that ... prepare them to meet the needs and challenges of the contemporary world.”

The Nature and Character Statement (adopted in 2006):

- “Committed to serving the educational needs of the citizens of the state and the region, we bring the world to Winthrop and Winthrop to the world.”
- The Winthrop experience is committed to “...developing leadership and civic responsibility.”

([http://www.winthrop.edu/uploadedFiles/WinthropPlanbyNatureandCharacterTask%20Force%20FINAL%2002-4-06\\_2.pdf](http://www.winthrop.edu/uploadedFiles/WinthropPlanbyNatureandCharacterTask%20Force%20FINAL%2002-4-06_2.pdf)).

Division of Student Life Mission Statement: “...We enhance the quality of campus life, establish a sense of community and school spirit, and foster students’ overall maturation and ethical development.” (<http://www.winthrop.edu/student-life/default.aspx?id=11590>).

College of Education Mission Statement: “The Richard W. Riley College of Education is dedicated to the highest ideals of teaching, scholarship, and service for the purpose of preparing professionals who are committed to the betterment of society through a lifelong quest for excellence in leadership, stewardship, collaboration, and innovation.”

<http://www.winthrop.edu/coe/secondary.aspx?id=1348>)

Council of Student Leaders Mission Statement: “....Empowered students will become accountable citizens, shape positive change, and exercise lifelong social responsibility through their investment in Winthrop University and the world.”

(<http://www.winthrop.edu/csl/default.aspx?id=6402>).

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### ***Advocacy***

We believe that we do this well in many corners of the University. Examples include some of the interdisciplinary minors (i.e., Peace Studies), the West Forum, Multicultural Student Life, Volunteer and Community Service (housed in the Center for Career and Civic Engagement), the Helping Hands floor of Residence Life, and other learning communities in the residence halls.

### ***Leadership***

Examples include:

- Reinstating the ability for Faculty Conference to appeal the President’s decisions to the Board of Trustees.
- The “Roles and Rewards” Faculty evaluation document that includes community service under “Professional Stewardship.”
- Establishing the new Staff Assembly.

### **General Education**

- We believe that in HMXP 102, we do a good job of viewing multiple perspectives on the human experience.
- We also believe that in Leadership Studies courses (LEAD 175, LEAD 120 A- E, LEAD 275, LEAD 476, and LEAD 477) and in the service learning project of ACAD 101 we try to foster participatory education with a civic focus.
- We strongly support the common service project in ACAD 101.
- We include the Constitution requirement in our general education program.

### **Programs of Study**

Within the College of Arts & Sciences, eight departments’ mission statements mention educating students for service, community, and/or civic engagement (see Appendix III for a list).

Departments that are particularly active with programming and coursework are Interdisciplinary Studies and Political Science. Additionally, Social Work students engage in a year-long internship, and community service is central to the discipline’s curriculum.

The College of Education’s programs of study, especially within the context of the new Education core, also focus on the role of education within a democracy. This core is a product of the grant-funded NetSCOPE (Network of Sustained, Collaborative, Ongoing Preparation for Educators) Partnership network. After the expiration of the grant, this Partnership will continue through the Rex Institution. The Education core includes school placements for all four years in education students’ curriculum.

### **Student and Campus Life**

The following are examples of campus activities and programs that support a Civic Ethos:

- Close Scholars Program

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- Creation of Staff Assembly
  - Convocation
  - Home of South Carolina Campus Compact (and active participation in it)
  - Creation of space for Student Veterans
  - Residence Life Coordinators are required to foster activities that promote personal and social responsibility
  - VISTA (AmeriCorps) program
  - Campus programs (for example, DSU and West Forum) do some good programming on issues that relate to social justice and good democratic practices

#### Community-Based Experiences

- We believe that the Office of Volunteer and Community Services does a good job of promoting volunteerism in the community, and continues to develop long-term relationship with community organizations for sustained engagement.

#### Reward Structures

- Presidential Community Service Award (faculty and staff)
- Presidential Citations (faculty and staff)
- Student Life Combining Service and Learning Award (faculty only)
- Student group and student individual awards from Student Life
- Community Service is recognized within the Faculty Roles and Rewards document, especially within Professional Stewardship.
- The College of Arts & Sciences' alignment statement considers community service related to one's discipline as a form of Professional Stewardship for promotion to Associate Professor, and encourages it for promotion to Professor.  
(<http://www.winthrop.edu/uploadedFiles/artscience/CAS-RandRAlignmentApproved11-20-13.pdf>).

#### Recommendations and Observations

##### ***Mission, Advocacy, and Leadership***

- Discuss and implement means to support and encourage faculty and staff engaged in civic and community activities with students.
- We suggest workshops on democratic leadership, civil discourse, and consensus-based leadership when appropriate.
- In order to help promote value-based leadership, this subcommittee also suggests holding campus workshops for administration, faculty, and staff on how to be a leader with values. Reinstatement of the campus newsletter *FYI* so that the campus better knows the professional activities of faculty and staff.
- Sustain the university's tradition of shared governance.

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- Foster the significance of the new Staff Assembly.

### ***General Education and Programs of Study***

- Service Learning literature proves that service is more valuable when it is long-term and focused. The Rocha Nicaragua Project is one example of a long-term project. We need to support this and other projects that focus on long-term results.
- In addition, our subcommittee recommends that Winthrop adopt a Service attribute for courses, work toward offering certificates for service, and adopt the practice of co-curricular transcripts.
- We also note that faculty and staff who commit to service projects should be better acknowledged and rewarded for their work.

### ***Student and Campus Life***

- Campus programming and student organizations need to be more intentional about promoting the values that are the foundation of their programs.
- Revisit the efficacy of combining community engagement and career services, and the needed resources (staff, physical space, operating funds) to fulfill the programs' mission.
- Explore mechanisms to include students' voices in decision making more intentionally.
- Provide professional development for campus leaders in shared governance.

### ***Community Service***

- In addition to serving the community, we need to work on bringing the community to Winthrop, and think of ways the community can benefit more from our service. In the realm of community-based experiences, our subcommittee notes that the bureaucracy has not caught up with the vision.

### ***Reward Structures***

- There are no faculty recruitment policies related to civic engagement, and few for staff.
- Rubrics for faculty evaluation related to community/civic engagement are inadequate.
- There is no intentionality to the reward structure. ("If you build it, they will come".)
  - Reward structures are inadequate.
  - Financial incentives are largely lacking.
  - We need to develop other reward structures (professional development, reassigned time, dedicated parking, etc).

## **CIVIC INQUIRY**

### **Definition**

For Winthrop University, civic inquiry is a conscious questioning about choices and the consequences of those choices. It's also an understanding that consequences may be long-term and global in impact.

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From *A Crucible Moment*:

The practice of inquiring about the civic dimensions and public consequences of a subject of study; the exploration of the impact of choices on different constituencies and entities, including the planet; the deliberate consideration of differing points of views; the ability to describe and analyze civic intellectual debates within one's major or areas of study. (p. 15)

### Mission, Advocacy, and Leadership

Language related to civic inquiry is present in mission statements. The College of Arts & Sciences' mission statement includes the following:

The College of Arts & Sciences provides educational opportunities for students to gain knowledge, insights, and skills in order to grow more sensitive to the significance of the human heritage, to participate and contribute knowledgeably and effectively as citizens, and to lead rewarding, productive, and enriched lives within the contemporary world.

(<http://www.winthrop.edu/cas/default.aspx?id=26518>)

### General Education

Civic inquiry is touched on in the following general education requirements:

- Universal Level Competencies
- General Education Core Program- HMXP 102, CTRW 201, ACAD 101
- Global Learning Initiative
- The Common Book
- Cultural Events Requirement

### Programs of Study

- Some coursework in Political Science, Social Work, Psychology, Health Care Management, Education, Sociology, and History exposes students to social policy issues
- Service Learning coursework exists throughout the majors
- Model United Nations
- Leadership Studies Minor
- Some cultural events and other campus programming sponsored by academic programs

### Student and Campus Life

The campus activities listed below have great potential for connecting civic literacy and inquiry to action:

- Council of Student Leaders: Resolutions on key campus issues
- West Forum
- Clubs such as One, Young Republicans, Sierra, SOAR encourage civic action and inquiry
- Cultural Events
- Social Behavioral Research Lab and the Winthrop Poll

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- Office of Multicultural Student Life programming
  - Mass Communication Week
  - Model UN

#### Community-Based Experiences

- Service Learning
- Study Abroad
- Rocha Project
- Alternative Spring Breaks

#### Reward Structures

Faculty and staff may seek out research and development grants, GLI funding, West Forum funding, and Student Life funding for programs that support civic inquiry.

#### Recommendations and Observations

##### ***Overall***

- Designate funding for faculty/staff to engage students in inquiry through classes/programs/research.
- Regarding the ACAD 101 service project, we could include more literature on the service issue, more reflection, and pre/post surveys to evaluate civic inquiry.
- Identify one course in each major that will support civic inquiry for students and provide faculty support to incorporate this material into the courses.
- For majors that require volunteer hours, ensure the curriculum includes relating these experiences to civic inquiry.
- Host Teaching and Learning Center (TLC) sessions on how to include civic inquiry in courses and co-curricular activities.

## CIVIC LITERACY

### Definition

For Winthrop University, civic literacy is the idea of teaching about democracy and civic engagement as an academic discipline and a personal responsibility. It focuses on “completing the loop” between civic action and understanding how that action is related to building democracy and community.

From *A Crucible Moment*:

The cultivation of foundational knowledge about fundamental principles and debates about democracy expressed over time, both within the United States and in other countries; familiarity with several key historical struggles, campaigns, and social movements undertaken to achieve the full promise of democracy; the ability to think

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critically about complex issues and to seek and evaluate information about issues that have public consequences (p. 15).

### Mission, Advocacy, and Leadership

#### ***Mission***

“Winthrop students acquire and develop the knowledge, skills, capabilities, and values that ... prepare them to meet the needs and challenges of the contemporary world.”

The College of Arts & Sciences mission statement includes the following:

The College of Arts & Sciences provides educational opportunities for students to gain knowledge, insights, and skills in order to grow more sensitive to the significance of the human heritage, to participate and contribute knowledgeably and effectively as citizens, and to lead rewarding, productive, and enriched lives within the contemporary world. (<http://www.winthrop.edu/cas/default.aspx?id=26518>).

The West Forum on Politics & Policy mission statement includes the following:

The mission of the John C. West Forum on Politics & Policy is to train the next generation of political and civic leaders in South Carolina. To this end, the West Forum sponsors programs, events, and activities that promote civic engagement, focus on pressing issues of the day, and seek to encourage individual involvement in community affairs of all types. (<http://www.winthrop.edu/westforum/default.aspx?id=21976>).

#### ***Advocacy***

- Collective Problem Solving (i.e., Knowledge Park)
- Participation in NSLVE and NSSE assessments
- Use of Personal and Social Responsibility Inventory (PSRI) Assessment

#### ***Leadership***

- Institutional participation as a CLDE Lead Institution
- President’s office support of candidate visits during election years and prior to SC presidential primary

#### **General Education**

- University Level Competencies #1, #2, and #3 (Critical Thinking and Problem Solving; Personal and Social Responsibility; Interconnected nature of the world and time)
- US Constitution requirement
- Global Learning Initiative
- The Common Book (in the GLI-Era)
- HMXP 102 – specifically, the component about the self in community
- Cultural Events (on related themes)

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## Programs of Study

- Master of Arts Administration (CVPA)
- Sustainability minor, concentration (in business) and campus sustainability initiatives
- Nonprofit management certificate program
- Environmental Sciences/Studies program
- Social Studies Education major program
- Political Science major and minor programs
- Elements of Sociology, Social Work, History, and Economics programs
- Concentration in Political and Civic Engagement in Master of Liberal Arts Program
- Experiential Learning requirements/ Internships in Political Science, Social Work
- Leadership Studies minor
- Peace and Conflict Resolution Studies minor
- Model United Nations program
- CVPA performances (selected)
- Winthrop Close Up (MCOM)
- ROTC

## Student and Campus Life

### ***Faculty and Staff Supported***

- Existence of Assistant Director for Student Activities and Leadership
- Political candidate visits and public events
- Close Scholars
- West Forum programs
  - NEW Leadership Program
  - Constitution Day
- Voter registration drives and information
- Service Learning
- Multicultural Student Life programming
- Leadership Workshops
- Student Conduct Code
- Constitution writing workshops for student organizations
- Ethical decision-making workshops
- Residence Hall theme floors
  - Around the World
  - Environmental Issues
  - Leadership Explorers
  - Business and Economics
  - Historical Perspectives

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### ***Student Initiated***

- Several student organizations
  - College Democrats
  - College Republicans
  - College Libertarians
  - Socialist Student Union
  - Student Veterans of Winthrop
- DiGiorgio Student Union Programming Board and Multicultural Student Life Advisory Board activities

### **Community-Based Experiences**

- Service learning and International Service Learning (Rocha Project) (Bolivia Project)
- Political Science internships
- Archival internships
- Social Work internships
- West Forum internships
- Sociology practica
- Dietetics internships
- Winthrop Poll
- MCOM Public Relations clients

### **Reward Structures**

- Personal Satisfaction
- President's Community Service Awards
- GLI Grants
- Compensation for internship supervision
- Curriculum Development grants from Research Council
- Letters from supervisors/deans/etc.

### **Recommendations and Observations:**

#### ***Overall***

- Incentives, professional develop opportunities and timely rewards for faculty to develop service learning components in their courses.
- Identify and approach a donor to create an endowed fund to reward faculty service learning opportunities.
- Identify means to publicize to the campus community the widespread nature of civic work and supporting mission statements found in all corners of the campus.
- Determine how and when "one and done" or episodic activities vs. long-term projects are appropriate and tied to civic literacy in particular.

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## CIVIC ACTION

### Definition

For Winthrop University, civic action is a commitment to actively participate in democratic and community affairs, and following up this commitment with concrete actions and activities. From an institutional perspective, it recognizes that Winthrop is part of a community and should be engaged in the bettering of that community.

From *A Crucible Moment*:

The capacity and commitment both to participate constructively with diverse others and to work collectively to address common problems; the practice of working in a pluralistic society and world to improve the quality of people's lives and the sustainability of the planet; the ability to analyze systems in order to plan and engage in public action; the moral and political courage to take risks to achieve a greater public good (p. 15).

### Mission, Advocacy, and Leadership

Institutional Support for Civic Action is evidenced by:

- Existence of the Center for Career and Civic Engagement
- Participation in National Study of Learning, Voting, and Engagement (NSLVE), the Personal and Social Responsibility Inventory (PSRI), and National Survey of Student Engagement (NSSE) Assessments
- Participation in the TEA Fellows Program

College of Business Administration Mission Statement: Our mission is to prepare students in a learning-centered environment, through effective teaching, scholarship, and service, with the professional and leadership skills necessary for positions in the global marketplace, while fostering life-long learning and service to the external community.

(<http://www.winthrop.edu/cba/secondary.aspx?id=1344>)

College of Visual & Performing Arts Mission Statement: We promote intellectual inquiry and collaborative opportunities that encourage each student to develop a uniquely creative vision cultivated through artistry, teaching, scholarship, public performance, and community engagement (<http://www.winthrop.edu/cvpa/default.aspx?id=1352>).

Center for Career and Civic Engagement Mission Statement: The center provides students with a comprehensive approach to career preparation, personal growth, and service to the community with learning as a key component. (<http://www.winthrop.edu/cce/default.aspx?id=18611>)

University College Mission Statement: “has a common academic foundation and a commitment to lifelong learning, leadership, and service.” ([www.winthrop.edu/uc](http://www.winthrop.edu/uc))

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## General Education

- Institution of ACAD 101 service project
- The Global Learning Initiative as part of the General Education program, emphasis on Global Culture Events, and on Global Engagement, which can and often does include instances of civic action.
- Cultural events requirement (generally)
- Global perspectives requirement

## Programs of Study

- 58 service learning courses across the campus
- Community Engagement Requirements/Opportunities in Social Work, Interior Design, Mass Communication, Human Nutrition, Management/Marketing
- Experiential Learning requirement in Political Science
- Honors and Leadership Studies Capstone Service projects
- Required service component in PEAC 200, Introduction to Peace Studies
- Arts advocacy class in CVPA, VPAS 351
- Performances and art exhibits, open to the community, which can and often do serve as political and social action
- Social Work annual Legislative Day at the SC State Assembly in Columbia

## Student and Campus Life

The institution supports creating a democratic environment for students to initiate grassroots movements which lead to civic action. This is evidenced by:

- No class on Election Day to encourage student voting
- Many student organizations
  - The Council of Student Leaders
  - Close Scholars program
  - American Red Cross Club
  - Arts in Medicine Club
  - Association of Ebonites
  - Colleges Against Cancer
  - Environmentally Conscious Organization
  - Gentlemen's League
  - NAACP
  - ONE Campaign
  - Plain Jane
  - Serving Others While Reflecting (SOAR)
  - Skin Deep
  - Social Work Club
  - National Association of Black Social Workers, Winthrop Chapter

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- Student Wellness Advocacy Team
  - Residence hall theme floors, especially
    - Environmental Issues
    - Helping Hands
  - Street addresses for residence halls to enable student voting
  - Office of Careers and Civic Engagement
  - Reinstatement of campus-wide elections of student government leadership
  - Greek philanthropies
  - Alternative Spring Break
  - Student Activities Fair
  - Welcome Week and Orientation
  - MLK Day of Service
  - Participation in Campus Pride Index

### Community-Based Experiences

Winthrop University embraces the notion that community engagement includes participation in global, national, regional, and local events, activities, and issues. In other words, our community goes beyond the boundaries of campus and the surrounding neighborhoods.

- Partnerships with various local community agencies
  - Literacy Interaction Team (City of Rock Hill Parks and Recreation)
  - Healthy Kids Club (Carolina's Medical Center, Sugar Creek Elementary)
  - Rock Hill Community Garden (City of Rock Hill, Two Men and a Truck, Family Promise, Living Liberally, Ebenezer Avenue Elementary, St. John's Preschool, Fannie Canty (master gardener)
  - St-ARTS: York County School districts
  - The Reading Tent Project (ACAD and Rock Hill Schools)
  - Small Business Development Center (South Carolina Small Business Development Center, US Small Business Administration)
  - Center for Educator Recruitment, Retention, and Advancement (CERRA)
  - Students Challenging Others to Pursue Excellence (SCOPE) (City of Rock Hill, Boyd Hill Recreation Center)
  - Away We Grow Arts Program (Various local schools)
- Numerous service projects by clubs/orgs, etc.
- Knowledge Park project
- Athletes' engagement in community service projects
- Tax Assistance
- Community Picnic
- American Chemical Society Project SEED
- Campus ministry mission trips abroad for community service

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## Reward Structures

- Inclusion of community service outside of the university in faculty reporting for annual reports, and in documenting service for tenure & promotion
- NCAA & Big South awards for student athletes
- Global Learning Initiative Engagement & Professional Development Grants for faculty, which can and often do support faculty work in communities, as well as bringing scholars, artists, activists, and community members to campus who detail civic action.
- Salaries for the few employees whose jobs are focused on civic engagement
- Student Activities Fund
- Combining Service and Learning Award (for faculty)
- Women of Distinction Awards Program (for faculty, staff, and students)
- Student honorary societies (recognizing leadership and/or community service)
  - Gamma Beta Phi
  - National Residence Hall Honorary Society
  - Omicron Delta Kappa
  - Order of Omega
- Student awards
  - American Legion Award
  - Sullivan Awards
  - National Campus Compact Newman Civic Fellows Award
  - Williamson Leadership Award
  - Exemplary Service by an Individual Award
  - Student Organization with Exemplary Record of Service
  - Exemplary Single Service Project by a Group Award
- Inventory of foundation funds that include service, leadership/ aspirations (i.e., teaching and coaching)

## Recommendations and Observations

### ***Overall***

- Reward faculty and staff for their achievements and community involvement by:
  - Acknowledging newspaper mentions or accolades with a letter from the president or other high-ranking campus administrator.
  - Reinstating the *FYI* publication to recognize faculty/staff activities and achievements.
- Develop similar recognition structures for board members, alumni, and donors.
- Develop criteria for honorary doctorates or other institutional recognition for prominent local community leaders to acknowledge their contributions to the community, state, region, nation, and/or world.
- Find a way to track volunteer hours and activities through a software program. One option is to adapt the existing program used to track cultural events.

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## **IV. ACTION PLAN**

The Task Force has reviewed each of the four dimensions of a civic-minded institution and has reported on each accordingly. Many gaps were found within the four dimensions, including lack of reflection on service events, a campus-wide sense of apathy towards worldly events among students, a disjointed effort to continue community engagement past the freshman year and between disciplines, and the lack of a larger, cohesive goal or project. Fortunately, after numerous group discussions and individual consultations, common themes for a course of action have emerged. The following represents Winthrop University's action plan for improved civic and democratic engagement among students, faculty, and staff, and in Winthrop's core as an institution of higher education.

The action plan has been broken down into one-year, five-year, and ten-year goals for the University, and it lists each objective accordingly.

### **One-Year Goals**

- Create opportunities for faculty to learn how to best incorporate civic engagement in their courses (Information sessions, collection of ideas and opinions).
- Convene a committee to research and develop the creation of a certificate program. Such a program may be split between course requirements and service or extracurricular hours. This would possibly include a co-curricular transcript, such as Elon University's "Elon Experiences Transcript".
  - Committee members would evaluate different models of transcripts.
  - Research the tools for a co-curricular credit tracking system.
  - Explore the possibility of a course attribute for "Community Based Learning" to help define which courses may qualify for a 12 hour certificate program.
- Seek and compare different media outlets for getting news into the hands of students
- Explore Winthrop's interest in a large-scale service project, such as Alabama's meal donation program, and identify what kind of project it would be (food bank, meals, donated clothing program, etc.).

### **Five-Year Goals**

- Have faculty and staff reinforcing what it means for students to participate in the democratic world.
  - Training sessions for faculty on how to best reflect on pre-existing service.
  - learning opportunities, such as proper follow up and discussion of goals, outcomes, and impact of service.
  - Civic and democratic engagement goals worked into some course structures
  - Informally incorporate some current events into the classroom setting.
- Committee will have moved past the research stage and into some practical early application of their work.

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- Have a decided transcript model and begin integrating it into student life (assigning co-curricular advisors for tracking, training the chosen faculty).
  - Have a decided tracking system for co-curricular involvements (credit system, such as cultural events, or number of hours achieved). Exploration of technology needed for any decided tracking method should be underway.
  - Add chosen course attribute to pre-existing courses that have been identified as being eligible for the certificate program.
  - Explore the creation of new courses that may be structured around the certificate program, the co-curricular transcript, and Winthrop's civic and democratic engagement goals.
  - Reiteration of student civic values past the freshman year ACAD course through more fully integrated course discussions of service and participation.
  - Acquire campus subscription to a news source, or a commitment to the best alternative method of delivering news to students.
  - Collect necessary resources to found a large-scale service project, should the campus be interested.
    - Examine how such a project would be run, where it would be housed, and who would head the project (such as a committee or a campus group).
    - Seek an estimation for monetary expense of such a project, and how it would be funded.

### Ten-Year Goals

- Establish an understanding that Winthrop students regularly discuss civic participation through systematic classroom discussions that transcend the undergraduate career, and carry across disciplines and majors.
- Establish an understanding that worldly democratic topics are expected discourses within the classroom and among student conversations. At this point, news should be able to be easily accessed by every student, and should be integrated into some common courses.
- Have a certificate program in place that combines attributed coursework with service hours or campus involvements, similar to the programs found in the literature review. At this stage, the program should be tailored to Winthrop's goals as a campus, and should function as a mentoring program between faculty and those students wishing to seek a certificate in civic excellence and a co-curricular transcript. A tracking system should be in place and work seamlessly to keep record of Winthrop students' experiential growth and civic engagement.
- A large, unifying community project that would engage Winthrop University should be under way. Whether the project is for a few years or a new Winthrop tradition should be understood. This service to the surrounding community should begin to seal Winthrop's commitment to civic excellence as a NASPA Certified Lead Institution.

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## **V. APPENDICES**

### Appendix I:

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Appendix II:

**Civic Institutional Matrix:  
Assessing Assets and Gaps in a Civic-Minded Institution**

Use this matrix to summarize the scope of your institution's efforts to educate for civic learning and democratic engagement

		Dimensions of a Civic-Minded Institution			
Degree of pervasiveness Indicate "L" (Low), "M" (Medium), or "H"(High)		<b>DIMENSION 1: Civic Ethos</b>	<b>DIMENSION 2: Civic Literacy</b>	<b>DIMENSION 3: Civic Inquiry</b>	<b>DIMENSION 4: Civic Action</b>
Domains of Institutional Functioning and Culture	Mission, Leadership, & Advocacy				
	General Education				
	Majors				
	Student & Campus Life				
	Community-based Experiences				
	Reward Structures				

This matrix was inspired by the institutionalization rubric found in *Making a Real Difference with Diversity: A Guide to Institutional Change* (Clayton-Pederson et al. 2007) and more fully developed in the Personal and Social Responsibility Institutional Matrix ([www.aacu.org/core\\_commitments/documents/PSR\\_Institutional\\_Matrix.pdf](http://www.aacu.org/core_commitments/documents/PSR_Institutional_Matrix.pdf)). For a more detailed matrix broken out by dimension of civic-mindedness, visit [www.civiclearning.org](http://www.civiclearning.org).

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Appendix III:

Institutional Mission Statements that include a mention of Service, Citizenship, and/or Community

- **Interdisciplinary Studies**
  - <http://www.winthrop.edu/cas/interdisciplinary/default.aspx?id=19839>
- **Mathematics**
  - <http://www.winthrop.edu/cas/math/default.aspx?id=17485>
- **Philosophy & Religious Studies**
  - <http://www.winthrop.edu/cas/philrelg/default.aspx?id=18169>
- **Political Science**
  - <http://www.winthrop.edu/cas/politicalscience/default.aspx?id=18534>
- **Psychology**
  - <http://www.winthrop.edu/cas/psychology/default.aspx?id=20261>
- **Social Work**
  - <http://www.winthrop.edu/cas/socialwork/default.aspx?id=10126>
- **Sociology & Anthropology**
  - <http://www.winthrop.edu/cas/sociologyanthropology/default.aspx?id=10128>
- **World Languages & Culture**
  - <http://www.winthrop.edu/cas/worldlanguages/default.aspx?id=21335>