

**Report of the
Student Task Force on
Civic Values at
Princeton University**

November 2004

I urge you to use your fine education at this prestigious University to serve your country, whichever country that may be, and the world; and the common human values that we cherish. I urge you to combine great scholarship with an obligation to explain what you do, and why it matters, to others. [...] Today you enter the world as adults, and as adults educated at one of the finest universities in the world, you have an obligation to make this world a better place for all of us.

- President Shirley Tilghman
Princeton University Commencement
June 2004

Acknowledgments

The Student Task Force on Civic Values is indebted to many individuals and organizations that provided invaluable guidance and support throughout our work.

From the beginning of this project, many Princeton faculty members, administrators and staff shared their time, energy and expertise with us. We would like to thank: Elizabeth Bogan, Thomas Breidenthal, Dave Brown, Miguel Centeno, Patrick Denen, Ande Diaz, Hank Dobin, Hal Feiveson, Patricia Fernandez-Kelly, Robert George, Eddie Glaude, William Gleason, Eric Gregory, Pam Hersh, Kiki Jamieson, Maria Klawe, Steve Macedo, Sasa Montaña, Josh Ober, Lisa Ratmansky, Harold Shapiro, Mario Small, Valerie Smith, Howard Taylor, Trisha Thorne, David Wilcove, Julian Wolpert and Marjorie Young. We are particularly grateful to Nancy Watterson for her thoughtful comments on successive drafts, to Stan Katz for his ongoing mentorship and advocacy for civic values on campus, and to Anne-Marie Slaughter for her enthusiastic support of the Task Force and for her gracious offer to give its successor a “home base” in the Woodrow Wilson School.

The Task Force’s work would not have been possible without the generous assistance and welcome extended by the representatives of the six colleges and universities we visited in preparing these recommendations.

At Dartmouth College, we would like to thank Cate Birtley, Aine Donovan, Jeremy Eggleton, Ronald Green, Stuart C. Lord, Joe O’Donnell, Holly Sataei, Skip Sturman and Jan Tarjan.

At Duke University: Jennifer Ahern-Dodson, Teddie Brown, John Burness, William Feldman, Sarah Hawkings, Kate Henderson, Tori Hogan, Barbara Jentleson, Elizabeth Kiss, Joseph Lee, Elaine Madison, David Malone, Andrés Marquez-Lara, Sam Miglarese, Julie Norman, Michael Palmer, Liliana Paredes and Vicki Stocking. Betsy Alden, Alma Blount, Elizabeth Kiss, and Sam Miglarese deserve special thanks, both for organizing our meetings at Duke and for keeping in touch with the Task Force after our visit.

At Harvard University, we thank Marshall Ganz of the Hauser Center for Nonprofit Organizations and the students and staff of the

Phillips Brooks House, including Gene Corbin, Maria Dominguez, Moira Mannix and Chris Winship.

At Tufts University: Zachariah Baker, Chelsea Bardot, Heather Barry, Jamshed Barucha, Barbara Caynes (of Massachusetts Campus Compact), Matan Chorev, Chris Economos, Robyn Gittleman, James Glaser, Barbara Grossman, Tara Heumann, Eitan Hersh, Richard Lerner, Jesse Levey (of United Leaders), Molly Mead, Muzammil Mustufa, Mindy Nierenberg, Greg Propper, Chris Rogers, Barbara Rubel, Melissa Russell (of Jumpstart), Molly Stutzman, Chris Swan, Sherman Teichman, Don Wertlieb, Nancy Wilson and Christiana Zahara. We would especially like to thank Sherman Teichman for a particularly inspirational visit with the students of Education for Public Inquiry and International Citizenship (EPIIC). The Task Force owes much gratitude to Rob Hollister, who graciously traveled to Princeton to meet with the Task Force in December 2003. Under his leadership, the UCCPS has become a role model for civic engagement programs across the country.

At the University of Maryland: Bill Galston, Paul Herrnson, Ted Howard, Peter Levine, Jim Riker, Randy Roberson and Marie Troppe.

At the University of Pennsylvania, we thank the Center for Community Partnerships. We are particularly indebted to Ira Harkavy, whose scholarship and enthusiasm set the standard for academic-based commitment to civic values and community development.

In addition, several individuals from non-academic entities were integral to the preparation of this report. We would like to thank Toby Russell of the PEW Charitable Trusts for meeting with our Task Force in the spring of 2004. Finally, we are extraordinarily grateful to the staff and Board of Directors of Princeton Project 55, especially Lindsay Michelotti ’02, Stephanie Greenberg ’04 and Charles Bray ’55.

The Task Force would like to thank the Pace Center for Community Service, Princeton Project 55 and the Woodrow Wilson School for their generous sponsorship of this report and the accompanying symposium. We would like to emphasize, however, that the ideas and observations contained herein are wholly our own.

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Introduction

The Student Task Force on Civic Values convened in September 2003 in order to examine the ways in which the University prepares its students for active citizenship and to make recommendations that strengthen our institutional commitment to civic values. In the view of this Task Force, civic values constitute the norms and practices that contribute to a healthy community: dedication to public service and justice; informed participation in political discourse and the democratic process; awareness of the history and resources of the community; and application of academic, technical, and intellectual skills to solve problems at the local, national, and global levels.

The Task Force has focused on the programs within higher education that are most directly connected to the last characteristic listed in this definition. As representatives of one of the premier institutions of higher education in the United States, the members of the Princeton community have a special obligation to use its intellectual, financial, and human resources to catalyze change in the communities beyond its gates. University officials continually encourage students to recognize their civic responsibilities, as typified by President Shirley Tilghman in her 2004 Commencement Address.

Princeton's commitment to act "in the Nation's Service, and in the Service of all Nations" is demonstrated by the innovative programs and partnerships developed by faculty, students, and administrators to promote community-university interaction. Appendix B of this report is an "Asset Directory," which outlines Princeton's existing civic engagement infrastructure. Nonetheless, as

former President Harold Shapiro urged in his February 20th, 2004 Alumni Day keynote address, the Princeton community must be willing to discuss the ways in which the University can better contribute to the evolving needs of society:

We should not ignore such discussions or view them as a threat to our intellectual or educational autonomy, but rather it is through the dialogue that surrounds such debates that our own intellectual and educational autonomy can be reinforced; moreover, such dialogues support the University's continuing role as both society's thoughtful and responsive servant and society's thoughtful but demanding critic.

It is in this spirit that the Task Force engaged in its research; we believe that Princeton should aspire to become recognized as the leading example of a major research university committed to civic excellence. The specific recommendations in this report, taken together with the University's existing assets, will make that an attainable goal. Many universities have discovered that by cultivating effective partnerships in the community, they can both improve the overall quality of undergraduate education and realize significant benefits in town-gown relations. After conducting an extensive asset survey of the University and researching efforts underway at other universities, we concluded that Princeton cannot afford to rest on its previous accomplishments, however significant. We must redouble our collective commitment to civic values and match our rhetoric with concerted, University-wide action. As such, this report identifies ways to improve Princeton's role as a leader in civic education by building on its existing assets.

The Task Force spent six months researching both the theory of civic values in education and their practical application through notable programs across the country. In consultation with faculty and administrators who had expressed support for the Task Force, we began meeting with campus leaders to solicit advice and contacting representatives from other schools to discuss their programs. During the 2004 intersession recess, members broke into small groups to conduct intensive fact-finding visits to Dartmouth College, Duke University, Harvard University, Tufts University, the University of Maryland at College Park, and the University of Pennsylvania. At each institution, we interviewed faculty, staff, students, and administrators to hear firsthand perspectives on the civic values programs with which they were affiliated; in essence, the Task Force wanted to learn what made each program successful, what challenges they faced, and whether they could provide workable models for Princeton. The results of our discussions are contained in the text of each recommendation below; a directory of the peer programs we visited can be found in Appendix C.

The recommendations in this report are designed to provide a roadmap to focus progress toward the following goals:

- 1) Preparing students for community, national and global leadership;
- 2) Identifying community resources and needs and matching them with University resources and needs;
- 3) Attracting successive generations of students who are passionate about civic engagement;
- 4) Establishing Princeton as the leading example of the engaged university.

The responsibility for meeting these objectives must be shared by the students, faculty, and administration. Students generate the demand and inspiration for civic values initiatives — they are both the beneficiaries and the foot soldiers of the engaged university. Faculty members provide academic guidance and practical mentorship for their students. They are the backbone of these efforts, and the success of the following recommendations is dependent on effective student-faculty partnerships. Finally, the administration endorses the University's commitment to civic values by providing logistical and material support for the work of its students and faculty members. Administrators, however, are much more than financial benefactors — they represent Princeton's leadership, and would set the campus tone by embracing these initiatives and actively encouraging their development. The following recommendations are organized by the group with primary responsibility for their implementation; i.e. the student body, the faculty, or the administration.

Part I **Student Action**

One of the hallmarks of a Princeton education is its focus on the undergraduate experience. Decisions affecting the curriculum or campus life are rarely made without significant input from the student body, and some of the most exciting recent developments have grown from undergraduate initiatives. Undergraduate students helped to select a Dean of Admissions in 2003, provided recommendations to reform the residential advising process, and organized symposia on topics ranging from local elections to homeland security. In that same year, student leaders invited the Secretary of State and an Associate Justice of the Supreme Court to the campus to discuss their distinguished experiences in public service. Princeton students are famously passionate in their dedication, and their collective demand represents a powerful driving force for change on campus. This Task Force believes that a push towards greater civic involvement must begin with students. Accordingly, the first section of this report contains proposals that students can execute with minimal involvement from the faculty or administration. In order to promote the importance of civic values on campus, this Task Force makes the following recommendations.

Bridge Building: Forging Active, Sustainable Networks among the Academic, Service, and Civics Groups on Campus

Establish the Task Force as a permanent entity coordinating and improving civic values at Princeton.

The Task Force began its research by assembling an asset map of Princeton's formidable resources. As we developed our understanding of civic values, we discovered a surprising number of groups whose missions fall under the aegis of civic engagement: political action groups, religious fellowships, service organizations, publications, and community-based seminars are examples from an extensive list. Given the ways in which their missions overlap, this Task Force believes that each of these entities can reap rewards from greater coordination and collaboration, a phenomenon that sociologist Robert Putnam calls "bridge-building." In short, we recommend more communication, not necessarily more activities.

Princeton's principal outlets for service and community involvement — including the Student Volunteers Council (SVC), Community House, the Community-Based Learning Initiative (CBLI), and the Pace Center for Community Service — pursue similar initiatives but remain physically separated. An incoming freshman looking to teach ESL classes, play with K-3rd graders, or advocate for needle exchange programs cannot go to a central location in order to learn where he or she could most effectively pursue his or her interests. All of these organizations maintain independent websites, often leading to further confusion and to an incorrect sense that the missions of the respective organizations are entirely distinct and separate. Although we do not necessarily

advocate moving them into one centralized building, we suggest that Princeton's service organizations work toward simplifying their structure, resulting in easier access for students and improved efficiency for the staff and leadership of each group.

The good news is that some networking efforts are already underway. The staff leaders of SVC, Community House, CBLI and the Pace Center have already begun scheduling *ad hoc* meetings to share information on upcoming events and opportunities to volunteer. The Woodrow Wilson School has partnered with the Global Issues Forum and the Office of Religious Life to promote events that focus on ethics in public policy. The success of the "Do the Right Thing" speaker series underscores the benefits of effective collaboration. This Task Force encourages student leaders to formalize this collaboration through regular planning sessions. Such joint efforts would ease the administrative burden on each individual organization and enhance the success of their activities.

At Tufts University, for example, students interested in community service groups or independent service projects need look no further than the University College of Citizenship and Public Service (UCCPS). Led by Dean Robert Hollister, the UCCPS coordinates and advertises the activities of service- and civics-oriented groups and facilitates student involvement. The mission of the UCCPS is to prepare Tufts undergraduates for a lifetime of "active, effective citizenship," and its ability to do so stems from its streamlined organization. The UCCPS provides broad policy guidance and logistical coordination, while student leaders direct the day-to-day affairs of individual campus groups.

This Task Force is eager to promote and facilitate the implementation of the recommendations contained in our report.

Moreover, we envision a role for a similar student-led entity in future years. This group should be composed of undergraduate students, advised and supported by interested faculty and administrators. The process of dynamic self-improvement is central to the success of the University's civic values initiatives; this Task Force encourages our successors to analyze programming and craft future recommendations. The reconstituted Task Force is the ideal venue for ongoing reflection and self-evaluation and could replicate many of the successes of the UCCPS without incurring substantial financial or administrative burdens.

Civic Values Directory

Publish and maintain an online and in-print repository of Princeton's civic values programming in order to enhance access to information and opportunities.

In order to facilitate widespread undergraduate engagement in Princeton's wide array of opportunities for service and leadership, it is essential to provide an omnibus directory with background information and contact points for academic, service-based, and advocacy groups on campus. Hard copies could be distributed to students and visitors at check-in, and a website would provide up-to-date information during the year. This Task Force recommends that its successor organization take the lead in designing and maintaining these resources. The Princeton Undergraduate Student Government is currently undertaking a major endeavor in expanding the Princeton Portal (find.princeton.edu) into a website capable of housing information on life at Princeton, from upcoming academic conferences to social events and local arts.¹ This project could serve as a valuable paradigm in designing an online homepage for civic values at Princeton.

The Task Force developed this recommendation based on the success of a similar project of the Democracy Collaborative at the University of Maryland at College Park. In its first year of operation, the Collaborative conducted an exhaustive asset survey on the campus and published its findings in a 40-page booklet, which serves as both an information resource and a valuable marketing tool. The book includes, notably, an introductory letter by the President of the university to establish the administration's endorsement of the

Collaborative's efforts. This Task Force believes that Princeton would benefit from a similar undertaking.

¹ The Princeton MetaPortal Project, <http://web.princeton.edu/sites/es/wsg/portal/>

Student Research Forum

Showcase the projects of students whose independent work focuses on civic engagement. This forum should include presentations by the students themselves in order to draw attention to the cutting-edge research opportunities available in the field of community-based research.

Similar to the annual show of campus performance groups, “This is Princeton,” the Student Research Forum could be styled as “Meet Your Community” and aim to promote information exchange among students, faculty and community members alike. Not only would this symposium serve as an advertising tool for such opportunities, but it would also compel the participating students to reflect on their own work and gain a deeper understanding of its impact by initiating dialogue with an interested public. This past spring, CBLI hosted its sixth annual “Community-University Luncheon” at the Arts Council of Princeton. The e-mail invitation to the event advertised: “community members, faculty, staff, students, and administrators all come together to celebrate and learn from the work that has been done through CBLI,” emphasizing that the luncheon illustrates the impact of community-based projects and partnerships. This event, however, was only open to students who completed a CBLI project and community partners; it would be even more beneficial to invite the wider University community, hopefully inspiring other students to get involved.

At Princeton, a grass roots student initiative was the founding force behind the Undergraduate Research Symposium (URS), an exhibition and cross-disciplinary forum for the sciences and engineering, now in its third year. Since its inception in 2002-2003, the URS has grown to include faculty judge participation and the

awarding of prizes to the best student presentations. Last year, a seven-member student steering committee raised over \$6,000 in support from academic departments and the Council on Science and Technology. A civic engagement-themed event like the URS would similarly benefit the entire University community.

The Task Force was encouraged by examples at several peer institutions. At Duke University, the Hart Leadership Program offers interested students the opportunity to combine their academic curriculum with an intensive “immersion experience” of research in a particular community. The Hart Program is housed at the Terry Sanford Institute of Public Policy, and previous research projects have focused on emerging diseases, urban violence, and education policy. The Hart Program hosts an annual symposium in which students present their research, or “capstone project,” roughly the equivalent of a Princeton senior thesis. As Alma Blount, the Director of the Hart Program, noted, the public presentation is the crucial element of the project. She explained that “going public” allows students to collect feedback from professors and researchers and inspire their peers by sharing their learning experiences and reflecting on the challenges, results, and benefits of service-based research.

Expansion of the Community Service Fair

Recast the annual “Community Service Fair,” organized in conjunction with the Activities Fair, as the “Community Service and Civic Engagement Fair.” Expand it to showcase all civics-oriented extracurricular activities, not just service groups.

This relatively small change would add minimal expense, but would be a particularly way to introduce new students to the concept of civic engagement during their first weeks on campus. We cannot emphasize enough the importance of this initial moment; demonstrating the campus commitment to civic engagement would encourage freshmen to become involved in such activities. We believe it is essential that faculty, students, and staff who believe in the importance of civic values show active support early in the year in order to attract freshmen who have dozens of other interests — including sports teams, *a capella* groups, and dance troupes — competing for their time and dedication.

Part II

Opportunities for Faculty Participation

While Princeton students will provide much of the time and energy needed to promote engaged citizenship on campus, a collaborative effort between students and professors is necessary if civic awareness and engagement are to become integral parts of life at Princeton. Successfully institutionalizing a commitment to civic values will depend, in large part, on the active participation of academic departments in implementing the following recommendations and developing others. Judging by our conversations with faculty across the curriculum over the past two semesters, we are confident that an infusion of civic values into academic life at Princeton will ultimately result in increased intellectual rigor and will enrich the undergraduate academic experience in ways that will remain with students long after graduation, regardless of their career paths. Since our proposals look to foster an exchange of ideas within and between departments, their aim is to further enhance Princeton’s already vibrant intellectual atmosphere.

The Civic Values Faculty Network

Establish a collaborative cohort of faculty members – the Civic Values Faculty Network – who challenge, motivate, and engage students in civics-based courses and fieldwork.

An emphasis on civic values and engagement is already manifested in a handful of courses taught by professors from an array of academic disciplines. The Woodrow Wilson School, the Community-Based Learning Initiative, and the Center for Human Values exemplify this commitment to developing a cross-disciplinary education for active citizenship. A wide variety of scholarship falls under the intellectual aegis of civic values. For example, Dr. Elizabeth Bogan teaches a Woodrow Wilson School course entitled “Economics and Public Policy,” which examines the economic context of social policy initiatives in such areas as education, health care, poverty, the environment, and financial regulations. Even in less traditional venues, such as an English class, the opportunity exists to explore civic values. Professor Maria DiBattista’s “Studies in the English Novel: The State of Things: The Political Culture of Modern Fiction” uses the medium of modern fiction to explore the political and cultural crises that shaped the modern world before and after WWII. The well-publicized success of the Carbon Mitigation Initiative, an interdepartmental effort to analyze and fight air pollution, demonstrates the importance of bringing scientists and engineers into networks of civically-oriented research.

As these examples show, a significant and diverse group of faculty members share a belief in incorporating civic values into their coursework. Unfortunately, the large-scale networking of faculty across departmental lines remains a challenge for the University. To

bridge this gap between academic fields, President Tilghman launched a faculty lecture series in October 2001. In a concurrent *Princeton Weekly Bulletin* article, Tilghman echoed the feeling of many professors when she said, “there is so much richness in the work of our own faculty, it is a shame we have so few opportunities to hear one another.”² This Task Force agrees and believes further collaboration among faculty members from different disciplines can be attained through a permanent network of faculty who focus on the civic applications of their research and course curricula.

The Faculty Fellows program of Tufts’ UCCPS provides an illustrative model of a diverse group of faculty members who are connected through the lens of civic values. The current group of Faculty Fellows at UCCPS spans five schools and ten departments; they meet monthly to engage in interdisciplinary discourse about their research and teaching. As evidenced by the interest already displayed by various Princeton faculty members, this Task Force believes that Princeton can harness even more communication between disciplines. The Civic Values Faculty Network would catalyze this collaboration by sustaining intellectual exchange over a variety of topics concerned with the development of active citizenship.

² *Princeton Weekly Bulletin*; October 15, 2001; Vol. 91; No. 6

Incentives for Faculty Participation: The Community Research Fellows Initiative and the Student-Faculty Exchange

This Task Force recognizes the extraordinary demands on faculty members' time, and consequently recommends two key incentive programs to encourage faculty participation in the Civic Values Network: (1) financial stipends through the Community Research Fellows Initiative to develop civics-based course syllabi; and (2) research assistance from undergraduates through the Student and Faculty Exchange (SAFE).

The Community Research Fellows Initiative would form a coalition of faculty members who would conduct community-based research and then craft an academically rigorous course that would engage undergraduates in their work. Professors and lecturers who participate in the program would receive substantial funds to support their research and course development. The money, for instance, might be used to restructure a course so that it encompasses a more critical assessment of civic implications of the subject. Faculty members might use funds to finance a field study for an undergraduate seminar in order to complement the printed course material. These examples are only suggestions, and, ultimately, the use of funds would be left to the discretion of faculty members, subject to the advice and consent of those awarding the grants.

To that end, the Task Force recommends the creation of a committee, composed of faculty, students, administrators, and leaders of campus civics groups, to administer the Initiative and approve funding for faculty projects. To be selected as a Fellow, a professor or lecturer would complete an application process, including an interview, a proposal for research that involves a substantial civic

engagement component, and a final presentation to the committee. Tenured and tenure-track professors, as well as lecturers, would be eligible to participate.

The UCCPS at Tufts University manages a similar program called the Faculty Fellows program. The program accepts fifteen faculty members every year, and each member is eligible for a \$15,000 research grant. One Faculty Fellow, Christina Economos, a professor in Tufts' Friedman School of Nutrition Science and Policy, incorporates her research on obesity into the undergraduate curriculum. To address the increasingly prevalent problem of obese children, Economos launched a campaign in the local Somerville, Massachusetts community called "Shape Up Somerville! Eat Less, Play Hard." In her class, students critically examine this societal problem through scholarly readings, their professor's research, and their own independent project addressing health-related issues in the community. The engaged climate of this course harbors a "richness" that, according to Professor Economos, leaves every student with "a taste that one person can make a difference."

The proposed Community Research Fellows Initiative would encourage professors to focus their attention on issues pertinent to the local Princeton community. Princeton students constantly hear the exhortation to represent "Princeton in the nation's service, and in the service of all nations." Rarely, however, do we hear: "Princeton in the Township's service and in the service of the greater Mercer County area." We encourage the University to redouble its commitment to the local community to forge more productive, enriching partnerships. The Policy Research Institute for the Region (PRIOR), a project of the Woodrow Wilson School founded in January 2003, is an encouraging first step. That office was

undergoing substantial staff changes at the time of this report's publication, but the Task Force looks forward to building an ongoing relationship between PRIOR and the Community Research Fellows Initiative.

This Task Force commends Princeton's Office of Community and State Affairs and its efforts to develop the Princeton community through financial contributions, facilities for public use, community outreach initiatives such as its popular auditing program, Communiversity and special gifts.³ But while the Office of Community and State Affairs serves as the liaison between Princeton and the community, the University as a whole often overlooks its greatest assets: faculty and students. Beyond primarily emphasizing its financial contributions, which this Task Force agrees are crucial, the University should make an institutional commitment to promoting continuous student and faculty interaction in the larger community. The Community Research Fellows Initiative would both invigorate the University's partnerships in the community and bring its intellectual resources to bear on the issues important to the local area.

The proposed Student and Faculty Exchange (SAFE) would offer faculty members a searchable database of undergraduate students who are willing to provide research assistance. In return, students benefit from increased interaction with their professors. The SAFE initiative hopes to build a bridge in a manner helpful to both students and professors. Students build a relationship with a professor as a mentor and develop knowledge, skills and insight into much of the ground-breaking work faculty members are doing. The

faculty members, in turn, receive help on their research from talented, passionate students. The SAFE website would be an electronic clearinghouse to match students' interests and faculty research plans.

³ "Community Ties," a report published by the Office of Community and State Affairs, March 2004.

Issue-Focused Seminars – The Interdepartmental Task Force

Expand the successful Woodrow Wilson School Policy Task Force model to other departments. Create a program of Issue-Focused Seminars that concentrate academic studies on civic issues, enhance interdisciplinary study, and promote effective student engagement in the community.

This Task Force proposes that all students have the option of participating in a policy-oriented academic seminar. A set of issue-focused seminars would prepare students to approach real world problems through intensive classroom engagement. Each seminar would center on one systemic problem in the local, national, or international community. Through a process-oriented method combining emphasis on research methods with applications in the field, the seminars would prepare students for larger and more independent projects. Professors who teach these courses would benefit from partnering with Princeton’s active service groups, such as Community House and the SVC, to effectively match community needs and volunteer opportunities with the academic material of the problem-based seminars.

Sciences and engineering play an important role in the execution of problem-based seminars. These fields are naturally relevant to real world issues, and issue-focused science and engineering seminars would allow engineering students to link their own research with community issues and concerns. These seminars would reach a large number of students who — with extremely rigorous academic course loads — might not have the opportunity to involve themselves directly in the community through volunteer or extracurricular service or activism. A relevant model for such a

seminar that already exists at Princeton is Visiting Professor George Hawkins’ “Environmental Law, Community Action, and Moot Court.” The course is a result of collaboration between the Stonybrook Millstone Watershed, Community Water Watch, the Princeton Environmental Institute, CBLI, and the Geosciences department.

Similar efforts are underway at two of our peer institutions. The 2004 *Harvard Curricular Review* noted:

In contrast with the vitality of (our) service programs, there are relatively few opportunities for integration of students’ public service activities with their course work. [...] We do not endorse the idea of granting academic credit for student public service per se, but we believe that there are opportunities for building stronger ties between public service and the curriculum, and for enhancing curricular support for public service activities.⁴

The University of Pennsylvania has enjoyed particular success with its program of issue-focused seminars that link twenty of their academic departments through thirty-six interdisciplinary courses. Although most of Penn’s issue-focused seminars also incorporate partnerships with community organizations, it is not a requirement. For instance, Penn’s Anthropology Department offers an undergraduate class on “Anthropology and Public Education” in which students use anthropological methodology to address issues such as health, teenage pregnancy, and drug use. An interdisciplinary class on “Poverty and Development” in the United States focuses on

⁴ Harvard College Curricular Review. http://www.fas.harvard.edu/curriculum-review/HCCR_Report.pdf.

the theories and efforts that have shaped policy and the organizing efforts to mitigate urban poverty.

This Task Force recommends that the issue-focused seminars particularly target sophomores in order to provide an academic anchor between the freshman seminars and the junior paper. By sharpening sophomores' abilities to approach large-scale issues and encouraging them to apply their problem-solving skills outside of the classroom, issue-focused seminars would prepare them for the challenges of junior and senior independent work. We further recommend that money from the Sophomore Initiative fund those problem-based seminars that are tailored to second-year students.

Part III

Administration Leadership and Support

The ultimate success of the initiatives proposed by this Task Force depends primarily on the active support of faculty members and students. Nevertheless, efforts aimed at producing student-citizen-leaders, particularly those involving structural changes and action at the highest levels of the University, require support and guidance from the administration. In order to accomplish the goal of establishing Princeton as a center of excellence for academic engagement in civil society, the University must make sure its funding priorities are in line with its stated mission of preparing students for global leadership. We understand that money in itself is not a solution, but there are several areas in which financial commitments from Nassau Hall are essential. The following recommendations detail a number of ways for the Administration to demonstrate Princeton's institutional commitment to civic engagement.

Entrance and Exit Surveys on Civic Values

Pair an entrance survey of incoming freshmen with an exit survey of graduating seniors to track progress and trends in civic engagement at Princeton.

Surveys given to both freshmen and seniors would provide a means of assessing the impact of a Princeton education on the civic outlook of an entire undergraduate class. Until 1996, Princeton participated in an annual survey sponsored by the Higher Education Research Institute at UCLA. Princeton would benefit from re-instituting this entrance survey for incoming freshmen, which polls on experience with, and outlook on, community service, political advocacy, and other forms of active citizenship. The collected data will establish a framework to gauge the interests and experiences of incoming students and the impact of their time at Princeton. The administration should then match the results with those from exit surveys distributed at checkout, including specific questions about their activities at Princeton and their opinions on campus life. That information would provide a useful tool to evaluate how well Princeton prepares its graduates for lives of active citizenship and to foster recommendations for future projects and initiatives.

Among other factors, the implementation of these surveys at Tufts University led to the creation of the University College for Citizenship and Public Service; the administration realized the overwhelming interest within its student body over a ten-year period and took major steps to meet it.

Sustainable University-Community Partnerships: The Public Service Summer Internship Program

Establish local public sector internships with a concurrent seminar focused on integrating academic and intellectual skills into civic engagement.

Students participating in the proposed Public Service Summer Internship Program would spend the summer on campus while working in the community. Rising juniors would extend valuable skills explored in their sophomore seminars to issues in Princeton, Trenton, and the surrounding communities. By providing free summer room-and-board to those undergraduates selected for the program, the University would offer its students an invaluable opportunity for hands-on intensive experience with social issues, while supplying its neighboring communities with its students' talents. Weekly seminars would complement these internships, though not providing credit, and would establish a framework for individual community research projects and a space in which students can share questions and discoveries. Primarily, the seminars should center on issues surrounding active citizenship and civic engagement.

The proposed Public Service Summer Internship Program is similar in structure to the University of Pennsylvania's Penn Program for Public Service. Offered through the Center for Community Partnerships, the summer program contributes to and enhances Penn's academically-based community development courses offered during the academic year. Students participating in these summer-long public service internships have developed a number of long-lasting programs and partnerships between Penn and the surrounding Philadelphia community. The program embraces both students who

have previous experience in community-based learning classes, and who utilize the summer program to expand upon their previous research, as well as students new to community-based learning. A similar Public Service Summer Program in Princeton — one that combines rigorous academic reflection and personal experience, and draws on the wealth of internship opportunities already provided by existing organizations — could certainly be just as successful as the Penn Program for Public Service.

Sustainable University-Community Partnerships: Urban Semesters in Domestic Cities

*Partner with other universities in the continental United States
to create a domestic analogue to “study abroad.”*

There are many students who are interested in domestic conditions who would benefit from the opportunity to pursue academic programs for credit in cities within the United States. Experiencing the political and social issues of an urban environment for a semester, we believe, would be as worthwhile as studying abroad. In addition to academics, students would have the opportunity to pursue internships that would enhance the semester’s learning and immersion experience. Information on research opportunities in each city would be available through networks at peer institutions, which would maximize the resources to Princeton students who are studying “abroad.”

One example, The Philadelphia Center, is a joint initiative between Hope College and the Great Lakes Colleges Association. It has offered a popular “domestic abroad” program since 1976 and has been highly successful. The Center offers “a structured educational environment for undergraduate students in the context of an urban setting,” one that it is “committed to helping students develop an understanding of urban issues and a clearer view of personal objectives, values, and abilities in relation to a field of work.”⁵ The model of rigorous academic courses complementing a serious internship can be restructured to fit the unique profile and needs of Princeton. Cities are hubs for multiple institutions of higher

⁵ Philadelphia Center: <http://www.philactr.edu/>

education, so although students would be registered at one school, they would be able to enjoy the benefits of their location and attend various lectures, speeches, and even courses from nearby campuses.

Here at Princeton, the Woodrow Wilson School would be a natural starting point for this initiative, since its students are especially interested in policy on the domestic level. However, the option to gain credit for study in a domestic, urban locale should be open to all undergraduates.

Sustainable University-Community Partnerships: Permanent University Presence in Trenton

Establish an office of the University in Trenton as the vanguard of a permanent partnership between Princeton and the Trenton community.

In addition to giving undergraduates the opportunity to study in large domestic cities for a semester, it is also important that the University not ignore the urban or underprivileged environments in its backyard. Because of Princeton's location in an affluent area of the Borough, many students are not able to see the great needs of the nearby community, and community members and leaders are unable to deeply interact with students. Creating a permanent University office in Trenton would help instill the sense that the University is a part of the community rather than just a group of students who venture in for a day to "help." Professor Ira Harkavy of the University of Pennsylvania, an authority on community-university relations, writes:

Urban colleges and universities are in a unique position to [go] beyond service learning (and its inherent limitations) to strategic academically-based community service, which has as its primary goal contributing to the well-being of people in the community both in the here and now and in the future. It is service rooted in and intrinsically tied to teaching and research, and it aims to bring about structural community improvement (e.g., effective public schools, neighborhood economic development, strong community organizations) rather than simply to alleviate individual

misery (e.g., feeding the hungry, sheltering the homeless, tutoring the "slow learner").⁶

A successful example of such an initiative is the Office of Neighborhood Partnerships at Duke. The Duke-Durham Partnership was founded in 1996 upon the notion that a “targeted approach will produce the most immediate and continued positive impact on the partner neighborhoods and the schools.”⁷ The office, located within the city of Durham, an area where most students volunteer and faculty members work on research projects with organizations, serves as the portal for the majority of community relationships at Duke and is staffed partially by community members and partially by Duke University employees. The partnership has succeeded as a branch of the Office of Public Affairs because a relationship of mutual respect has been created between Duke and its neighboring community. When a community representative has an idea for collaboration, they know to visit the Office of Neighborhood Partnerships down the block; the same is true for Duke students, faculty, and staff. The benefits that have accrued both to Duke and to the community should spark serious consideration for a similar partnership between the University and the city of Trenton.

⁶ “Service Learning as a Vehicle for Revitalization of Education Institutions and Urban Communities.” Paper presented to the Education Directorate Miniconvention on Urban Initiatives: In Partnership with Education, American Psychological Association Annual Meeting, Toronto, August 10, 1996.

⁷Duke-Durham Neighborhood Partnership Website:
<http://community.duke.edu/mission.cfm>

Director of Non-Profit and Public Sector Careers

Create an office of Non-Profit and Public Sector Careers, led by a University officer who specializes in placing undergraduates in public service careers.

This office would have knowledge of internships and careers in civic involvement, community revitalization, and public service. The office would work closely with students to place them in public interest careers. The Office of Career Services and alumni-based groups such as Princeton Project 55 and the Class of 1969 Community Service Fund provide valuable campus resources for students, but there is a need for a full-time office dedicated to careers in public service. This Task Force recommends that an organization similar to the Office of International Internships be created under the auspices of the Dean of the College.

Roles of the Residential Colleges

Establish long-term relationships between residential colleges and community partners.

Among Princeton University's most distinctive resources are its five — soon to be six — residential colleges. By allowing freshmen and sophomores to form cohesive social units and to interact constructively with one another, these institutions highlight Princeton's commitment to an engaged student body with a diversity of experience and outlook. As Woodrow Wilson's vision of residential life is being realized, so too is the longstanding drive toward four-year colleges. With the first four-year arrangements to be available in 2007, the University's student community landscape will be fundamentally altered. We believe that this increased emphasis on the residential college system is an excellent opportunity to prepare Princetonians not merely as students, but also as productive citizens.

This Task Force recommends that the colleges establish a formal relationship with a partner organization in the Trenton-Mercer area or John Witherspoon community to provide service opportunities for undergraduates. The key to the success of these projects is their emphasis on Princeton's long-term commitment to the local community. By participating in these college-wide projects, Princeton students would not simply fulfill an outmoded idea of *noblesse oblige*, but rather develop an investment in a long-term partnership with a committed group of peers, mentors, and neighbors.

The University of Maryland currently has a successful model, CIVICUS, in which freshmen and sophomores live in a residential dormitory that is a holistic service-oriented experience. Mealtime

discussions, guest speakers, and volunteer opportunities all focus on a particular area of civic importance. While Princeton might not adopt such an extreme approach, the success of the CIVICUS program is due to the sustained commitment to one common goal for community improvement, certainly a model that Princeton's residential colleges could emulate.

A Home Base for the Future Civic Values Initiative

Establish permanent office space on campus for the successor to the current Task Force.

In the course of our research, two broad concepts characterized the most successful civic values initiatives at peer universities: institutionalization and sustainability. While the Task Force's recommendations are designed to crystallize Princeton's commitment to civic excellence, we strongly believe in the value of a structured headquarters for these and other proposals.

In an April 2004 meeting with this Task Force, Princeton President Emeritus Harold Shapiro compared the civic values movement to the recent campus-wide interest in bioethics. President Emeritus Shapiro commended the vigor with which students have been pursuing their interests in that field but cautioned that without a physical and administrative support structure, the current degree of attention to bioethics could quickly dissipate. The lesson that the Task Force drew from that analogy is the need for an office suite or building space on campus to house the activities of the successors to this year's Civic Values Initiative. Clearly, the capital required for such a project is substantial, but we encourage the administration to consider it a serious development priority.

Conclusion

The Student Task Force on Civic Values intends for this report to open a much needed dialogue on campus about the relationship between higher education and public service, at Princeton University and at-large, and to initiate the implementation of sustainable solutions. We believe that, in this way, we have acted in accordance with Princeton's motto and have served both the University and the larger communities — local, state, national and international — in which it participates. The Task Force looks forward to working with our University and community partners to further increase civic engagement in Princeton's curricular and extracurricular programming.

We thank you for your interest and consideration.

Appendix A: Task Force Members

Jordan Amadio '05

A biophysics concentrator from Cazenovia, NY, Jordan is dedicated to linking the sciences and engineering with the civic sphere. In 2003, Jordan founded the Princeton Undergraduate Research Symposium, which allows undergraduates to publicly present their independent work in an open forum. He has served as a volunteer EMT in Mercer County and is a dual citizen of the USA and Italy. Last summer, he worked to help establish a science-focused NGO in Africa. Jordan is currently an Associated Press correspondent and as President of the Princeton Press Club.

Jeff Bozman '05

Jeff grew up in Hampton Roads, VA, the son of a teacher and a career Naval officer. A senior in the WWS, Jeff spent a semester as an intern for Senator Paul Sarbanes (P'54) and a summer as an executive assistant in the Office of Economic Development in Onslow County, N.C. In August, he graduated from the United States Marine Corps' Officer Candidates School and will accept his commission in May 2005.

Jesse Davie-Kessler '06

Jesse brought her long-time commitment to social justice in her hometown of Charlottesville, Virginia to Princeton and is an active member of the Princeton Justice Project and the Student Volunteers Council. After enrolling in multiple Community-Based Learning Initiative courses, Jesse spent the summer interning in the CBLI office and working closely with community partner organizations. An Anthropology major, Jesse is also involved with Cotsen Children's Library and contributes to *Prism* magazine.

Anastasia Frank '06

Raised in Mexico, England and Japan, Anastasia is a student in the Woodrow Wilson School of Public and International Affairs and has dedicated her time to community service as a Pace Community Leader since she arrived at Princeton. Anastasia has studied abroad in Japan, Spain, and France, worked as an intern with Save the Children in Guatemala and currently serves as the Princeton Activists Representative for "United Students Against Sweatshops." She is currently studying abroad in Paris at Sciences Politiques.

Drew Frederick '07

For as long as he can remember, Drew and his family have worked with Habitat for Humanity in his hometown of Kingsport, Tennessee; he has understood since an early age the value of systemic change starting on the ground level. An avid runner who recently completed a 30+ mile race, Drew is actively involved with the Princeton Justice Project and serves as a coordinator and volunteer for the SVC's Big Brother/Big Sister Program.

Crystel Harris '06

Crystel, from the Bronx, NY, has volunteered through several organizations, including Community House, the Student Volunteers Council, the Pace Center for Community Service, and the Class of 1969 Community Service Fund. With a particular interest in working with young children, Crystel also spent this past summer teaching at a junior high school in Harlem, NY. A Woodrow Wilson School major, Crystel is president of the Minority Business Association, vice president of the Black Arts Company and a program coordinator for the Community House Preschool Project.

Sally Torbert '05

After receiving an International Baccalaureate from the United World College of the American West in Montezuma, New Mexico, Sally arrived at Princeton with an interest in international affairs. As a politics major, Sally founded The Internationalist online magazine and is an active participant in model UN and model Congress. Sally is the President of the Princeton Tae Kwon Do Club and a talented webpage designer.

Appendix B: Asset Directory

This appendix offers a listing of Princeton's present programs, organizations and assets in the areas of civic engagement and public service. This information served as a guideline to the Task Force in its efforts to suggest ways to build on Princeton's pre-existing infrastructure. While we hope that this information will prove useful to both our on- and off-campus readers, we recognize that this list may not be exhaustive; smaller, more specialized initiatives may not be listed.

This Asset Directory is divided into four categories: Academics, Administrative Infrastructure, Employment and Internships, and Service and Advocacy Organizations.

Academics

Programs run through academic departments that incorporate civic values or community-building, on a local, national or international level, with academic work.

Community-Based Learning Initiative

www.princeton.edu/~cbli/main.html

The Community-Based Learning Initiative (CBLI) facilitates community-driven research projects. Working with faculty members and community leaders, students apply the knowledge and analytic tools gained in the classroom to pressing issues affecting local communities and share their conclusions with their community partners as well as with their professors.

James Madison Program

web.princeton.edu/sites/jmadison/

The James Madison Program in American Ideals and Institutions in the Department of Politics is dedicated to exploring enduring questions of American constitutional politics and Western political thought. The Program is also dedicated to examining the application of basic legal and ethical principles to contemporary problems.

Policy Research Institute for the Region

www.princeton.edu/~prior/

The Policy Research Institute for the Region (PRIOR) was established by Princeton University and the Woodrow Wilson School in January 2003. PRIOR was created to support the University's efforts to reinvest its intellectual capital in our region – the State of New Jersey as well as the metropolitan areas of New York and Philadelphia. In addition, PRIOR seeks to reach out to state and local leaders to identify problems and issues where University involvement could contribute to the debate in meaningful ways.

Princeton Institute for International and Regional Studies

www.princeton.edu/~piirs/

A program of WWS, the Princeton Institute for International and Regional Studies (PIIRS) promotes interdisciplinary and collaborative research on issues of global importance. The center includes the Center for Regional Studies; the Institute for the Transregional Study of the Contemporary Middle East, North Africa, and Central Asia; the Program in Comparative and Regional Studies; the Program in U.S.-Japan Relations; and the Research Program in International Security (RPIS).

Program in Teacher Preparation

www.princeton.edu/teacher/

The Program in Teacher Preparation at Princeton University is a uniquely designed interdepartmental course of study that prepares undergraduates to become certified teachers at the elementary or secondary level. It offers students specific courses, special seminars and colloquia, and many exciting opportunities for direct collaboration with classroom teachers through structured, practical field experiences.

University Center for Human Values

www.princeton.edu/~uchv/

The University Center for Human Values (UCHV) supports teaching, research and discussion of ethics and human values throughout the curriculum and across the disciplines at Princeton University. With seminar and lecture courses, public lectures and symposia, a publication series and the scholarly work of its faculty and visiting fellows, the Center fosters ongoing inquiry into important ethical issues in private and public life.

Woodrow Wilson School of Public Policy and International Affairs

www.wws.princeton.edu/

The Woodrow Wilson School (WWS) offers degrees in international and domestic policy studies at the undergraduate, graduate, and professional levels. Faculty and alumni of the WWS pursue careers as policymakers, administrators, and managers in government, non-governmental organizations, foundations, and policy research institutes.

Administrative Infrastructure

Administratively-funded programs that facilitate civic engagement on- and off-campus.

Carl A. Fields Center for Equality and Cultural Understanding

www.princeton.edu/~twc/

The Carl A. Fields Center on exploring issues of diversity and equity. It reaches beyond its walls to educate and to engage the broader University community regarding issues of cultural pluralism and to encourage wider community participation. Its programming includes campus community lunches/dinners, presentations, exhibits and dialogue groups.

International Center

www.princeton.edu/~intlctr/

The International Center (IC) mobilizes community and campus volunteers and organizes services to ensure positive transitional experiences for international new arrivals. The Center sponsors programs with students and other offices to explore the world's religious, societal, economic and

political issues with open dialogues, speaker series, exhibitions, video presentations, and other cultural programs.

Office of Community and State Affairs

web.princeton.edu/sites/pucsa/

The University's Office of Community and State Affairs (OCSA) serves as a liaison between the University and the state and local governments, as well as between the University community (faculty/staff/students) and the residents of the University's neighboring communities. Its programs include the Community Auditing Program, the Surplus Equipment Program, Campus Volunteer Day and many others.

Office of Religious Life

web.princeton.edu/sites/chapel/

The Office of Religious Life supports the presence of all faiths and religious traditions on campus. Through its programs, the ORL promotes dialogue and cooperation across diverse religious communities and with all people of good will. The ORL also provides opportunities for community service and constructive social action.

Pace Center for Community Service

www.princeton.edu/pace/

The Pace Center is a centralized resource for information on cooperative relationships between Princeton and community, regional, national, and international service organizations and programs. The staff of the Center supports existing campus service groups with resources and training and collaborates with them to identify new opportunities for service and civic engagement. The Pace Center works to encourage innovation, learning, and excellence in public service.

Study Abroad Office

www.princeton.edu/~sap/

The Study Abroad Office provides opportunities for undergraduates to encounter first-hand the people, culture, and contemporary concerns of other regions of the world.

Employment and Internships

Employment and internship programs that facilitate undergraduates' interest in public sector, nonprofit, or civically engaged work.

Class of 1969 Community Service Fund

www.princeton1969.org/csf.asp

The Princeton University Class of 1969 Community Service Fund is an alumni organization that creates and funds paid summer internships for Princeton students with a variety of non-profit service organizations. Positions are available across the country, as well as internationally, in various fields including social service, advocacy, public policy, education, legal, environmental, health, relief and development.

International Internship Program

www.princeton.edu/~iip/

The International Internship Program provides opportunities and funding for summer internships abroad in a variety of sectors.

Office of Career Services

web.princeton.edu/sites/career/

Career Services educates Princeton students in the areas of self-assessment, career exploration, career planning and job hunting, and assists alumni in their efforts to explore and redirect career interests. Its resources extend across disciplines and include public sector work.

Princeton in Africa

www.princeton.edu/~piaf/

Princeton in Africa arranges and sponsors internships and post-graduate fellowships for Princeton students at non-profit agencies in Africa.

Princeton in Asia

www.princeton.edu/~pia/

Princeton in Asia is a not-for-profit organization dedicated to promoting cross-cultural understanding between East and West by placing young professionals in one to two year-long fellowships in ten Asian countries. Opportunities are offered in a wide range of fields, including public health, environmental conservation, international development, journalism, law, finance, and education. Summer internships are also available to underclassmen.

Princeton in Latin America

www.princeton.edu/~pila/

Princeton in Latin America (PiLA) is a post-graduate fellowship organization that places Princetonians in year-long fellowships with public service, humanitarian, and government organizations in Latin America. PiLA emphasizes the power of first-hand work experience to shape young people's attitudes and mobilize them to action on behalf of social change.

Princeton Project 55

www.project55.org

Princeton Project 55 is an independent non-profit organization established by members of Princeton University's Class of 1955. Its Public Interest Program provides summer internships and year-long fellowships with domestic non-profits working toward systemic change. Other programs include The Alumni Network, which facilitates the establishment of alumni-based public interest organizations among other Princeton classes and associations at other colleges and universities, and the Social Venture Fund, which invests in Princeton alumni who are launching innovative non-profit organizations.

ReachOut '56

The Class of 1956 provides two grants to graduating seniors to pursue non-profit project proposals.

Service and Advocacy Organizations

Primarily or wholly student-led programs and organizations that offer opportunities for direct service or advocacy work to Princeton students. While we recognize that a large number of groups not listed here, including many campus publications, religious associations, and ethnic organizations fall under the aegis of civic engagement, we have limited this listing to those organizations whose primary purpose is service or advocacy.

Amnesty International

www.princeton.edu/~amnesty/

The Princeton branch of an international grassroots activist organization, Amnesty promotes human rights worldwide through letter writing campaigns and other forms of action.

Community House

www.princeton.edu/~house/

Community House was founded in 1969 to address the fundamental needs and inequalities that exist in the John-Witherspoon community. Primarily, Community House exists as a mechanism for community service, where creative ideas become a reality through productive service projects. Equally important, however, is its existence as a place for nurturing each student's personal identity and growth.

College Democrats

www.princeton.edu/~pudems/

The College Democrats work to support both Democratic ideals and candidates. The organization organizes canvassing trips, voter calling drives, and opportunities to help in offices of local elected officials or local democratic chapters.

College Greens

<http://www.princeton.edu/~greens/index.shtml>

The College Greens is a student organization that seeks to familiarize the university community with the values and goals of the Green Party and to develop ties to local, state and national Green Party groups.

College Republicans

www.princeton.edu/~pucolrep/

The College Republicans work to cultivate Republican ideas on campus, provide opportunities for members to get involved in politics, and assist Republican candidates at several levels of government.

Cotsen Children's Library

www.princeton.edu/~cotsen/

The Cotsen Children's Library's research collection, international and historical in scope, is housed in a public gallery that provides a picture-book setting for young readers. Student volunteers work with the Cotsen Outreach Coordinator to develop innovative literacy programs and facilitate visits by campus organizations that serve children in the greater Princeton community.

Organization of Women Leaders

<http://www.princeton.edu/~owl/>

The Organization of Women Leaders (OWL) is a student-run organization that provides a network of support for women at Princeton and is dedicated to embracing the diversity, transforming the perceptions, and challenging the conventions of women's roles on campus and in the world.

P-Votes 2004

P-Votes is a voter registration drive funded by ODUS, the Pace Center, and other student groups. Representatives worked at Frist Campus Center, the dining halls, eating clubs, OA, CA, and freshman registration to register nearly 1,500 students to vote. P-Votes also organized fall-break trips to volunteer in both Democratic and Republican campaigns.

Pride Alliance

www.princeton.edu/~pride/

The Pride Alliance represents the interests of gay, lesbian, bisexual and transgender members of the Princeton community and works to increase awareness of the issues facing this community.

Princeton Environmental Network

www.princeton.edu/~pea/

The Princeton Environmental Network (PEN) is an umbrella association of all of the student environmental organizations on campus:

- Princeton Environmental Action focuses on raising awareness on campus about national and global environmental issues.
- Greening Princeton works with the administration to improve environmental practices on campus.
- Water Watch raises awareness about water quality issues and organizes stream clean-ups and environmental education lessons in local schools.
- Students for Bhopal is dedicated to raising awareness about the world's worst industrial disaster, which occurred in Bhopal, India in 1980.

Princeton Justice Project

www.princeton.edu/~justice/

The Princeton Justice Project (PJP), founded in 2001, combines independent research and community collaboration. It aims to effect change by giving voice to underrepresented sectors within society and to raise awareness of the unjust practices facilitating disparities between American communities.

Princeton Model Congress

web.whigclio.princeton.edu/pmc/

Princeton Model Congress, a subsidiary of the Whig-Cliosophic Society, is run by a group of Princeton University students who organize and operate a government simulation program in Washington, D.C. for high school students. The purpose of PMC is to educate students in the workings of the American government and to encourage their active involvement in the democratic process.

Student Global AIDS Campaign

The Student Global AIDS Campaign (SGAC) at Princeton University is a collegiate branch of the national organization. The two pillars of SGAC are: a) the promotion of awareness, through the AIDS 101 residential college teach-ins, and lecture and documentary series; and b) advocacy campaigns that tackle essential medicines access and Global Fund bankruptcy. SGAC also sponsors the annual Global AIDS Week, numerous fundraisers, and a new project aimed at delivering excess medical supplies from NJ to African clinics.

Student Volunteers Council

www.princeton.edu/~svc/

The Student Volunteers Council, the largest student-run organization at Princeton University, strives to promote community involvement and foster community partnerships through an “assets-based” approach. Over fifty-five weekly local service projects are sponsored each week of the academic year. Additionally, the SVC organizes discussions, countrywide service trips, and the Community Action pre-orientation program.

Students for Progressive and Educational Action

www.princeton.edu/~speac/

Students for Progressive and Educational Action (SPEAC) is a campus organization that participates in local activist projects, including Divestment from Israel, the Workers' Rights Organizing Committee, and Another World is Possible Global Justice Coalition.

Appendix C: Peer Programs

Dartmouth College

William Jewett Tucker Foundation

<http://www.dartmouth.edu/~tucker/website.html>

Ethics Institute

<http://www.dartmouth.edu/~ethics/>

Nelson A. Rockefeller Center for Social Science

<http://www.dartmouth.edu/~rocky/>

Duke University

Kenan Institute for Ethics

<http://kenan.ethics.duke.edu/>

Duke-Durham Neighborhood Partnership

<http://community.duke.edu/>

Hart Leadership Program

<http://www.pubpol.duke.edu/centers/hlp/>

Harvard University

Hauser Center for Nonprofit Organizations

<http://www.ksg.harvard.edu/hauser/>

Phillips Brooks House Association

<http://www.pbha.org/>

Public Service Network

<http://www.fas.harvard.edu/~pbh/psn/>

Tufts University

University College of Citizenship and Public Service

<http://uccps.tufts.edu/>

Education for Public Inquiry and International Citizenship (EPIIC)

<http://www.epiic.org/>

University of Maryland

Democracy Collaborative

<http://www.democracycollaborative.org/>

CIVICUS

<http://www.bsos.umd.edu/civicus/>

Center for American Politics and Citizenship

<http://www.capc.umd.edu/>

University of Pennsylvania

Center for Community Partnerships

<http://www.upenn.edu/ccp/>