Redesigning Majors: Disciplinary Knowledge, Civic Learning, and Public Responsibility

Tuesday, April 3, 2018
Livestreaming at 1 p.m. ET
Learning Goals for Webinar

• Gather concrete suggestions for how to initiate department-wide discussions about incorporating civic learning and public responsibility as integral to the major;

• See a variety of ways civic learning can be deftly woven into disciplinary learning outcomes for the departmental major;

• Multiply approaches for using a civic lens across different levels in a students’ major over time;

• Amplify the range of courses that honor disciplinary language, methods, and purposes, while also enhancing students’ sense of responsibility to a larger good;

• Enhance knowledge about how hands-on applications of disciplinary understandings can help address society’s and the world’s challenges.
AAC&U Publications on Civic Learning and Democracy

Redesigning Majors: Disciplinary Knowledge, Civic Learning, and Public Responsibility
Democracy in Crisis: Guiding Directives to Colleges

“The first and most essential charge upon higher education is that at all levels and in all its fields of specialization, it shall be the carrier of democratic values, ideals, and process.”

President’s Commission on Higher Education, *Higher Education for American Democracy* (1947)

“...define within departments, programs and disciplines the public purposes of their respective fields, the civic inquiries most urgent to explore, and the best way to infuse civic learning outcomes progressively across the major.”

*A Crucible Moment: College Learning and Democracy’s Future* (2012)
Moderator

Caryn McTighe Musil
Senior Scholar and Director of Civic Learning and Democracy Initiatives
AAC&U

Presenters

Francis R. Eanes
Visiting Assistant Professor, Department of Environmental Studies
Bates College

Lois-Ann Kuntz
Professor of Psychology, Chair of Arts and Letters
University of Maine at Machias

David A. Reichard
Chair and Professor of History and Legal Studies in School of Humanities and Communication
California State University–Monterey Bay

Redesigning Majors: Disciplinary Knowledge, Civic Learning, and Public Responsibility
Untilled Acreage in the Major

Josh Cassidy/KQED
Structure for the Webinar

Section One:
How did you orchestrate department-wide discussions?

Section Two:
What did your disciplinary civic learning designs look like when you finished?

Section Three:
What has been the impact so far of your decisions?
A Disciplinary Participant Profile

What disciplines and majors are represented by those of you registered for this webinar?

Respond to the poll to find out!
Section One

ORCHESTRATING DEPARTMENT-WIDE DISCUSSIONS
The will and ability to think and communicate ethically, creatively, critically, and effectively are key to meaningful human existence.

Multicultural and historical knowledge are key to building peace and social equality.

Study across various disciplines leads to an integrated understanding of world issues and problems.

Knowledge is most meaningful when it is applied ethically, critically, and creatively toward concrete social goals and needs.
Bates Environmental Studies

Departmental conversations drew upon:

1. National disciplinary origins: ES emerging from a social movement
Bates Environmental Studies

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2. Bates ES program origins: fundamental commitment to interdisciplinarity
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2. Bates ES program origins: fundamental commitment to interdisciplinarity
3. Institutional infrastructure for engaged/civic learning
   a. Harward Center for Community Partnerships
   b. College mission statement
   c. Community-engaged learning/research recognized in College’s T&P
Bates Environmental Studies

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2. Bates ES program origins: fundamental commitment to interdisciplinarity
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   c. Community-engaged learning/research recognized in College’s T&P
4. Bates’s broader community context: opportunities for partnerships and engagement in Lewiston-Auburn, ME
Auburn (west bank) and Lewiston, Maine

Credit: Lewiston-Auburn AEGC

Redesigning Majors: Disciplinary Knowledge, Civic Learning, and Public Responsibility
University of Maine, Machias Psychology and Community Studies

UMM-PCS Faculty Attending the NE Campus Compact Engaged Department Workshop Conference
Sponsored by the Davis Foundation
New Hampshire in 2007
Challenges We Encountered on our Way to Consensus

- Time for planning and implementation

- Determining how to implement SL/CE in a developmental manner within our curriculum

- Gathering information from the various constituents in and of itself as well as not having a shared vocabulary for interactions
What Would Strengthen Our Department’s Goal

More campus support with

- public relations
- institutional research, and
- a Service Learning/Civic Engagement Coordinator
Section Two

WHAT DID YOUR DESIGN LOOK LIKE WHEN YOU WERE FINISHED?
### Psychology and Community Studies — For Campus and Distance Majors

#### Student Learning Outcomes
- Critical Thinking about Community Issues
- Beginning Reflection
- Understanding Human Behavior from the Perspective of Individual, Family, Community, and Society.
- Ethical Decision Making
- Valuing Diversity
- Examining Dynamics of Human Relationships
- Interpersonal Communication Skills
- Group Work Skills
- Critical Thinking
- Written, Visual and Oral Communication
- Applying Theories to Real World
- Locating and Evaluating Sources
- Preparation for Employment and Graduate School
- Self-Critique

#### INTRODUCTORY LEVEL

**PSY102 Personal Growth Class and First-Year Seminar**
Speaker invited to class to present course-related information followed by participation in volunteer activities.

**PSY211 Introduction to Behavioral and Community Mental Health Services**
Various Local Agency Speakers in class. Students prepare promotional materials to share with another audience.

**CMY101 Introduction to Community Studies**
Small class projects or activities give students an introduction to community engagement.

#### MIDLEVEL

**Diversity Coursework All Students Take One**
- EDU 217 Working with Culturally Diverse Students
- CMY 220 Soliya: Cross Cultural Communication
- CMY 313/HON313 — Crossing Borders
- PSY 313 Counseling Diverse Populations

**PSY311 Social Psychology**
Craft persuasive messages for various community organizations.

**PSY317 Environmental PSY**
Identify an environmental issue of local importance, research its causes and effects, then propose an intervention program in interdisciplinary teams.

#### ADVANCED LEVEL

**COE313 Community Experience — Seminar Plus Internship**
Individual student placement at a local agency to learn and assist.

**SSC420 Research Methods and Design**
Small groups conduct preliminary research with community partners.
**Examples:** Needs assessments for developmental therapy and a community kitchen; survey, focus groups, and interviews about college drinking; local college aspirations.

**BEH450 Senior Project**
Individual student projects developed with a community partner. Students have primary responsibility for project design and outcomes.

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**Redesigning Majors:** Disciplinary Knowledge, Civic Learning, and Public Responsibility

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[AAU logo]

Association of American Colleges and Universities
Civic Learning in Bates Environmental Studies

3 intro courses

- Enviro Humanities Course
- Enviro. Soc. Science Course
- Enviro. Science Course
Civic Learning in Bates Environmental Studies

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*1* of four concentrations
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- Ecology & Economics of the Env.
- Environment & Human Culture
- Global Enviro. Politics

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- **200-hour internship**
- **Capstone course**
  - Community-Engaged Research

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- *1* of two senior thesis options:
  - Independent thesis
  - Environmental Writing in the Public Sphere

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- 200-hour internship
  - State legislatures
  - State & federal env. agencies
  - Env. nonprofits/advocacy orgs.
  - Law firms
  - Recreation orgs.
  - Schools

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6-7 small groups of juniors & seniors complete semester-long, applied, interdisciplinary research projects with a community partner
CSUMB Humanities Communication Major
Learning Outcomes 2018

Ethical and Effective Communication
Understand communication theories and apply them to create and interpret messages and evaluate their ethics and effectiveness in diverse contexts.

Social and Cultural Analysis
Understand and evaluate how social identities including ethnicity, race, class, religion, gender, sexuality, and/or ability might influence [relate to] people's lived experiences, their cultural production and practices, and the social problems that shape their contexts.

Engaged Creative Practice
Develop competency in creative practice, such as creative writing, journalism, and/or media projects and community storytelling, that responds to a social issue and engages the public.

Humanistic Inquiry
Apply inquiry based methods informed by humanistic traditions to investigate, interpret, and critique diverse ideas and texts.

Source: HCOM Major, CSUMB Catalog 2018-19
HCOM Major Structure 2018

**Major Pro-seminar**
- Introduction to major and each of the major learning outcomes
- Focus on Interdisciplinary and transdisciplinary thinking

**Core**
- Cooperative Argumentation
- Upper Division Service Learning
- Core MLO courses for developing knowledge, skills abilities for each MLO

**Concentration**
- Scaffold concentration courses
- Research/Theory Intensive (RTI) requirement
- Options within and outside HCOM
- Can include internship options

**Senior Capstone**
- Thematic and integrative seminars—the “big questions”
- Senior project options:
  - Research Essay
  - Creative Project
  - Internship
  - Festival showcase

**Major Learning Outcomes**

**Ethical and Effective Communication**

**Social and Cultural Analysis**

**Engaged Creative Practice**

**Humanistic Inquiry**

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**Humanistic Inquiry**

**Engaged Creative Practice**

**Social and Cultural Analysis**

**Ethical and Effective Communication**

Redesigning Majors: Disciplinary Knowledge, Civic Learning, and Public Responsibility
What is the most distinctive feature of your departmental design?
Bates ES Community-Engaged Research Capstone

Meets: MWF 80 mins + 3-hr lab on W

Learning Goals:
1. Develop skills for navigating interpersonal dynamics and effectively collaborating in groups
2. Utilize research skills to integrate and apply multiple forms of knowledge to an issue of interest to a community partner
3. Communicate effectively both orally and in writing with audiences beyond Bates
4. Increase and complicate your knowledge of the Lewiston/Auburn community in the context of ES
## Capstone Course Milestones

<table>
<thead>
<tr>
<th>Before Semester</th>
<th>Early Semester</th>
<th>Mid Semester</th>
<th>Late Semester</th>
<th>End of Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID project partners &amp; build relationships</td>
<td>Introduction to partners &amp; group formation</td>
<td>12-15-min presentation of progress to date</td>
<td>Turn in substantive part of final report</td>
<td>Give final presentation to comm. partner</td>
</tr>
<tr>
<td>Mutually define project deliverables</td>
<td>Scholarly &amp; practitioner lit review</td>
<td>Submit peer- &amp; self-evaluations</td>
<td>Practice final presentation</td>
<td>Submit final report and peer-self-evals.</td>
</tr>
<tr>
<td></td>
<td>Develop project proposal</td>
<td>Consultation with instructors</td>
<td>Consultation with instructors</td>
<td>Debrief with class and partners</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>[Re-introduce yourself to colleagues; sleep]</td>
</tr>
<tr>
<td></td>
<td>2 consultations with instructors</td>
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### Redesigning Majors: Disciplinary Knowledge, Civic Learning, and Public Responsibility

[Logo of Association of American Colleges and Universities]
Institutional Context: Service Learning Prism
California State University Monterey Bay

Source: Service Learning Institute, California State University Monterey Bay

Redesigning Majors: Disciplinary Knowledge, Civic Learning, and Public Responsibility
Oral History and Community Memory Service Learning Course

Oral History as Civic Engagement

- Organized as a multi-year oral history project grounded in local communities
- Hundreds of interviews archived, including:
  - Chinatown in Salinas
  - African-American community in Seaside,
  - Chicano veterans
  - Monterey County political activists
- Learning goals include:
  - ability to “design, conduct and preserve oral histories that make meaningful contribution to the community,”
  - “analyze, critically reflect on oral histories in ways that are culturally sensitive, historically grounded and that make contribution to community knowledge,”
Select HCOM Community Partners

- Watsonville Law Center
- Citizenship Project
- Legal Services for Seniors
- California Rural Legal Assistance
- Monterey County People’s Oral History Project
- United Farm Worker Foundation
- Everyone’s Harvest
- Food Bank of Monterey County
- Monterey County Public Defender
- Village Project
- Monterey Peace and Justice Center
- Public Water Now

Internships
Senior Capstone
Service Learning
Projects
University of Maine, Machias
Psychology and Community Studies

• Psychology & Community Studies is an interdisciplinary major that already had a service and civic engagement approach in its learning outcomes

• UMM is very focused on our community’s well being

• The department’s applied emphasis encourages active learning and skill building for career readiness
Our Greatest Challenge and Strengths

• We still experience some discomfort with scheduling to avoid too much SL/CE for both faculty & students.

• Our strength in courses is the variety of SL/CE offered by various faculty. In some ways our most consequential course is the FYS which lays the foundation for expectations and engages students right away.
Section Three

WHAT HAS BEEN THE IMPACT OF YOUR CIVIC-RICH DEPARTMENTAL DESIGN?
Civic Learning Projects

- Cooperative Argumentation
- Service Learning
- Internships
- Community Based Projects
- Senior Capstone

**Legal Studies Internship**
- Address local justice gap
- Partner with legal aid organizations
- On-campus co-facilitated training sessions—interviewing, confidentiality, legal ethics, working with clients, cultural competency
- 100 hours completed at partner site

“Big Ear Project”—interviews with Salinas residents about sustainability—”questions as civic tools”

Infographic for Monterey Bay Justice Project on “How to Obtain a Public Defender in Monterey County”

Redesigning Majors: Disciplinary Knowledge, Civic Learning, and Public Responsibility
University of Maine, Machias

- Without an office responsible for collecting data across classes, assessment of the effect of incorporating SL/CE has been more ad hoc
- We maintain contact and solicit feedback from community partners, alumni, and students
- We have an advisory board of about 20 ongoing partners who we occasionally convene as a sounding board
- Sometimes our SL/CE RMD class collects data
University of Maine, Machias

• The developmental scaffolding design takes our students from more scripted settings for learning experiences to those unscripted experiences that they are responsible for.

• Even the more scripted settings require flexibility and ingenuity which allows students to stretch their abilities.
Bates Environmental Studies Impacts

1. Grown to 4th largest major on campus

1. Difficult to measure many of our learning goals
   a. High student satisfaction with course
   b. Marked improvements in written and oral communication
   c. Will soon be assessing learning outcomes from alumni

2. Community impact even more difficult to measure, but ...
   a. Follow-up surveys with each partner
Developed crop production and rotation plan for recently resettled Somali-Bantu refugee farmers

Credit: Jan Wilcox, for SBCMALA
Improved regional aquatic stream passage by prioritizing dam and culvert removal

Before

After

Credit: SFEG

Redesigning Majors: Disciplinary Knowledge, Civic Learning, and Public Responsibility
This semester: Designing a walking tour that tells the social-ecological history of the Androscoggin River
**Moderator**

**Caryn McTighe Musil**  
Senior Scholar and Director of Civic Learning and Democracy Initiatives  
AAC&U  
musil@aacu.org

**Presenters**

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Visiting Assistant Professor, Department of Environmental Studies  
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Chair and Professor of History and Legal Studies in School of Humanities and Communication  
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**Redesigning Majors:** Disciplinary Knowledge, Civic Learning, and Public Responsibility
Endeavor Foundation Mini-Grant Invitation

To apply, please visit:
https://www.aacu.org/civic/mini-grants

AAC&U invites departments to apply for mini-grants ($500–850) by midnight on April 23, 2018, to enhance civic learning and democratic commitments for their majors.

Grants should facilitate departmental discussions about how to design pathways through which civic learning and social responsibility are understood as integral parts of students' majors and dimensions of their disciplinary or interdisciplinary study.

For questions, contact either Caryn McTighe Musil at musil@aacu.org or Carol-lynn Swol at swol@aacu.org.
“...when faculty from different disciplinary communities teach their fields wearing a civic lens, both the concept of citizenship and even the field itself (as taught and learned) are subject to change.”

Mary Huber and Pat Hutchings
*Citizenship across the Curriculum*

Thank you!