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AMERICAN

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# American Democracy Project

## AMERICAN DEMOCRACY PROJECT

The American Democracy Project (ADP) was created to address the concern of decreasing rates of participation in the civic life of America in voting, advocacy, and in volunteerism in local grassroots associations, and in other forms of civic engagement that are necessary for the vitality of our democracy.



ADP is a multi-campus initiative seeking to create an intellectual and experiential understanding of civic engagement in the United States in the 21<sup>st</sup> century.

ADP targets undergraduates enrolled at institutions that are members of the American Association of State Colleges and Universities (AASCU).

AASCU represents more than 430 public colleges, universities and systems of higher education throughout the United States and its territories. AASCU members enroll more than three million students, or 56 percent of the enrollment at all public four-year institutions.

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# Project Consultants

## HARRY C. BOYTE

Boyte is a senior fellow at the University of Minnesota's (UMN) Hubert H. Humphrey Institute of Public Affairs and co-director of the Center for Democracy and Citizenship, a university-wide resource based in the Humphrey Institute. Boyte's areas of expertise include: civic engagement; youth civic engagement; international democracy promotion; national service initiatives; and



citizen politics. For 11 years, the center has focused on developing practice-based theory about how to engage citizens in public life. Boyte was national coordinator for New Citizenship, a bipartisan effort to bridge the citizen-government gap. Boyte presented New Citizenship findings to President Bill Clinton, Vice President Al Gore, and other administration leaders at a 1995 Camp David seminar on the future of democracy. Boyte recently served as a senior adviser to the National Commission for Civic Renewal, headed by former Senator Sam Nunn and former U.S. Secretary of Education William Bennett.

In the 1960s, Boyte worked for Martin Luther King Jr., as a field secretary for the Southern Christian Leadership Conference. He has written seven books on community organizing, citizen action, and citizenship, including *Building America: The Democratic Promise of Public Work* and *CommonWealth: A Return to Citizen Politics*. His writings have appeared in over 70 publications, including *The New York Times*, the *Wall Street Journal*, and the *Christian Science Monitor*. His commentaries on democracy have aired on National Public Radio and the CBS Evening News. Boyte holds a doctorate in political and social thought from the Union Institute.

Boyte is the co-author of *The Wingspread Declaration*, the first higher education statement and a base for the President's Declaration. The Center for Democracy and Citizenship's public work approach (which informed the Wingspread Declaration) has become a distinctive, different approach in the higher education movement. Public work focuses not on civic engagement as voluntarism or off-hours service (which is the default) but as

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the deepening of the public dimensions of the work of faculty, administrator, staff, students, departments and whole institutions—so **identity**, rather than simply discrete **activities**. This has informed the UMN approach.

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## **ELIZABETH BEAUMONT**

Beaumont is a research associate with The Carnegie Foundation for the Advancement of Teaching, where she co-directs the Political Engagement Project. She joined the foundation in August 2000, working with Anne Colby and Thomas Ehrlich on the Higher Education and the Development of Moral and Civic Responsibility project.



Beaumont holds a Ph.D. in political science from Stanford University and a B.A. in English Literature from Pomona College. She is co-author of *Educating Citizens: Promoting Moral and Civic Responsibility in American Undergraduates*, a book that describes the theory and practice of preparing students for thoughtful, responsible democratic citizenship. In addition, she is author or co-author of several articles, book chapters, and other scholarly writing on civic education, democratic theory and American constitutional rights.

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## ANNE COLBY

Colby co-directs the Carnegie Foundation for the Advancement of Teaching's Preparation for the Professions Program and the Political Engagement Project. She joined the foundation as a senior scholar in 1997. Previously, she was director of the Henry Murray Research Center of Harvard University, a longitudinal studies data archive and social science research center.



Colby's scholarship has focused on the development of moral judgment and commitment, development in adulthood, and longitudinal research methods. Colby completed a B.A. at McGill University and a Ph.D. in psychology at Columbia University. She is the principal author of *A Longitudinal Study of Moral Judgment* (1985), *The Measurement of Moral Judgment* (1987), and *Some Do Care: Contemporary Lives of Moral Commitment* (1992); co-editor of *Ethnography and Human Development: Context and Meaning in Human Inquiry* (1995), *Competence and Character through Life* (1998), and *Looking at Lives: American Longitudinal Studies of the Twentieth Century* (2002); and co-author of *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility* (2005).

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## BARBARA HOLLAND

Holland, is the Director of the National Service Learning Clearinghouse (NSLC). NSLC is a project of ETR Associates, a nonprofit research group in Santa Cruz, California, and is funded by the Corporation for National and Community Service. The clearinghouse seeks to enhance the quality and quantity of community-based learning across the nation by providing technical assistance and information



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resources to practitioners and scholars in K-12, higher education, community and tribal settings. Barbara also holds appointments as a Senior Scholar in the Center for Service and Learning at Indiana University-Purdue University Indianapolis (IUPUI), and as Adjunct Professor at the University of Western Sydney (Australia). Most recently, she served as a loaned executive from IUPUI to the U.S. Department of Housing and Urban Development (HUD) in the role of Director of the Office of University Partnerships. While at HUD (2000-2002), she managed almost \$40 million in competitive grant programs encouraging higher education's involvement in communities. Previously she was an academic executive at Northern Kentucky University (1998-2000) and Portland State University (1991-1998) where she contributed to major reforms of curricula, faculty roles, and civic engagement programs. Since 1997 she has been executive editor of *Metropolitan Universities Journal*. Her scholarly interests focus on organizational change in academia with special attention to strategic planning, faculty development, and the implementation and assessment of civic engagement programs and community-university partnerships. She has written key works on institutionalization of civic engagement and is co-author of the most widely used model for assessment of service-learning. Her Bachelor's and Master's degrees in journalism were earned at the University of Missouri and she holds the Ph.D. in higher education policy from the University of Maryland.

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**THOMAS EHRLICH**

Ehrlich is a Senior Scholar at the Carnegie Foundation for the Advancement of Teaching, where his work focuses on enhancing moral and civic responsibility among undergraduates. Ehrlich is involved with the Foundation's Preparation for the Professions Program and



co-directs the Higher Education and the Development of Moral and Civic Responsibility Program.

From 1987 to 1994, Ehrlich was president of Indiana University. After retiring from Indiana University, he joined California State University as Distinguished University Scholar, and held that position until 2000. In addition, he was provost at the University of Pennsylvania from 1982 to 1987 and dean of the Stanford University Law School in the 1970s.

Ehrlich is past chair of the American Association of Higher Education, and serves on the boards of the Center for Civic Education, the Center for Law and Public Policy and the University of Pennsylvania.

Ehrlich is also the author or editor of nine books. His most recent work is *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility* (with Anne Colby, Elizabeth Beaumont and Jason Stephens, 2005). *Higher Education and Civic Responsibility* (2000) is a collection of essays that provides both philosophy and working examples of innovative new programs to promote civic responsibility in colleges and universities across the country. He is a graduate of Harvard College and Harvard Law School (Mass.) and was a law clerk for Judge Learned Hand. He has received five honorary degrees.

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**BRIAN MURPHY**

Murphy is executive director of the San Francisco Urban Institute at San Francisco State University (SFSU) and associate professor of political science. Murphy has served as SFSU's director of External Affairs and as senior advisor to the California State University's chancellor with special responsibility for strategic planning.



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Murphy earned a B.A. from Williams College and an M.A. and Ph.D. from the University of California at Berkeley, all in political science. He has taught political theory and American government at the University of California, Santa Cruz, Santa Clara University, and San Francisco State University. He was the founding director of Santa Clara University's Jamaica Service Learning Program, in Kingston, Jamaica. He has written in the areas of democratic theory, planning and political economy.

Murphy served as the chief consultant to the California State Legislature's review of the Master Plan for Higher Education, and was the principal consultant for the legislature's community college reform process in the late 1980s. He also served as research director for Caribbean Research at the Data Center in Oakland, California, and was a founding member of Faculty for Human Rights in El Salvador and Central America. He has lived and worked abroad in France, Afghanistan, Algeria (with CARE) and Jamaica.

A resident of San Francisco, Murphy serves on San Francisco's Workforce Investment Board, is a trustee of the Saybrook Graduate School. He was on the board of the San Francisco Planning and Urban Research Association, and has directed multiple research and action projects in areas of urban poverty, education, economic development and the labor market.

As the executive director of the San Francisco Urban Institute, Murphy oversees a wide number of neighborhood-based community service and development projects for San Francisco State University. These include: the city's Head Start program; the Urban Curriculum Project; and the university's community service learning program. Murphy has extensive hands-on experience in civic education curriculum and program design as well as public interest university research and project development. He has a particular interest in the development of community projects aimed at increased political efficacy among students and community members.

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## JASON M. STEPHENS

Stephens is a doctoral candidate in educational psychology at Stanford University. He has been a research assistant at The Carnegie Foundation for the Advancement of Teaching since 1998, where he has worked on the Moral and Civic Responsibility Project and the Political Engagement Project. In addition to the role and impact of higher education on undergraduates' moral and civic development, Stephens' research interests include moral reasoning, achievement motivation, and the design of learning environments. His dissertation, titled *Just Cheating? Motivation, morality, and academic misconduct among adolescents*, is a mixed-method (survey and interview) study of how often, when, and why high school students make the choice to engage in academic misconduct, a choice which most students consider morally wrong.



When not studying the moral integrity (or misbehavior) of others, Stephens enjoys recreating outdoors in many ways, but especially loves bicycling through countries in Europe. He is co-author of *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility* and several other articles of moral and civic development during college. Stephens has earned a B.A. in history and political science from the University of Vermont (1991) and an M.Ed. in secondary education from Vanderbilt University (1994). He expects to receive his Ph.D. from Stanford in 2003.

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## EDWARD ZLOTKOWSKI

Zlotkowski is professor of English at Bentley College, senior faculty fellow at Campus Compact, and senior associate at the American Association for Higher Education. In 1990 he founded the Bentley Service-Learning Project, an institution-wide program that has involved in its work all of the college's undergraduate academic departments, more than a quarter of its full-time faculty, and several thousand students. In 1999 he was named Senior Faculty Fellow at Campus Compact, responsible for designing and delivering professional development opportunities in service learning for provosts and deans as well as a series of summer institutes for engaged academic departments.



He has published and spoken extensively on a wide range of service-learning topics, and regularly uses a service-learning approach in his own teaching. His books include *Successful Service-Learning Programs: New Models of Excellence in Higher Education* (Anker, 1997) and *Service-Learning and the First-Year Experience: Preparing Students for Personal Success and Civic Responsibility* (University of South Carolina, 2002). Since 1995 he has served as general editor of AAHE's now 20-volume series on service-learning and academic disciplines/disciplinary areas. He has been a consultant to colleges, universities, associations, and foundations across the country.

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