Incorporating Civic Engagement and Social Responsibility in the Classroom, on Campus, and in the Community

Periclean Colleges and Universities
Allegheny College • Bates College • Berea College • Bethune-Cookman University
Carleton College • Chatham University • Dillard University • Drew University
Elon University • The Evergreen State College • Goucher College • Hampshire College
Hendrix College • Macalester College • Morehouse College • New England College
The New School • Occidental College • Pace University • Pitzer College • Reed College
Rensselaer Polytechnic Institute • Rhodes College • St. Mary’s College of Maryland
Skidmore College • Swarthmore College • Ursinus College • Wagner College
Whitman College • Widener University • The College of Wooster

Project Pericles appreciates the generous support of
Creating Curricular Coherence - Macalester College

Geography Faculty Member Interview Questions

• What courses do you teach that may have a public component?
  • How do you define these activities?
  • Required or optional public component?
  • What does this public component look like? Report, papers, service, etc.

• Set or ongoing community relationship for their classes
  • If so which one?
  • What kind of community relationship is it? How it is utilized?
  • How did you make these connections? Professional, personal
  • Who made the connections?

• How do you prepare your students to work with the community?
  • Conversations about ethics? Public work? Power and privilege?
Geography Faculty Member Interview Questions

- What do you currently utilize as a way to sustain the community relationships?
  - What would you need to maintain or strengthen these connections?

- As a part of your classes, how do you help students document or reflect on their work both for themselves and their careers?
  - What do you need to improve the documentation and reflection, to help students to make more vocational connections?

- How much do you consider yourself a public scholar?
  - When did you start identifying as a public scholar? How did your academic identity form?
  - Some examples?
  - Do you see yourself moving toward that direction
Geography Faculty Member Interview Questions

• In your opinion, what role should public work play in the geography curriculum? Conversely, what role should geography/geographers play in public work?

• What are your biggest joys and frustrations when doing public work with your students
  • How about when you work on public scholarship?

• To what extent do you think public scholarship should be a component of undergraduate geography education? A concentration, an optional selection, or a requirement?

• At what point in the curriculum should students encounter public work?
Department Comparison Survey
History & Geography

• A major requirement, minor requirement, optional?

• Utilized in department mission, recruitment, etc.?

• Showed evidence of a specific pathway and/or scaffold for student learning?

• Utilized sustained partnerships?

• Was connected to such aspects as vocational exploration, study away, etc.
<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Learning Objectives</th>
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<tbody>
<tr>
<td>LG1: Apply methods that are important for undertaking research in History</td>
<td>LO1: Apply substantive, open-ended questions about the past&lt;br&gt;LO2: Develop appropriate research strategies&lt;br&gt;LO3: Analyze, process, and present information</td>
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<tr>
<td>LG2: Learn about existing scholarship on a topic and engage with that scholarship in preparing an argument</td>
<td>LO1: Identify, summarize, appraise, and synthesize other scholars’ historical arguments&lt;br&gt;LO2: Sift, organize, question, synthesize, and interpret complex material&lt;br&gt;LO3: Insert own analysis within an existing debate</td>
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<tr>
<td>LG3: Consider the ways that contingency and context shaped the way people acted and thought in the past, and appraise the past on its own terms</td>
<td>LO1: Students understand and can explain History as a process (“doing History”)&lt;br&gt;LO2: Students understand and can explain History as a content area (“learning History”)&lt;br&gt;LO3: Explain multiple causes of complex events and understand contingency</td>
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<td>LG4: Recognize the nature of historical evidence</td>
<td>LO1: Recognize the nature of historical evidence&lt;br&gt;LO2: Students practice civic engagement</td>
</tr>
<tr>
<td>LG5: Critically appraise perspectives and ethical implications</td>
<td>LO1: Critically appraise perspectives of historical actors&lt;br&gt;LO2: Students practice civic engagement</td>
</tr>
<tr>
<td>LG6: Communication &amp; Writing</td>
<td>LO1: Students can effectively orally communicate their ideas&lt;br&gt;LO2: Craft a narrative&lt;br&gt;LO3: Craft an argument&lt;br&gt;LO4: Write for multiple audiences&lt;br&gt;LO5: Students understand and can describe the disciplinary writing mechanics and formatting of History&lt;br&gt;LO6: Students understand and can describe the iterative, creative, and material processes of writing as an academic activity</td>
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</table>

*Indicates students are introduced to the outcome<br>a: Indicates the outcome is reinforced students afforded opportunities to practice<br>M: Indicates students have had sufficient practice and can now demonstrate mastery, the outcome can be assessed following completion of the course
Creating Cohesive Pathways for Community Engagement

Presented by Ella Turenne
With Project Pericles
2018 AAC&U Annual Meeting
Pre-Meeting Symposium
Wednesday, January 24
The Power of Civic Engagement—Across Campus, Within Communities, Beyond Borders
Introduction

→ Community Engagement at Occidental College

→ The Partnership for Community Engagement

→ Other Community Engagement
Center for Community Based Learning (CCBL)
- Director of CCBL
- CBL/R Faculty Committee
Focus Area Examples: Education in Action Program, Faculty Workshops, CBL/R Courses

Office of Community Engagement (OCE)
- Assistant Dean for Community Engagement
Focus Area Examples: On-going Programs, Days of Service, Alternative Spring Break

Urban & Environmental Policy Institute (UEPI)
- Executive Director
- Various Staff
Focus Area Examples: Food, Trade & Globalization, Health

Partnership for Community Engagement
- Program Coordinator for Community Engagement
Creating Cohesive Pathways

A three-year initiative of Project Pericles that reconceptualized the organization and integration of programming for civic engagement and social responsibility (CESR).

Additional Information
- Project began in 2013
- Involved 26 Periclean Campuses
- Funded by the Lang Foundation and the Teagle Foundation
Oxy’s approach:

Comprehensive

- Involving key stakeholders
- Buy-in from senior administrators
- Commitment to exhaustive information gathering
- Survey + Mapping
**A) CAMPUS WIDE/MULTI-DEPARTMENT CESR EVENTS & PROGRAMS**

<table>
<thead>
<tr>
<th>Occidental, CESR-related Co-curricular or Extra-Curricular Activities</th>
<th>Open to all (O) or Selective (S) or Hybrid (H)</th>
<th>Organizing Entity</th>
<th>Primary Year of Participating Students (1, 2, 3, 4)</th>
<th>Associated CESR Outcomes by Number</th>
<th>Learning or Development Goal assessed? Y/N</th>
<th>Recognized on Transcript or other record? Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Stewardship - Occidental has a number of environmentally friendly programs starting with the Renewable Energy &amp; Sustainability Fund, where students can get funding for their own projects, our student-run garden (FEAST), our student-run cooking and food justice club (Well Fed), and our bike sharing program.</td>
<td>O</td>
<td>Associated Students of Occidental (ASOC)</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4, 5</td>
<td>N</td>
<td>N</td>
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<td>Food Justice Month - Students and faculty at Occidental organize a speaker series, screenings, discussions, workshops, and community-based activities to bring awareness to food inequities and other food related issues.</td>
<td>O</td>
<td>Office of Religious &amp; Spiritual Life (ORSL); OCE, OSL; and Food Studies</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4, 5</td>
<td>N</td>
<td>N</td>
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<td>National Awards Office - Provides extensive guidance to all students and alumni as they pursue a range of prestigious national or international opportunities including internships, fellowships, post-graduate study or research at highly esteemed institutions, many of which focus on leadership, service, community service, and campus service.</td>
<td>O</td>
<td>National Awards</td>
<td>1, 2, 3, 4</td>
<td>3 and 5</td>
<td>N</td>
<td>N</td>
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<td>Rensselaer Bird Fund - Designed to support programming that will enhance the educational experience of Occidental students and is targeted at bringing prominent people specifically working on issues of social justice to engage the campus community.</td>
<td>O</td>
<td>Office of the Dean of the College</td>
<td>1, 2, 3, 4</td>
<td>1, 2 and 5</td>
<td>N</td>
<td>N</td>
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<tr>
<td>Summer Undergraduate Research Program - Supports and sponsors faculty/student collaborative research with a goal to increase students' preparation for leadership roles in professions and/or public service.</td>
<td>S</td>
<td>Undergraduate Research Center (URC)</td>
<td>2, 3</td>
<td>1, 2, 3, 5</td>
<td>N</td>
<td>N</td>
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<tr>
<td>TOPS (Teachers + Occidental = Partnership in Science) - The Teachers + Occidental = Partnership in Science (TOPS) program consists of a number of science outreach programs planned and directed by its teacher participants and Occidental College. The program has had an influence in changing school culture by facilitating interactions that motivates school administrators reexamine and reaffirm the value of broadly offering high-level lab-based activities to students at all levels of science courses. Evidence for</td>
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## Excerpt: Curricular Mapping

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<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occidental, CESR-related Courses</td>
<td>Required = R, Elective = E</td>
<td>Instructor by name/title</td>
<td>Course Level of Primary Year of Students (1, 2, 3, 4)</td>
<td>Associated CESR Outcomes by Number</td>
<td>Community-Based Learning Component? Y/N</td>
<td>Frequency of Course, 1=every semester, 2=every year, 3=every other year</td>
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<tr>
<td>Discipline A: American Studies (AMST)</td>
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<td>AMST 111: Culture &amp; Education in Cal(If)Migrant - This course examines the importance of place; issues of migration and dislocation; histories, place and identities; bodies and commerce; and placement and building communities. (Team Taught)</td>
<td>Caroline Heldman - Associate Professor of Politics; Eric Newhall - Professor, English and Comparative Literary Studies; Advisory Committee, American Studies; Richard Mora - Associate Professor, Sociology; Affiliated Faculty, Latino/a &amp; Latin American Studies; Salvador Fernandez - Professor, Spanish and French Studies; Affiliated Faculty, Latino/a and Latin American Studies; Advisory Committee, Group Language; Mary Christianakis - Associate Professor, Critical Theory and Social Justice.</td>
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<td></td>
<td>E</td>
<td></td>
<td>2</td>
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<tr>
<td>Discipline B: Art History (ARTH)</td>
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<td>ARTH 160: Introduction to Asian Art - Emphasis placed on the understanding of works of art in their original religious, intellectual, political, and social contexts, with particular attention to the ways each developed characteristics appropriate to these contexts. Museum visits required.</td>
<td>Melody Rod-Ari - Adjunct Assistant Professor, Art History and the Visual Arts</td>
<td></td>
<td>1</td>
<td>1, 2, 5</td>
<td>Y</td>
<td>2</td>
</tr>
<tr>
<td>ARTH 170: Introduction to Early European Art - Introduces students to a range of art historical skills and issues including stylistic analysis, iconography, the relationship between image and the artist's biography, and the relationship between the image and its historical context. Museum visits required.</td>
<td>Eric Frank - Professor, Art History and the Visual Arts</td>
<td></td>
<td>1</td>
<td>1, 2, 5</td>
<td>Y</td>
<td>1</td>
</tr>
<tr>
<td>ARTH 180: Introduction to Later Western - Designed to provide an overview of artistic developments, as well as how to articulate the ways in which forms of expression and modes of representation were affected by unfolding political, religious, social, cultural, and economic conditions.</td>
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Oxy’s Outcomes

- Visibility of curricular and co-curricular
- Connections between campus-wide engagement
- Evidence to make arguments for more resources
- Recommendation for certificate
- Sense of purpose for the PCE
Project Pericles Outcomes

→ Civic Engagement Requirement
→ Pathways Approach
→ Civic Scholars Programs
→ Certificate Programs
→ Open Choice
Oxy Next Steps

- Role of the PCE
- Development of Certificate Program
- Staffing
Takeaways

Mapping = Visibility

Collaboration is Key

Institutionalization is the Best Strategy
Thank you!

Contact : turenne@oxy.edu
Website: oxy.edu/community-engagement