

Report from General Education Study Group 3 on Engaged Citizenship

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Charge: Study Group Three was charged to 1) look at the basic historical and cultural knowledge and skills that students need to understand their own development and the development of the larger society and global community; 2) look at how to make students into engaged citizens who take responsibility for the common good; and 3) look at creating a sequence in the Drake Curriculum that would move students from the acquisition of basic knowledge and skills to application of those skills using an interdisciplinary perspective. In the time available the group focused mainly on questions 2 and 3; and provides three options below for pursuing those goals.

Some general principles: In trying to establish recommendations the group kept in mind

- The need to make learning more intentional in order to achieve mission outcomes.
- The need to create some distinction between survey level Drake Curriculum courses, and upper level courses that might build on the foundational skills and knowledge.
- The need to move away from strictly lecture format courses and more toward active learning courses in any category that was striving to prepare students to be responsible and engaged citizens.
- The need to integrate learning outside the classroom with learning in the classroom; and to use learning in the residence halls and co-curricular programming to reinforce concepts of engagement and participation.
- That service learning should be connected to the learning goals within a class and include some element of reflection upon the experiences.
- Our own desire to see a more engaged campus community, that jars students, makes them think about their own values, and leads them to understand that there may be several viewpoints on any serious question.
- The possibility of creating a distinctive liberal arts program that makes Drake unique among our peer group, and aids in communicating our identity to students, parents, and the larger community.

Task 1: Basic outcomes criteria for the AOI

We did not have the time to concentrate on this issue, however, based on the mission statement outcomes we would recommend the additions in italics (below) to the Drake Curriculum objectives for the following AOIs. In fact, we would recommend that the Criterion committees or the University Curriculum Committee review all the current AOI criteria to include where possible language from the mission explication. New courses proposed to the UCC could then be asked to meet the revised criteria.

Historical Consciousness:

Drake students learn the history of different periods and geographic regions. Courses in this area of inquiry provide students with the means to understand the historical developments of specific eras and geographic regions. *Students will learn analytical skills that will allow them to study the historical foundations of a society other than their own or to study their own nation and understand the impact it has had on other cultures. A desirable consequence is the development of* Students will develop the ability to interpret current events in relevant historical contexts.

To gain adequate scope in both historical times and geographic regions, two courses are required in this area of inquiry. At least one of these two courses should offer breadth of coverage with respect to geographic area and the passage of time. For their second course, students may, if they wish, choose a course which offers greater depth with respect to a specific place, topic or time period.

International and Multicultural Understanding

Drake students learn to examine aspects of society in relation to nationality, race, ethnicity, gender, or culture, including the interactive nature of relations among peoples who differ according to these categories. ~~The purpose of this area is to aid~~ Students will learn to understand the perspectives and experiences of others *and will be able to articulate strategies to promote inter-cultural understanding, communication and (where appropriate) conflict resolution.*

Courses that fulfill this area requirement focus primarily on international and/or multicultural understanding, such as courses that study a specific culture, people, or region, or those that focus on the interaction among different political, economic or cultural communities. A dimension of international or multicultural understanding constitutes more than half the course.

Engaged Citizen

Drake students learn to participate effectively in democratic processes. Democracy relies upon the participation of an engaged, knowledgeable and responsible citizenry. As preparation for active participation in public debate, Drake students learn to evaluate the mix of diverse values and interests that influence democratic decision-making. *An advanced level course, students will have the opportunity to bring diverse disciplines to bear in further developing the skills, knowledge, and dispositions that will lead them to be active stewards working for the common good of local, national, and global communities.*

This requirement is fulfilled through coursework that challenges students to critically reflect upon the social, economic or political institutions and issues that shape the choices they face as citizens. Instructors are strongly encouraged to provide students with opportunities to model democratic practices or public engagement through participatory activities organized in the classroom and/or community.

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Tasks 2 and 3: Engaged Citizenship and Sequencing the Drake Curriculum

We determined to provide three possible models for fulfillment of a redesigned engaged citizen requirement that would be sequenced within the Drake Curriculum. We have also attempted to summarize the advantages and challenges for each approach. The majority of the study group prefers Option 1: the Sophomore Year Experience, believing it would make the Drake Curriculum more distinctive and engage student learning at an earlier point so that it will have a greater potential impact on their academic career. However, we also believe Option 2: the Engaged Citizen Senior Seminar, or Option 3: Citizenship Across the Curriculum, have the potential to approach the desired outcomes.

Option 1: Redefine the Engaged Citizen AOI as Part of a Sophomore Year Experience (SYE).

We will focus the entire campus community on the discussion of a central theme each spring semester. The themes will deal with significant public policy issues and explore their global implications, with a special concentration on sophomore level EC courses and related co-curricular programming, presentations, and workshops. Current courses that fulfill the EC AOI may need to be replaced by new courses.

- 1) EC courses will be redefined as 100 level courses (not introductory courses), ideally taught in spring sophomore year, but having some flexibility (i.e. some sections will be taught in the fall semesters for juniors who still need to meet the requirement).
- 2) EC courses will attempt to build on the courses that students had earlier in the Drake Curriculum, with a particular effort to pick up on skills introduced in the First Year Seminars.
- 3) A major public policy issue with global, national, and local implications will be identified each year for the development of 6-10 special courses; but other regularly taught EC courses will also be necessary. These regular EC courses will either touch on the theme as it relates to their regular material or have students encounter the theme through co-curricular experiences: attending on-campus speakers, discussion groups in residence halls, special workshops, etc. Thus the EC category in the DC would be a mix of specially designed thematic courses that may be taught only once or twice and regularly repeated courses, all on topics of democratic engagement and/or public issues.
- 4) The EC classes will stress having students take some ownership of and responsibility for their learning. On one level students will be involved in selection of the theme each year. On another level, each EC class can involve students in goal-setting exercises and “democratize” learning. A large element of each class would be an engaged pedagogy that might use such tactics as groups that explore student-generated questions, role-playing debates, collaboration on service learning with neighborhood groups, etc.
- 5) The EC instructors should make sure there is a “practical” or “real world” element that helps students understand the relevance and importance of their learning.

- 6) Drake would devote faculty development money (through grants, donors, institutional support, etc.) for development of the special theme courses, study abroad experiences, community engagement and service experiences. Study abroad could also be encouraged where it leads to reflection upon some of the core outcomes of the EC category.
- 7) Development funds would also be used to create substantial co-curricular programming – special events connected to the theme (speakers, workshops, films, plays, etc.), and collaborative programs with student life.
- 8) Students could participate in identifying the annual theme: 1) each fall FYS classes will develop proposals for the next year's theme, 2) a faculty/staff/student committee will review the proposals and narrow them to three finalists, 3) first year students will present, discuss and vote on the proposals during the first week of classes in January so that the final decision is made by Feb. 1 and planning can begin for the next year.
- 9) An EC committee, composed of faculty, staff, and students, will work with the UCC and relevant Centers and programs to develop faculty development workshops on the particular annual theme and on active learning pedagogies for EC courses and identify and schedule co-curricular programming for spring the following academic year.

Advantages:

- Most of the DC consists of individual courses and topics; the SYE will create a common experience for all Drake students.
- Student involvement in choosing the theme not only provides experience of democratic practice but also gives the students ownership of part of their general education curriculum.
- The SYE will put a distinctive stamp on Drake's curriculum while intentionally pursuing several of the core outcomes of the mission through both content and pedagogy.
- A powerful common experience in the SYE could help us change the perception of Drake students about the liberal arts and sciences and help them realize the importance of awareness of and engagement in public issues.
- Co-curricular activities focusing on the same theme will encourage continued learning outside the classroom.
- Placing the Engaged Citizen courses at the 100 level course will allow classes to go into more depth on critical public issues and enable students to be better prepared to do significant experiential learning. Placed at the sophomore level it could welcome interdisciplinary teaching in the way a senior seminar experience might not.
- Faculty development could lead to more consistency in meeting program outcomes than currently may be the case.
- Faculty development funds could be used to bring faculty along with incentives – stipends – and workshops will provide a variety of concrete examples rather than mandating a particular approach. A wide-variety of approaches are still possible even when moving to a learner-centered focus.

- If we can connect the writing and speaking skills being taught in the EC to those begun in FYS and continued in some of the individual AOIs we can provide students the chance to integrate and demonstrate foundational skills.
- Taught at the sophomore level, the courses can still be interdisciplinary in that they can mix students from different majors.
- Additional DC classes potentially (and voluntarily) could incorporate some element of discussion on the public issues chosen, even as simple as the required reading of newspapers.
- The concept is distinctive and responds to a common problem in higher education and thus may be a good candidate for grant support.
- Developing space in the calendar for short, intensive research, service learning or study abroad experiences could enhance the concept. We might, for example, create a two-week spring break (as at Grinnell), using the first week for intensive consultation on student research, workshops on the theme with outside facilitators, off-campus experiential learning, etc.

Challenges:

- Will we be able to develop enough courses if we change topics each year?
- Will some students want a more traditional course – not one that is based on active learning pedagogy?
- Can we find adequate time for interested faculty to participate?
- We will need significant faculty development funding for development of new courses, workshops on active learning pedagogy, development of service learning modules, etc. What grants or other funding are available?
- Will there be an adequate infrastructure to support faculty in developing service learning and study abroad experiences?

Resources: Look at the Richmond Quest at the University of Richmond, <http://oncampus.richmond.edu/academics/quest/> , and “The Democracy Project” at Cedar Crest College, www.cedarcrest.edu/Redesign/democracy/index.html .

Option 2: Redefine the Engaged Citizen AOI as a Senior Seminar

We will lead seniors to add a reflection on public issues related to their discipline in a seminar that runs parallel to their senior major capstone or final research or performance project. Current courses that fulfill the EC AOI may need to be replaced by new courses.

- 1) The EC senior seminar would be a required one-credit or two-credit class offered as a part of each major program.
- 2) Entry might be strictly limited to senior majors (or perhaps less strictly to students who have taken specified prerequisite courses in the field).
- 3) The course would encourage students to bring their accumulated disciplinary knowledge and general education skills to bear on important public problems, and

be taken parallel to any senior capstone course or project being taken for the major.

- 4) Examples of topics that program faculty might provide in the seminar to relate discuss global or public issues to their disciplines: BCMB majors might discuss the ethics and politics of restricting stem cell research; art majors might discuss the place of public art in urban development; history majors might use examples such as the reduction of the Enola Gay exhibit at the Smithsonian to eliminate any controversy over use of the bomb to debate the public uses of history; ENSP students might be asked to discuss water use policy in Iowa; pharmacy students might examine the case for national health care systems; economics students might discuss the political and social impact of outsourcing, etc.

Advantages:

- By requiring prior disciplinary knowledge, discussion and debate would be raised to a higher intellectual level. Students would be prepared to consider more complex problems, to compare the implications of more alternative models, and to evaluate more subtle evidence. For example, in many disciplines, senior majors will have already taken a course in statistics and will be prepared to evaluate statistical evidence.
- By applying disciplinary knowledge to public problems, students would be encouraged to become "reflective practitioners."
- Programs would become more responsible for the mission statement since they would have to devise ways to bring about reflection on issues for the engaged citizen.
- Faculty may be more motivated to develop courses on public issues within their own disciplines.
- As a departmental class it may be more easily staffed than an interdisciplinary AOI requirement.

Challenges:

- If students take no other courses related to public issues, then the "civic engagement" component of their education is delayed until the senior year.
- While public-issues seminars may already exist or would require little effort to create in some disciplines (e.g., Politics, International Relations, LPS, Economics) such seminars might be awkward or difficult to create in others (e.g., Physics, Music).
- Some majors have too few students (or faculty) to justify an additional course. However, closely-related disciplines could perhaps offer joint seminars, if students have sufficient common coursework (e.g., Physics + Astronomy, Information Systems + Accounting).
- In studying a public issue within their major, rather than in a distinct AOI course, many students would lose the experience of exploring a new field. Biology majors would not have the interdisciplinary experience of working with economics majors, etc.
- How would the extra faculty load be handled?

Resource: Look at the Reflective Tutorial that is part of the senior year experience in The Wagner Plan at Wagner College, <http://www.wagner.edu/wagnerplan/index.html> .

Option 3: Supplement the Existing Engaged Citizen AOI with a Program of *Citizenship Across the Curriculum* and Optional Certificate

We will incorporate *Citizenship Across the Curriculum* within Drake Curriculum programs by providing faculty development programs that train instructors on how to relate their disciplinary content to global issues and public concerns. We will also provide a rich program of co-curricular offerings on significant public issues. Students will have the option of earning a certificate for attending a number of these programs and reflecting in a portfolio on the connections between their academic and co-curricular work.

- 1) The theory behind this model is that students will more fully appreciate the importance of engaged citizenship if they encounter its principles not only in their AOI courses but in a broad range of the courses they take at Drake. The importance of historical consciousness, of multicultural and international understanding, and of responsible democratic practices should pervade the curriculum at Drake. Whenever appropriate, Drake courses should emphasize the connection between classroom learning and “real world” practices.

In formulating this model, we might usefully borrow from the Writing Across the Curriculum movement (WAC). There are two traditional foci for WAC: writing to learn and writing in the disciplines (WID). As with writing to learn, “citizenship to learn” assumes that assignments framed within a context of citizenship will contribute to students more fully learning and retaining the material involved. Such frameworks promote a fuller understanding of the significance of specific “academic” pursuits such as research, experimentation and debate. Citizenship to learn incorporates not only the subjects taught but also the pedagogy employed, encouraging active learning and the application of knowledge beyond the daily quiz and final exam.

- 2) “Citizenship in the disciplines” would be a more deliberate attempt on the part of each major to incorporate a sense of history, of diversity, and of democracy into coursework, co-curricular activities, and of the role of the discipline in society. This approach contributes to the Drake mission of producing “reflective practitioners.” As with WID which acknowledges the differences in discourses according to disciplines, citizenship in the disciplines helps students to understand the unique role that different professions and vocations play in sustaining a democratic society.
- 3) Another part of the picture in making the ideals of citizenship pervade the curriculum at Drake are programs that provide students with the opportunity for a more concentrated or coherent approach to acquiring the attitudes and skills of citizenship. Such programs include the Adams Academy, Global Ambassadors, Study Abroad, CAPS (for open-enrolled students), the Women’s Studies concentration, and Campus Compact/The Service Learning Office. For the fullest impact, academic programs should work in collaboration with Student Life programs, integrating curricular and co-curricular activities.

- 4) Drake should also model responsible democratic principles and practices in its own institutional policies and practices and incorporate institutional decisions and developments into the academic and student life spheres whenever appropriate. Drake should continue to develop institutional structures and traditions that provide opportunities for students to become intellectually and ethically engaged outside as well as inside the classroom.
- 5) Citizenship Across the Curriculum will be enhanced if we create time each week when the community as whole pauses to engage in discussions. Thus Drake could create the **Community Hour or Engaged Citizen hour** (final name to be determined). The general idea is to reserve an hour-long block of time (or longer, 2 hours?) at noon, 1:00 or 2:00 PM on Tuesday, Wednesday, or Thursday afternoons for students, faculty, and staff to engage in curricular and co-curricular activities outside the classroom. An Engaged Citizen Hour will enable the entire university community to participate in enriching educational activities that involve both external and internal resources. During this hour, the Drake University academic community would include guest speakers, performers, and visitors from other colleges and professions or internal presenters. The Drake campus would extend to the entire Des Moines metroplex. To some extent, Drake already promotes engaged citizenship and learning outside the classroom but by planning space into the week we can we do it more consistently and intentionally.

Examples of Student Engagement

A list of educational activities that students might attend include:

- Talks by guest speakers
- Student-led roundtable discussions or presentations. For example, can students in the Honors Program or Global Ambassadors organize and facilitate public policy and/or foreign policy debates? Can students returning from study abroad talk about their experiences?
- Brown-bag luncheons with faculty who are willing to discuss their research
- Student exhibitions and performances in the arts
- Mini-symposia and mini-conferences organized around an ongoing theme or issue. The Pan American luncheon or the Islam in America conference are two examples
- Events sponsored by student organizations
- Supervised integrative service learning projects
- Supervised apprenticeships or internships
- “Day of Sharing”-type activities involving dialogue between international and U.S. students
- “Day of Caring”-type activities such as volunteering in the community
- Writing workshops
- Career and professional skills development workshops (e.g., time-management, resumes, portfolios)
- International Programs and Study Abroad fairs
- Technology fairs
- Career fairs
- Film and documentary series

- Student Life speaker series (for example on drug and alcohol abuse)
- Student and faculty partnerships in blogging
- Visits to Des Moines museums and other excursions
- Personal meetings with successful alumni, Board of Trustees members, and community leaders

This list will grow, reflecting the rich diversity of educational opportunities available to Drake students from year to year.

Advantages of an Engaged Citizen Hour:

- It would maximize opportunities for students to learn from different sources, perspectives, and learning models.
- A greater number of students could become actively involved in planning and participating in campus events. Students may take greater responsibility for their own education, share what they learn outside the classroom with classmates, and feel invested in the greater campus community.
- It could increase student, staff, and faculty attendance at campus events because it would become part of everyone’s regular workday.
- Faculty and staff who value their evening family life away from campus may appreciate this.
- Regularly scheduled activities and common experiences may fight against student apathy. Specifically, it may combat negative phenomena such as the “sophomore slump” (college no longer novel or exciting) and “senioritis” (burnout).
- Since the entire campus community will know that something will always happen during this hour it may even streamline event planning. Smaller-scale gatherings will not conflict with time-honored evening events such as the Bucksbaum and Stalnaker Lectures. Our interdisciplinary programs and centers will be able to co-sponsor activities and coordinate their schedule of events to prevent unnecessary overlap.
- It permits the development of an active program to support the concept of “Citizenship Across the Curriculum” in DC courses.

Challenges of an Engaged Citizen Hour:

- Certain programs, particularly the lab sciences, do not have much flexibility in course scheduling.
- Drake faculty have increasingly squeezed the week into MW and TTH class periods, leaving less flexibility.
- A protected hour could be hijacked by colleges and departments for regular business meetings.

The Engaged Citizen Certificate:

Students may participate in an Engaged Citizen certificate program and receive a notation on their transcript. Courses that satisfy the Engaged Citizen Area of Inquiry can require special assignments that take advantage of weekly activities, and students can also add their reflection on co-curricular experiences, study abroad, internships, or service

learning as they relate to developing the dispositions called for as a responsible global citizen.

- 1) To earn the certificate students will be required to reflect on and write about their experiences.
- 2) The best format may be the use of Electronic portfolios.
- 3) Responsibility for the assessment of student participation in co-curricular activities could be retained by the disciplines. Department chairs and program directors can consult with individual instructors and advisers to manage increases in faculty workloads.
- 4) Faculty development stipends will provide incentive for instructors to promote active learning and engaged citizenship outside the classroom. Many faculty members already offer extra-credit to students who attend campus events that are relevant to the subject matter of their courses, or have more developed service learning assignments in their classes. They should receive formal recognition for promoting engaged citizenship.

Advantages:

Faculty members have talked about this possibility for years, but several recent developments support the timeliness of this proposal.

- The Drake Mission Statement calls for our students to become responsible global citizens. The Mission Explication document states that Drake graduates practice engaged citizenship and assume responsibility for the common good of local, national, and global communities.
- Part of the Drake Strategic Plan is to emphasize interdisciplinary and integrative learning.
- Projected increases in faculty development funds can be tied to the educational goals of Citizenship across the Curriculum and the Engaged Citizen Hour.
- Students have asked for greater interaction between faculty and students outside the classroom.
- Student comments from PMAC discussions this summer (Peer Mentors) indicate that they seek more active involvement in campus affairs.
- Faculty and staff have called for greater collaboration between faculty and Student Life.
- We can build on workshops that already have occurred, such as Arts and Sciences faculty development workshops on active learning pedagogies.
- The new electronic classrooms facilitate co-curricular instruction.
- The College of Business and Public Administration have already adopted a policy not to schedule classes on Friday afternoons so that students can serve in internships.
- The Athletic Department requires student-athletes to volunteer for community service projects twice a year.
- The creation of a Faculty Center at The Point will facilitate conversation and provide a goal for faculty programming.

- This program could be related to the CAPS (Career Development, Academic Development, Personal Development, Service Learning) currently being developed for open-enrolled students.

Challenges:

- Developing a consistent program will be difficult given the large number of courses or events that might play into the certificate. FYS does not provide an encouraging model of the willingness of the faculty to bend content objectives in individual courses to larger pedagogical goals. We may not be able to be as intentional as with a purely curricular model.
- Determining how portfolios will be evaluated and by whom.
- Creating a structure for greater conversations between instructors of DC courses and the variety of groups and centers on campus that program events and speakers.

Resources: In looking at other programs we found the useful examples to be: Writing Across the Curriculum Sources: <http://owl.english.purdue.edu/handouts/WAC/> and <http://wac.colostate.edu/intro/> as well as the Global Citizenship <http://www.lehigh.edu/~ingc/info.htm#1> and Global Union Program at Lehigh University: <http://www.lehigh.edu/~inglobal/> . Also look at Emory’s strategic plan for developing Global citizenship at http://icis.emory.edu/about/strategic_plan.htm .

Appendix on Service Learning prepared by Chrystal Stanley:

**Integrative/Service Learning
3 Pedagogical Models**

Overall goals of integrative/service learning:

- Academic Credit is for learning, not for service.
- Do not compromise academic vigor.
- Minimize the distinction between the student’s community learning role and the classroom learning role.
- Provide educationally-sound mechanisms to harvest community learning.
- Re-examine the faculty instructional role.
- Maximize the student’s experience as an engaged, responsible global citizen.

“Integrated” Model

This is the first and most widely used model of service/integrative learning. In this model the learning experience is integrated into the general course curriculum and is characterized by the following:

- This approach is faculty centered. The faculty member takes ownership of the process.
- Faculty integrate a service-learning component into a course s/he is designing
- Typically, the service requirement is about 12-15 hours during the semester.

- Most commonly, the service experience is with a community partner the faculty has located.
- Faculty monitors the service experience of the students.
- Reflection occurs both in the classroom and through reflective journals.
- Evaluation of the student's learning experience is included in course criteria and is completed by the faculty member with feedback from the community partner.

“One-Credit, Supplemental” Model

This model provides the option for a one-credit, service learning practicum that can be paired with an existing lecture course. It gives interested students the opportunity to be involved in service learning rather than require the whole class to participate. This model and characterized by the following:

- The Supplemental Model is coordinated between the faculty and the Service Learning Coordinator.
- The service requirement is usually completed over 3-4 hours of weekly service for 9-10 weeks.
- Students are required to attend 3-4 reflective group sessions and complete a reflection paper as a part of their evaluation criteria.
- Students are required to attend at least a single one-on-one reflective session with their faculty or the Service Learning Coordinator.
- A list of “approved” community partners is provided to offer a variety of opportunities in several disciplines.
- Typically, this is established as a pass/fail course.

“Project-Based” Model

This “stand-alone” model is not tied to an existing course. Students develop and complete a project for a community partner. This model and characterized by the following:

- Students meet with community partners to identify community needs.
- Students work on their own schedules to develop a product in response to the expressed need.
- Students report progress to a faculty advisor or the Service Learning Coordinator.
- Students create a portfolio describing their project.
- Students are evaluated on the quality of their portfolio and a reflective paper.
- This model is similar to an internship with a 1-3 credit option.