

Impact on Campuses across the U.S. 2018 Research Project




Projects for Peace
THE VISION OF KATHRYN W. DAVIS

Projects for Peace on Campus

For the 2018 Research Project, we set out to better understand the position, role, and impact the Projects for Peace has had on college and university campuses across the U.S. After hearing from campus liaisons at 88 campuses, it is clear that the Projects for Peace is a valued and unique opportunity offered to students. Campus liaisons to the Projects for Peace characterize the program as distinct in a number of ways, including its high award amount, being open to all students (all years, all majors, all nationalities), the independence it affords students in its design and implementation, and its focus on 'peace' and 'peacebuilding'. Over the past five years, the average number of applications each campus' selection committee receives has increased, reflecting its relevance and popularity among students.

There are a number of ways in which Projects for Peace can further its impact on campuses. Campus liaisons mentioned interest in more formally connecting the program with curricular opportunities, as well as increasing visibility of past projects. We discuss these and other areas in more detail below.

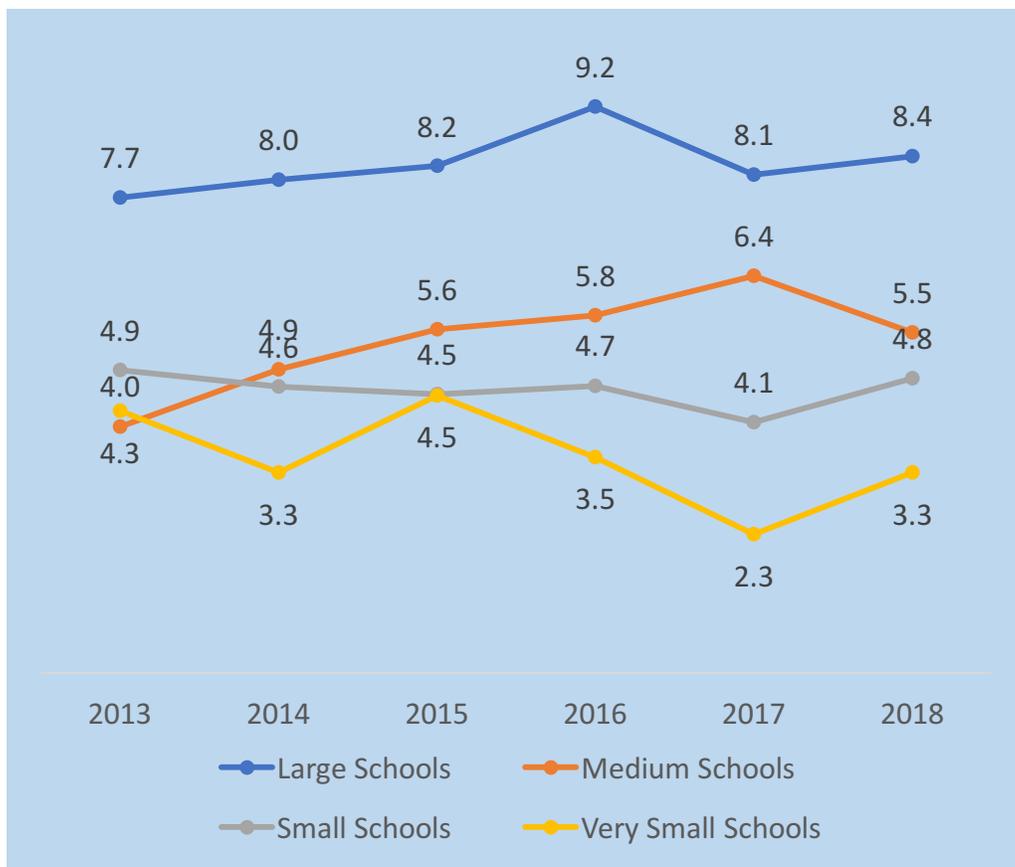
Survey Details

In total, 88 college or university campus liaisons to the Projects for Peace completed our Campus Liaison Survey between April – May 2018, thereby including all campus liaisons. Ten campus liaisons took part in the initial pilot survey, after which minor edits were made to a sub-set of questions. The full survey was administered to the remaining 78 campus liaisons. A complete list of institutions is included at the end of this report. On average, the campus liaisons who completed the survey have served in their role for 5 years, with 16% of them having served just one year and 11% having served for each of the 11 years of the program's existence.

Interest in Projects for Peace Over Time

For the past five years, there has been an uptick in the average number of applications that the Projects for Peace selection committees on each campus have received – from 5.0 in 2013 to 5.4 in 2018. Most campuses are awarded one grant a year, with a select few being awarded two.

In order to understand the difference between schools of different sizes, we also looked at the number of applications that the Projects for Peace selection committees have received annually by size of school. The size of school was determined using The Carnegie Classification of Institutes of Higher Education’s Size and Setting Classification Description, which defines “Very Small” schools as having fewer than 1,000 students, “Small” schools as having between 1,000-2,999 students, “Medium” schools as having between 3,000-9,999 students, and “Large” schools as having over 10,000 students. School sizes were obtained from a dataset downloaded from the Institute of Education Sciences’ (IES) National Center for Education Statistics’ (NCES) Integrated Postsecondary Education Data System’s (IPEDS) undergraduate enrollment figures from academic year 2015-2016 (the most recent year available).



As depicted in the graph above, there are indeed differences in the number of applications received by size of school. Large schools’ selection committees, unsurprisingly, have always received more applications than smaller sized schools. In 2013, large schools received 7.7 applications on average, which increased to 8.4 applications by 2018. Very small schools, on the other end of the spectrum, have witnessed a decrease in applications over the past five years, from 4.0 to 3.3

applications, on average. Medium schools have witnessed an increase – from 4.3 in 2013 to 5.5 in 2018 – and small schools have remained relatively stable (4.9 in 2013 to 4.8 in 2018).

Campus Reach

The Projects for Peace has a wide reach on campuses, reaching and involving offices and departments across institutions. Below, we describe where the campus liaisons are hosted on campus and where the members of the selection committee are based.

Most of the campus liaisons are based out of either the campus' community engagement office (21 campuses) or fellowship/grant office (20 campuses). A substantive number are also based out of an institution's international/global program office, too (15 campuses). Other campuses house the Projects for Peace efforts out of the Academic Dean's office, an academic department, the student affairs office, career services office, or somewhere else.

Table 1. Location of Projects for Peace Campus Liaison on Campus

Community engagement / service office	21
Fellowship / grant office	20
International / global program office	15
Academic Dean's office	9
Academic department	6
Student affairs office	4
Career services office	3

Another indication of how wide a reach Projects for Peace has on campuses is where members of its selection committees are based. 67 campuses have at least one faculty member serving on their selection committee, and 40 have a community engagement office representative. Over 20 campuses have at least one member from a study abroad office, academic dean's office, or academic department staff.

Table 2. Members of the Projects for Peace Selection Committee

	Number of Campuses
PfP campus liaison	80
A faculty member	67
Community engagement office representative	40
Study abroad office representative	26
Academic dean office representative	23
An academic department staff member	21
Student affairs office representative	16
Student advisor	13
A PfP student	8
Provost's office representative	7
A non-PfP affiliated student	7
Career services offices representative	6
Admissions office representative	6
President/Chancellor's office representative	2

Where campus liaisons are hosted and where selection committee members are based are, of course, a low estimate of the number of places on campus where the Projects for Peace is discussed or engaged in.

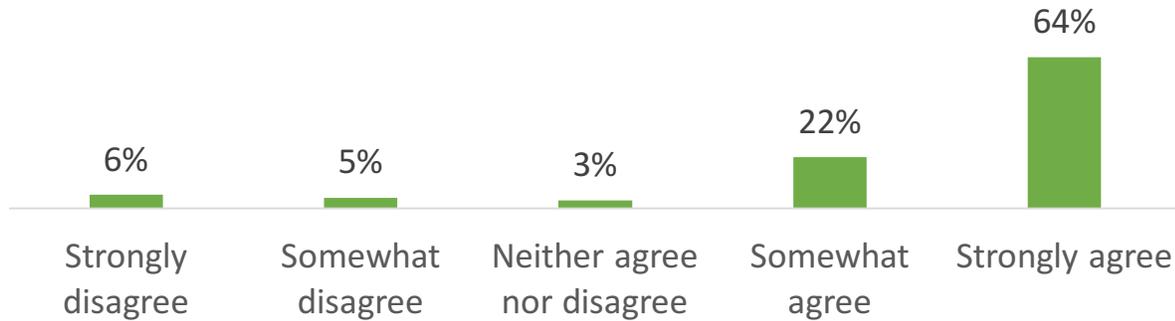
Just One of Many Opportunities?

Feedback strongly points to the Projects for Peace being a unique and distinct opportunity for students at campuses across the country. To get at this idea, we asked campus liaisons a series of questions to gauge whether other opportunities available to students are sufficiently similar to the Projects for Peace.

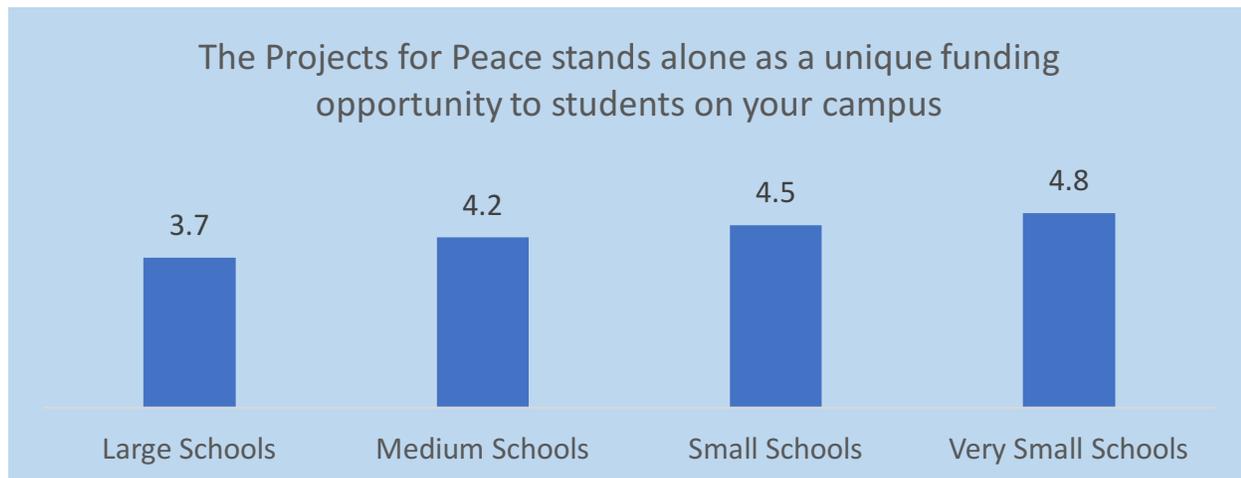
Unique funding opportunity?

When campus liaisons were asked whether the Projects for Peace stands alone as a unique funding opportunity to students on their campuses, 86% agreed – either “somewhat” or “strongly” – with the statement. Most campus liaisons ‘strongly agreed’ with the statement.

The Projects for Peace stands alone as a unique funding opportunity to students on your campus



We found that the perception of Projects for Peace as a unique funding opportunity to students (statistically) significantly varied among different sized schools. While all sized schools were still more likely to agree that the Projects for Peace is a unique opportunity than disagree (average scores ranged from 3.7 at large schools to 4.8 at very small schools), the perception of the program as being unique was inverse to the size of the school. Campus liaisons at large schools perceived the program to be the least unique, with those at very small schools perceiving it to be the most unique (4.8/5).

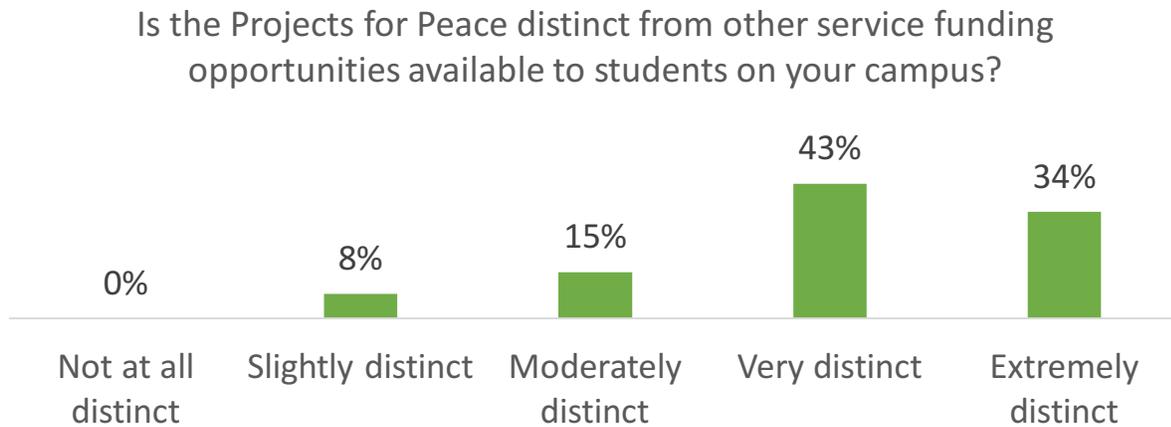


*The means are statistically different between schools of different sizes (F = 3.23, p-value = 0.016)

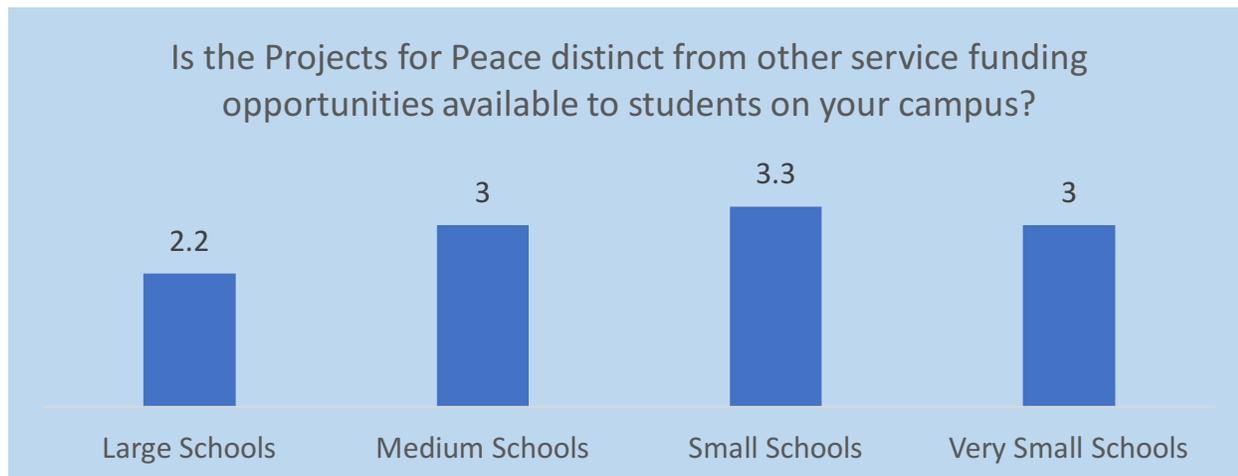
Distinct funding opportunity?

Campus liaisons overwhelmingly find the Projects for Peace to be a distinct opportunity for students, compared to other service funding opportunities available to

students on their campuses. Over a third found it to be an ‘extremely distinct’ opportunity, with 43% finding it to be ‘very distinct’.



We found that the perception of Projects for Peace as distinct from other service funding opportunities (statistically) significantly varied among different sized schools. Specifically, large schools found it to be less of a distinct funding opportunity than medium, small, and very small schools. However, there doesn’t seem to be any substantive difference among medium, small, and very small schools.

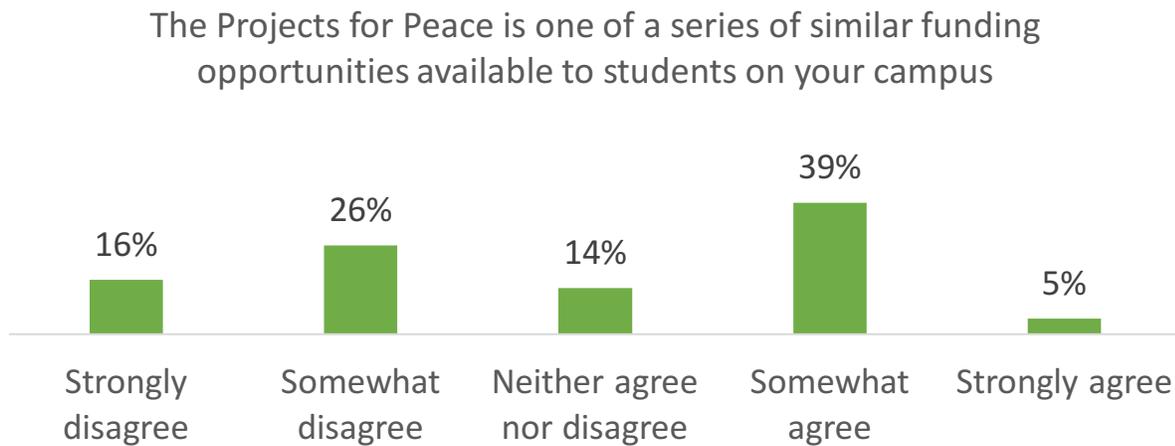


*The means are statistically different between schools of different sizes (F = 7.16, p-value = 0.0002)

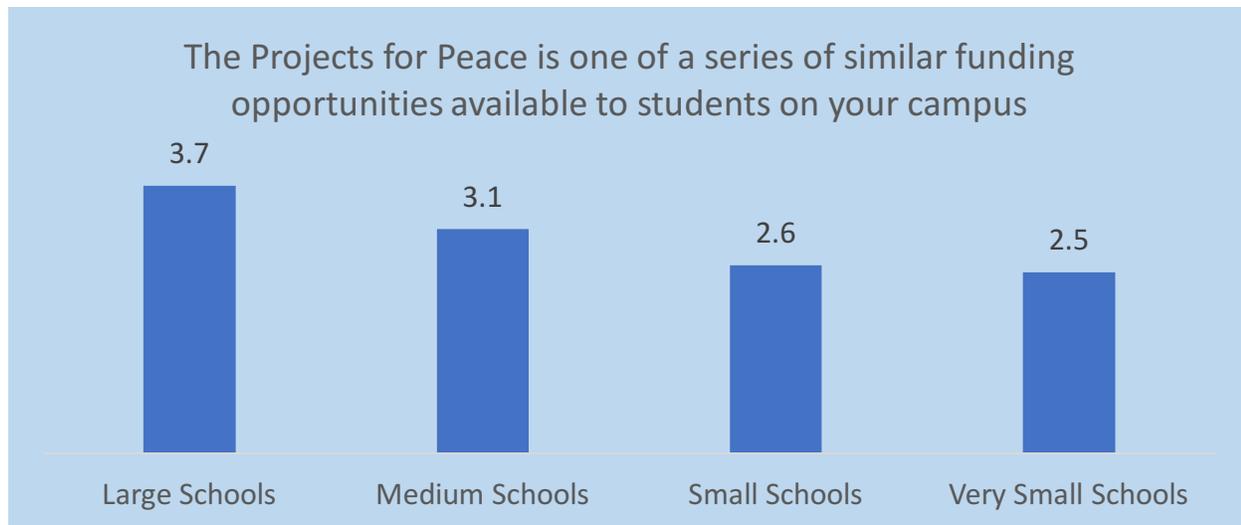
One of a series of similar funding opportunities?

On average, campus liaisons were neutral – leaning towards disagreeing – with the statement that the Projects for Peace is one of a series of similar funding opportunities

available to students on their campuses (average score was 2.90 out of 5). That said, 39% 'somewhat agreed' with the statement, although only 5% 'strongly agreed'.



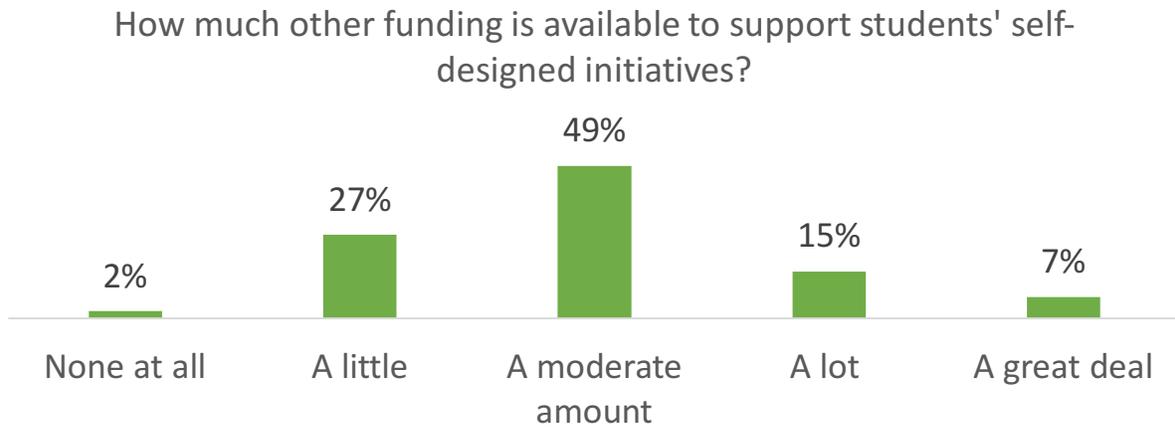
We found that the perception of Projects for Peace as a one of a series of similar funding opportunities available to students (statistically) significantly varied among different sized schools. Campus liaisons at large schools agreed with the statement more than medium, small, or very small schools.



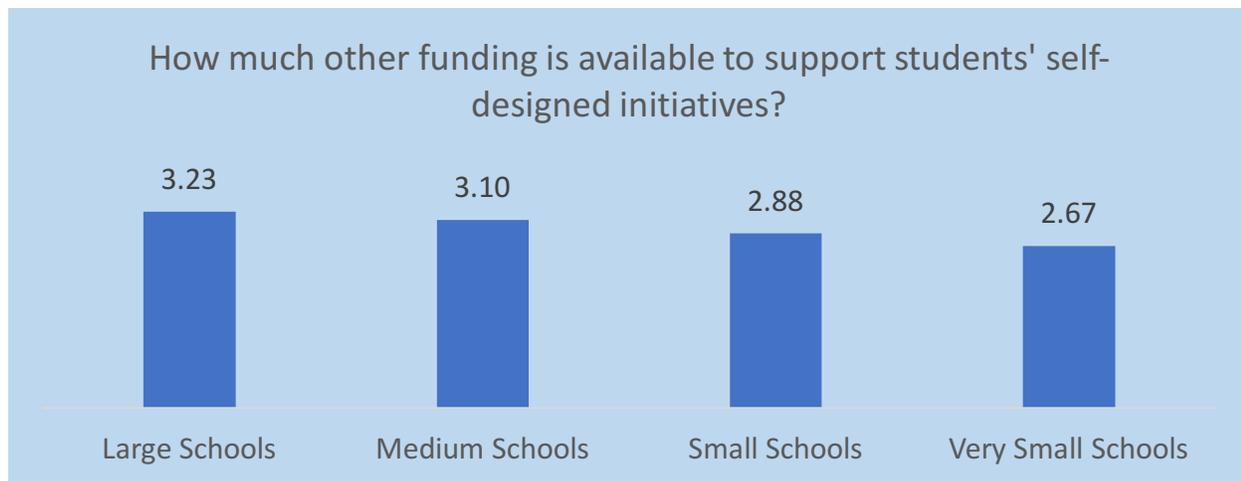
*The means are statistically different between schools of different sizes (F =2.91, p-value = 0.027)

Relatedly, when asked how much other funding was available to support students' self-designed initiatives, almost half campus liaisons (49%) characterized there being a 'a moderate amount' available. Slightly more than a fifth said that there was either 'a lot' or 'a great deal' of similar funding available to students. Only 2% mentioned that there

was no other funding available for self-designed initiatives. The remaining ~quarter of campus liaisons said that there was ‘a little’ available.

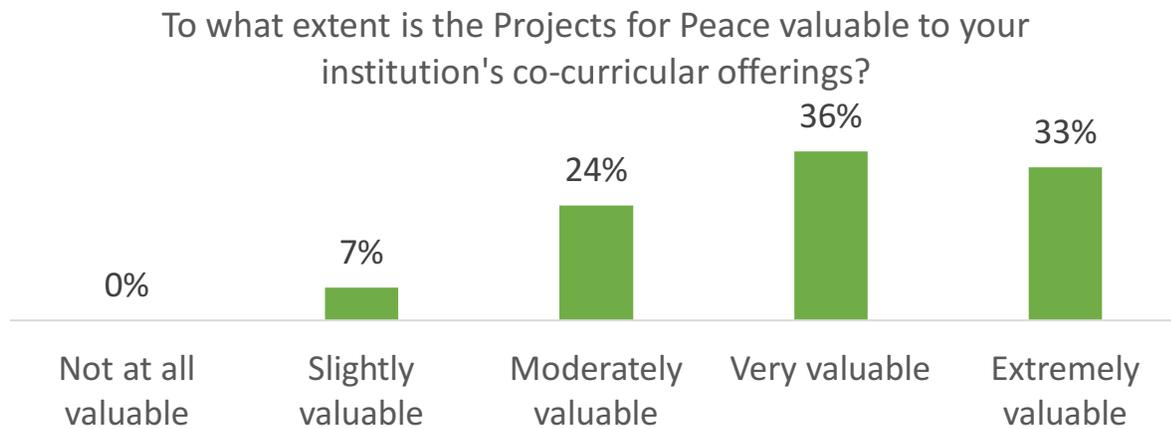


While we see the breakout among school size below, these differences between large, medium, small, and very small schools are not statistically different. Descriptively, however, the larger the school, the more funding is available to support students’ self-designed initiatives.



*Variation among size of schools not statistically significant at the 5% level

Overall, campus liaisons found the Projects for Peace to be very valuable to the institution’s co-curricular offerings. 69% found it to be “very” or “extremely” valuable.



Narrative feedback

Through long-form responses, campus liaisons also highlighted key ways in which the Projects for Peace is a distinct opportunity for students on their campuses.

⇒ *Amount of Funding*

To begin, the amount of funding made available to students is substantively higher than other opportunities. As the campus liaison from Princeton University summed up, *“You offer considerably more funding than other opportunities.”* Similar phrasing was used by many campus liaisons. This amount of funding not only covers basic expenses for students, but allows them to put more money towards program expenses, such as noted by this campus liaison:

We have many programs that help with travel expenses or small scale prototyping, but the Projects for Peace is the only fund a student could use to do something like hosting a conference or workshop series or something collaborative where funds are used to support something other than the student's own expenses. – MIT

The Georgetown University campus liaison noted that the funding amount can support a team of students or a longer period of time: *“Most of our funding ranges from 3,000-8,000 - Pfp is 10K, this sometimes allows for more than one student to apply, or for a longer term of service.”*

⇒ *Open to All Students*

Many campus liaisons noted that the Projects for Peace is distinct in that it is open to open to broader swath of students than most opportunities. Many opportunities

are apparently only open to freshmen, sophomores, or juniors, whereas the Projects for Peace is also open to graduating seniors, which many campus liaisons highlighted. Others noted how international students being eligible for funding made it unique, even calling the *“Eligibility for international students a crucial element”*, as the campus liaison from Whitman College did.

In addition, many opportunities are more narrowly available. As the campus liaison from Lehigh University noted, *“Most of the undergraduate funding opportunities that are university-funded are tied to a specific discipline or college.”* Indeed, others noted how funding made available for summer initiatives are only available to students within a certain major or class, such as here:

We have funding for "Summer Travel Awards", and there are many categories of these that range from donor-endowed funds (\$3000 each) to departmental awards (up to \$3000). Each of those awards is limited to specific majors, specific types of study or research program, and/or class years, primarily rising juniors. But Davis is unique in that it is open to all majors, all classes... - Franklin & Marshall College

⇒ *Student Independence*

Many campus liaisons highlighted the level of student independence as a unique aspect of the Projects for Peace. Captured succinctly by the Northwestern University campus liaison, *“The independence offered through Projects for Peace is unique.”* The University of Oklahoma campus liaison notes that this independence is also defined in terms of not needing to be connected to a campus organization:

It is...student-driven and separate from any course, scholarship or degree requirements and it is entirely independent from any on-campus organization. This allows it to be diverse, independent in scope and aim, and directed by the students and communities they decide to work with. The grassroots nature of P4P makes it unique and valuable as a funding and learning opportunity for students at the University of Oklahoma.

The campus liaison from Lewis & Clark College echoed this, writing that the *“PFP allows students to design their own peace-building project as opposed to enrolling in a pre-planned activity or program. Because of that, it also offers more freedom about where they go and what they do.”* The minimal amount of faculty or staff oversight in the Projects for Peace projects was also noted.

⇒ *Focus on Peace & Peacebuilding*

Projects for Peace focus on peace and peacebuilding is widely seen as a distinct component of the program. As the campus liaison at Carleton College wrote,

The orientation toward “peace” as defined by the applicant is another distinguishing feature; our internal programs aim to fund projects with broader purviews, such as social justice, or narrower ones, such as food security, “Peace” is a nice wide frame.

The campus liaison from Duke University reflected on how this was a unique approach to civic engagement:

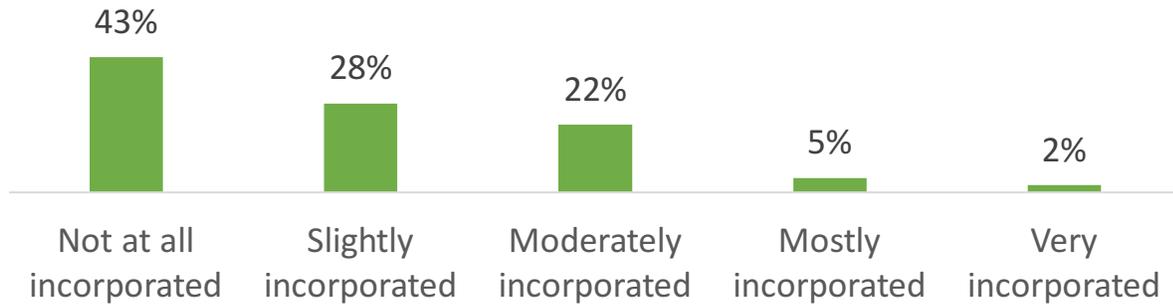
Project for Peace seems to require a different lens for approaching civic engagement. It requires students to view the construct of “peace” from a multi-pronged humanitarian perspective that fundamentally requires fundamentally that you (the student) leave the community better than you found it. There is a strong sense of service for the sake of impact.

It is interesting in how many campus liaisons found the orientation towards ‘peace’ distinguishing. The campus liaison from the University of Michigan said, *“There are quite a few institutional and departmental funding opportunities for community engaged and social justice travel or projects. This is one of only a handful that have an explicit connection to peace or peace-making.”*

Connection to Academics

Campus liaisons overwhelmingly did not find that the Projects for Peace is currently incorporated into curricular programming on their campuses – whether by being connected to students’ capstone projects, theses, research projects, or other academic work.

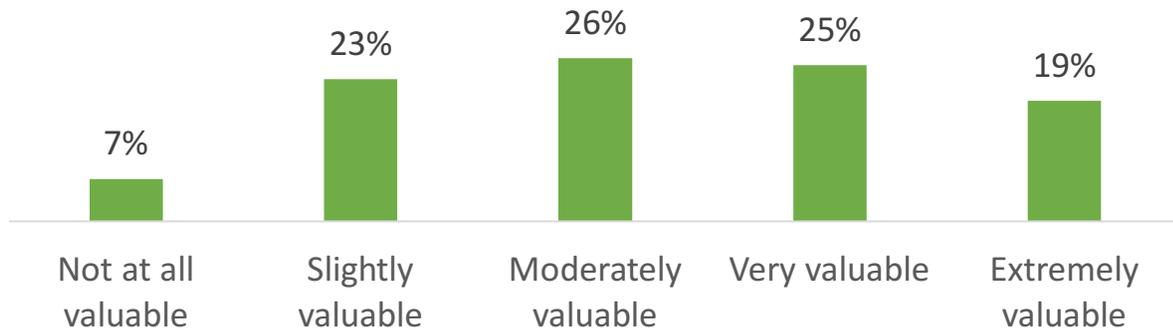
To what extent is the Projects for Peace formally incorporated into curricular programming?



Indeed, 96.6% of campus liaisons said that the Projects for Peace is not incorporated into specific classes at their institutions; the other 3.4% of campus liaisons said that the projects were incorporated, although this only results in there being connections at three schools. There was no pattern between size of school and having Projects for Peace incorporated into specific classes.

While the Projects for Peace is not formally incorporated into curricular programming, campus liaisons still found it to be valuable to the institution's curricular offerings. 70% of campus liaisons found the program to be "moderately" to "extremely" valuable. Further exploration is needed to understand in what ways the program is perceived to be valuable to the curricular offerings, particularly as they are not formally linked.

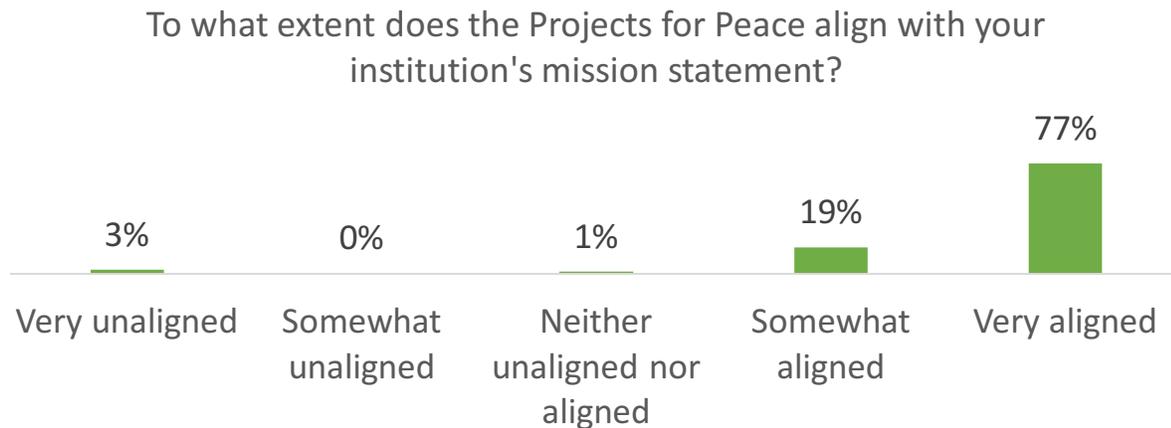
To what extent is the Projects for Peace valuable to your institution's curricular offerings?



Below, in the next steps section of this report, we revisit how Projects for Peace can better connect to each campus' curricular offerings to provide a particular educational experience for students.

Support to Institution

Over three-fourths of campus liaisons said that the Projects for Peace aligns with their institution's mission statement.



The mission statements of the 88 institutions vary in many ways, although most find the Projects for Peace fits in. One can see how this could be when looking at some of the mission statements. Connecticut College's, for example, is: "Connecticut College educates students to put the liberal arts into action as citizens in a global society." Or Kalamazoo College's, which is to "prepare its graduates to better understand, live successfully within, and provide enlightened leadership to a richly diverse and increasingly complex world."

More specifically, the campus liaisons described objectives that the Projects for Peace has helped institutions accomplish to-date. Across all campuses, there were two key areas which the Projects for Peace has helped: supporting institution's career services to students, and broadening institutions' global reach.

A number of campus liaisons highlighted how the Projects for Peace has helped campuses in supporting their students in their post-college careers. For example, as Amherst College's campus liaison wrote, "*...many of our recipients have been graduating seniors, and their projects have served as launchpads into careers or further study.*" Specifically, the way in which Projects for Peace is able to do this is, as Bowdoin College's campus liaison says: "*It has helped our students think more deeply about how they can synthesize their education with their passions and professional interests.*" The experience is seen to inspire students:

The projects help our college live its institutional mission of "helping students lead fulfilling and productive lives." The students who participate are inspired and often continue on in service-oriented experiences and professions (Peace Corps, NGO work, graduate school in development, public service.) - College of Idaho

And,

It has raised the profile of social impact opportunities for undergraduates and promotes engagement. It has also helped applicants and recipients to refine their interests, develop their international networks, and often is a jumping off point for future research, projects, study, and fellowships – University of Pennsylvania

Campus liaisons also credited Projects for Peace with having helped institutions broaden their global reach. Georgetown University's campus liaison wrote,

Our institution values sustainable learning partnerships with community-based organizations. It helps spark inquiry with students into how those partnerships can be built in an equitable and sustainable way. It broadens our global reach.

NYU's campus liaison echoed this, crediting the Projects for Peace with broadening an already global university with helping to expand its reach:

[We would like for PFP to] Continue the international growth and reach of NYU students across the globe. Broadens the impact that students are able to make through their passion projects. – NYU

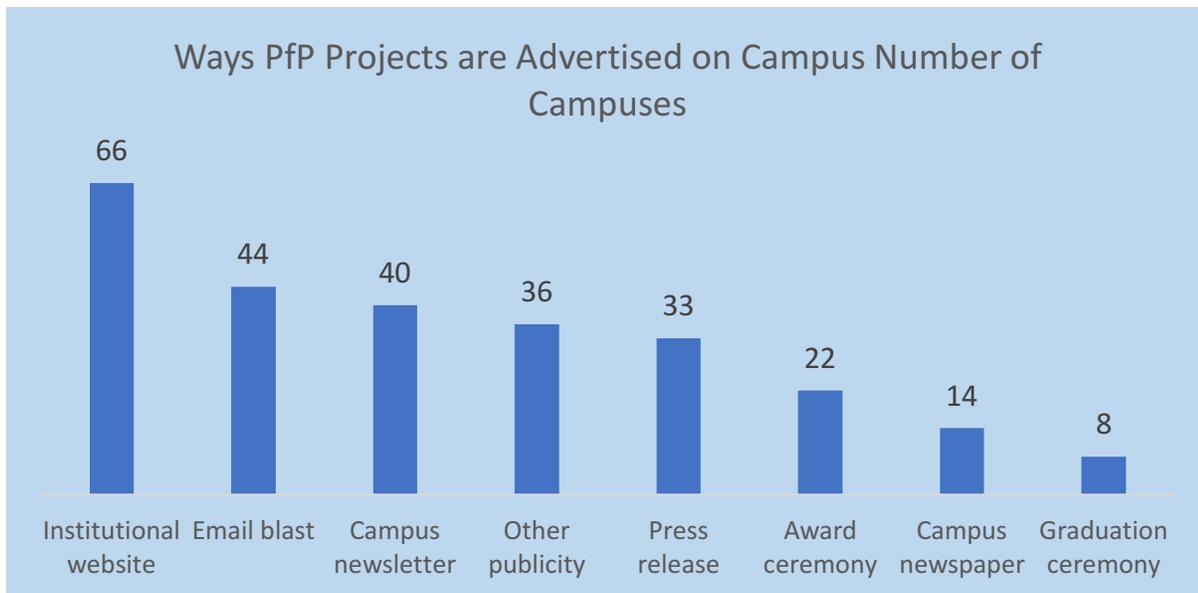
Oberlin College's campus liaison highlighted how past project participants have made connections around the world with organizations and communities that the institution will sustain:

We have established successful, long-term relationships with organizations and communities across the nation and internationally, some of which will continue to generate service-opportunities for years to come. - Oberlin College

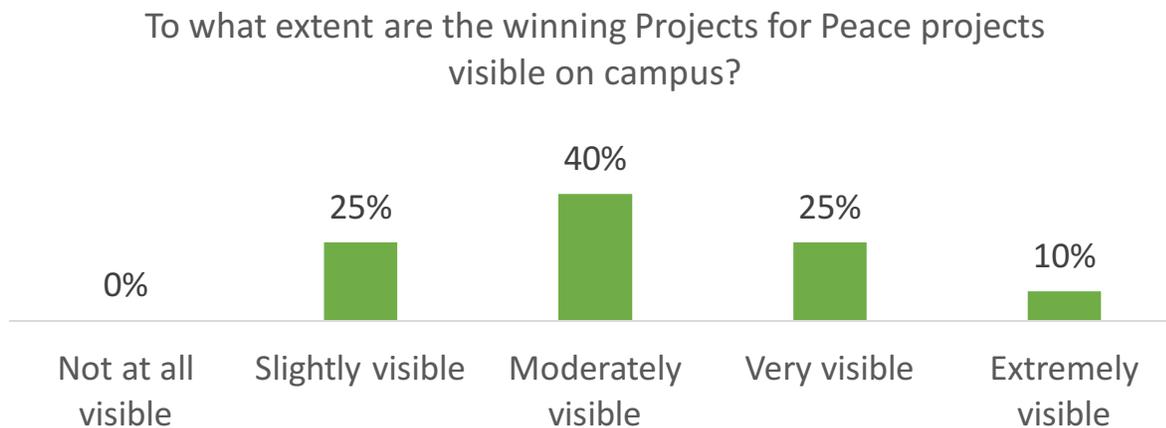
We conclude that Projects for Peace supports most campuses' missions, and is in line with current efforts across the U.S.

Opportunities for Increased Visibility

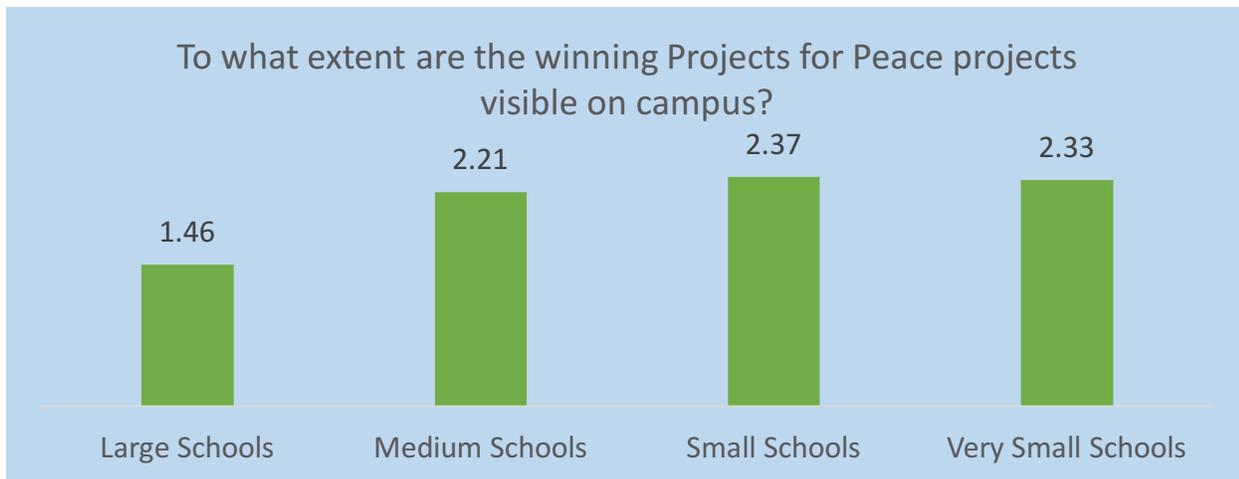
Campus liaisons listed the many ways in which the Projects for Peace projects are currently advertised on campus. Most promote the projects on the institution's website (66 schools), or through an email blast (44 schools). Around a third use a press release. A number of schools highlight the projects during awards ceremonies (22 schools) or graduation ceremonies (8 schools).



In general, Projects for Peace has room to increase the visibility of its projects on campus; 40% of campus liaisons say the winning projects are only 'moderately visible' on campuses, and a quarter say they are only 'slightly visible'. Of course, over a third of campuses say their projects are either 'very' or 'extremely' visible, too.



As would be expected, the larger the school, the less visible the Projects for Peace are perceived to be. However, to note, the difference between schools is not statistically significantly different.



Looking forward, depending on who the school or Projects for Peace wants to reach, additional emphasis could be placed on promoting Projects for Peace through specific mediums.

Next Steps

Campus liaisons were asked in the survey to describe what they would like Projects for Peace to help their institutions accomplish moving forward. From their answers, there were four key takeaways:

(1) Connect Projects for Peace to Curricular Opportunities

Many campus liaisons noted that the Projects for Peace has not yet been formally connected to curricular opportunities on campus, but expressed interest in exploring how this could be done.

I would also like to connect the projects much more actively and visibly to curricular offerings, programming and in classes. Right now that isn't really happening, and it could be.

Many noted that the questions about this in the survey were what prompted them to think about this potential opportunity. As the campus liaison at Northwestern University wrote,

This survey itself has made me realize that there is untapped potential for an explicit curricular connection on our campus.

One way would be to model it after current service-learning programs offered on many campuses. University of North Carolina at Chapel Hill's campus liaison wrote,

After doing this survey, I am interested in how we might incorporate it into a more academic opportunity. We also house the campus service-learning program and have more than 85 courses in 20 departments per year. With a growing curricular emphasis on global experiences, this might be a great opportunity.

(2) Provide more awards each year

Many campus liaisons noted how they would love to receive funding for more awards each year. As the campus liaison at the College of Idaho wrote:

We love the program. If there is one drawback of the program it is something that can't be resolved. That is, through the application process, more students are designing projects and putting efforts, plans, and hopes into them. Only 2 of 10 or so applicants each year have their projects forwarded to Davis, and only 1 is awarded (most years). This means 80-90% of students applying never get their projected funded and it is tough on them. We often send students to the Global Clinton Initiative program to try their ideas there. A few have been able to get funding there but most who participate walk away disappointed. I've approached our institution multiple times about providing funding or a match so we can fund one or two others but the Administration tell me that they wish we could but financial priorities are devoted to other needs. I'm still hopeful this could someday change and I continue to press new administrators and officers that come and go.

Duke University's campus liaison also requested more awards, with an interesting note that this would enable them to create a cohort community, tied to a curriculum they already have:

We would like a consideration of more funds or grant awards that would allow us to identify and create a cohort community of Davis Project for Peace students

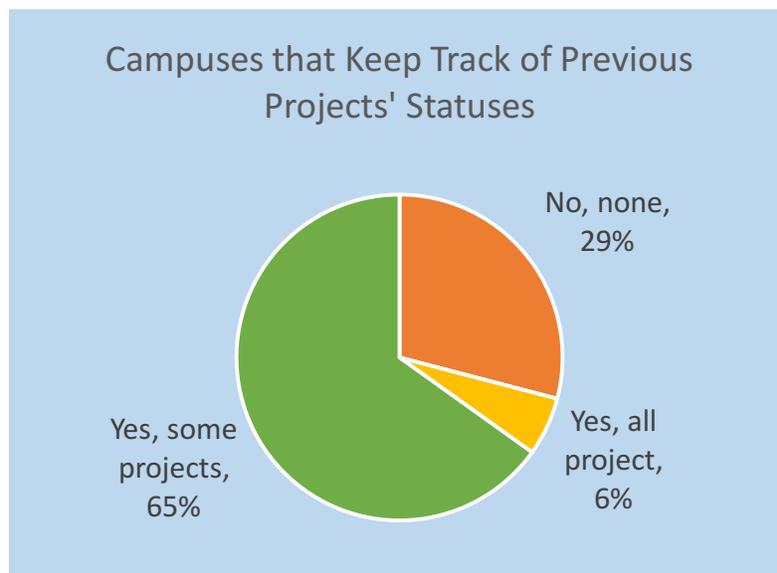
through our FOCUS pathway curriculum. We would groom them for their summer civic engagement in the same way we recognize that our future Rhodes, Fulbrights and Marshall scholars require relevant mentoring to be more competitive in pursuing their perspective awards.

(3) Connect with other campus liaisons

A few campus liaisons wrote that they would like Projects for Peace to help them “[Connect] to other schools/institutions and their liaisons about their campus practices” (Union College campus liaisons). This was echoed by Macalester College’s campus liaison who wrote, “We appreciate the publicity of what our students are accomplishing. It would be great to have an opportunity to talk with other program directors.”

Future Research

In terms of future research projects, there is substantial interest in finding out which of the Projects for Peace projects have continued, and in what ways. 95% of campus liaisons said that they have a way of reaching out to past Projects for Peace winners who have already graduated or left their institution. Indeed, already, 71% of campuses already keep track of at least some previous projects’ statuses (6% keep track of all project statuses).



This provides an optimistic note as we set out to discover the status of past projects today.

List of Institutions

1. Agnes Scott College
2. Amherst College
3. Bard College
4. Barnard College
5. Bates College
6. Bennington College
7. Bowdoin College
8. Brandeis University
9. Brown University
10. Bryn Mawr College
11. Bucknell University
12. Carleton College
13. Case Western Reserve University
14. Claremont McKenna College
15. Colby College
16. Colgate University
17. College of the Atlantic
18. Colorado College
19. Columbia University
20. Connecticut College
21. Cornell University
22. Dartmouth College
23. Davidson College
24. Denison University
25. Duke University
26. Earlham College
27. Franklin & Marshall College
28. Future Generations University
29. George Washington University
30. Georgetown University
31. Gettysburg College
32. Grinnell College
33. Hood College
34. Kalamazoo College
35. Kenyon College
36. Lake Forest College
37. Lehigh University
38. Lewis & Clark College
39. Luther College
40. Macalester College
41. Massachusetts Institute of Technology
42. Methodist University
43. Middlebury College
44. Mount Holyoke College
45. New York University
46. Northwestern University
47. Oberlin College
48. Occidental College
49. Pitzer College
50. Pomona College
51. Princeton University
52. Randolph-Macon College
53. Reed College
54. Ringling College of Art + Design
55. Sarah Lawrence College
56. School of the Art Institute of Chicago
57. Scripps College
58. Skidmore College
59. Smith College
60. St. John's College
61. St. Lawrence University
62. St. Olaf College
63. Swarthmore College
64. The College of Idaho
65. Trinity College
66. Tufts University
67. Union College
68. University of California Berkeley
69. University of Chicago
70. University of Florida
71. University of Maine
72. University of Michigan
73. University of North Carolina at Chapel Hill
74. University of Oklahoma
75. University of Pennsylvania
76. University of Richmond
77. University of Rochester
78. University of Virginia
79. Vassar College
80. Wartburg College
81. Washington & Lee University
82. Wellesley College
83. Wesleyan University
84. Westminster College
85. Wheaton College
86. Whitman College
87. Williams College
88. Yale University