

Connecting Students to Careers for the Common Good

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Conduct

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2017 Kansas Student Affairs Conference | Wichita, KS

Overview

- I. Introductions & Learning Outcomes
- II. An Introduction to Civic Learning & Democratic Engagement (CLDE)
 - I. A Crucible Moment: College Learning & Democracy's Future
 - II. Five Things Student Affairs Professionals Can Do to Institutionalize Civic Engagement
- III. A New CLDE Mode: The CLDE Emergent Theory of Change
- IV. Theory to Practice: Connecting CLDE to Student Career Development
- V. Moving Forward

Learning Outcomes

As a result of attending this session, participants will:

- Examine the continuum of civic-based definitions employed on campuses related to civic learning & democratic engagement (CLDE).
- Articulate how students can benefit the greater common good of society through career connections.
- Describe the role of student affairs professionals and programs in educating students about careers for the common good.

An Introduction to CLDE: Key Terminology

- Community service
- Volunteerism
- Philanthropy
- Service-learning
- Civic engagement
- Democratic civic engagement
- Civic learning
- Civic efficacy

An Introduction to CLDE: Why?

- Intersection between higher education & civic learning
- Capacity to bridge education for, with, and within communities
- Campus-wide effort

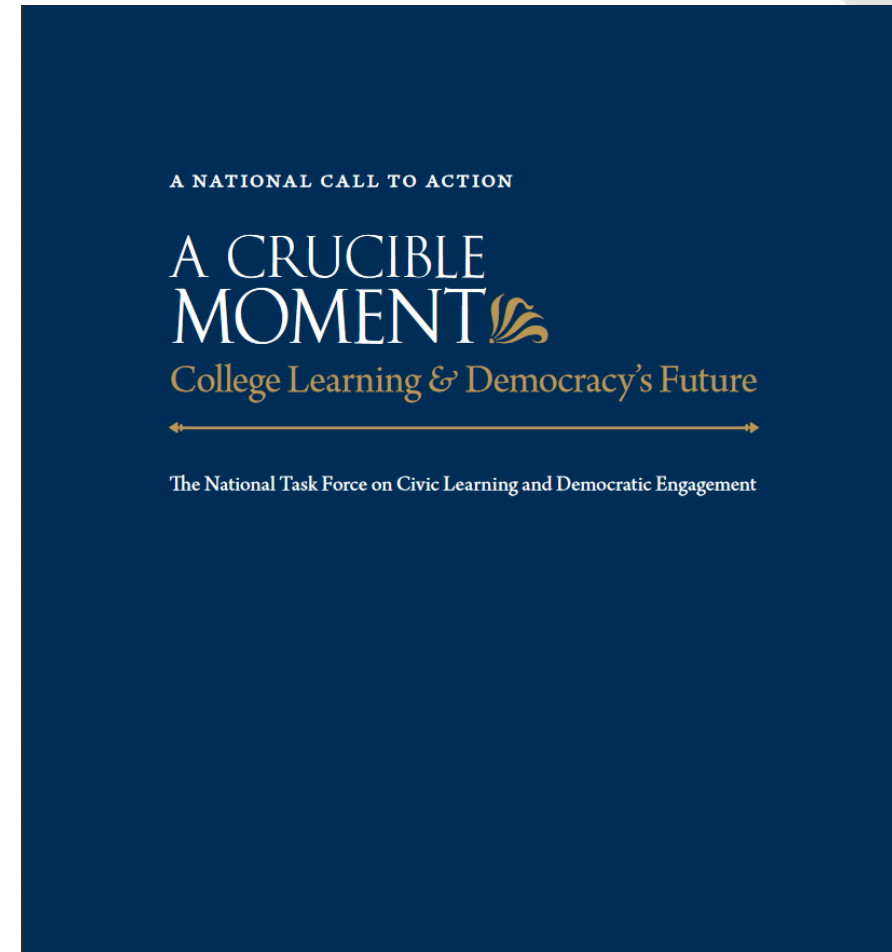
An Introduction to CLDE NASPA



An Introduction to CLDE

A Crucible Moment

- Why education for democratic citizenship matters
- Crucible moments of civic learning: Then & now
- Education for democracy in the 21st century: A national call to action
- Trailblazers for civic learning: From periphery to pervasiveness
- A foundation partially laid: Pathways to democratic engagement



An Introduction to CLDE

Five Things

- Recognize that successful civic engagement efforts are an expression of the central mission of the institution.
- Establish clear definitions of civic engagement.
- Create a campus ethos for civic engagement.
- Use the many channels of the co-curriculum.
- Know if you are being successful.





A New CLDE Model

Too often civic learning and democratic engagement efforts can be categorized as celebratory, episodic, marginal and scripted.

The best civic learning and democratic engagement efforts are likely to be:

Integral: Woven into the fabric of the institution and reflected in all of its activities, including research, teaching and learning in every discipline and across disciplines; student affairs programs and services; and campus cultural practices.

Relational: Involving opportunities to build authentic connections across difference, and not just complete tasks or study people and problems from a distance.

Organic: Involving unscripted opportunities to imagine, create, and grow together with partners in public work, and to choose or forge new paths.

Generative: Directed at continually improving conditions and relationships, and so opening up even more powerful possibilities for collective action.

Hoffman, D. (2015). Describing Transformative Civic Learning and Democratic Engagement Practices. AAC&U's American Democracy Project blog.



The CLDE emergent theory of change builds on threads of the 2012 *A Crucible Moment* report's figure asking What Would a Civic-Minded Campus Look Like?. Both the report and the theory in its current form argue that higher education must cultivate campus environments (civic ethos) as well as individual and collective capacities (civic literacy & skill building; civic inquiry, civic action, and civic agency) to advance civic learning and democratic engagement:

Language in italics denotes additions/changes to *A Crucible Moment*'s Figure 4: What Would a Civic-Minded Campus Look Like?

Cultivating Campus Environments:

Civic Ethos of campus:

The infusion of democratic values into the customs and habits of everyday practices, structures, and interactions; the defining character of the institution and those in it that emphasizes open-mindedness, civility, the worth of each person, ethical behaviors, and concern for the well-being of others; a spirit of public-mindedness that influences the goals of the institution and its engagement with local and global communities.

Cultivating Collective (and Individual) Capacities:

Civic Literacy & Skill Building as a goal for every student:

The cultivation of foundational knowledge about fundamental principles and debates about democracy expressed over time, both within the United States and in other countries; familiarity with several key historical struggles, campaigns, and social movements undertaken to achieve the full promise of democracy; the ability to think critically about complex issues and to seek and evaluate information about issues that have public consequences.

Civic Inquiry integrated within the majors and general education:

The practice of inquiring about the civic dimensions and public consequences of a subject of study; the exploration of the impact of choices on different constituencies and entities, including the planet; the deliberate consideration of differing points of views; the ability to describe and analyze civic intellectual debates within one's major or areas of study.

Civic Action as lifelong practice:

The capacity and commitment both to participate constructively with diverse others and to work collectively to address common problems; the practice of working in a pluralistic society and world to improve the quality of people's lives and the sustainability of the planet; the ability to analyze systems in order to plan and engage in public action; the moral and political courage to take risks to achieve a greater public good.

Civic Agency

Involves the capacities of citizens to work collaboratively across differences like partisan ideology, faith traditions, income, geography, race, and ethnicity to address common challenges, solve problems and create common ground; requires a set of individual skills, knowledge, and predispositions; also involves questions of institutional design, particularly how to constitute groups and institutions for sustainable collective action.

Theory to Practice

First-Year Learning Communities

Artful Minds (2017)
Athletes Today, Leaders Tomorrow (2015)
BeFit: BeneFit from Wellness (2012)
Earth Rise! (2015)
Everybody's Business (2013)
Galen Initiative (2014)
Global Justice (2013)
Go Global! (2011)
Heart & Mind: Philosophizing About the Arts
(2012)
Health Professions (2014)
Help Starts Here (2016)

Ideas Change the World (2012)
Imaging with Tiger Pride (2017)
L3: Live. Learn. Lead. (2010)
Let's Talk (2017)
Nightingale Power (2014)
Opportunity Through Education (2013)
Outdoor Adventure & Wide World of Sports
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Theory to Practice Summer Serviceship Fellowship





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Theory to Practice Summer Serviceship Fellowship



Carlie Snethen, 2016 Summer Serviceship Fellow for Girl Scouts of Kansas Heartland

Theory to Practice

Summer Serviceship Fellowship

Week # _____

Goals:

Action steps:






Challenges:

Successes:

Looking ahead:






Rate your agreeableness to the following statements, 1 being highly disagree and 5 being highly disagree.

I am on the path to accomplish my Serviceship successfully.






12345

I am making positive changes in the community.






12345

Information I have gained through my Serviceship will help me in my future career.

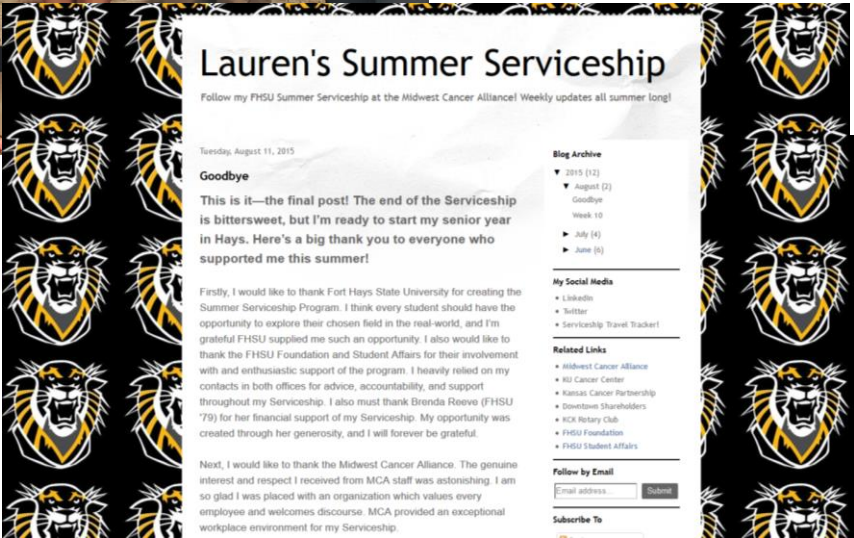






12345

I am able to connect the information I am learning from my Serviceship to my academic life.

12345



Moving Forward Across the Sunflower State



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