Catalyst for Change: Integration of Civic Engagement across Academic and Student Affairs

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University Preparation for Citizenship

Objectives

Transformation

Integrating Civic Engagement through:

Student Affairs

Professional Development

General Education

Undergraduate Programs
What does university preparation for citizenship mean to the healthy function of a democratic society?

- Higher education enhances critical thinking

- Students will be better able to formulate their own opinions, in speech and in writing.

- The teaching of writing is my own field of expertise. The ability to write provides a voice in a democracy.

- It means that students can hear somebody quote statistics and assess the validity and application of the statistics.

- It means that students will inform themselves about differing points of view on controversial issues.

- And when they vote, they will be informed voters.
Infusion of Civic Engagement grew out of:

- Writing Across the Curriculum
- Crucible Moment

"Writing as a mode of Learning"

JANET EMIG

WRITING represents a unique mode of learning—not merely valuable, not merely special, but unique.
From the Forward:
“A socially cohesive and economically vibrant US democracy...require[s] informed, engaged, open-minded, and socially responsible people committed to the common good and practiced in ‘doing’ democracy.... Civic learning needs to be an integral component of every level of education, from grade school through graduate school, across all fields of study.”
Session Objectives:

- What are the benefits of providing structured opportunities for civic engagement?
- What are the benefits of integrating academic and student affairs in civic engagement activities?
- What are some examples of faculty development programming events which can increase civic engagement?
- What are some ideas for increasing civic engagement opportunities for students at your institution?
Planning for the Transformation 2012-2014

General Education Task Force
- Cooperative effort of faculty and administrators created by the Faculty Senate
- Reviewed national research, attended conferences and based the program on best-practices
- Incorporated best practices based on research (LEAP, CCA)
- Examined ways to assess both the general education and major student learning outcomes
- Examined ways to integrate “home grown” and transfer students

Lower Division Steering Committee
- Cross-functional and cross-divisional
- Includes academic, student affairs, admissions, housing and marketing leadership
- Includes faculty and general education leaders
- Charged to propose creation and revision of policy
- Innovative strategies about tightly integrated curricular and co-curricular activities and support
Planning for the Transformation 2012-2014

- Developed Cohort Model with three overarching themes
  - Civic Engagement
  - Global Citizenship
  - Sustainability

- Themes link courses together and enables development of learning communities

- Researched and integrated HIPs across first three semesters
  - Writing intensive
  - First year experiences
  - Learning communities
  - Collaborative assignments
  - Service learning semesters
Transformation 2014

- Opened first residence hall with 204 students (undergraduate, transfer and graduate)
- Added Athletics with competitive men's & women's basketball teams
- Admitted first class of freshmen (242 students)
- Structured Cohort model
- Implemented SmartStart and Supplemental Instruction
- Revamped Honors Program
The Transformation Continues...

- Admitted second cohort of freshmen in fall 2015.
- Revised and expanded academic and social supports
- Created a General Education Council
- Moving into Phase 2 of Prairie Place to accommodate the number of students who want to live on campus
- Implementation of the Center for the Junior Year
- Implementation of e-portfolio system
Integrating Civic Engagement in Context of Institutional Change

• A precursor of institutional transformation and change in student demographics on civic engagement.

• Nov. 2012, Campus Model Feature
2012-2014 Expanded Civic Engagement efforts while serving adult learner student population.

- Given upper division population, largely focused on internships, voter registration, and community outreach.
- Included Civic Engagement in SA Learning Outcomes
Integrating Civic Engagement in Context of Institutional Change

2012-2014 Expanded Civic Engagement efforts while serving adult learner student population.

- Establish thematic programming and introduced baseline initiatives with adult learner focus
- Developed “family friendly” service opportunities
- Opened Center for Civic Engagement and Community Service.
2014-16, GSU introduced traditionally aged students with the admission of lower-division.

- Multi-generational approach to civic engagement.
- Collaborated with Faculty Teaching and Scholarship Center
2014-16, GSU introduced traditionally aged students with the admission of lower-division.

- Partner with Illinois Campus Compact and regional institutions.
- Developed Civic Engagement “Resource Guide” for lower division faculty and faculty in residence.
- Expanded depth of civic engagement initiatives both in reflection and capacity.
CIVIC PROMPTS

By Caryn McTighe Musil

Symposium
October 23, 2015

Featuring: Caryn McTighe Musil
Participants

139 people from across campus mixed together in assigned groups of 8-10:

- 26 students
- 34 faculty
- 37 academic administrators
- 42 student affairs officers and staff
What did we do?

• Context for civic engagement in higher education

• Guided discussion of four key areas
  – Campus values
  – Civic literacy and inquiry
  – Civic prompts for a classroom
  – Civic engagement for the campus

• Notes collected and analyzed after the event
What does the GSU community value?

- Equality
- Equity
- Freedom
- Justice
- Education
Ideas for Campus Activities

- Create space for students to bring issues that are concerned about and create change with faculty facilitation (outside of classroom!)
- Opportunity to share success stories (inspire others)
- Sharing classroom strategies among faculty members
- What cultivates the habit of listening to learn from differing points of view? Perhaps try:
  - Attending Alcoholics Anonymous groups
  - Cultural immersion experience
  - Recommend an immersion experience for staff
  - Inter-professional education
- Diffuse decision-making into smaller learning communities empowered to make change
- Communicate and create safe spaces for discussion
Results from Symposium

- Meaningful dialog about campus and what civic engagement means at GSU
- Actionable items for Spring 2016
- Infusion of civic engagement beyond the classroom
Sequence of General Education

- **Year 1**: Cohort courses (9 credit hours) Fall + Spring
- **Year 2**: Cohort courses (9 credit hours) Fall
- **Year 3**: Junior Seminar: Introduction to the Major (Fall)
- **Year 4**: Scholarly Capstone
Cohort Model - Three Semesters

Inside the Cohort (9 credits per semester)

- **Fall**: First Year Seminar, Writing Studies 1, History of the US to 1865
- **Spring**: Foundations of American Democracy, Writing Studies 2, Art Appreciation
- **Fall**: Principles of Macroeconomics, Public Discourse, Principles of Psychology

Outside the Cohort (3-7 credits)

- **Fall**: Math requirement, Science course
- **Spring**: Science course, Elective
- **Fall**: Elective: Career Explorations, Elective

Integrating Civic Engagement through:

- Student Affairs
- Professional Development
- General Education
- Undergraduate Curriculum
- Junior Seminar
- Senior Capstone

University Preparation for Citizenship

Civic Engagement

Objectives

Transformation
Junior Seminar

Integration
- Undergrads who started in freshman cohort
- Transferring juniors

Transition
- From broad intellectual experience of GE coursework
- To focused study of a particular field

Conceptual Development
- Substantive study with intro to significant concepts and the nature of inquiry within the discipline
- Writing intensive
- Reinforce GE SLO for foundational knowledge, practical skills, and social responsibility

➢ 31 Undergraduate Degree Programs
➢ 26 Different Courses
Junior Seminar

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Senior Capstone

Theme

Ethical Consideration of the Discipline

Examples

MGMT-3099 Business Ethics and Social Responsibility

PSYC-3099 Ethics in Psychology

CPSC-3099 & IT-3099 Junior Seminar in...

Outcomes

Develop a moral frame of reference and awareness of social justice in ethical business practices and activities.

Discuss ethically reprehensible actions and why they occur in particular firms and industries;

Explain the major ethical issues relevant to human service and research professions;

Recognize the roles of culture, diversity, and power-relationships in human service and research professionals’ ethical behavior and decision-making;

Examine and debate current ethical issues pertaining to information security;
Junior Seminar

Theme
Analytical & Critical Thinking

Examples
- ECON-3099 International Economics
- EMED-3099 Prof Dev Seminar I: The Mindful Educator
- ENGL-3099 Junior Seminar in...
- IDSS-3110 Intro to Interdisciplinary Perspectives
- MATH-3099 Discrete Mathematics
- MST-3099 Global Media Literacy

Outcomes
- Analyze current international economic issues and events.
- Develop/enhance the ability to recognize the feelings and perspectives of others and teach students how to do so as well by understanding verbal, physical, and situational cues.
- Critically reflect upon your most basic assumptions about how we read and interpret literature.
- Analyze complex issues and problems using a multidisciplinary approach.
- Critique a proposed proof; Clearly communicate mathematical arguments orally and in writing.
- Emphasis is placed on the development of critical thinking skills and analysis skills useful for interpreting, producing, and criticizing global and international media.
Junior Seminar

Theme
Research Methodology for the Discipline

Examples
- ANSO-3099 Junior Seminar in ...
- COMS-3099 Junior Seminar in ...
- EDEC-3099 Developmentally Appropriate Practices in Early Childhood Education
- TAPS-3099 Critical Perspectives in Theatre and Performance Studies

Outcomes
- Practice skill sets - scholarly research techniques, persuasive argument development, contextualizing for the reader the research findings within broader theoretical frameworks.
- Writing-intensive course introduces students to critical perspectives of and research writing about communication.
- Students will benefit from taking this course by learning about the core of early childhood education developmentally appropriate practices.
- This writing-intensive course introduces students to critical perspectives of and research writing about performance.
Junior Seminar

**Theme**
- Civic Engagement

**Examples**
- CJUS-3099
  Junior Seminar in Criminal Justice
- HIST-3099
  Public History and Civic Engagement
- NURS-3099
  Conceptual Basis for Professional Nursing
- SOSC-3099
  Junior Seminar in Social Sciences

**Outcomes**
- Identify an issue or problem within the community, develop, and implement a service learning project to address it.
- Students will conduct specific research projects focused on civic engagement, local, and/or community history engaging with public and private institution in the region.
- Explore dimensions of practice and client care issues, reflecting nursing’s strategic position and ability to influence decisions and policies relative to social, ethical, political, legal, and economic environments.
- Apply contemporary anthropological and sociological concepts and theoretical perspectives to explain and contextualize the social issue at the heart of the theme that is being explored.
Capstone Design Options

- Research Based
- Internship
- Interdisciplinary
- Creative Senior Project
- Service Learning Project
Discussion Questions

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Audience Questions