Higher Education’s Role in Creating and Sustaining the Next Generation of Politically Engaged Citizens: A Model for Faculty and Leadership Professional Development

Corey Cook, Christine Cress, David Donahue, Marcia Hernandez, Elaine Ikeda

American Association of Colleges & Universities, 2017
California Campus Compact (CACC) and the Carnegie Foundation for the Advancement of Teaching created a two-year faculty development program to support service learning for political engagement.

- What is political engagement? How is promoting political engagement different from advocating for particular points of view?
- How can we help students see that most service and disciplinary discourse is already political without giving off the perception of “indoctrination”? 
- How can teachers effectively share their political views while encouraging open discussion of alternate views?
- How can we make political engagement relevant and meaningful in disciplines which students may believe are “apolitical”?
- How do we encourage apathetic students to establish views in the first place?
- How do we modify an existing community based learning experiences to make intentional connections to political engagement for students?
- How do we collaborate with community partners to strive towards authentic opportunities for political engagement?
Session Goals

To understand:

- Why higher education has a role in promoting political engagement
- How to create culture for political engagement in higher education
- How to develop a sustainable model of faculty development for promoting political engagement
Session Overview

CACC/Carnegie Faculty Fellows program

- Purpose
- Selection Process
- Importance
- Activities/Follow Up
- Short and Long Term Impacts
- Implications for Sustainable Models of Faculty Development
http://www.cacampuscompact.org/

California Campus Compact

- Founded in 1988
- National Coalition of public and private colleges
- 44 CACC members
Program Goals

- Explore how to define political engagement and what the definition means for teaching and assessing students’ learning
- Develop models of how to educate young people for democracy
- Work to ensure sustainability and replication of program models and reinforce a culture of teaching for political engagement throughout higher education.
Activities

- Year 1
  - Focus on understanding political engagement and teaching for political engagement
- Year 2
  - Focus on inquiry into student learning
- Each year
  - Summer institute
  - Regional meetings
  - Phone conversations
Educating for Democracy (Colby et al, 2007)

O Fellows discussed the similarities and differences between political and civic education and how political learning requires going beyond the civic engagement and reflection of most service learning in higher education.

O As Colby et al notes, “Early civic engagement can lead to political engagement, but it does not always happen. Educators need to pay attention to the knowledge, skills, and motivation needed for political engagement and address the gap between volunteering and political involvement.”
Fellows had explicit time to consider dilemmas inherent in service learning for political engagement. By dilemmas, we mean the kind of tensions that lead to intractable situations that can be managed but never solved. Dilemmas stand in contrast to problems which are often technical in nature and do lend themselves to resolution (Cuban, 2001).
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