

Overview

- Missouri State's Public Affairs Mission
- Recent Advances in Public Affairs
- Public Affairs and Higher Education in the 21st Century
- Trends in Civic Engagement
- Introduction to Civic Skills
- Incorporating the Instruction of Civic Skills



The Public Affairs Mission

- In 1995 Gov. Mel Carnahan signed into law Senate Bill 340 which gave Missouri State University a statewide mission in public affairs
- Three broad themes:
 - Ethical Leadership
 - Cultural Competence
 - Community Engagement



Ethical Leadership

“**Ethical Leadership** is striving for excellence and integrity as one continually develops ethical and moral reasoning while contributing to the common good. Ethical leaders have the courage to live by their principles in all parts of their personal and professional lives.” ([MSU Public Affairs Website](#))

Ethical Leadership

Emphasis on leadership development.

- Office of Student Engagement
 - Commerce Bank Emerging Leaders
 - Centennial Leaders Scholarship Program
 - Distinction in Public Affairs



Cultural Competence

“**Cultural Competence** begins with cultural self-awareness and expands to knowledge of, respect for, and skills to engage with those of other cultures. Culturally competent individuals respect multiple perspectives and are able to successfully negotiate cross-cultural differences.” ([MSU Public Affairs Website](#))



Cultural Competence

Emphasis on diversity.

- [President's Statement on Diversity](#)
- Long Range Plan Committee Statement on Diversity
- [President's Commission for Diversity](#)
- Culture and Society Gen Ed requirement
- Campus Services (e.g. the Multicultural Resource Center)
- Study Away Programs



Community Engagement

“Community Engagement is recognizing needs in the communities within which one belongs, then contributing knowledge and working with the community to meet those needs. Community engagement requires extending beyond one's self for the betterment of the community - a process that fosters greater awareness and personal growth.” ([MSU Public Affairs Website](#))

Community Engagement

Emphasis on engaged scholarship and service-learning.

- [CASL](#)
- 2,039 MSU students participated in Service Learning in the 2009-10 academic year, completing 52,052 hours of **public** service
- Community-Based Scholarship
- Community Partnerships and Collaborations



Recent Advances in Public Affairs

- Co-Curricular Transcript
- Distinction in Public Affairs
- Public Affairs Learning Objectives
- Incentivizing Public Affairs in Tenure and Promotion

Co-Curricular Transcript

- An official university document that will showcase a student's "out of the classroom" college experiences.
- Common experiences that may be included on the Co-Curricular Transcript include:
 - Organization memberships
 - Leadership positions
 - Community service
 - Study abroad
 - Internships



Distinction in Public Affairs

- New program that began last September
- Focuses on assisting students who want to learn more about the public affairs mission in their co-curricular experiences.



Public Affairs Learning Objectives

- The Faculty Senate Public Affairs Subcommittee has made recommendations about learning objectives related to all three of the public affairs themes.



Incorporating Public Affairs into Tenure and Promotion

- In 2009, the Sociology, Anthropology, and Criminology Dept. revised its T&P standards to recognize applied community research as scholarship.
- Similar revisions were made to the faculty handbook last year (Section 4.2.2.3)

Public Affairs and Higher Education in the 21st Century

- Recent college graduates must be able to negotiate complex and rapidly shifting economic, political, and civic structures, and to be able to distinguish between personal troubles and public issues.
- To be effective citizens we must provide students with skills and resources that are valuable both in the labor market and in the local community.

Public Affairs and Higher Education in the 21st Century

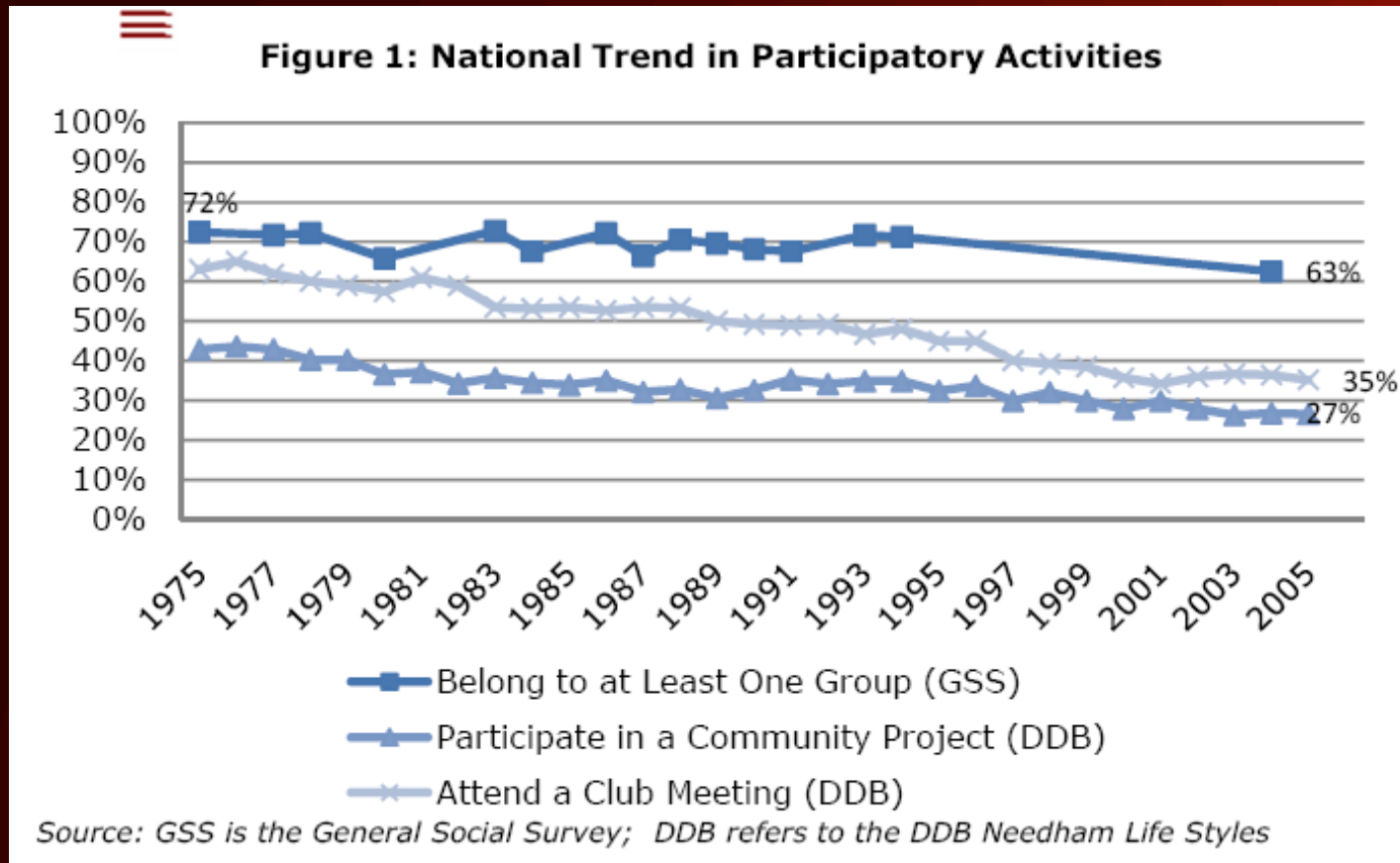
- Effective and productive citizens must be able to access and utilize certain resources:
 - Human Capital
 - Social Capital



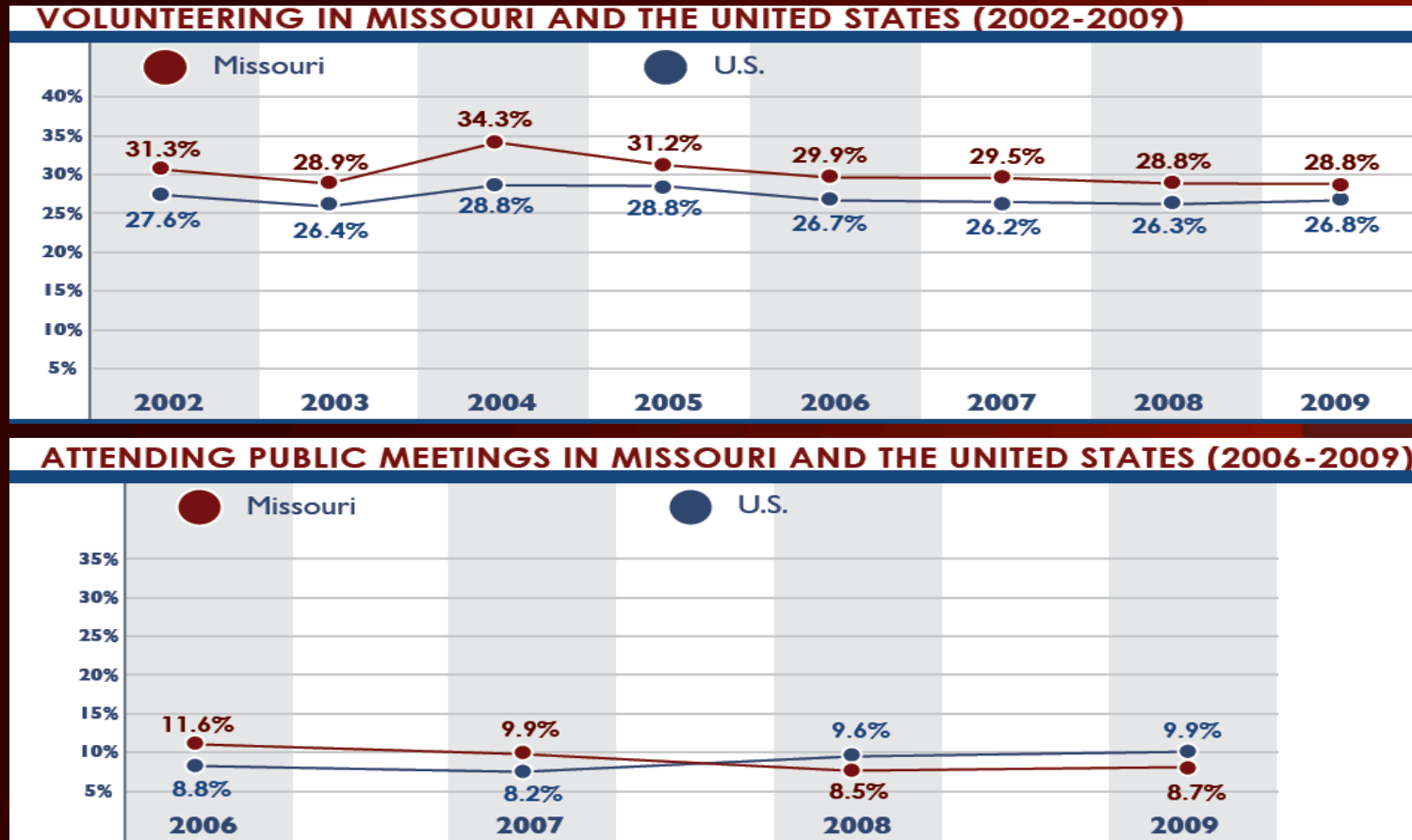
Social Capital and Human Capital

- Human Capital (Mincer 1958; Becker 1964)
 - Investment in knowledge and skills that are valued in the labor market
- Social Capital (Coleman 1988; Putnam 2000)
 - Investment in networks of trust and reciprocity that have value for both individuals *and* communities.

National Decline in Civic Participation



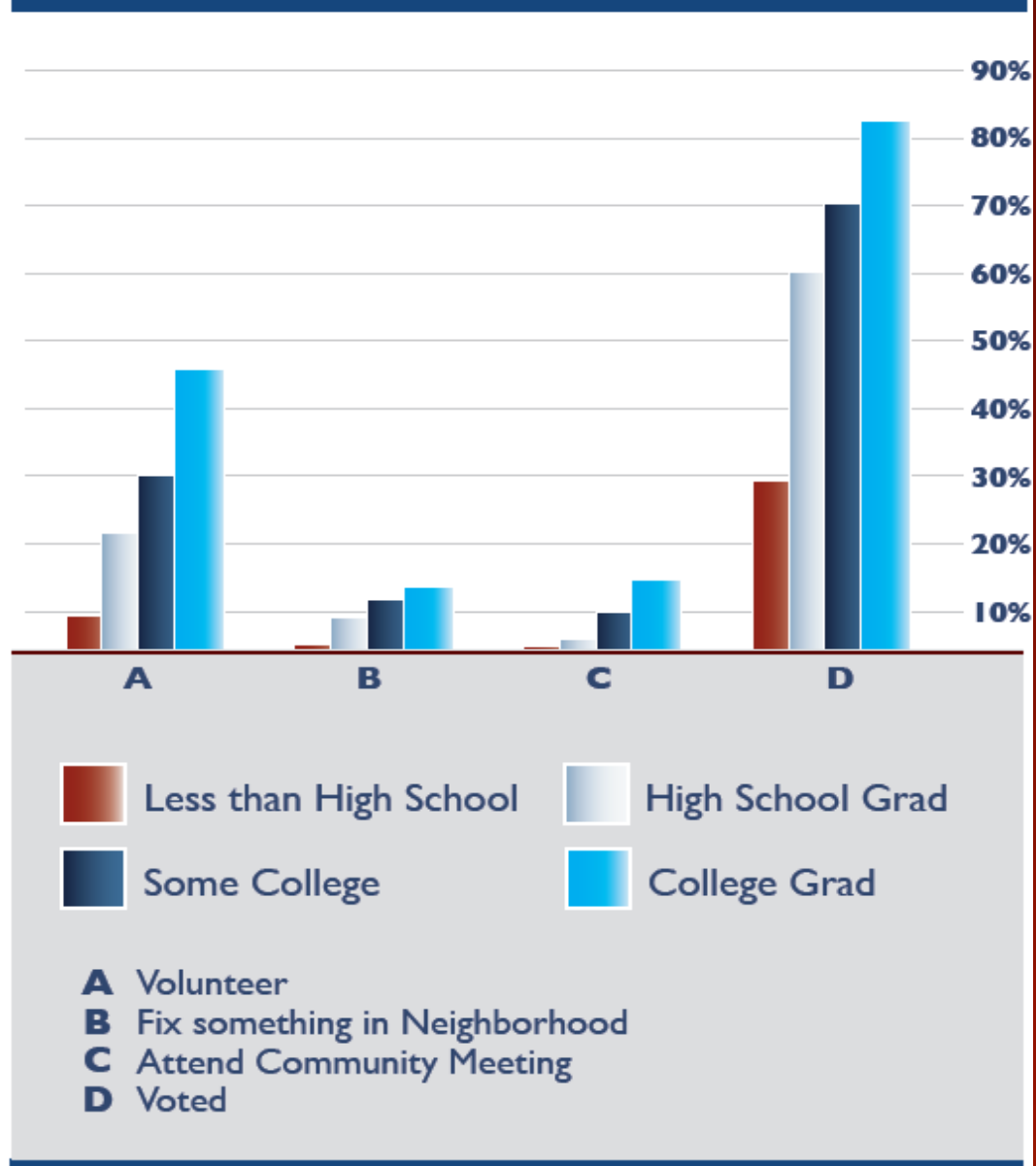
Decline in Civic Participation in MO



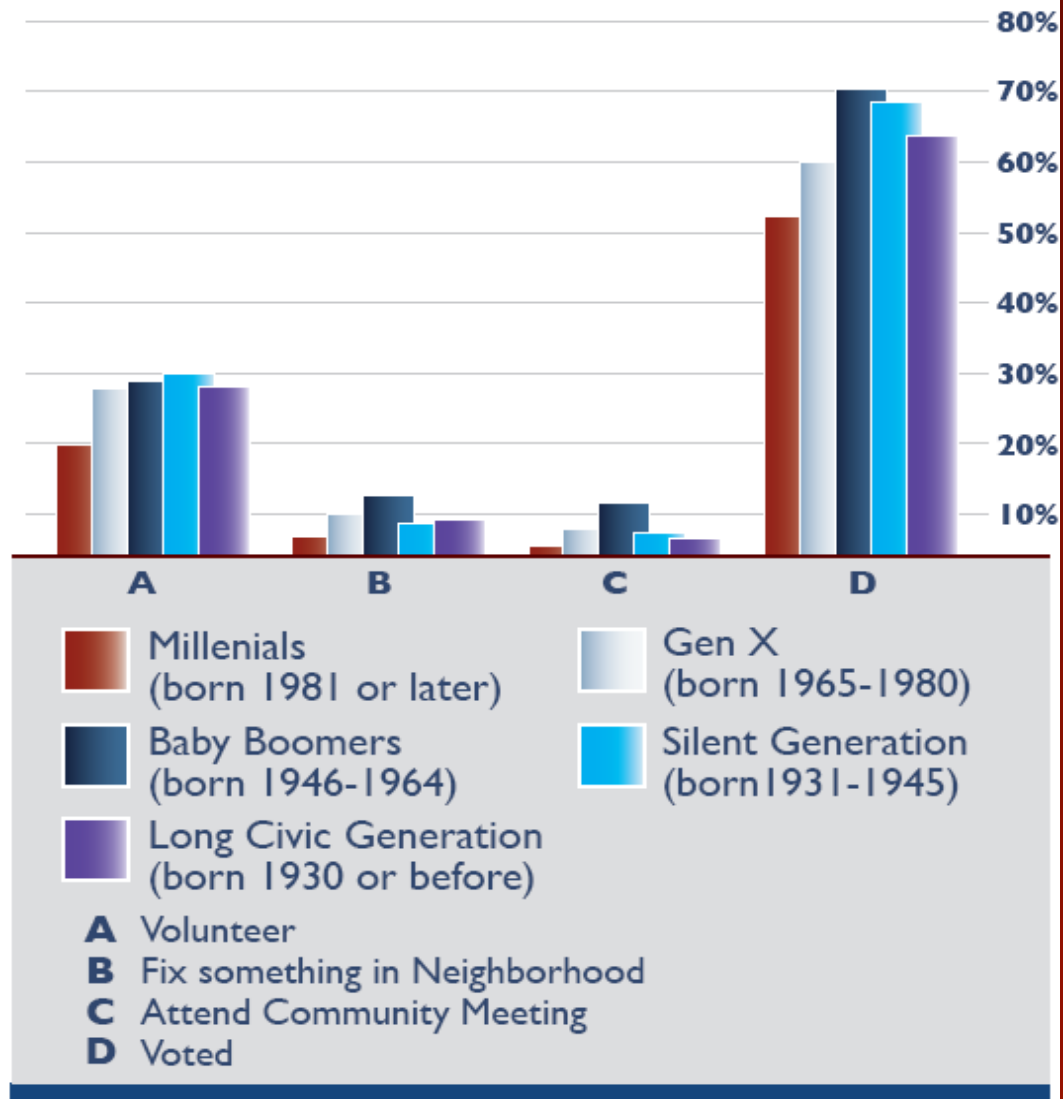
Who Participates?

- Recent data shows persistent gaps in participatory activities between American adults and youth of various backgrounds.
- Education, income, ethnicity, and immigration status are all strong predictors of civic participation.
- Sources: American National Election Survey (ANES) 2008-2009; Census Current Population Survey (CPS) September and November Supplements, 2008.

CIVIC ENGAGEMENT BY EDUCATION (AGES 25+)



CIVIC ENGAGEMENT BY GENERATION



Civic Skills

- The declining national trend in civic participation may be due, in part, to declining and unequal opportunities to build civic skills at schools, at home, and in communities and neighborhoods.
- People have unequal civic skills in significant part because they have unequal opportunities to learn and practice these skills (CIRCLE 2010).

Resource Model of Civic Engagement

- Three categories of resources to participate effectively in civic life (Verba et al 1995).
 - Access to networks
 - Interests or motivations
 - Time, money, and skills



Categories of Civic Skills

- Three categories of civic skills (Kirlin 2003; Syvertsen, Flanagan, Stout 2007).
 - Communication skills (both expressing facts and opinions).
 - Democratic deliberation/collective decision-making.
 - Critical analysis of political information.



Educating Citizens in a Democracy

- Four key components (Patrick 2003).
 - Civic Knowledge
 - Cognitive Civic Skills
 - Participatory Civic Skills
 - Civic Dispositions



Civic Knowledge

- Concepts and principals in the substance of democracy.
- Perennial issues about the meaning and uses of core ideas.
- Continuing issues and landmark decisions about public policy and constitutional interpretation.
- Constitutions and institutions of representative democratic government.
- Practices of democratic citizenship and the roles of citizens
- History of democracy in particular states and throughout the world.

Cognitive Civic Skills

- Identifying and describing information about political and civic life.
- Analyzing and explaining information about political and civic life.
- Synthesizing and explaining information about political and civic life.
- Evaluating, taking, and defending positions on public events and issues.
- Thinking critically about conditions of political and civic life.
- Thinking constructively about how to improve political and civic life.

Participatory Civic Skills

- Interacting with other citizens to promote personal and common interests.
- Monitoring public events and issues.
- Deliberating and making decisions about public policy issues.
- Influencing policy decisions on public issues.
- Implementing policy decisions on public issues.
- Taking action to improve political and civic life.

Civic Dispositions

- Affirming the common and equal humanity and dignity of each person.
- Respecting, protecting, and exercising rights possessed equally by each person.
- Participating responsibly in the political and civic life of the community.
- Practicing self-government and supporting government by the consent of the governed.
- Exemplifying the moral traits of democratic citizenship.
- Promoting the common good.

Teaching Civic Skills

- Service-Learning
- eCitizenship
- Engaged Research Projects
- Games, Simulations, and Debates



Service-Learning

- Service-Learning
 - CASL
 - “Service-Learning is an experiential education combining academic achievement and community service in a seamless weave utilizing reflection exercises.”
 - “Our goal is to develop skills, sensitivities and commitments necessary for effective citizenship in a democracy” (CASL website)

Service-Learning

- Has positive effects on students' commitment to future community involvement, efficacy, and empowerment, especially when students experience social empowerment as a result of their service (Knapp, Fisher, and Levesque-Bristol).
- When SL contributes to a positive learning climate, then positive forms of motivation, civic skills, problem solving, and appreciation of diversity, significantly increase.
- The amount of in-class discussion, and reflections are important factors necessary to create an effective service-learning environment.

eCitizenship

- Initiative of the American Democracy Project, “eCitizenship: New Tools, New Strategies, New Spaces.”
- Purpose: to develop an understanding of the capacity of technology, especially social networks, to engage and empower citizens.

eCitizenship at MSU

- Goal is to utilize social networking technology as a means for enhancing civic engagement by:
 - Developing critical and knowledgeable consumers of digital information and media.
 - Developing civic skills that translate social networks into resources for community mobilization and empowerment.
 - ethical leadership
 - cultural competence
 - community engagement

Participatory Research Projects

- Sociology 303 (Quantitative Methods Lab)
 - In this course students learn the process for conducting quantitative social science research by conducting an empirical study of a community problem.
 - Research topics are determined based on a need to collect and analyze data in the local community.

Games, Simulations, and Debates

- Classroom activities, such as thought exercises, role-playing, simulations, and debates all help to provide students with opportunities to develop their civic skills.



Summary

- The university's Public Affairs Mission is important and should be taken seriously by administrators, faculty, staff, and students.
- America's economic, political, and civic institutions are in decline and our graduates must have the skills and resources that will make them effective and productive citizens in their communities.
- To do this we must incorporate public affairs more broadly into the curriculum and continue to incentivize it in hiring new faculty and in our tenure and promotion standards.