

UNIVERSITY OF NORTHERN COLORADO

The University of Northern Colorado (UNC) is a comprehensive university that continues to emphasize “its historical role in the preparation of educators.”⁶⁴⁰ UNC was founded in 1889 as the State Normal School of Colorado, dedicated to educating future teachers. It changed its name to the Colorado State Teachers College in 1911, the Colorado State College of Education in 1935, and Colorado State College in 1957. It assumed its present name in 1970.⁶⁴¹ As of Spring 2016, UNC enrolled about 11,400 students, including almost 8,800 undergraduates; 9,000 students are at UNC’s main campus in Greeley.⁶⁴²

UNC’s total expenditures for its FY 2016-17 annual budget is \$228 million, with \$39 million of the total in direct state funding.⁶⁴³ In the absence of reliable official figures for New Civics spending at UNC, we have developed a cautious estimate of **\$9 million per year**. This chapter concludes with our financial analysis.

At UNC as at CU-Boulder and CSU, the New Civics advocates for progressive causes both in the classroom and outside. In this chapter we will examine UNC’s New Civics network throughout the campus. We will also inspect what is left of UNC’s Old Civics, and compare its state with that of the rival New Civics.

UNC’s New Civics bureaucracy is roughly the size of CSU’s. UNC’s New Civics broadly resembles CU-Boulder’s and CSU’s, but its administrative structure varies significantly:

1. UNC administers much of its New Civics, including its service-learning classes, via the Center for Community and Civic Engagement—UNC’s equivalent of CU Engage at Boulder and SliCE at CSU.
2. UNC’s New Civics administrative structure nevertheless is far more diffuse than either CU-Boulder’s or CSU’s. UNC runs its New Civics via a large number of offices and programs, including the Student Activities Office, the Social Science Community Engagement major, and the Center for Honors, Scholars and Leadership.
3. UNC’s New Civics programs have a far more modest presence outside the classroom than at either CU-Boulder or CSU. Unlike the other two universities, it appears to have no residential halls explicitly yoked to the New Civics.

640 University of Northern Colorado, Office of the President, “Mission Statement,” <http://www.unco.edu/pres/mission.html>.

641 University of Northern Colorado, Office of the President, “A Short History of UNC,” <http://www.unco.edu/pres/sh.htm>.

642 University of Northern Colorado, Institutional Reporting and Analysis Services, “2016 Spring Final Enrollment Profile – June 2, 2016,” <http://www.unco.edu/iras/PDFs/Spring16FinalEnrollmentReport.pdf>.

643 University of Northern Colorado, Budget Office, “Recommended Budget Fiscal Year 2016-17,” http://www.unco.edu/Budget/Budget/pdf_Budget%20documents/JuneBooks/FY17%20June%20Book.pdf, p. 2.

4. UNC's New Civics has even deeper control of the University's Honors Program than has its counterpart at CSU.
5. UNC plans to create a Global Leadership Program as part of its New Civics complex.

CORELESS IN COLORADO

UNC is as ill-prepared to teach the **Old Civics** as CU-Boulder or CSU, since it too eliminated its core curriculum. It too has also disguised this abolition by calling its distribution requirements a "Liberal Arts Core."⁶⁴⁴ UNC students take no courses in common, possess no academic knowledge in common—and share no civic knowledge in common.

UNC's "Liberal Arts Core" requires students to take courses in eight different curricular areas, and provides students dozens of alternatives in each area. Students may take some of the few remaining Old Civics classes to fulfill these requirements—but there are hundreds of alternatives in total that they may choose instead.

UNIVERSITY OF NORTHERN COLORADO, UNIVERSITY OF NEW CIVICS

UNC offers students a wide course selection rather than a traditional education; it is not so rich a choice as CU-Boulder and CSU provide, but those universities each have triple the enrollment of UNC. In Fall 2016, UNC offered 944 different undergraduate classes, many divided into multiple sections.⁶⁴⁵ New Civics classes far outnumber their Old Civics rivals: we count a minimum of **100 service-learning courses** taught each year at UNC—more than 10% of the total number of courses offered at UNC.⁶⁴⁶ UNC offers only **7 courses** that meet a strict definition of traditional civics. There are more than 14 New Civics courses at UNC for every Old Civics course.

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644 University of Northern Colorado, 2016-2017 Undergraduate Catalog, "The Liberal Arts Core," <http://unco.smartcatalogiq.com/current/Undergraduate-Catalog/The-Liberal-Arts-Core>.

645 University of Northern Colorado, Schedule of Classes, <http://www.unco.edu/sched/>.

646 University of Northern Colorado, Community and Civic Engagement, "Academic & Curricular Engagement," http://www.unco.edu/cce/academic_curricular_engagement.html; University of Northern Colorado, Community and Civic Engagement, "Engagement by the Numbers," <http://www.unco.edu/cce/docs/Engagement%20by%20the%20Numbers.pdf>.

THE OLD CORE FADES AWAY

Our best approximation is that two-thirds of UNC students take at least one of the seven UNC Old Civics survey courses over their entire undergraduate career—but we doubt that more than 75 percent take even two such courses.

UNC offers a few courses that make up a traditional core curriculum, but it offers far more numerous alternatives. These include both slices of the broad knowledge of Western Civilization and civic literacy (like CU-Boulder) and broad alternatives to such knowledge (like CSU).

Within UNC's *History* requirement, there are four proper introductory survey courses that ought to be part of a civics core curriculum: HIST 100 *Survey of American History from Its Beginnings to 1877*, HIST 101 *Survey of American History from 1877 to the Present*, HIST 120 *Western Civilization from Ancient Greece to 1689*, and HIST 121 *Western Civilization from 1689 to the present*.⁶⁴⁷ Students who didn't want to take one of these four options had 8 other choices.⁶⁴⁸ The alternatives to *Western Civilization* include *African Civilization* and *History of Mexico*.

Likewise, the *Social and Behavioral Sciences* requirement can be met by taking PSCI 100 *United States National Government* or PSCI 105 *Fundamentals of Politics*—but students can also take one of 33 alternatives.⁶⁴⁹ The alternatives to *United States National Government* include *Contemporary France* or *World Geography*.

The *Arts and Humanities* requirement can be fulfilled by taking MIND 180 *Great Ideas of the Western Tradition*—but UNC students can instead take one of 55 alternatives.⁶⁵⁰ The alternatives to *Great Ideas of the Western Tradition* include ENG 213 *Survey of British Literature I* and CHIN 201 *Intermediate Chinese I*. Many of these courses have some value—but they are fragments of or alternatives to a traditional core curriculum.

The Arts and Humanities requirement can be fulfilled by taking MUS 150 History of Rock and Roll

647 University of Northern Colorado, 2016-2017 Undergraduate Catalog, "Area 4. History—3 hours," <http://unco.smartcatalogiq.com/en/current/Undergraduate-Catalog/The-Liberal-Arts-Core/Area-4-History-3-hours>.

648 University of Northern Colorado, 2016-2017 Undergraduate Catalog, "Area 4. History—3 hours," <http://unco.smartcatalogiq.com/en/current/Undergraduate-Catalog/The-Liberal-Arts-Core/Area-4-History-3-hours>.

649 University of Northern Colorado, 2016-2017 Undergraduate Catalog, "Area 5. Social and Behavioral Sciences—3-6 hours," <http://unco.smartcatalogiq.com/en/current/Undergraduate-Catalog/The-Liberal-Arts-Core/Area-5-Social-and-Behavioral-Sciences-3-6-hours>.

650 University of Northern Colorado, 2016-2017 Undergraduate Catalog, "Area 3. Arts and Humanities—6-9 hours," <http://unco.smartcatalogiq.com/en/current/Undergraduate-Catalog/The-Liberal-Arts-Core/Area-3-Arts-and-Humanities-6-9-hours>.

DISMANTLED CIVICS IN THE DISTRIBUTED CURRICULUM

UNC students may satisfy three of the eight distribution requirements in the “Liberal Arts Core” by taking Old Civics courses—*Arts and Humanities*, *History* and *Social and Behavioral Sciences*.⁶⁵¹ But students may also satisfy these three requirements by selecting courses that are scarcely civic, or not at all. The *Arts and Humanities* requirement can alternatively be fulfilled by taking MUS 150 *History of Rock and Roll* or MAS 110 *Contemporary Chicano Literature*.⁶⁵² The *History* requirement can be met by taking AFS 101 *Development of Black Identity* or HIS 118 *History of Mexico*.⁶⁵³ The *Social and Behavioral Sciences* requirement can be met by taking ANT 212 *North American Indians* or SOC 221 *Sociology of Gender*.⁶⁵⁴ UNC’s distribution requirements do retain the traditional civics curriculum—as an unmarked path among a hundred roads.

CIVICS, INTERRUPTED

Many UNC students do still choose to take Old Civics courses so as to fulfill their distribution requirements. In Fall 2016, 760 students fulfilled their *History* requirement by taking one of four equivalents of a civics course: HIST 100 *Survey of American History from Its Beginnings to 1877* (398 students), HIST 101 *Survey of American History from 1877 to the Present* (128 students), HIST 120 *Western Civilization from Ancient Greece to 1689* (174 students), or HIST 121 *Western Civilization from 1689 to the present* (60 students).⁶⁵⁵

Of course, students who didn’t want to take one of these four options had 8 other choices.⁶⁵⁶ In Fall 2016, 445 students fulfilled their *History* requirement with five alternatives: AFS 100 *Introduction to Africana Studies* (166 students), AFS 101 *Development of Black Identity* (89 students), HIST 110 *African Civilization* (62 students), HIST 112 *Asian Civilization I: From Prehistory to 1500* (64 students), and HIST 118 *History of Mexico* (64 students).⁶⁵⁷

That same semester, just 271 students fulfilled their *Social and Behavioral Sciences* requirement by taking PSCI 100 *United States National Government* (138 students) or PSCI 105 *Fundamentals of*

651 University of Northern Colorado, 2016-2017 Undergraduate Catalog, “The Liberal Arts Core,” <http://unco.smartcatalogiq.com/current/Undergraduate-Catalog/The-Liberal-Arts-Core>.

652 University of Northern Colorado, 2016-2017 Undergraduate Catalog, “Area 3. Arts and Humanities—6-9 hours,” <http://unco.smartcatalogiq.com/en/current/Undergraduate-Catalog/The-Liberal-Arts-Core/Area-3-Arts-and-Humanities-6-9-hours>.

653 University of Northern Colorado, 2016-2017 Undergraduate Catalog, “Area 4. History—3 hours,” <http://unco.smartcatalogiq.com/en/current/Undergraduate-Catalog/The-Liberal-Arts-Core/Area-4-History-3-hours>.

654 University of Northern Colorado, 2016-2017 Undergraduate Catalog, “Area 5. Social and Behavioral Sciences—3-6 hours,” <http://unco.smartcatalogiq.com/en/current/Undergraduate-Catalog/The-Liberal-Arts-Core/Area-5-Social-and-Behavioral-Sciences-3-6-hours>.

655 University of Northern Colorado, Class Schedule, <https://insight.unco.edu/aproot/unc/schedule.htm>.

656 University of Northern Colorado, 2016-2017 Undergraduate Catalog, “Area 4. History—3 hours,” <http://unco.smartcatalogiq.com/en/current/Undergraduate-Catalog/The-Liberal-Arts-Core/Area-4-History-3-hours>.

657 University of Northern Colorado, Class Schedule, <https://insight.unco.edu/aproot/unc/schedule.htm>.

Politics (133 students).⁶⁵⁸ Most students took one of the 33 alternatives.⁶⁵⁹ In Fall 2016 1,923 students fulfilled their *Social and Behavioral Sciences* requirement by taking just 4 of those 33 other choices: ANT 110 *Introduction to Cultural Anthropology* (394 students); GEOG 100 *World Geography* (512 students), PSY 120 *Principles of Psychology* (628 students), and SOC 100 *Principles of Sociology* (389 students). Each of these courses enrolled more students than PSCI 100 *United States National Government* and PSCI 105 *Fundamentals of Politics* combined. More progressive choices included GNDR 101 *Gender and Society* (184 students) and SOC 237 *Sociology of Minorities* (91 students).⁶⁶⁰

In Fall 2016, just 23 students fulfilled their Arts and Humanities requirement by taking MIND 180 Great Ideas of the Western Tradition.

Also that same semester, just 23 students fulfilled their *Arts and Humanities* requirement by taking MIND 180 *Great Ideas of the Western Tradition*.⁶⁶¹ Most students took one of the 55 alternatives.⁶⁶² Among the alternatives that fulfilled the *Arts and Humanities* requirement, courses with greater enrollments included FILM 120 *Introduction to Film* (102 students), MAS 110 *Contemporary Chicano Literature* (38 students), MT 296 *Musical Theatre History* (32 students), and MUS 150 *History of Rock and Roll* (203 students).⁶⁶³

CIVICS FOR SOME

The traditional civics at UNC do moderately well in a regime of free student choice. Within the *History* requirement, perhaps five in eight UNC students (63%) voluntarily take one of the four history courses that together would form the comprehensive knowledge of Western and American history needed for a civics education. Within the *Social and Behavioral Sciences* requirement, PSCI 100 *United States National Government* and PSCI 105 *Fundamentals of Politics* are overwhelmed by courses such as GEOG 100 *World Geography* and GEOG 100 *World Geography*. Within the *Arts and Humanities* requirement, a trivially small number of UNC students took MIND 180 *Great Ideas of the Western Tradition*; more took MAS 110 *Contemporary Chicano Literature* or MT 296 *Musical Theatre History*, and more than eight times as many students took MUS 150 *History of Rock and Roll*.

658 University of Northern Colorado, Class Schedule, <https://insight.unco.edu/aproot/unc/schedule.htm>.

659 University of Northern Colorado, 2016-2017 Undergraduate Catalog, "Area 5. Social and Behavioral Sciences—3-6 hours," <http://unco.smartcatalogiq.com/en/current/Undergraduate-Catalog/The-Liberal-Arts-Core/Area-5-Social-and-Behavioral-Sciences-3-6-hours>.

660 University of Northern Colorado, Class Schedule, <https://insight.unco.edu/aproot/unc/schedule.htm>.

661 University of Northern Colorado, Class Schedule, <https://insight.unco.edu/aproot/unc/schedule.htm>.

662 University of Northern Colorado, 2016-2017 Undergraduate Catalog, "Area 3. Arts and Humanities—6-9 hours," <http://unco.smartcatalogiq.com/en/current/Undergraduate-Catalog/The-Liberal-Arts-Core/Area-3-Arts-and-Humanities-6-9-hours>.

663 University of Northern Colorado, Class Schedule, <https://insight.unco.edu/aproot/unc/schedule.htm>.

Many of the alternatives that UNC students take are not frivolous, trendy, or overtly ideological—although many are—but even the solid courses do not provide an education in civics. We estimate that two-thirds of UNC students take at least one UNC Old Civics survey course—but we doubt that more than three quarters take two.

UNC's basic American government courses, PSCI 100 *United States National Government* and PSCI 105 *Fundamentals of Politics*, reach only a small fraction of UNC students. Even if students want to study the civics curriculum, UNC has a limited capacity to provide it. In Fall 2016, UNC's two basic government courses had a capacity to seat 280 students; at that rate, a total of 2,240 of UNC's 8,800 undergraduates could take these courses during their 4 years at UNC—a little more than 25% of all undergraduates.⁶⁶⁴

In Fall 2016, UNC's two basic government courses had a capacity to seat 280 students; at that rate, a total of 2,240 of UNC's 8,800 undergraduates could take these courses during their 4 years at CSU—a little more than 25% of all undergraduates.

THE NEW CORE CURRICULUM

While UNC's old core is fading away, a new one is rising in its place. UNC has progressed farther than CU-Boulder or CSU, for it has already begun to create this new core curriculum.

UNC requires all students to take 40 hours from its Liberal Arts Core (LAC). Within the LAC, UNC students must take courses in six Areas of Basic Core Courses, as well as at least one course apiece in *Multicultural Studies* and *International Studies*.⁶⁶⁵ These last two requirements make up the first building blocks of a new, progressive core at UNC.

International Studies requires students to take courses that aren't part of their national educational core. A few of the 44 courses are good (*Great Ideas of the Western Tradition*, cross-listed with the *Arts and Humanities* requirement), some are innocuous (JAPN 101 *Elementary Japanese I*), and many are sessions of progressive advocacy (COMM 223 *Intercultural Communication*, GNDR 285 *Gender in Global and Cross Cultural Perspectives*, SOC 235 *Social Change in a Global Context*).⁶⁶⁶

While *International Studies* includes some alternatives to the new core, *Multicultural Studies* is more straightforwardly a requirement to take courses in progressive advocacy. Most of the 20 courses are along the lines of AFS 100 *Introduction to Africana Studies*, HISP 102 *Hispanic*

664 University of Northern Colorado, Class Schedule, <https://insight.unco.edu/approot/unc/schedule.htm>.

665 "University of Northern Colorado, 2016-2017 Undergraduate Catalog, "The Liberal Arts Core," <http://unco.smartcatalogiq.com/current/Undergraduate-Catalog/The-Liberal-Arts-Core>."

666 "University of Northern Colorado, 2016-2017 Undergraduate Catalog, "Area 7. International Studies," <http://unco.smartcatalogiq.com/en/current/Undergraduate-Catalog/The-Liberal-Arts-Core/Area-7-International-Studies>."

Cultures in the United States, and SOC 240 *Gender, Race, Class, and Sexuality*. Both requirements serve together to make progressive advocacy a substantial part of the UNC core.

UNC greatly magnifies the effect of these two requirements by an ingenious stipulation: **the university allows students to double-count courses to fulfill both its Basic Core Courses requirements and its Multicultural Studies and International Studies requirements.**⁶⁶⁷ Students, therefore, have an incentive to choose cross-listed courses—not least because taking such double-counted courses frees them to take more Elective courses so as to complete their 40-hour Liberal Arts Core requirement.

Students seeking to fulfill their *Social and Behavioral Sciences* requirement can choose PSCI 100 *United States National Government* or PSCI 105 *Fundamentals of Politics*—but they will also fulfill their *International Studies* requirements if they choose PSCI 110 *Global Issues*, FR 116 *Contemporary France*, GER 116 *Contemporary Germany*, ANT 110 *Introduction to Cultural Anthropology*, or MUS 245 *Introduction to Ethnomusicology*.⁶⁶⁸ They will also fulfill their *Multicultural Studies* requirement if they take ANT 212 *North American Indians*, HISP 102 *Hispanic Cultures in the United States*, GNDR 101 *Gender and Society*, MAS 100 *Introduction to Mexican American Studies*, SOC 221 *Sociology of Gender*, or SOC 237 *Sociology of Minorities*.⁶⁶⁹

Students seeking to fulfill their *History* requirement can take courses in the Western Civilization and American History surveys—but they will also fulfill their *Multicultural Studies* requirement if they take AFS 100 *Introduction to Africana Studies* or AFS 101 *Development of Black Identity*.⁶⁷⁰

UNC's decision to allow *International Studies* and *Multicultural Studies* to satisfy its other requirements in its Liberal Arts Core makes such cross-listed courses the default choice for students. Indeed, it means that UNC has placed *International Studies* and *Multicultural Studies* at the center of its Liberal Arts Core—a half-formed replacement core curriculum, which puts a progressive stamp on UNC students' common knowledge.

UNC allows students to double-count courses to fulfill both its Basic Core Courses requirements and its Multicultural Studies and International Studies requirements. Students therefore have an incentive to choose cross-listed courses.

667 University of Northern Colorado, 2016-2017 Undergraduate Catalog, "The Liberal Arts Core," <http://unco.smartcatalogiq.com/current/Undergraduate-Catalog/The-Liberal-Arts-Core>.

668 University of Northern Colorado, 2016-2017 Undergraduate Catalog, "Area 7. International Studies," <http://unco.smartcatalogiq.com/en/current/Undergraduate-Catalog/The-Liberal-Arts-Core/Area-7-International-Studies>.

669 University of Northern Colorado, 2016-2017 Undergraduate Catalog, "The Liberal Arts Core," <http://unco.smartcatalogiq.com/current/Undergraduate-Catalog/The-Liberal-Arts-Core>.

670 University of Northern Colorado, 2016-2017 Undergraduate Catalog, "Area 8. Multicultural Studies," <http://unco.smartcatalogiq.com/en/current/Undergraduate-Catalog/The-Liberal-Arts-Core/Area-8-Multicultural-Studies>.

And the old core curriculum has been replaced. In Fall 2016, 138 students took PSCI 100 *United States National Government*.⁶⁷¹ At that rate, 1,104 of 8,800 UNC undergraduates will take the course during their four years at UNC—not quite 12% of the student body, although summer school enrollments, up to 50 a summer,⁶⁷² might push the total number to 15% of UNC undergraduates. By way of comparison, we may note that GNDR 101 *Gender and Society*, a rival to PSCI 100 *United States National Government* that fulfills both the *Social and Behavioral Sciences* requirement and the *Multicultural Studies* requirement, enrolled 184 students in Fall 2016;⁶⁷³ at that rate, 1,472 UNC undergraduates (17%) will take *Gender and Society* during their time at UNC.⁶⁷⁴

UNC's structuring of its course requirements has some role in encouraging more students to decide to take GNDR 101 *Gender and Society* than PSCI 100 *United States National Government*. As UNC's new core solidifies, we may expect ever more students to take *Gender and Society* and ever fewer to take *United States National Government*.

UNC has placed International Studies and Multicultural Studies at the center of its Liberal Arts Core—a half-formed replacement core curriculum, which puts a progressive stamp on UNC students' common knowledge.

671 University of Northern Colorado, Class Schedule, <https://insight.unco.edu/approot/unc/schedule.htm>.

672 University of Northern Colorado, Registrar, "Schedule of Classes: Summer 2016. PSCI-Political Science," https://insight.unco.edu/ibi_apps/WFServlet.ibfs.

673 University of Northern Colorado, Class Schedule, <https://insight.unco.edu/approot/unc/schedule.htm>.

674 University of Northern Colorado, Registrar, "Schedule of Classes: Fall 2016. GNDR-Gender Studies," https://insight.unco.edu/ibi_apps/WFServlet.ibfs.

UNC'S NEW CIVIC HYDRA: A BODY WITH MANY HEADS

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As at CU-Boulder and CSU, UNC has established a large number of New Civics programs at the same time as it has dismantled its Old Civics. UNC's **Center for Community and Civic Engagement** runs much of the New Civics, including its **service-learning** and **engaged classes**, and the **Student Activities Office** (renamed the **Office of Student Life** during 2016) runs a significant additional portion.

The New Civics at UNC, however, are disjointed. There is no encompassing administrative authority or organized coordination. The programs collectively are a hydra, where each separately pursues the same radical goals via the same New Civics techniques. One major node of the New Civics at UNC is the **Social Science Community Engagement** major, which allows UNC students to major in progressive activism. Students specializing as progressive activists receive university recognition via the **Engaged Scholar Awards**. A second node is the **Center for Honors, Scholars and Leadership**, which educates cadres of progressive activists via the **Honors Program**, the **Leadership Studies Minor**, and the **Stryker Institute for Leadership Development**.

Beyond this academic core, students provide labor for progressive organizations in **service-learning** and **engaged classes** in a wide variety of disciplines. These are run by the **Center for Community and Civic Engagement**. The New Civics also extends beyond the classroom into different extracurricular aspects of student life. **Alternative Spring Break** transforms vacation time into New Civics sessions, and the New Civics extends into UNC students' extracurricular life via programs that include **Community Engaged Scholars Symposium** and **Catalyst: A Social Justice Retreat**.

The programs collectively work to make the New Civics present in much of student life at UNC.

COMMUNITY ENGAGEMENT IS A SOCIAL SCIENCE

The first head of the New Civics hydra at UNC is the **Social Science Community Engagement** major, which allows UNC students to major in progressive activism: “Through research and civic engagement assignments and activities, students will be introduced to a variety of community-related careers and opportunities.” Community Engagement majors are required to take courses including ANT 100 *Introduction to Anthropology*, SOC 100 *Principles of Sociology*, and one of AFS 100 *Introduction to Africana Studies*, WS 101 *Women in Contemporary Society*, or MAS 100 *Introduction to Mexican American Studies*. Community Engagement majors must also take SOSC 350 *Community Research and Engagement* (“Participation in the Greeley community through service learning and research. Students will learn social science research methods and conduct their own community-based research projects.”)



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Community Engagement majors must also take 6 courses (18 credits) in at least 3 departments, from a list of courses apparently selected to contribute to a knowledge of community engagement. Examples of these Community Engagement Electives include AFS 340 *The Black Family*; AFS 399 *Community Study Project*; ANT 355 *Medical Anthropology*; ECON 365 *Urban and Housing Economics*; ENST 291 *Sustainability and Capitalism*; GEOG 310 *Urban and Regional Planning*; ENST 355 *Introduction to Environmental Health*; PSCI 203 *Colorado Politics*; PSY 323 *Health Psychology*; SOC 333 *Social Class and Inequality*; and SOC 340 *Juvenile Delinquency*.⁶⁷⁵

The Social Science Community Engagement major works to create a cadre of radical activists.

PROGRESSIVES DO THE HONORS

The second head of UNC’s New Civics hydra is the **Center for Honors, Scholars and Leadership**, which runs both the Honors and Leadership programs. UNC’s Center has been colonized by the New Civics for more heavily than has CSU’s University Honors Program.⁶⁷⁶

The **Honors Program** requires applying students to have a minimum GPA, but it also screens them via essay questions in their admissions packet. Students applying to the Lower Division Honors Program must answer one essay asking for lists of interests including *community service*, *leadership activities*, and *co-curricular activity*, and another essay asking the student to “identify

675 University of Northern Colorado, 2015-2016 Spring Supplemental Undergraduate Catalog, “Social Science B.A. – Community Engagement Emphasis,” <http://unco.smartcatalogiq.com/en/current/Undergraduate-atalog/Undergraduate-Programs/Bachelors-Degrees/Social-Science-BA-Community-Engagement-Emphasis>; University of Northern Colorado, 2015-2016 Spring Supplemental Undergraduate Catalog, “SOSC 350 Community Research and Engagement,” <http://unco.smartcatalogiq.com/en/Current/Undergraduate-Catalog/Course-Descriptions/SOSC-Social-Science/300/SOSC-350>.

676 University of Northern Colorado, Center for Honors, Scholars, and Leadership, “Staff,” <http://www.unco.edu/honors-scholars-leadership/connect/staff.aspx>.

an issue or problem in the world that you would potentially be interested in working on.”⁶⁷⁷

The Lower Division Honors Curriculum requires students to take HON 101 *Introduction to Honors & Critical Thinking*, a LIB-prefix Research Skills course, and four courses from a list that includes HON 100 *Connections Seminar*, HON 200 *Connections Seminar*, LEAD 100 *Contemporary Leadership Theory*, LEAD 200 *Risk and Change in Leadership*, HON 395 *Special Topics*, HON 492 *Study Abroad*, and HON 492 *International Student Exchange*.⁶⁷⁸

The content of these courses is mostly New Civics. HON 101 *Introduction to Honors & Critical Thinking*, required of all Honors students, includes “intercultural competencies,” “engaged learning opportunities,” and “community-based projects.” HON 200 *Connections Seminar* is also “Civic & Community Engagement – an Engaged Course.” The class “provides an engaged learning approach to active citizenry.” LEAD 100 *Contemporary Leadership Theory* focuses “on the Social Change Model through engaged leadership opportunities.” LEAD 200 *Risk and Change in Leadership* “provides experiential learning opportunities” and explores “the complex nature of engaged leadership.”⁶⁷⁹

Students in the Upper Division Honors Program may take Experiential Learning Options to fulfill up to 6 course credits.⁶⁸⁰ Students may fulfill an Honors Elective with a Service Learning course, and the Upper Division Honors Curriculum’s In-Depth Study may include “an applied or civically engaged project.”⁶⁸¹

The Honors Program also works to create a cadre of progressive activists.

LEADERSHIP AT UNC: STRAIGHT-UP LEFT ACTIVISM

The third head of UNC’s New Civics hydra is the **Leadership Studies Minor (LSM)**. LSM is “firmly committed to the teaching and practice of social justice.” The LSM asks “students to



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677 University of Northern Colorado, Honors Program: “Lower Division Honors Program Application,” <http://www.unco.edu/honors/hip/apply-hip.aspx>.

678 University of Northern Colorado, Honors Program, “Lower Division Honors Curriculum,” <http://www.unco.edu/honors/hip/curriculum.aspx>.

679 University of Northern Colorado, Honors Program, “Lower Division Course Offerings (Fall 2016),” <http://www.unco.edu/honors/hip/course-offerings.aspx>.

680 University of Northern Colorado, Honors Program, “Experiential Learning through HIP,” <http://www.unco.edu/honors/hip/experiential-learning.aspx>.

681 University of Northern Colorado, Honors Program, “Upper Division Honors Curriculum,” <http://www.unco.edu/honors/uhp/curriculum.aspx>.

practice advocacy through experiential learning,” so as to “promote a just society by cultivating a program and community that fosters inclusivity and challenges injustice.” The purpose of the minor “is to develop students to become socially just and ethical leaders,” who “apply social and ecological justice” and have demonstrated “engaged leadership practice within a systemic and global framework.” Students can engage in applied course work that includes leading “a community awareness campaign.”⁶⁸²

The LSM requires students to take 9 credit hours of Core Leadership Classes. The four Core classes are LEAD 100 *Introduction to Leadership* (“engaged leadership opportunities”); LEAD 200 *Risk and Change in Leadership* (“experiential learning opportunities”); LEAD 492 *Leadership Internship*; and LEAD 497 *Senior Leadership Seminar: Global Justice and Responsiveness* (“focusing on application in a global justice and responsiveness context”).⁶⁸³

Students must then take one of three Elective Courses to fulfill their Ethics Foundation requirements, and two further Electives chosen from a list of 34 Global & Cross Cultural Foundation (GCCF) courses. GCCF courses include AFS 420 *African American Leadership and Politics*; ECON 335 *Environmental and Resource Economics*; GNDR 285 *Global and Cross Cultural Perspectives of Women*; HESAL 301 *Foundations and Praxis of Higher Education and Student Affairs Leadership*; LEAD 250 *Leadership in a Global Community: Living Global*; MCS 101 *Multiculturalism in the United States*; and SOSC 350 *Community Research and Engagement*.⁶⁸⁴

The Leadership Studies Minor provides a third channel by which to transform a cadre of UNC students into radical activists.

The purpose of the Leadership Studies Minor “is to develop students to become socially just and ethical leaders,” who “apply social and ecological justice” and have demonstrated “engaged leadership practice within a systemic and global framework.” Students can engage in applied course work that includes leading “a community awareness campaign.”

682 University of Northern Colorado, Leadership Studies, “Leadership Studies Minor,” <http://www.unco.edu/leadership-studies/leadership-minor/index.aspx>.

683 University of Northern Colorado, Leadership Studies, “Leadership Studies Minor Curriculum,” <http://www.unco.edu/leadership-studies/leadership-minor/curriculum.aspx>.

684 University of Northern Colorado, Leadership Studies, “Leadership Studies Minor Curriculum,” <http://www.unco.edu/leadership-studies/leadership-minor/curriculum.aspx>.

WHAT'S STUDIED ABROAD WON'T STAY ABROAD

UNC's New Civics advocates are preparing a fourth head of the hydra. Starting in Fall 2018, the **Global Leadership Program (GLP)** will provide a scholarship for Leadership Studies Minor students to study abroad in the summer after their Sophomore year, by way of preparation for a "synthesis presentation" at the end of their Senior year.⁶⁸⁵ The GLP will direct students from a foundation in the LSM toward "furthering their education and experience as a global citizen," and acquiring "the opportunity to further question their assumptions about the world and incorporate a broader perspective into their leadership development."⁶⁸⁶

The tentative plan for the GLP curriculum is that it will require

1. prerequisite courses *Introduction to Leadership* and *Risk and Change in Leadership*;
2. Faculty-led Study Abroad Experience in the summer after Sophomore Year;
3. a Fall Junior Year presentation about the student's GLP experience;
4. further work on "global topics and issues" in Spring Junior Year;
5. an "engaged experience/project" on a related local issue the summer after Junior Year;
6. a Fall Senior Year interview of "a GLP alumni or a leader in their field of study";
7. continued "work with GLP cohort" during Fall Senior Year; and
8. a Spring Senior Year presentation on the student's entire GLP experience.

Students will receive 6 credits in *Advanced Leadership Lab* for this program, 1 credit for each semester (Fall, Spring, Summer).⁶⁸⁷

HARRY BOYTE LECTURE, UNIVERSITY OF NORTHERN COLORADO

Robyn Keller

Harry Boyte, the founder of Public Achievement, came to speak at the University of Northern Colorado on November 11, 2014, as a contributor to the University's annual Schulze's Interdisciplinary Speaker Series.⁶⁸⁸ His speech, "Reframing Democracy as

685 University of Northern Colorado, Leadership Studies, "Global Leadership Program," <http://www.unco.edu/leadership-studies/glp/index.aspx>.

686 University of Northern Colorado, Leadership Studies: "Global Leadership Program," <http://www.unco.edu/leadership-studies/glp/index.aspx>; "Global Leadership Program Curriculum," <http://www.unco.edu/leadership-studies/glp/curriculum.aspx>.

687 University of Northern Colorado, Leadership Studies, "Global Leadership Program Curriculum," <http://www.unco.edu/leadership-studies/glp/curriculum.aspx>.

688 University of Northern Colorado, News Central, "Fall Schulze Speaker Series Concludes Nov. 11 with Harry Boyte," <http://www.unco.edu/news/releases.aspx?id=7048>.

the Work of the People,” was co-sponsored by the Community Engaged Scholars Symposium, which was held that same weekend.⁶⁸⁹ The Symposium is an annual event directed towards students and faculty alike, and provides an opportunity to share information on “community issues” and “community engaged teaching.”⁶⁹⁰ Although most attendees at the Symposium were students, few attended the speech. The audience consisted of about 60 faculty members, administrators, and staff, including UNC president Kay Norton and an assortment of vice presidents and deans.

Boyte was introduced in glowing terms by Deborah Romero, Director of Engagement at UNC, and received with loud applause by the audience. The theme of Boyte’s speech was “community”—or, as he frequently called it, “togetherness.” The question he posed was “How do we bring community into civic education?” Boyte’s answer: “By finding a connection between community and the universities.” A good example of this, he stated, was to use service-learning as a means to achieve this “connectedness.” Achieving “individual success” in higher education was wrong: rather, there needed to be an ethos of contributing to democracy and a good society. Boyte also argued that freedom in America shouldn’t always default into “individual freedom.” People ought to think of themselves more as one unified community and less as individuals. A partnership between the government and its citizens was necessary to attain this “community”—and education could play a key role in creating this partnership.

Boyte then stated that America’s individualistic society has caused people to think only about themselves rather than thinking as a “community.” In order to combat this tendency, Boyte encouraged professors to train students as “citizen professionals”—people who treat a worksite as a “citizen-site,” a place where they have a responsibility to be good neighbors. To do this properly, citizen-sites have to be created in every sort of workplace setting. If, for example, a student sets up a business, he must also help the poor and find ways to empower them—Boyte at this point showed the audience a picture of George Segal’s *Depression Bread Line* (1991), a sculpture of five men queuing for food during the Great Depression. He then repeated comments about the statue, and its relationship to the idea of the “citizen-professional,” that he had made at greater length in a 2008 article:

“The Breadline” portrays citizens in an urban environment ... the figures are drained of energy. Their faces are vacant; their posture droops. They are “the masses,” anonymous and miserable. The message, I realized, is that Roosevelt saved a helpless people and that professionals’ role is to rescue people and solve problems.

689 University of Northern Colorado, UNC Community Engaged Partners Workshop Luncheon, “Reframing Democracy as the Work of the People,” http://www.unco.edu/cce/docs/Boyte_WS%20Flyer.pdf.

690 University of Northern Colorado, Community and Civic Engagement, Signature Engagement Activities, “Community Engaged Scholars Symposium,” http://www.unco.edu/cce/signature_events.html.

The professionals who do this are not in the least malevolent but are rather infused with good intentions. When I talk with students about the possibility that their efforts to help the poor and oppressed might disempower people, they react with shocked disbelief. But disempowerment invariably results from interventions that erode the capacities and confidence of those without credentialed expertise.⁶⁹¹

Boyte said that a student who acts as a “citizen-professional” should find a way to help the community he is in and “empower” those less fortunate. If he did, he could turn a worksite into the citizen-site it was supposed to be.

Boyte’s audience greeted his argument with approving nods.

ENGAGING MONEY

UNC’s New Civics advocates and student cadres have to be paid, and faculty and students specializing in civic engagement receive university recognition via several **financial awards**. UNC reserves one category of its **Summer Support Initiative** to provide faculty up to \$3,000 toward summertime work on “projects in the area of engaged research, scholarship, or creative works. Projects in this category involve the applicant in partnership with groups or communities in a reciprocal and mutually beneficial relationship in which the needs, assets, knowledge and active participation of all parties are incorporated into the project.”⁶⁹² The **Award for Excellence in Social Science Engaged Research** provides \$1,000 “to a faculty member [in the social sciences] who has demonstrated exemplary scholarship in engaged research and civic engagement.”⁶⁹³

The **Bob & Bonnie Phelps Family CAP (Contribute, Achieve, Pay it Forward) Awards** give up to \$5,000 of tuition, fees, housing costs, and/or student loan debt repayment to three students annually, “whose lives demonstrate an *exceptional* and *exemplary* personal commitment” to *contributing* (“by volunteering time and personal skills, talents, abilities, experience and passion around issues in service to the community”), *achieving* (“by displaying a bias toward action and performance, overcoming obstacles and setbacks, and accomplishing goals”), and *paying-it-forward* (“by impacting the lives of others in meaningful and positive ways through random and planned acts of kindness, caring, and ‘giving back.’”)⁶⁹⁴

691 Harry C. Boyte, “Against the Current: Developing the Civic Agency of Students,” *Change* (May-June 2008), <http://www.changemag.org/Archives/Back%20Issues/May-June%202008/full-against-the-current.html>.

692 University of Northern Colorado, “2014 Summer Support Initiative (SSI) for Grant Writing, Research, Scholarship, and Creative Works: Call for Proposals,” <http://www.unco.edu/cce/resources.html>; <http://www.unco.edu/osp/news/archive/SSI2014.pdf>.

693 University of Northern Colorado, “Nominations Sought for the 2016 Award for Excellence in Social Science Engaged Research,” <http://www.unco.edu/research/nominations/pdf/2016%20SocSci%20Engaged%20Research.pdf>.

694 University of Northern Colorado, Community and Civic Engagement, “The Bob & Bonnie Phelps Family CAP Awards,” <http://www.unco.edu/cce/CAP%20Awards%20page.html>.

UNC also distributes **Engaged Scholar Awards** “to recognize and honor outstanding efforts and achievements made toward the development and practice in the field of community engagement between UNC constituents and community partners.” There are three categories of awards: *community-based learning*; *community-based research*; and *community partner building*.⁶⁹⁵

2014 ENGAGED SCHOLAR AWARDS

The **Engaged Undergraduate Student Award** went to Emily Doerner, a “Double major in Environmental and sustainability studies and Asian Studies. Emily is community outreach coordinator for UNC’s Asian/Pacific American Student Services, and is keenly interested in working to help resolve conflict between culturally diverse peoples, whether in India, Israel, or here at home in Greeley.”

The **Engaged Graduate Student Award** went to Meagan M. Cain, who showed that she was “active in the community by planning the 2014 International Women’s Day, working with the Global Refugee Center, as well as Color Our World in collaboration with Weld County Project Connect.”

The **Engaged Faculty Award** went to Dr. Joyce Weil, Associate Professor of Gerontology, for designing a course that took her Gerontology students to a local senior center to hear the residents reminisce about their lives.

University of Northern Colorado, Community and Civic Engagement, “Community Engaged Scholars Symposium,” <http://www.unco.edu/cce/Community%20Engaged%20Symposium%20page.html>.

The **Stryker Institute for Leadership Development** also provides support for women from “underrepresented groups.”⁶⁹⁶ These underrepresented groups include “person of color, trans-woman, GLBTQI, person with undocumented status, first-generation college student, has dependents, non-traditionally aged, has a disability.”⁶⁹⁷

Stryker provides an annual educational scholarship of \$7,500 and an iPad, which also allows recipients to participate in Social Justice and Identity workshops (“discussions about oppression, privilege, race, class, gender, sexuality, and activism,” Leadership Development Seminars, Community



Yvette Lucero-Nguyen,
Director, Women’s
Resource Center &
Stryker Institute for
Leadership Development

⁶⁹⁵ University of Northern Colorado, Community and Civic Engagement, “Signature Engagement Activities,” http://www.unco.edu/cce/signature_events.html; University of Northern Colorado, Community and Civic Engagement, “Community Engaged Scholars Symposium,” <http://www.unco.edu/cce/Community%20Engaged%20Symposium%20page.html>.

⁶⁹⁶ University of Northern Colorado, Stryker Institute for Leadership Development, “About Us,” <http://www.unco.edu/stryker/About%20Us.html>.

⁶⁹⁷ University of Northern Colorado, Stryker Institute for Leadership Development, “Frequently Asked Questions,” http://www.unco.edu/stryker/Applicant_FAQ.html.

Engagement (“mentor youth from local middle schools”), and listening to Special Guests (“Outstanding leaders who make a difference share their stories”).⁶⁹⁸

SCADS OF SERVICE-LEARNING AT UNC

Beyond this academic core, UNC New Civics advocates in the **Center for Community and Civic Engagement** arrange for students to provide labor for progressive organizations in **service-learning** and **engaged classes**.⁶⁹⁹ CCCE coordinates “engaged learning opportunities” in more than 62 departments—more than 250 engaged courses, of which 108 are undergraduate and 148 are graduate. Of these courses, 40% (ca. 100 courses) are service-learning, field or community-based, 25% (ca. 62 courses) are practica courses, and 35% (ca. 88 courses) are internships. 15% of all courses at the University of Northern Colorado are Engaged, 33% of the University’s faculty use service-learning in at least one course, and 20% of the faculty “incorporate community-based research into their courses and scholarship.”⁷⁰⁰ The university cites as subject matter that “engaged courses address: Cultural & Linguistic Awareness, Education and/or Literacy, Immigration/Refugee Assistance, Senior Citizens, Vulnerable Youth.”⁷⁰¹

The Center for Community and Civic Engagement coordinates “engaged learning opportunities” in more than 62 departments—more than 250 engaged courses, of which 108 are undergraduate and 148 are graduate.

Service-learning and Community-based learning Courses include SOSC 350 *Community Research and Engagement* (“students work to conduct interviews with participants at the Global Refugee Center (GRC) on their migration histories and on their level of self-sufficiency[, which] are used by the GRC in their grant reporting activities”) and THEA 255 *Creative Drama* (“students explore a social issue relevant to the campus community and create an interactive theatre piece and perform these in the residence halls”).⁷⁰²

698 University of Northern Colorado, Stryker Institute for Leadership Development, “Scholarship Information,” <http://www.unco.edu/stryker/scholarship.html>.

699 University of Northern Colorado, Community and Civic Engagement, “Mission and Vision,” <http://www.unco.edu/cce/mission.html>.

700 University of Northern Colorado, Community and Civic Engagement, “Academic & Curricular Engagement,” http://www.unco.edu/cce/academic_curricular_engagement.html; University of Northern Colorado, Community and Civic Engagement, “Engagement by the Numbers,” <http://www.unco.edu/cce/docs/Engagement%20by%20the%20Numbers.pdf>.

701 University of Northern Colorado, Community and Civic Engagement, “Academic & Curricular Engagement,” http://www.unco.edu/cce/academic_curricular_engagement.html; University of Northern Colorado, Community and Civic Engagement, “Engagement by the Numbers,” <http://www.unco.edu/cce/docs/Engagement%20by%20the%20Numbers.pdf>.

702 University of Northern Colorado, Community and Civic Engagement, “Academic and Curricular Engagement,” http://www.unco.edu/cce/academic_curricular_engagement.html.

CO-CURRICULAR CATALYST

UNC's New Civics also extend beyond the classroom into the extracurricular aspects of student life. **Alternative Spring Break** transforms vacation time into New Civics sessions,⁷⁰³ and the New Civics extends into UNC students' extracurricular life via programs that include **Community Engaged Scholars Symposium** and **Catalyst: A Social Justice Retreat**.

Community Engaged Scholars Symposium (CESS) brings together faculty, students, and other "members of the university community to share information about community issues and community engaged teaching, learning and research." Students (presumably in "engaged courses") are required to attend the Symposium, students and faculty give presentations on engaged class projects and engaged research, and attendees take part in "mini round table sessions about pressing community issues."⁷⁰⁴

In **Catalyst**, UNC "pays faculty, students, and staff to listen to progressive advocacy and learn activism techniques: "Participants and facilitators will examine their personal identities; the dynamics of oppression on an individual, systemic, and institutional level; and be introduced to concepts of advocacy for oneself and others. Catalyst's ultimate goal is to give participants the skills to act on the issues and causes that they are most passionate about."⁷⁰⁵

Both of these extracurricular activities are channels for further New Civics advocacy.

ALL YOUR CAMPUS IS BELONG TO US

UNC plans to enlarge its New Civics complex, and has devoted an entire administrative document to outline its strategy: *UNC Community and Civic Engagement Plan: Institutionalizing Public*

"Participants and facilitators will examine their personal identities; the dynamics of oppression on an individual, systemic, and institutional level; and be introduced to concepts of advocacy for oneself and others. Catalyst's ultimate goal is to give participants the skills to act on the issues and causes that they are most passionate about."

703 University of Northern Colorado, Student Activities Office, "Alternative Spring Break--Welcome," <http://www.unco.edu/studentactivities/asb/>.

704 University of Northern Colorado, Community and Civic Engagement, "Signature Engagement Activities," http://www.unco.edu/cce/signature_events.html; University of Northern Colorado, Community and Civic Engagement, "Community Engaged Scholars Symposium," <http://www.unco.edu/cce/Community%20Engaged%20Symposium%20page.html>.

705 University of Northern Colorado, Student Activities Office, "Catalyst: A Social Justice Retreat," <http://www.unco.edu/studentactivities/catalyst/>.

Engagement. This plan was originally scheduled to go into effect during the years 2013-2016, but many of its ambitions are as yet unfulfilled. UNC’s goals and strategies include:

- “develop clarity, expectations and criteria for recognizing engaged scholarship as it pertains to the annual review, and promotion and tenure guidelines. Research and design this with reference to Carnegie Classification criteria for an Engaged Campus, as well as models from other institutions”
- “collaborate with Student Support Services and Student Affairs Professionals to identify ways to support and infuse community and civic engagement to further enrich students’ academic, social, cultural, ethical, and intellectual growth”
- “Collaborate with Housing and Residential Education, especially with Diversity Mentors, to support leadership and engagement opportunities on main and extended campus and beyond”
- “collaborate and support UNC’s Sustainability Plan and the council’s work, to educate, research and implement new sustainable practices through university engagement or in partnerships with community engagement initiatives”
- “Work with deans, directors, chairs, and personnel hiring authorities and review committees to determine current practices and to develop plans to intentionally infuse engagement criteria into new hiring plans”⁷⁰⁶

UNC is officially committed to integrating the New Civics into its entire academic and administrative structure.

In short, **UNC is officially committed to integrating the New Civics into its entire academic and administrative structure.** UNC’s New Civics advocates aim to make progressive advocacy pervasive—required and inescapable.

THE NEW CIVICS: WHAT’S IN YOUR WALLET?

As at CU-Boulder and CSU, the New Civics already significantly drains CSU’s resources—and in consequence is a significant burden to Colorado taxpayers.

706 University of Northern Colorado, *UNC Community and Civic Engagement Plan: Institutionalizing Public Engagement* (Spring 2013?), pp. 18-39, <http://www.unco.edu/provost/pdf/plans/Community-Civic-Engagement.pdf>.

As noted above, UNC’s total expenditures for its FY 2016-17 annual budget is \$228 million, with \$39 million (17.1%) of the total in direct state funding.⁷⁰⁷ UNC does not provide a detailed breakdown of its New Civics expenditures either, so here too we must estimate the numbers. UNC’s Center for Community and Civic Engagement (CCCE) is the center of the university’s New Civics complex: the CCCE has two full-time staff members, one part-time staff member, and two graduate students.⁷⁰⁸ Using the University of Delaware as a proxy,⁷⁰⁹ we calculate that the CCCE directs about **\$600 thousand** in expenditures.

There are further dedicated administrative personnel marbled throughout UNC—for example, the Director of CCCE, Deborah Romero, is a faculty member in the Department of Hispanic Studies, although she spends most of her working time as a CCCE administrator,⁷¹⁰ while the faculty for the Social Science Community Engagement major are employed by the Economics and Africana Studies departments.⁷¹¹ If we assume there are at least 8 further such positions, including the Center for Honors, Scholars, and Leadership, we add another **\$1.9 million (\$2.5 million total)**.

There are about 100 service-learning courses taught each year at UNC:⁷¹² assume that the equivalent of no more than 15 instructors a year are teaching these courses, and we add another **\$3 million (\$5.5 million total)**. If we add in administrative support throughout the university (Study Abroad, Student Affairs, and so on), as well as miscellaneous financial awards whose moneys are not directly administered by CU Engage, the costs should easily add another **\$500 thousand (\$6 million total)**. The direct administrative costs of the New Civics at CU-Boulder should be taken, very cautiously, at **\$6 million dollars**.

The Director of the Center for Community and Civic Engagement (CCCE), Deborah Romero, is a faculty member in the Department of Hispanic Studies, although she spends most of her working time as a CCCE administrator.

707 University of Northern Colorado, Budget Office, “Recommended Budget Fiscal Year 2016-17,” http://www.unco.edu/Budget/Budget/pdf_Budget%20documents/JuneBooks/FY17%20June%20Book.pdf, p. 2.

708 University of Northern Colorado, Community and Civic Engagement, “About Us,” http://www.unco.edu/cce/about_us.html.

709 University of Delaware, 2015 Documentation Reporting Form: Carnegie Community Engagement Classification, <https://www1.udel.edu/engage/downloads/University%20of%20Delaware-carnegie-first-time-app.pdf>.

710 Tyler Silvy, “University of Northern Colorado trustees side with administrators in promotion dispute,” *The Greeley Tribune*, June 17, 2016, <http://www.greeleytribune.com/news/ticker/22520502-113/university-of-northern-colorado-trustees-side-with-administrators#>.

711 University of Northern Colorado, Social Science—Community Engagement, “Faculty and Staff,” http://www.unco.edu/social_sciences/faestaff.html.

712 University of Northern Colorado, Community and Civic Engagement, “Academic & Curricular Engagement,” http://www.unco.edu/cce/academic_curricular_engagement.html; University of Northern Colorado, Community and Civic Engagement, “Engagement by the Numbers,” <http://www.unco.edu/cce/docs/Engagement%20by%20the%20Numbers.pdf>.

To this number we may add tuition and fees. CCCE coordinates about 100 service-learning courses;⁷¹³ average class size at UNC is 23;⁷¹⁴ and in-state tuition and fees for a three-credit course is \$1,325.⁷¹⁵ If we multiply these numbers together, the costs to students, government (by way of subsidy of student loans), and the university together should come to another **\$3 million (\$9 million total)**. Some of these courses may be less than 3 credits—but some students, especially in the Social Science Community Engagement major, the Honors Program, and the Leadership Studies Minor, take more than one New Civics course a semester. Direct administrative costs and tuition should come to at least **\$9 million** a year.

We do not add housing costs to this total, since there appear to be no residence halls dedicated to the New Civics. This is a lowball estimate, however, since UNC's Department of Housing & Residential Education states that its values include "Social Justice" and "Civic Engagement."⁷¹⁶ By a slightly looser definition, we could add to our estimate the entire UNC Housing budget, as well as all student expenditures for on-campus room and board.

We cautiously estimate total New Civics expenditures at UNC at \$9 million, more than one fifth of the state of Colorado's direct subsidy of \$39 million to UNC in 2016-2017.

We would welcome hard figures from UNC that would allow us to make a more precise estimate of the cost of the New Civics. We strongly suspect that those hard figures would give us a number substantially greater than \$9 million. We do not attempt to estimate a great many items that should be included in an accounting of the costs of the New Civics, including

1. administrative overhead;
2. pensions for New Civics staff and faculty;
3. student fees for New Civics activities;
4. the Student Affairs budget;
5. budgets of overlapping bureaucracies dedicated to progressive advocacy (Offices of Diversity, Sustainability, and so on);
6. all student housing costs; and
7. university fundraising and publicity dedicated to the New Civics

713 University of Northern Colorado, Community and Civic Engagement, "Academic & Curricular Engagement," http://www.unco.edu/cce/academic_curricular_engagement.html; University of Northern Colorado, Community and Civic Engagement, "Engagement by the Numbers," <http://www.unco.edu/cce/docs/Engagement%20oby%20the%20Numbers.pdf>.

714 University of Northern Colorado, Facts & Figures 2016, http://www.unco.edu/about/pdf/facts_and_figures.pdf.

715 University of Northern Colorado, University of Northern Colorado Costs 2016-17 Academic Year, "Fall 2016/Spring 2017 Resident Undergraduate per semester," <http://www.unco.edu/costs/undergraduate/resident.aspx>.

716 University of Northern Colorado, Housing & Residential Education, "2015-16 Handbook," <http://www.unco.edu/housing/images/PDF%20docs/HRE%20Handbook-AY2015-2016.pdf>.

We believe that these items alone would easily double our estimate—and even this list does not account for incalculables such as opportunity cost and reputational cost. We can say with fair confidence that UNC’s expenditure on New Civics is at least one fifth of what UNC requests annually from the state of Colorado. And we can say with absolute certainty that the New Civics advocates want to devote all of UNC’s \$228 million a year to forwarding the New Civics.

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