

National Collegiate Dialogue

**Illustrating democracy and civic participation
through the public policy-making process**



A Program of:
American Humanics, Inc.

In collaboration with:
American Association of State Colleges and Universities
American Democracy Project

Written and compiled by:
Ben Nemenoff, American Humanics, Inc.

American Democracy Project





National Collegiate Dialogue
*Illustrating democracy and civic participation
through the public policy-making process*

June 1, 2008

Dear colleagues,

Civic engagement and an understanding of the democratic process are frequent topics of conversation among college and university educators. How can higher education institutions help instill in students the value of civic participation and what it means to be an active citizen in an open democracy? How can collegiate programs create opportunities for students to engage civic principles that are integral to a healthy and civil society – principles such as tolerance, compromise, and a willingness to conduct open and respectful debate? How can colleges and universities provide additional activities designed to engage students in meaningful public policy discussions and to challenge and defend their own policy views?

The National Collegiate Dialogue is an opportunity for college students to become further engaged in the democratic process, especially with regards to the advocacy and drafting of public policy. Public policy-making is often a multifaceted experience that involves facts and opinions from many different (and often contradictory) sources. Policy-making is a process of compromise and deliberation in which many viewpoints are considered. Those that make public policy do not often get everything they want and have to accept compromises to get some of what they want. To be successful, they have to employ skills of research, negotiation, debate, compromise, tolerance, and consideration of others' ideas. The National Collegiate Dialogue is designed to give students a taste of the policy-making experience, which we believe is important in the development of the skills necessary for meaningful civic participation.

Sincerely,

Kala M. Stroup
President
American Humanics, Inc.

Constantine W. (Deno) Curris
President
AASCU

If you need additional information or resources, please contact American Humanics' Director of the Next Generation Nonprofit Leaders Program, Ben Nemenoff, at bnemenoff@humanics.org, or AASCU's American Democracy National Project Coordinator, Cecilia Orphan, at orphanc@aascu.org.



How to Use This Toolkit

This toolkit has been developed to help you plan, promote, and implement a National Collegiate Dialogue session on your campus. Please use the materials enclosed as you see fit. This toolkit includes information and resources that can be modified to meet your specific needs.

History of the National Collegiate Dialogue

The National Collegiate Dialogue began in 2004 as a result of a partnership between American Humanics, Inc. and The American Assembly.

- American Humanics (AH) is a national alliance of colleges, universities, and nonprofit organizations dedicated to educating, preparing, and certifying professionals to strengthen and lead nonprofit organizations. The AH program is an innovative course of study that equips college and university students to become skilled professionals and leaders in America's nonprofit organizations.
- The American Assembly is a national, non-partisan public affairs forum affiliated with Columbia University. Founded by Dwight Eisenhower in 1950, The American Assembly's projects facilitate communication and action among decision-makers, lawmakers, and other leading authorities representing a broad spectrum of views and interests from all sectors.

In 1990, The American Assembly established “Uniting America: The National Dialogue.” Uniting America is a series of community forums that highlight some of the most critical issues in American society, and has been designed by The American Assembly to promote stronger communities by empowering citizens and increasing their civic engagement. Over the years, a wide range of organizations and citizens have participated in Uniting America by hosting discussions to find common ground on policy issues in their communities and making recommendations about appropriate actions and policy solutions.

In 2004, American Humanics started offering a Uniting America session at its annual Management Institute (AHMI) as a way of engaging college students in the experience. The session was called the AHMI National Collegiate Dialogue Series and presented a unique way to involve college and university students in public policy discussions, and thereby expose future nonprofit leaders to public policy's role in the communities they will serve.



National Collegiate Dialogue
*Illustrating democracy and civic participation
through the public policy-making process*

Past policy topics have been:

- Strengthening All Families, Strengthening the Future (2004 and 2005)
- Ethics and Nonprofit Organizations' Policies (2006)
- United States Immigration Policy (2007)
- Energy Policy for Communities (2008)

Objective and Goals

Program Objective: Engage college and university students in an interactive dialogue focused on a particular public policy issue, such as “Energy Policy for Communities” or “United States Immigration Policy.”

Goals:

- Engage college and university students in a unique and interactive dialogue experience that involves policy analysis and consensus-building activities;
- Incorporate an issue-based experiential learning process into student curriculums and/or activities;
- Provide a hands-on learning experience for students while building key public service/civic participation skills;
- Empower students to realize that they can play a positive and active role in their communities; and
- Encourage participating colleges and universities to adapt the National Collegiate Dialogue into a replicable model that can be regularly and repeatedly utilized by the campus.
- Encourage civic engagement activities that can help promote participating colleges and universities in the communities they serve.

The Process

Pre-Session Reading Materials:

Often, students will have little to no knowledge or experience with the public policy topic you have selected, or their knowledge is limited to what they have seen on the news, been exposed to in class, or heard from friends and family. It is therefore important to provide pre-session informational materials to participants before the session starts, and participants should be given sufficient time to review and comprehend the materials.



National Collegiate Dialogue
*Illustrating democracy and civic participation
through the public policy-making process*

For any topic, there is a near limitless supply of facts, figures, opinions, conclusions and commentary. These can come from a variety of sources: academic, practitioner, political and grassroots, just to name a few. Formats can include research papers, websites, public testimonies and reports from nonprofit organizations, government agencies, and news organizations, among other formats.

No matter what materials you select, it is important to provide participants with a broad view of the various facts, opinions, and conclusions about your policy topic developed by a wide range of public policy entities. The informational materials provided should not “push” students towards one view or another, but simply convey some of the facts and opinions of those that advocate for particular policies. Since the materials presented will be by no means exhaustive, students should be encouraged to conduct their own research.

Also, it might be beneficial to include materials on issue framing and working within group dynamics.

On-Site Education:

While extremely useful, reading materials can only provide so much. Dialogue participants will benefit immensely from hearing directly from experts in your policy topic, much like they benefit from a professor in a lecture class. As such, you are encouraged to hold a plenary session and panel discussion as part of your Dialogue activities. For logistical purposes, it is recommended that the number of plenary speakers and panelists be kept small, maybe three or four individuals.

Plenary speakers should be experts in your selected policy area. Like the pre-session materials, experts should represent different views and perspectives. This can be helped by including experts from different sectors: nonprofit, government, education, political and business, to mention a few.

After their presentations, plenary speakers could participate in a moderated panel discussion. This will provide students with the opportunity to ask about subjects they are interested in, and about those which may not have been addressed by the pre-session reading materials or during the plenary.

Defining policy terms:

Many policy-related words and terms – such as *family*, *diversity*, and *immigrant* – are frequently used with the assumption that everybody agrees, more or less, to the general definition of the term. But in reality, this is not often the case.

For instance, take the word *family*. One person can use the word to describe a family unit comprised of a married man and woman with children that they are raising in the same



National Collegiate Dialogue
*Illustrating democracy and civic participation
through the public policy-making process*

household. But many other types of family units exist: single-parent households; joint custody arrangements; step families; children being raised by grandparents, foster parents, or same-sex parents; homeless families . . . the list goes on and on. The same is true with the word *immigrant*. Does the word simply mean any individual who leaves one country to settle in another, or do different people associate different concepts to the word – concepts like legality, economics, or refugee status? That depends on the user, and the same could be said for words such as *diversity*, *security*, and *education* and adjectives such as *quality*, *sufficient*, and *fair*.

Actively encouraging students to define these terms for the sake of the Dialogue activity will force them to define their own views, and defend and debate them. The Dialogue facilitator’s role will be to identify these words and terms beforehand, so students will have a prepared list of terms from which to conduct a structured, respectful debate.

These discussions can take place among all Dialogue participants at once, or among individual Student Discussion Groups.

Student Discussion Groups:

Following the panel discussion, participating students should be divided into student discussion groups of approximately ten students apiece. You are encouraged to form groups at random beforehand. This will encourage students to leave their “comfort zones” and engage with other students that they might not otherwise associate with.

The first order of business with each group will be to elect a student group leader. This student will act as the leader of the group, direct the group’s discussions, and present the group’s policy recommendations to all National Dialogue session participants.

Each group will discuss various policy options for the selected policy area and offer 2-3 policy recommendations and 2-3 action steps for each recommendation. For instance: If the topic was “Energy Policy,” a student group could decide that encouraging the use of ethanol-based gasoline would be a good public policy. One of the group’s policy recommendations could be “City government should encourage the city’s gas stations to sell ethanol gasoline through tax incentives.” An action step for this policy recommendation could be “The city should consider lowering the sales tax on ethanol-based gasoline to make it cheaper than regular gasoline.”

It is recommended that each group have a faculty member or campus staff person serving in an advisory, non-debating role to help ensure that discussions stay on-topic and towards the goal of producing policy recommendations and action steps.



National Collegiate Dialogue
*Illustrating democracy and civic participation
through the public policy-making process*

Student Group Presentations:

At the end of the Dialogue session, student group leaders should present their group's policy recommendations and action steps to all Dialogue participants.

Session Report:

You are encouraged to prepare a formal written report of the session's activities. This should include a schedule of session events, information on the plenary speaker/panelists including a bio and what they talked about, a summary of pre-session reading materials, a roster of each group, and each group's recommendations and actions steps.

Not only can this report serve as the official record of the session, but can also be used to market the session, your department, and your campus.

TIP: It might be useful to provide each table with a laptop computer so that the students may quickly record the details of their deliberations for their Session Reports.

Public Relations, Promotion, and Fundraising:

In addition to being a unique educational opportunity for students, the Dialogue can also be used by your program and campus for promotional opportunities. The Dialogue can also be cited in your campus' fundraising endeavors.

To help organizations promote themselves and their programs and activities, the Corporation for National and Community Service (CNCS) has developed the booklet "A Guide to Working with the Media: Sharing Your National Service Story". A copy of the booklet can be downloaded from the American Humanics website:

- <http://www.humanics.org/mediaguide>

Also, your campus communications and development offices may be willing to assist with promotion of your Dialogue activity.

A sample press release is included in Appendix I of this toolkit.



Suggested Topic Areas

You are free to select whatever topic area you like, but it is recommended that you keep it broad, such as “Energy Policy for Communities” instead of “Renewable Fuels” or “Wind Power.” Keeping the topic broad will allow for a greater range of different view points and perspectives, and encourage wider-reaching, more inclusive discussions.

Possible topic areas include:

- Arts and Culture
 - The Arts and Public Money
 - Art as Therapy (Therapeutic Arts)
 - The Arts and Economic Development/Community Development
 - Art in Education
- Business
 - American Innovation
 - Ethics
 - Regulation
- Domestic Policy
 - Crime and Prisons
 - Transportation
 - Interstate System
 - Airport Security
 - Traffic Management
 - DUI/DWI
 - Social “Safety Nets”
 - Social Security
 - Unemployment Insurance
 - Welfare/TANF
 - National Defense
 - Space Exploration
- Economy
 - Stimulus
 - Trade
 - Stock Market
 - Mergers and Acquisitions
- Education
 - Higher Education
 - High School/Middle School/Elementary School
 - Pre-Kindergarten/Nursery School/Head Start
 - Private vs. Public
 - School Choice



National Collegiate Dialogue
*Illustrating democracy and civic participation
through the public policy-making process*

Possible topic areas (continued)

- Environment
 - Global Warming
 - Energy
 - Wildlife Management
- Government
 - Electoral Campaigns/Campaign Finance
 - Electoral College
 - Open Government (Sunshine Laws, Freedom of Information Act)
- Health
 - Hospitals
 - Vaccinations
 - Healthcare for Children
 - Healthcare for the Poor and Elderly
- Global Policy
 - War on Terror
 - War on Drugs
 - International Aid
 - Multinational Organizations (i.e., United Nations, NATO, African Union, OPEC, International Criminal Court, etc.)
 - Trade Agreements (i.e., NAFTA)
- Law
 - Ethics
 - Taxes
 - Civil Rights
 - Tort Law (Lawsuits)
- Demographics
 - Growing Minority Population/Diversity
 - Class (Upper Class, Middle Class, Lower Class)
 - Rural vs. Urban
- Philanthropy
 - Tax Exemption
 - Giving Structures
 - Community Impact
- Race
 - Diversity
 - Affirmative Action
- Religion
 - Faith-Based Initiatives (Public Funding of Non-Religious Activities of Religious Organizations)
 - Inter- and Intra-religious Conflict
 - Religion in Public Life



National Collegiate Dialogue
*Illustrating democracy and civic participation
through the public policy-making process*

Possible topic areas (continued)

- Security
 - Prosecuting and Preventing Crime
 - Personal Security
 - Terrorism (Domestic and International)
- Workforce
 - Wage Controls
 - Labor Management
 - Unions

A list of dialogue sessions held as part of The American Assembly program “Uniting America: The National Dialogue” is available in the Appendix II of this toolkit.

Informational Resources

American Humanics: www.humanics.org

- *AH Management Institute:* www.humanics.org/ahmi

American Association of State Colleges and Universities (AASCU): www.aascu.org

- *American Democracy Project (ADP):* www.aascu.org/programs/adp/index.htm

The American Assembly: www.americanassembly.org

- *Uniting America Series:* www.americanassembly.org/unitingamerica.org

America Speaks: www.americaspeaks.org

A nonpartisan organization based in Washington, D.C. with a mission of reinvigorating American democracy by engaging citizens in the public decision-making that most impacts their lives. Their website contains publications and other useful information.

Models for guided deliberations (produced by the Kettering Foundation):

- *Deliberation and the Work of Higher Education: Innovations for the Classroom, the Campus, and the Community*
www.kettering.org/readingroom/pub_detail.aspx?pubID=&catID=2&itemID=3397
- *Speaking of Politics: Preparing College Students for Democratic Citizenship through Deliberative Dialogue*
www.kettering.org/readingroom/pub_detail.aspx?itemID=2821&catID=245

On the following pages is a partial list of possible sources of research information. This is by no means an exhaustive list, nor is there any assurance that information you are seeking can be found here. Among the think tanks, some advocate for “conservative” policies, others for “liberal” or “progressive” policies, while others still are “centrist” and



National Collegiate Dialogue
*Illustrating democracy and civic participation
through the public policy-making process*

“libertarian.” These resources can be useful when developing the pre-session reading materials as well as on-site education activities.

Government:

- [USA.gov: The U.S. Government’s Official Web Portal \(www.usa.gov\)](http://www.usa.gov)
A source of information (including research and reports) from all three branches of the U.S. government. Also includes links to all state and territory governments and some municipality governments.

Think tanks:

- [American Enterprise Institute for Public Policy Research \(www.aei.org\)](http://www.aei.org)
Research areas: economics, foreign policy, defense, politics, social studies
- [Aspen Institute \(www.aspeninstitute.org\)](http://www.aspeninstitute.org)
Research areas: education, business and society, economics, energy, environment, arts and culture, health, homeland security, foreign policy, nonprofit and philanthropic organizations
- [Atlantic Council of the United States \(www.acus.org\)](http://www.acus.org)
Research areas: foreign policy, economics, energy, environment, terrorism
- [Brookings Institution \(www.brookings.edu\)](http://www.brookings.edu)
Research areas: economics, foreign policy, global economics and development, governance, metropolitan issues
- [Carnegie Endowment for International Peace \(www.carnegieendowment.org\)](http://www.carnegieendowment.org)
Research areas: democracy, development, globalization, human rights, information technology, international economics, international organizations and treaties, Islam, migration, non-governmental organizations, weapons nonproliferation, peacekeeping and enforcement, trade, U.S. foreign and national security policy
- [Cato Institute \(www.cato.org\)](http://www.cato.org)
Research areas: U.S. Constitution, education and school choice, globalization, human rights, representative government, trade, federal government, Social Security
- [Center for American Progress \(www.americanprogress.org\)](http://www.americanprogress.org)
Research areas: national security, education, bioethics and science, business regulation, civil liberties, debt, federal budget, economics, media and culture, energy and environment, healthcare, housing, immigration, labor, government, poverty, retirement, taxes, technology, and women’s rights
- [Center for Economic and Policy Research \(www.cepr.net\)](http://www.cepr.net)
Research areas: economics, education, Congress, energy and environment, federal budget, globalization and trade, healthcare, housing, intellectual property, foreign policy, labor and wages, personal finance, Social Security, women’s rights, work/life balance



National Collegiate Dialogue
*Illustrating democracy and civic participation
through the public policy-making process*

Think tanks (continued)

- [Center for Immigration Studies \(www.cis.org\)](http://www.cis.org)
- [Center for Progressive Reform \(www.progressiveregulation.org\)](http://www.progressiveregulation.org)
Research areas: science, environment, food safety, regulatory process, corporate accountability
- [Center for Security Policy \(www.centerforsecuritypolicy.org\)](http://www.centerforsecuritypolicy.org)
Research areas: national security, foreign policy
- [Center for Strategic and International Studies \(www.csis.org\)](http://www.csis.org)
Research areas: defense, national security, terrorism, demography and population, human rights, technology, trade, economics,
- [Center on Budget and Policy Priorities \(www.cbpp.org\)](http://www.cbpp.org)
Research areas: taxes, economics, government budgeting, food assistance, health, housing, immigration, poverty, social security, unemployment, welfare/TANF, environment
- [Claremont Institute \(www.claremont.org\)](http://www.claremont.org)
Research areas: economics, defense, foreign policy, social and religious issues, the U.S. presidency
- [Committee for Economic Development \(www.ced.org\)](http://www.ced.org)
Research areas: education, globalization and trade, democratic institutions, economics, federal budget
- [Council on Foreign Relations \(www.cfr.org\)](http://www.cfr.org)
Research areas: homeland security, human rights, economics, energy and environment, health, science and technology, international security, weapons proliferation, U.S. politics
- [Economic Policy Institute \(www.epi.org\)](http://www.epi.org)
Research areas: education, government, economics, living standards, labor, trade and globalization
- [Foreign Policy Research Institute \(www.fpri.org\)](http://www.fpri.org)
- [Goldwater Institute \(www.goldwaterinstitute.org\)](http://www.goldwaterinstitute.org)
Research areas: U.S. Constitution, economics, education
- [Henry L. Stimson Center \(www.stimson.org\)](http://www.stimson.org)
Research areas: national and international security
- [Heritage Foundation \(www.heritage.org\)](http://www.heritage.org)
Research areas: agriculture, politics, crime, economics, education, energy and environment, family and marriage, federal budget, government reform, health care, immigration and border policies, internet and technology, labor, law and regulations, religion, retirement and Social Security, sex education, taxes, transportation, urban issues, welfare, foreign policy
- [Hoover Institution \(www.hoover.org\)](http://www.hoover.org)
Research areas: economics and finance, education, energy and environment, foreign policy and trade, defense and national security, international politics, social policy



National Collegiate Dialogue
*Illustrating democracy and civic participation
through the public policy-making process*

Think tanks (continued)

- Hudson Institute (www.hudson.org)
Research areas: affirmative action, the U.S. Congress, economics, environment, faith and public policy, healthcare, immigration, international security, religion, foreign aid and policy, culture, education, intelligence/spying, trade, agriculture, labor, human rights, national security, philanthropy, regulatory policy, welfare
- Information Technology and Innovation Foundation (www.itif.org)
Research areas: innovation, competitiveness, information technology and communications, globalization and trade
- Institute for Collaborative Engagement (www.collaborative-engagement.org)
Research areas: governance, conflict resolution, human rights, economic development
- Institute for Policy Studies (www.ips-dc.org)
Research areas: foreign policy, civil rights, human rights, feminism, social economics, environment and energy
- Manhattan Institute (www.manhattan-institute.org)
Research areas: terrorism, education, welfare, crime, social entrepreneurship, energy, race and ethnicity, legal reform, medicine, Latin America
- National Center for Policy Analysis (www.ncpa.org)
Research areas: affirmative action, antitrust, crime, economics, education, energy and environment, federal budget, health, immigration, law, labor, regulatory issues, national security and defense, taxes, trade, welfare, women in the economy
- New America Foundation (www.newamerica.net)
Research areas: economics, education, energy, environment, families and children, fiscal policy, foreign policy, healthcare, politics, retirement, telecommunications and technology, globalization and trade
- Pacific Research Institute for Public Policy (www.pacificresearch.org)
Research areas: education, business and economics, healthcare, technology, environment
- Progressive Policy Institute (www.ppionline.org)
Research areas: national defense, homeland security, foreign policy, economic and fiscal policy, trade, energy, environment, healthcare, technology, innovation, family and community, quality of life, crime and public safety, national service, politics, education
- Project for the New American Century (www.newamericancentury.org)
Research areas: defense, national security, foreign policy
- RAND Corporation (www.rand.org)
Research areas: arts, children, civil justice, education, energy, environment, healthcare, international affairs, national security, population, aging, public safety, science and technology, substance abuse, terrorism and homeland security, transportation, infrastructure, labor



National Collegiate Dialogue
*Illustrating democracy and civic participation
through the public policy-making process*

Think tanks (continued)

- Resources for the Future (www.rff.org)
Research areas: economics, environment, energy, natural resources
- Roosevelt Institution (<http://rooseveltinstitution.org>)
Research areas: foreign policy, domestic policy, economics
- Urban Institute (www.urban.org)
Research areas: crime and justice, economics, taxes, education, healthcare, housing, welfare, work/income issues,
- Woodrow Wilson International Center for Scholars (www.wilsoncenter.org)
Research areas: foreign policy, history, urban studies, U.S. Congress, environment, energy, health, history, international security, nanotechnology, government capacity, science and technology

Frequently Asked Questions

How much information on the topic should be provided to students beforehand? It depends on the public policy topic and the amount of information participating students have been previously exposed to. If the policy topic has been discussed in a classroom or other setting, then you might not need to provide that much or just provide information from outside the scope of the class. If students have not been exposed to the topic, then you may need to provide a lot. In any case, you would want to provide enough so students have a basic understanding of the various concepts, issues, and viewpoints involved but not so much that they don't read it or just skim it; and that would depend on the students' grade level, interest, previous knowledge of the subject, and other factors.

How long should the on-site Dialogue session last? Again, that depends on the policy topic and what you want to accomplish. Typically, you will probably need only a few hours for most sessions, including a plenary and panel discussion. Professional think tanks, on the other hand, sometimes meet for days, although the Dialogue is meant to be only a microcosm of that.

How many plenary speakers and panelists should I have? Three to four, typically. Anything more than that will be logistically difficult. That will also allow you enough opportunity to have speakers of differing viewpoints. For the panel discussion, it is useful to have a neutral moderator to direct the discussion.

How can I get students to participate? Maybe this activity can be graded as part of a class. Also, most colleges and universities have civic-minded student groups that might be interested in participating or promoting the activity. Many campuses have College Republicans and College Democrats; if those two groups frequently and cordially debate one another, the Dialogue might be a good activity for them.



National Collegiate Dialogue
*Illustrating democracy and civic participation
through the public policy-making process*

APPENDIX I: Sample Press Release

Month, Day, Year

FOR IMMEDIATE RELEASE

CONTACT: [Name and Telephone Number]

[Campus Name] Conducting National Collegiate Dialogue Event

CITY, STATE –The [Campus Program Name] at [Campus Name] is pleased to announce that the campus will be conducting a National Collegiate Dialogue session. Based on a model developed by American Humanics, Inc. in collaboration with the American Democracy Project (part of the American Association of State Colleges and Universities), the National Collegiate Dialogue is a “think-tank experience” designed to engage college and university students in an interactive dialogue focused on a particular public policy issue. The topic for the [Campus Name] Dialogue is [Policy Topic].

“The National Collegiate Dialogue is a wonderful opportunity for our students to become further engaged in the democratic process, especially with regards to the advocacy and drafting of public policy,” said Brenda Smith, Director of the American Humanics program at [Campus Name]. “Policy-making is a process of compromise and deliberation in which many viewpoints are considered, and students will have to employ skills of research, negotiation, debate, compromise, tolerance, and consideration of others’ ideas, all of which are critical for meaningful civic participation.”

Participating students will be exposed to research from the field, a panel discussion of experts, and group activities designed to foster collaboration and discussion. At the end of the session, students will draft recommendations for public policy.

When:

Where:

Who:

#####



APPENDIX II: Other “Uniting America: The National Dialogue” Sessions

Like American Humanics, many organizations have conducted community dialogue sessions within the context of The American Assembly program “Uniting America: The National Dialogue.” Some of these sessions are presented here to provide an example of possible session topics.

"Changing Communities, Changing Lives... Partnerships and Possibilities"
The Association of Arizona Food Banks and Arizona Community Action Association (Chandler, AZ)

"Addressing Resegregation and Teaching Diversity in Atlanta Public Schools"
The Girl Scout Council of Northwest Georgia (Atlanta, GA)

"American Humanics Students Discuss Workforce Development in Kansas City"
PROCOMM & the University of Missouri—Kansas City (Kansas City, MO)

"Workforce Development in the Mississippi Delta"
Mississippi Action for Community Education (Greenville, MS)

"Judging Families: Improving the Family Court System in Hudson, New York"
Time & Space Ltd. (Hudson, NY)

"Religious Tolerance in the Wake of September 11"
The United Methodist (New York, NY)

"Engaging Youth in Leadership and Community Development"
PROCOMM (Kansas City, KS)

"Racial and Ethnic Healthcare Disparities in Baltimore"
The National Coalition Building Institute (Baltimore, MD)

"The Role of the Religious Community in Addressing Economic Disparity in New Orleans"
The Interfaith Alliance Foundation (New Orleans, LA)

"Towards a Bushwick Community Vision for High School Education"
Make the Road by Walking (Brooklyn, NY)



National Collegiate Dialogue
*Illustrating democracy and civic participation
through the public policy-making process*

Other “Uniting America” sessions (continued)

"The Problem of Universal Health Care in Aging Communities"
Tuesday Current Events Group / Concord Town Council on Aging (Concord, MA)

"The Effect of Local Taxes on Community Growth, Schools, Libraries, and Other Needs"
Tuesday Current Events Group / Concord Town Council on Aging (Concord, MA)

"Religion and Public Schools" and "Discrimination and Religion"
Faith to Faith Radio (Council Bluffs, IA and Omaha, NE)

"Racial Equality in Denver"
National Civic League (Denver, CO)

"Assuring Access to Healthcare for Underserved Populations"
Pee Dee Healthy Start (Florence, SC)