

The New Conversation on Campus: America's Constitutional Tradition



ANNUAL REPORT 2011



JACK MILLER CENTER

For Teaching America's Founding Principles and History



The Jack Miller Center

Chicago entrepreneur and philanthropist Jack Miller began supporting programs in higher education in 2004, when he learned that education in our nation's Founding Principles had largely vanished from America's college campuses.

In 2007, the Jack Miller Center (JMC) was formally established as a private foundation with headquarters in Philadelphia. In December of 2010 the Internal Revenue Service granted the JMC public charity status. Others have joined Mr. Miller in support of this growing effort, which now extends to 179 campuses throughout the country.

Our strategy has two main elements: we work with established faculty on college campuses to start and grow programs that advance education in America's Founding Principles and history; and we help young scholars advance their careers and secure teaching positions.

Mission

To enrich education in America's Founding Principles and history by supporting college professors who want to expand opportunities for their students to study the deep roots of American history, government, and political thought. We provide these professors with programs and services that enhance their knowledge, advance their careers, support their teaching, and engage them as a community of scholars.



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“It is wonderful to see how things are really taking off across the country as a result of the Jack Miller Center’s efforts. It’s interesting to see how the conversation has changed...we are less focused on what is wrong at our schools and more focused on what we can do.”

PROFESSOR COLLEEN SHEEHAN
VILLANOVA UNIVERSITY



VILLANOVA
UNIVERSITY
IGNITE CHANGE. GO NOVA.

ON THE COVER:

Professor of Political Science Colleen Sheehan, Miller Postdoctoral Fellow Matthew O'Brien, and students Brenda Hafera and Colin Feiter continue a discussion after class on Villanova University's campus. Professor Sheehan directs the *Matthew J. Ryan Center for the Study of Free Institutions and the Public Good*, a JMC partner program. According to the mission statement of the Ryan Center, the program aims to “promote inquiry into the principles and processes of free government and seeks to advance understanding of the responsibilities of statesmen and citizens of constitutional democratic studies.”

The Ryan Center sponsors a series of public lectures throughout the academic year, in addition to undergraduate student/faculty reading groups, undergraduate scholarships, and graduate student symposia. Dr. O'Brien, as a postdoctoral fellow, teaches in the “Pursuit of Excellence Learning Community” of the Villanova Center for Liberal Education and engages in scholarly research.

A Conversation Renewed

As you will read in the following pages, we are, indeed, renewing the conversation about America's constitutional tradition. Thanks to our collaborative efforts with hundreds of faculty partners on college campuses across the nation, thousands of undergraduate students are now taking courses and attending lectures, seminars and symposiums all dedicated to studying, discussing and learning about America's Founding Principles, the ideas that have made our country so great. Our project has achieved remarkable success in a short amount of time, and we believe we can make an even greater impact on undergraduate education moving forward.

We began our efforts in 2004 in response to mounting evidence that college graduates—the future voters and leaders of our country—lacked the knowledge of America's Founding Principles and history necessary to be informed and engaged citizens. The Jack Miller Center was incorporated as a nonprofit, nonpartisan 501(C)(3) foundation with headquarters in Philadelphia in 2007 with the mission to reinvigorate education in America's Founding Principles and history. In just the past four years the demand for our services from faculty, fueled by students' desire to learn, has resulted in significant growth:

	2008	2011
Faculty Partners	125	492
Academic Centers	8	46
Postdoctoral Fellowships	8	79

In 2011 alone the JMC's faculty network expanded by nearly 100 new members, and about half of these scholars attended our faculty development summer institutes in partnership with the University of Virginia and the University of California-Los Angeles. We helped launch and expand academic centers of excellence on eight additional campuses, including American University, Arizona State University, Carthage College, Gettysburg College, College of the Holy Cross, Loyola University Chicago, University of California-Davis, and Utah State University. Our postdoctoral fellowship program, in partnership with the Manhattan Institute, added 27 fellows in the 2011-2012 academic year.

A major highlight in 2011 was the launch of our Constitution Day Initiative (CDI). With support from the JMC, 27 campuses conducted programming (lectures, debates, panel discussions, student essay prizes, etc.) to commemorate our constitutional heritage and deepen students' understanding of America's Founding Principles. Supreme Court Justices Steven Breyer and Antonin Scalia participated in two separate events supported by our partner at the Illinois Institute of Technology's Kent School of Law, and both events drew large crowds of students and faculty. To expand the CDI to even more colleges and universities in 2012, Professor Dan Cullen of Rhodes College has joined our team as a Senior Fellow in Constitutional Studies. He will lead this exciting project, working with Dr. Michael Andrews and the distinguished national advisory group that helped shape the program in its first year.

In partnership with the University of Chicago Press and the University of Notre Dame, we worked hard to get ready for the debut of *American Political Thought* in the spring of 2012. The first journal devoted exclusively to the study of American political thought, this peer-reviewed publication promises to have a long-lasting impact on higher educa-

"I can't tell you how many of our students have told me how delighted they were to have the opportunity to take a course that is both intellectually rigorous and focused on questions of American values."

PROFESSOR MICHAEL GILLESPIE
DUKE UNIVERSITY



tion. The journal will be available in hundreds of university libraries nationwide. You can read more about the journal on page 13.

We anticipate that 2012 will be another strong year for us as we work to help launch new programs on campuses, including the Benjamin Franklin Project at IIT, and we are working on exciting new capabilities regarding Web-based education.

We are proud of our accomplishments, we are grateful to our supporters who are making all of this possible, and we are excited about the potential to extend this essential education to even more students in the coming years.

Jack Miller, chairman

Mike Ratliff, president

Looking Ahead: Change and the Campus of the Future

In 2011, the JMC brought together a Strategic Planning Group (SPG) of professors and JMC staff to focus on understanding how current trends in American higher education will reshape college campuses and alter the education that prepares students to be thoughtful and engaged citizens.

The strategic planning effort looked ahead and thought broadly about economic and technological drivers in higher education. A better understanding of the direction of change enables us to position the efforts of the JMC to capitalize on where higher education is going.

The SPG is comprised of JMC officers, board members, and partner faculty and includes:

- Professor Michael Munger, Duke University
- Dr. Kevin Wagner, Florida Atlantic University
- Dr. John Zumbrunnen, University of Wisconsin
- Dr. Benjamin Kleinerman, Michigan State University
- The Honorable Bruce Cole, Fellow at the Hudson Institute
- Professor James Ceaser, University of Virginia
- Professor Bill McClay, University of Tennessee
- Jack Miller, chairman, JMC
- Mike Ratliff, Rear Admiral (USN, ret.), president, JMC
- Dr. Mike Andrews, executive officer and vice president for education, JMC
- Dr. Rafe Major, director for faculty programs, JMC
- Mr. Sam Bellows, program officer, JMC

Program Growth:

- Expanded faculty network by nearly 100 scholars
- Added 8 partner programs, bringing the total to 46
- Added 27 fellows to our postdoctoral program

By the Numbers: 2004 - 2011

- 492 Faculty partners on 179 campuses
- 79 Postdoctoral fellowships
- 46 Partner programs on campuses
- 27 Campuses conducted Constitution Day programs
- 13 Faculty development summer institutes
- 8 Colleges and universities in the Chicago Initiative
- 8 National summits on higher education
- 4 High school teacher summer academies

January

JMC renames its quarterly newsletter to "The Declaration"



April

JMC/Bradley Foundation Conference on Liberal Democracy and Liberal Education

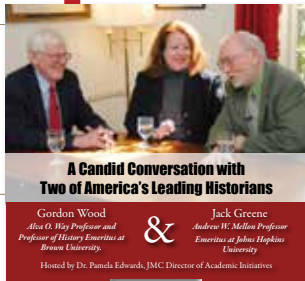
Liberal Democracy and Liberal Education

May

"Journal of American Political Thought" announced (page 13)

The JMC and the Bradley Foundation held a conference in April 2011 on "Liberal Democracy and Liberal Education" to celebrate the 25th anniversary of the Bradley Foundation's graduate and post-graduate fellowship program. More than 100 scholars and guests participated in the two-day conference that highlighted contributions from some of the program's most distinguished alumni. For 25 years the Bradley Fellowship Program has offered the next generation of scholars the opportunity to pursue serious studies, conduct research, and enhance their competitiveness on the job market. The "Liberal Democracy and Liberal Education Conference" was the first joint conference held by the JMC and the Bradley Foundation, and the two organizations will hold another conference together in 2013 on the topic of national security.

May

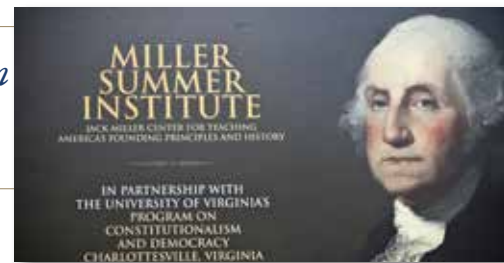


JMC produces audio CD featuring renowned historians Gordon Wood and Jack Greene

"The 25th anniversary celebration was a glowing success. It was a gratifying experience for me to work with the Jack Miller Center, and I look forward to future opportunities for the two organizations to work together," said Dianne Sehler, director of academic, international, and cultural programs at the Bradley Foundation.

June

Faculty Development Summer Institute in partnership with the University of Virginia (page 10)



August

Faculty Development Summer Institute in partnership with UCLA (page 10)

Scholars Gather at National Summit

September

Launch of Constitution Day Initiative with programming on 27 U.S. campuses (page 12)

The JMC hosted its eighth annual National Summit on Higher Education in Philadelphia in early November. The meeting brought together nearly 50 scholars who are developing academic programs to advance the teaching and study of America's Founding Principles and history on campuses across the United States.

November

8th Annual National Summit on Higher Education in Philadelphia

Scholars attended panel discussions led by JMC staff and senior faculty partners. These conversations focused on strategies for initiating new programs, expanding existing programs, and working with donor partners.

November

JMC announces the formation of a Strategic Planning Group (page 5)

Postdoctoral Fellowship Program Expands Campus Coursework in America's Heritage

The JMC believes its Postdoctoral Fellowship Program is one of the most promising strategies in academia for expanding undergraduate coursework in America's Founding Principles.

The JMC is sponsoring 27 postdoctoral fellows at 23 institutions in the 2011-12 academic year, up from 11 fellowships during 2008-09. These scholars are passionate about advancing traditional liberal education in American history and Western civilization. To date, 79 fellowships have been awarded through the

program, most of which were funded in partnership with the Manhattan Institute's Veritas Fund.

Benefits of the JMC program accrue to both the fellow — who has an opportunity to burnish his or her academic credentials and be mentored for a life-long career in teaching by an established professor — and to the university, which gains a valuable teaching scholar and academic center faculty member in the fellow.

JMC Postdoctoral Fellows on 23 Campuses

INSTITUTION	PROGRAM
Boise State University	American Founding Initiative
Boston College	Program for Study of Western Heritage
Brown University	Political Theory Project
Carthage College	Western Heritage and Great Ideas Program
Christopher Newport University	Center for American Studies
Claremont College	Claremont Graduate University
Cornell University	Program on Freedom and Free Societies
Duke University	Gerst Program
Emory University	Program in Democracy and Citizenship
Georgetown University	Tocqueville Forum
Harvard University	Program on Constitutional Government
College of the Holy Cross	Charles Carroll Program
Lake Forest College	Department of Politics
Michigan State University	Department of Political Science
Massachusetts Institute of Technology	Concourse Program
University of Notre Dame	Program in Constitutional Studies
Rhodes College	Project for the Study of Liberal Democracy
The Ohio University	George Washington Forum
University of Texas at Austin	Thomas Jefferson Center
University of Virginia	Program in Constitutionalism and Democracy
Villanova University	Ryan Center for the Study of Free Institutions
University of Wisconsin-Madison	American Democracy Forum
Yale University	Yale Center for the Study of Representative Institutions



In only four years, the JMC Postdoctoral Fellowship Program is significantly impacting campuses, as fellows contribute to the academic environment and take an important step towards securing a lifelong teaching position.

Fellows on Campus: Making a Difference

UNIVERSITY OF VIRGINIA: Fellows teach the popular course, *The American Political Tradition*. Nearly 700 students have enrolled over the past five years.

UNIVERSITY OF TEXAS - AUSTIN: Fellows teach courses through the Thomas Jefferson Center, and undergraduates can now earn a major, minor in, or obtain a certificate in the Great Books.

YALE UNIVERSITY: Fellow Steve Bilakovics's courses fill a crucial gap in the curriculum. He is the only professor teaching American political thought on campus.

RHODES: "Fellow Brent Cusher's student evaluation scores are higher than any first year teacher whom I have observed," said Political Science Department Chairman Stephen Wirls.

CLAREMONT MCKENNA: Fellow Arthur Shuster organized a conference on the political and religious thought of Immanuel Kant.

EMORY: Fellow James Zink taught three courses: *Introduction to American Political Thought*, *Evolution of Constitutional Theory*, and *Great Statesmen of the Founding Era*.

NOTRE DAME: Fellow Adam Seagrave is the assistant editor of a new journal, *American Political Thought*.

GEORGETOWN: Fellow Sarah Houser not only teaches courses, but also leads a reading group for undergraduate students.

Pictured above top to bottom, left to right: Postdoctoral Fellows Evan Oxman, Lake Forest College; Jeremiah Russell, University of Virginia; Lynn Uzzel, University of Virginia; Kathryn Milne, Cornell University; Ben Kleinerman, Harvard University; Barton Myers, Cornell University; and Brent Cusher, Rhodes College.

Fellows Gather at Summer Institutes to Better Understand the Founders' Vision

The 2011 JMC Faculty Development Summer Institutes held in Virginia and California brought together 50 young scholars from across the country.

Hosted by the *Program for Constitutionalism and Democracy* at the University of Virginia, and the *Center for the Study of the Liberal Arts and Free Institutions* at the University of California at Los Angeles, the two annual institutes are an integral part of the JMC's mission to help enrich teaching in American history, government, and political thought. During the two-week institutes faculty members and advanced graduate students attend seminars, workshops, and lectures led by many of our country's leading scholars, educators, and public intellectuals.

Since 2005 more than 375 promising scholars have attended JMC summer institutes. These are the entry point into the Miller faculty network that helps young scholars advance their teaching careers.

"The summer institute was one of the most intense and enjoyable experiences of my career. Spending so much time with the other participants-virtually every waking hour-allowed us to extend the discussions, form bonds, and really push ourselves and one another. I think about the seminar almost every day."

**JAMES MORRISON
MIDDLEBURY COLLEGE**



Pulitzer Prize winning historian Gordon Wood is a frequent participant in JMC academic programs.



Summer Institute, Pasadena, California



JMC Begins Measuring Outcomes of Faculty Development Summer Institutes

In the fall of 2011, the JMC implemented a new metrics program to measure its academic programs, particularly the impact of the summer institutes on attending fellows. Members of the JMC team collected information from current and past fellows, such as success in securing tenure-track positions, recent publications, and other career building enhancements.

We have identified three key outcomes for assessment:

- Networking and community building
- Professional advancement and campus entrepreneurship
- Enhancing the reputation of the JMC and its scholars in the academic community

Our goal is to have useful information to determine our success at achieving the outcomes above so that we can fine-tune our efforts and communicate the program's impact to our donors.



Summer Institute, Charlottesville, Virginia

JMC Launches Annual Initiative to Expand Campus Programs on the Constitution



Students at Constitution Day program at Christopher Newport University (Newport News, VA).

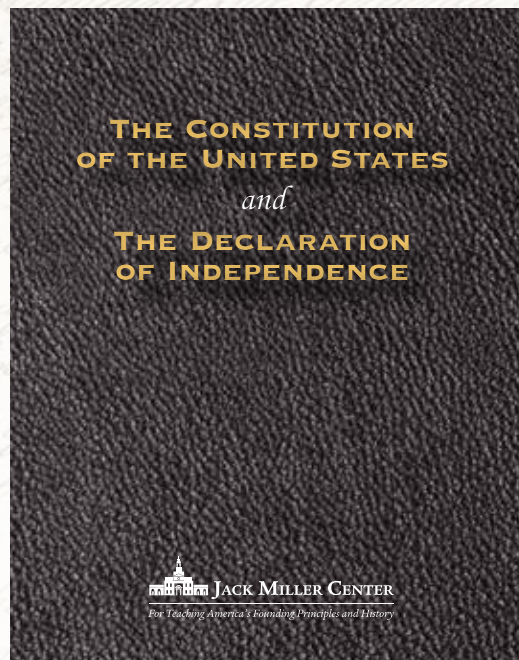
Our nation celebrates Constitution Day on September 17th each year. Universities that receive federal funding are required by law to observe the day with a Constitution-focused program.

Twenty-seven universities and colleges across the nation participated in the JMC's first annual Constitution Day Initiative. In partnership with leading universities and colleges, the JMC launched the initiative to heighten awareness of the need for education in the American constitutional tradition. A steering group of prominent scholars in American history and politics led this effort, which garnered media coverage from *The New York Times*, *USA Today*, and various social media outlets.

Our nation celebrates Constitution Day on September 17th each year. The JMC selected the theme "The Limits of Federal Government Action in Domestic Affairs under the Constitution" for the initiative, and campus programming on this theme included public lectures, panel discussions, student essay prizes, faculty and graduate student symposiums, and a public concert event.

United States Supreme Court Justices Stephen Breyer and Antonin Scalia participated in JMC-supported programs at the Illinois Institute of Technology's Chicago-Kent College of Law.

Justice Breyer spoke on his national best-selling book, "Making Our Democracy Work—A Judge's View." In addition to the event with Justice Breyer, IIT hosted a conference titled "Judicial Takings." Justice Antonin Scalia and academics from around the country participated in the conference, which examined the judiciary's role in defining property rights.



The Andrea Waitt Carlton Family Foundation provided the lead gift for the Constitution Day Initiative. All participating institutions provided matching funds for the programming on their individual campuses. Participating colleges included Duke, Brown, UCLA, Michigan State, University of Virginia, Cornell, Emory, Notre Dame, University of Arizona, Villanova, Boston College, Claremont, Loyola University Chicago, and Roosevelt University.

The JMC plans to expand the effort and bring programming that commemorates the Constitution to even more campuses in 2012.

The JMC produced pocket-sized copies of the Constitution and Declaration of Independence (shown left) to distribute to students at Constitution Day events.

New Journal Fills Need for Publishing Research

The University of Notre Dame, the University of Chicago Press, and the JMC will launch in May 2012 the first journal devoted exclusively to American political thought. Initial support for *American Political Thought: A Journal of Ideas, Institutions and Culture* was provided by businessman and philanthropist Thomas Klingenstein.

Michael Zuckert, director of the American Constitutional Studies Program at the University of Notre Dame, will serve as the journal's inaugural editor. The peer-reviewed journal will invite submissions from historians, literary scholars, economists, and philosophers, in addition to political scientists.

The JMC believes it is vital for professors interested in the American Founding to have an outlet for publishing their research. *American Political Thought* will be a premier resource for professors to engage others with their work, and hopefully a lasting presence in academia.

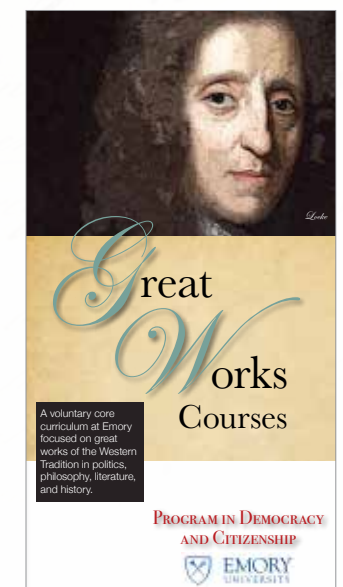


JMC Offers Consulting Service to Campus Partners

The JMC developed a fundraising consulting service in 2011 in response to requests from academic partners for help in sustaining and expanding efforts to reinvigorate education in America's Founding Principles and history.

The JMC and its donors provide initial seed money to help institutions start an academic center. Professors must raise additional funding from other sources to bring centers to their full potential. This presents a serious challenge to academics, many of whom typically do not have experience in developing and implementing a comprehensive fundraising program. Professors also must balance fundraising efforts with their academic work while coordinating their efforts with the university's development office. All of these tasks can cause additional stress to those who are less experienced in fundraising efforts, and the JMC hopes to alleviate this issue through its fundraising consulting service.

The range of services provided by the JMC staff include donor identification, research, and qualification; donor cultivation and maintenance techniques; and donor communications.



It's Time to Reinvent Higher Education

Q&A with Frank Brogan, Chancellor of the Florida State University System

Frank T. Brogan was selected by the Board of Governors to serve as the chancellor of the State University System of Florida in 2009. Previously, he served as Lieutenant Governor in the Jeb Bush administration, Florida Commissioner of Education, and as a teacher, principal and superintendent in Martin County, Florida.

As president of Florida Atlantic University from 2003-2009, he supported the establishment of the Jack Miller Forum for Civics Education at FAU in 2008. JMC President, Admiral Mike Ratliff, interviewed Chancellor Brogan for his thoughts about the challenges facing higher education today.



Chancellor Frank Brogan

RATLIFF: Chancellor Brogan, thank you for taking the time to share your thinking as you work to reinvent Florida's public higher education. Many states, including Florida, have seen significant cuts in funding for colleges and universities as a result of the poor economy in recent years. This has resulted in escalating tuition costs for students—even though these tuition increases have not covered the gap, particularly when it comes to Florida. How concerned are you about this, and what are thoughts to address this challenge?

BROGAN: Student access is the number one priority for me and for the Board of Governors. Having said that, I have never believed that there is a magic number for how much of the money in higher education should come from students and how much should come from state support. If you look at a map, you will find dramatically different approaches to this proportionality test across the country.

The amount of state support to Florida's eleven public universities has been declining steadily—largely a function of the recession—and students are picking up a much more proportionate share of the full cost of their education. In recent years, Florida has gone from a 25 percent student contribution/75 percent state contribution proportion to almost a 50/50 split. So, I trust no one really knows where the perfect balance is; however, it's clear to me that we must guard, as a nation, against what is a general decline of state support for publicly created and publicly organized institutions of higher education.



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

I believe that we have to tear a page from the private sector playbook. They know that if you don't reinvent yourself during difficult times, chances are you may not survive. And I feel very much the same way about higher education. Now is not the time to dig in our heels and tell ourselves that, by simply shifting the economic burden to the students, we survive reductions in funding. Now is the time for us to begin to reinvent ourselves—and the System has made great strides in pursuing that with the leadership of the Board of Governors and its constitutional role to organize and coordinate the System.

We need to infuse more technology into all aspects of education to ensure that it is having a positive impact on things like access, quality, and outcome-based measures. We have to ask ourselves, "Are we really confident that the academic programs we have are aligned with the real-world, 21st century needs of our students and the world in which they live?" Or, are we just relying on what we've always done?

I am optimistic, if for no other reason than the fact that the burdens placed on us by the damaged economy compel us to act now. There's never been an urgency to change higher education like that which exists today. That can be a positive thing, because nothing drives change like urgency.

RATLIFF: Increasingly, students, parents, legislators and governors are calling for more accountability on the part of higher education. Is this part of what you're doing?

BROGAN: We are more accountable than ever with items we've put in place over the past two or three years, but we can do more. So, there are two answers to that question.

First, there has been a philosophical shift to a much greater emphasis on outcomes versus inputs. Basically, we have students as a pure headcount – but are they graduating, and are they achieving a degree in a reasonable amount of time? I've been in education a long time, and I know that groups like accrediting agencies have also had to do a sea-change of their own as they were fully aligned with input measurements for so many decades. There was very little emphasis on what came out of the pipe, such as how many students a university graduates, how many students found a job in their field of study after graduating, how many of those students remained in those jobs for a reasonable period of time, and so on.

The good news is that important constituencies, such as the Governor's office, the Legislature, and the business community, are aligned with the Board of Governors; they also believe strongly in more of an outcomes-based approach, which is measurable in the short-term and includes projected goals for out years. I am very satisfied with the early response of our universities, which are in a position to step up to the plate to increase their accountability metrics.

Continued on page 18

"We have to ask ourselves, are we really confident that the academic programs we have are aligned with the real world, 21st century needs of our students and the world in which they live?"

Partner Programs: The Nexus of the New Conversations on Campus

In 2011 the JMC added eight new campuses to our expanding network of partner programs, including three from the Western states: University of California-Davis, Arizona State University, and Utah State University.

The JMC now supports 46 academic centers that examine the deep intellectual roots of the American Founding. The centers, which span the United States, provide thousands of college students the opportunity to gain valuable insight into principles and core texts of Western civilization that shaped the Founders' thinking.

These centers are created and directed by professors in history, political thought, and philosophy. At their request, the JMC provides seed money to launch a program or ongoing support for their programs, which may include lectures, conferences, workshops, curriculum development, graduate student and postdoctoral fellowships, sponsorship of visiting professors, or publishing and archival projects.

Duke students in the Gerst Program in American Values and Institutions in Washington, D.C.

JMC Partner Programs

INSTITUTION	PARTNER PROGRAM
American University	Political Theory Colloquium
Amherst College	Colloquium on the American Founding
Arizona State University	Program for Political History and Thought
Boise State University	American Founding Initiative
Boston College	Political Science Department
Brown University	Political Theory Project
Carthage College	Western Heritage Program
Christopher Newport University	Center for American Studies and Civic Leadership
Claremont Graduate School	Claremont Graduate School
Cornell University	Program on Freedom and Free Societies
Dartmouth College	Daniel Webster Program
DePaul University	Center for the Constitution and American Foreign Policy
Duke University	Gerst Program in American Values and Institutions
Emory University	Program in Democracy and Citizenship
Florida Atlantic University	Miller Forum for Civics Education
Furman University	The Tocqueville Program
George Mason University	Civic Education Project
Georgetown University	Tocqueville Forum
Gettysburg College	Civil War Era Studies Program
Harvard University	Program in Constitutional Government
College of the Holy Cross	The Charles Carroll Program



"Thank you so much for all your support! It is so important that rigorous, fair-minded courses about America's past hold their place in Brown's history curriculum. You at the JMC are enabling us to make that happen. History will thank you."

PROFESSOR JOHN TOMASI
BROWN UNIVERSITY

IIT - Kent College of Law	Kent Forum
Indiana University	Tocqueville Forum
Lake Forest College	Department of Politics
Louisiana State University	Classical Tradition in Learning & Leadership
Loyola University Chicago	David Hume Forum
Michigan State University	James Madison College; Department of Political Science
MIT	Benjamin Franklin Project
Northwood University	The Forum for Citizenship and Enterprise
Notre Dame University	Tocqueville Center; Constitutional Studies
Ohio University	George Washington Forum
Rhodes College	Project for the Study of Liberal Democracy
Roosevelt University	Montesquieu Forum for the Study of Civic Life
UCLA	Center for the Study of Liberal Arts and Free Institutions
University of California-Davis	Davis Political Theory Forum
University of Chicago	Tocqueville Conference and Course Support
University of Houston	The Phronesis Program in Politics and Ethics
University of Illinois	Cline Center
University of Richmond	Adam Smith Program/ Conference on Capitalism
University of Texas	Jefferson Center for Core Texts and Ideas
University of Virginia	Program in Constitutionalism and Democracy
University of Wisconsin	American Democracy Forum
Ursinus College	Common Intellectual Experience
Utah State University	Project on Liberty and American Constitutionalism
Villanova University	Ryan Center for the Study of Free Institutions
Yale University	Yale Center for the Study of Representative Institutions

Chancellor Brogan Interview

Continued from page 15

The other issue is the metrics themselves. Yes, it is a bit tricky to have institutions coming from different starting points to agree on a common set of metrics. While each of our 11 public universities is unique, they share certain outcome measures that are cross-strata, whether as a small liberal arts honors college or a large research university. Metrics related to student retention rates, graduation rates, time-to-degree issues, degree program array, and transition of graduates into the workforce—those kinds of measurements are common to all universities.

RATLIFF: The responsibility of higher education to teach students about America's history, our government and economic institutions so they can be informed and good citizens is something about which you have spoken thoughtfully and passionately. Do you see an opportunity to sustain or even strengthen this education as Florida plans for the future?

BROGAN: One of the issues we are focused on is how can we assure students that an undergraduate program guarantees not only an expertise in a certain major, but also guarantees that students are exposed to real-world, knowledge-based issues to make them better contributing citizens within that field of expertise.

Employers are demanding that graduates have a broader knowledge base, beyond their respective majors, so that employees contribute to the organization's overall success. I firmly believe this includes a working knowledge of civics that leads to the development of critical thinking skills. So when students enter one of Florida's public universities, they will not only have a world-class experience within their majors, they will also experience a core curriculum featuring real-world knowledge necessary to be successful in their profession while understanding their obligation to the community, state and nation in which they live.

RATLIFF: How important is technology in making it possible for higher education to deliver during this period of reinvention?

BROGAN: There are two approaches that I am really excited about regarding the importance of technology in higher education: One is to create a much more automated approach to the state's academic libraries. In Florida, we've had a library system for the state universities, a library system for the colleges and community colleges, a library system for the K-12 learning.

In 2010, we assembled a task force to develop a template for a completely consolidated and automated library system so that everyone—from high school students, to college students, to professors and researchers—could access it. That is very exciting to me. Then, what's interesting is that the task force couldn't find any example of library automation on this scale anywhere in the nation. That's how big an effort this is, and probably why so many people have stayed away from it! Having said that, I asked the question, "Why not be the first?"

Two, is the creation of a virtual campus. This requires the development of a technological platform that would offer students, anywhere, the opportunity to either begin and finish a degree, or supplement their traditional coursework at a university, with an online course. We also want to have recruitment, registration, admissions, financial assistance, and a transcript review all online so that a student could have a complete the full educational experience online.

RATLIFF: Thank you very much, Chancellor Brogan.

"Employers are demanding that graduates have a broader knowledge base, beyond their respective majors, so that employees contribute to the organization's overall success. I firmly believe this includes a working knowledge of civics that leads to the development of critical thinking skills."

For the complete interview with Chancellor Brogan, go to www.jackmillercenter.com.

2011 Partner Program Event Highlights

LECTURES

INDIANA UNIVERSITY: "On Political Liberty: Montesquieu's Missing Manuscript" by Annelien de Dijn

BOISE STATE UNIVERSITY: "Bureaucracy vs. The Constitution" by R.J. Pestritto

NORTHERN ILLINOIS UNIVERSITY: "The Origins and Challenges of American Exceptionalism" by James Ceaser

CORNELL UNIVERSITY: "American Politics 2011 and Beyond" by Michael Barone

UNIVERSITY OF CALIFORNIA-LOS ANGELES: "The Hebrew Republic: Jewish Sources and the Transformation of European Political Thought" by Eric Nelson



IIT CHICAGO KENT SCHOOL OF LAW: "Making our Democracy Work—A Judge's View" by Supreme Court Justice Stephen Breyer

ROOSEVELT UNIVERSITY: "Montesquieu's Constitution" by Bill Allen

VILLANOVA UNIVERSITY: "Nature, Freedom, and the Meaning of Citizenship" by Jeanne Schindler

IIT CHICAGO KENT SCHOOL OF LAW: "Judicial Takings" by Supreme Court Justice Antonin Scalia

BROWN UNIVERSITY: "Birthplace and the Myth of Liberal Citizenship" by Michael Vorenberg

UNIVERSITY OF TEXAS AT AUSTIN: "Why Great Books" by Patrick Deneen

YALE UNIVERSITY: "An Empire of Freeman? The Extension of English Consensual Governance Overseas" by Jack Greene

CONFERENCES

MERCER UNIVERSITY: "Tocqueville's Democracy in America"

CHRISTOPHER NEWPORT UNIVERSITY: "The Classical Roots of American Founding Principles"

UNIVERSITY OF WISCONSIN-MADISON: "Popular Sovereignty?"

UNIVERSITY OF NOTRE DAME: "Combining the Spirit of Religion and the Spirit of Liberty"

YALE UNIVERSITY: "Rethinking Lincoln"

UNIVERSITY OF HOUSTON: "Jefferson's Moral Philosophy"

HIGH SCHOOL TEACHERS' ACADEMIES

Summer Academy for High School Teachers at **ROOSEVELT UNIVERSITY**

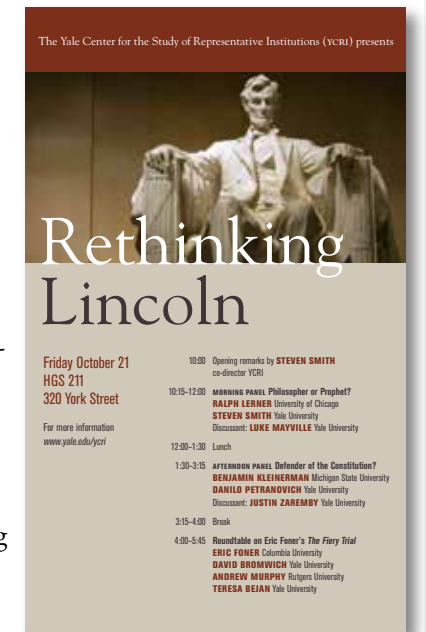
American Democracy Educators' Forum at **UNIVERSITY OF WISCONSIN-MADISON**

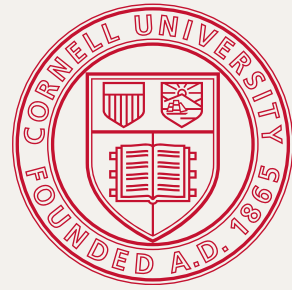
Teaching American History Program at **BOISE STATE UNIVERSITY**

DEBATES

LAKE FOREST COLLEGE: "Constitutionality of the Health Insurance Mandate" between Martin Reddish and Stephen Presser

DEPAUL LAW SCHOOL: "Executive Power" between Alberto Coll and John Yoo





Cornell University

Duke
UNIVERSITY

The Program on Freedom and Free Societies

By Professor Barry Strauss

Granted formal status as a program in 2008, the Program on Freedom and Free Societies is housed in the Department of History of the College of Arts and Sciences at Cornell. Affiliated faculty come from such units as Asian Studies, Government, History, Industrial and Labor Relations, and Policy Analysis and Management. Students and alumni also play an integral role.

Our aim is to enhance understanding and appreciation for constitutional liberty by stimulating inquiry into the nature and meaning of freedom. We regard the freedom of individuals as the bedrock upon which solutions to thorny problems can be built. But, individual freedom flourishes best in the framework of institutions. Constitutional democracy, limited government, and a strong sense of citizenship are essential.

We welcome debate. Indeed, freedom requires contests, arguments, and disputes. We want to engage in an undertaking that encourages Cornellians to think about big questions, and to do so with the rigor, dispassion, and lack of partisanship that serious academic inquiry requires.

We emphasize three basic themes: liberty, a broad understanding of strategy, and the ideas that shape American free market thinking.

So far, we have focused on three kinds of activities: (1) bringing exciting and intellectually diverse speakers to Cornell; (2) sponsoring public debates among Cornell undergraduates on hot topics of the day such as bias in the media and the financial crisis; (3) sponsoring an annual postdoctoral fellowship in military history.

We are on the road to success. Last year we sponsored or co-sponsored about 15 talks and debates, which involved partnering with various campus organizations to co-sponsor events. Several of our events received audiences of over 100 people. We are now currently hosting our third postdoctoral fellow. Our previous postdoctoral fellows have both gone on to tenure-track positions. We also have devoted a modest sum to supporting student research and interning.

Our undergraduate affiliates have also been very successful. Judah Bellin has held Hertog and Tikvah Foundation Fellowships and interned at *National Affairs*. Kathleen McCaffrey was a Bartley Fellow at the *Wall Street Journal*. Jonathan Panter spent a semester in Syria last spring and witnessed the start of the revolution, which he wrote about in a *Wall Street Journal* op-ed piece.

The Gerst Program in American Values and Institutions

By Professor Michael Gillespie

The Gerst program was established in 1999 through the reallocation of internal Duke resources and a major gift that has funded a large portion of our activities. The goal of this program is to foster an understanding of the central importance of the principles of freedom and equality within a democratic government, along with moral responsibility, as well as emphasizing the significance of economic and cultural life. It focuses on the theoretical foundations of democracy and the development of liberal democratic institutions, particularly in the American historical context.

The Gerst program includes an intense residential program for first year students; a lecture series that brings top scholars and public figures to Duke to interact with undergraduates, graduate students, and faculty; pre-doctoral fellowships that give senior graduate students the opportunity to develop curriculum for use both at Duke and in their future positions at other institutions; a post-doctoral fellow who teaches in the subject matter; and an annual conference on issues central to our concern, such as America's ambivalent egalitarianism. The support of the Jack Miller Center has allowed us to bring a series of wonderful postdoctoral fellows to Duke. This is not merely good for their careers but also offers our undergraduates an opportunity to study with some of the brightest young Ph.D.s coming out of our graduate schools. The post-docs also interact with our own graduate students in a variety of ways and contexts that have been beneficial to both groups.

The current program has had an important impact at Duke: it provides students with the opportunity to study Western thought, the American Founding, and political development in ways that would otherwise be unavailable to them. The history of the American Founding is integrated with studies in the history of economics and the development of the free market, all set against the background of Western philosophy and literature. The program thus offers a rigorous liberal arts alternative with a high degree of technical sophistication to dedicated students.



EMORY
UNIVERSITY

Program in Democracy and Citizenship

By Professor Harvey Klehr

Emory's Program in Democracy and Citizenship was initiated in 2006 by Mark Bauerlein of the English Department and is currently directed by Harvey Klehr of the department of political science. It has experimented with several different initiatives and programs with the goal of increasing undergraduates' knowledge on topics necessary to become responsible, informed citizens of a democratic society.

The Program's major focus has been encouraging departments to offer courses that enrich the standard curriculum. Our funding has enabled an adjunct faculty member to offer freshmen English writing courses using major speeches, essays and texts from the American tradition, as well as helped the Program in Ancient Mediterranean Studies hire a faculty member to teach on the Greek and Roman foundations of Western society. With support from the Jack Miller Center, we have hired post-doctoral fellows in political science to teach courses in American political thought. Funding from another foundation has led to a post-doctoral fellow shared between the political science and economics departments to teach courses on the relationship between political and economic liberty.

The Program has brought a steady stream of distinguished speakers to campus. One of our most successful initiatives has been a campus-wide lecture during Emory's Founders' Week, which celebrates the school's beginnings in 1836. Speakers such as Gordon Wood and Richard Brookhiser attracted excellent crowds and held talks on aspects of the American Founding.

The Program's most ambitious initiative begins in the fall of 2012. With the support of the University president and the dean of Emory College, we will begin a voluntary core curriculum for freshmen consisting of courses based on great works of Western thought. *Foundations of American Democracy* will examine the ideas that underlie a free society. *Great Works of the Western Tradition* will expose students to foundational texts in religion, politics, economics and psychology. A philosophy course will examine how thinkers ranging from Plato and Aristotle, to St. Augustine, Maimonides, and Kant have answered the question of what is the best way of life. An English course will survey great works of Western literature from the Bible to Wordsworth. The courses will be supplemented by a robust series of speakers from the Emory faculty and outside experts. Each course satisfies a General Education Requirement.

THE UNIVERSITY OF
TEXAS
AT AUSTIN

Thomas Jefferson Center for the Study of Core Texts and Ideas

By Professor Lorraine Pangle

The aim of the Thomas Jefferson Center is realizing Jefferson's vision of educating citizens and leaders to understand the meaning of liberty and to exercise it wisely. Faculty and students from many schools of the university joined in 2009 to create this unique center as a counterweight to the modern university's drift towards fragmentation and specialization, and as a locus of sustained dialogue about questions of enduring significance.

Sharing Jefferson's conviction that one of the best ways to attain an education for liberty is through a serious study of the Great Books, the center offers an integrated sequence of courses in these texts that students in every college may take to satisfy general education requirements. This Certificate Program in Core Texts and Ideas includes courses in ancient philosophy and literature, world religions, the history of political philosophy, and the principles of the American Founding. The center also offers an interdisciplinary major in the Great Books in collaboration with the Liberal Arts Honors Humanities Program.

Equally important are the informal activities that the center sponsors, on campus and off. A lecture series, an undergraduate book club and summer study group, faculty study groups, and executive seminar series in three Texas cities extend the dialogue about Great Books beyond the classroom. In the spring of 2011, with funds from a Texas donor, the Jefferson Scholars program was instituted for honors students. The scholarship gives students funds to build their own library of Great Books, to attend concerts and plays together, and to have lunches with professors and visiting scholars. The Jefferson Scholars also meet regularly for coffee and conversation in the student lounge, which has become the center of a community of undergraduates looking for intellectual stimulation. Several of the Jefferson Scholars have extended their education with summer study at the affiliated Rome Institute of Liberal Arts, a Great Books program in Italy run by tutors from St. John's College. This year the Jefferson Center will be offering for the first time a full scholarship for summer study in Rome.



Professor Maura Jane Farrelly, Brandeis University, at RU High School Teachers' Academy.

Reinvigorating Education in our Founding Principles at the High School Level

The JMC's efforts to advance education in America's heritage at the college level are reaching high schools through JMC partner programs at Roosevelt University, the University of Wisconsin-Madison, and Boise State University.

Roosevelt University's *Montesquieu Forum* held its second "High School Teachers' Academy" for 20 high school teachers from the greater Chicago area this summer. Eminent scholars from the JMC network led the teachers in a rigorous discussion of America's founding freedoms. The academy provides content for the classroom, and deepens teachers' understanding of the Founding that can enhance civic education at the high school level.

The *American Democracy Forum* at the University of Wisconsin-Madison held a program on popular sovereignty for high school teachers for the first annual "American Democracy Educators' Forum." Teachers received two credits from the UW School of Education for their participation in the program. The 25 participants met twice on UW's campus in addition to their interaction with professors John Coleman and John Zumbrennen through a yearlong online course.

Professor Scott Yenor from Boise State University served as a faculty advisor to the university's "Teaching American History" program. Over 150 Idaho public school teachers have attended the program.

These programs can serve as models for the nearly 500 JMC faculty partners across the country to help high school teachers strengthen their teaching in American's Founding Principles and history.



High school teacher Betsy Holman at RU High School Teachers' Academy.



JMC Chairman Jack Miller, front row center, and JMC Director of Academic Initiatives Dr. Pamela Edwards, front row second from the left, with participants in the High School Teachers' Academy at Roosevelt University.



Chicagoland Philanthropists Support Chicago Initiative Efforts

The JMC's *Chicago Initiative* is a growing regional network of faculty and donors who work together to advance education in our nation's Founding Principles. The strategy leverages academic talent and philanthropic investment to transform education in the Greater Chicago area.

The JMC will use the *Chicago Initiative* model as a template for expansion, and over the coming years we will establish similar programs in other cities.

The *Chicago Initiative* is growing, thanks to support from many prominent Chicago business leaders. In October, Michael Keiser hosted a fundraising luncheon along with a host committee of John Lillard, Craig Duchossois, Bruce Rauner, the Brinson Foundation, Ron Gidwitz, and Dick Uihlein. The guest speaker was University of Texas Professor Thomas Pangle, a leading expert on the constitutional debate.

The most recent addition to the *Chicago Initiative* is the *Benjamin Franklin Project* at the Illinois Institute of Technology, which was launched in March 2012. This program will develop a voluntary core curriculum for pre-professional undergraduates at IIT. The six-course sequences, taught by a visiting postdoctoral fellow, will guide students through primary texts and provide a common body of reading and instruction in Western thought.

Participating Chicago Area Institutions

- Illinois Institute of Technology
- University of Chicago
- Loyola Chicago
- University of Notre Dame
- Lake Forest College
- Roosevelt University
- Carthage College
- DePaul University

"I must do the best I can, and bear the responsibility of taking the course which I feel I ought to take."

ABRAHAM LINCOLN

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LORRAINE PANGLE, Associate Professor of Government and the Co-Director of the Jefferson Center for the Study of Core Texts and Ideas at the University of Texas at Austin.

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BARRY STRAUSS, Professor of History, Professor of Classics and Chair, Department of History, Cornell University.

GORDON WOOD, Alva O. Way Professor Emeritus of history at Brown University and Pulitzer prize winning author of "The Radicalism of the American Revolution."

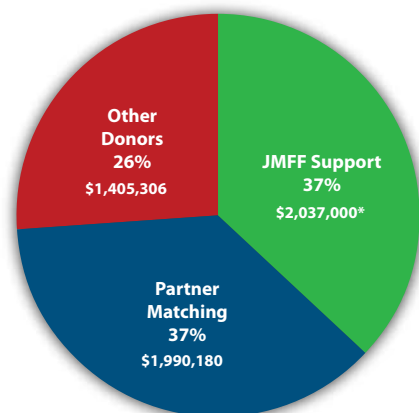
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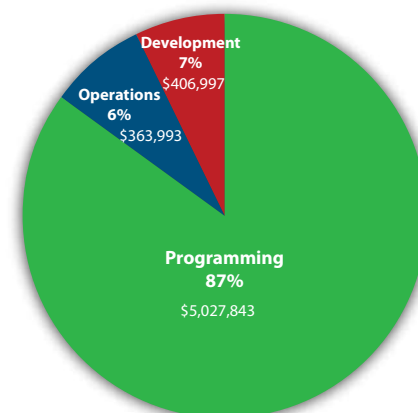
REVENUE



JMC revenue in 2011 was \$5,432,486, a 7.3 percent increase compared to the 2010 revenue of \$5,062,709. The Jack Miller Family Foundation (JMFF) annual grant of \$2,000,000 covers the cost of operations, development and established academic programs. Thanks to a growing base of individual donors and foundations, the JMC significantly continues to strengthen expand partner programs on campuses across the United States.

* Includes gifts restricted for future programming

EXPENSES





For Teaching America's Founding Principles and History

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