

TENNESSEE BOARD OF REGENTS  
SUMMER SUMMIT

**“Doing’ Democracy Through Diversity:  
*Transformative Pedagogies of Practice  
and Engagement*”**

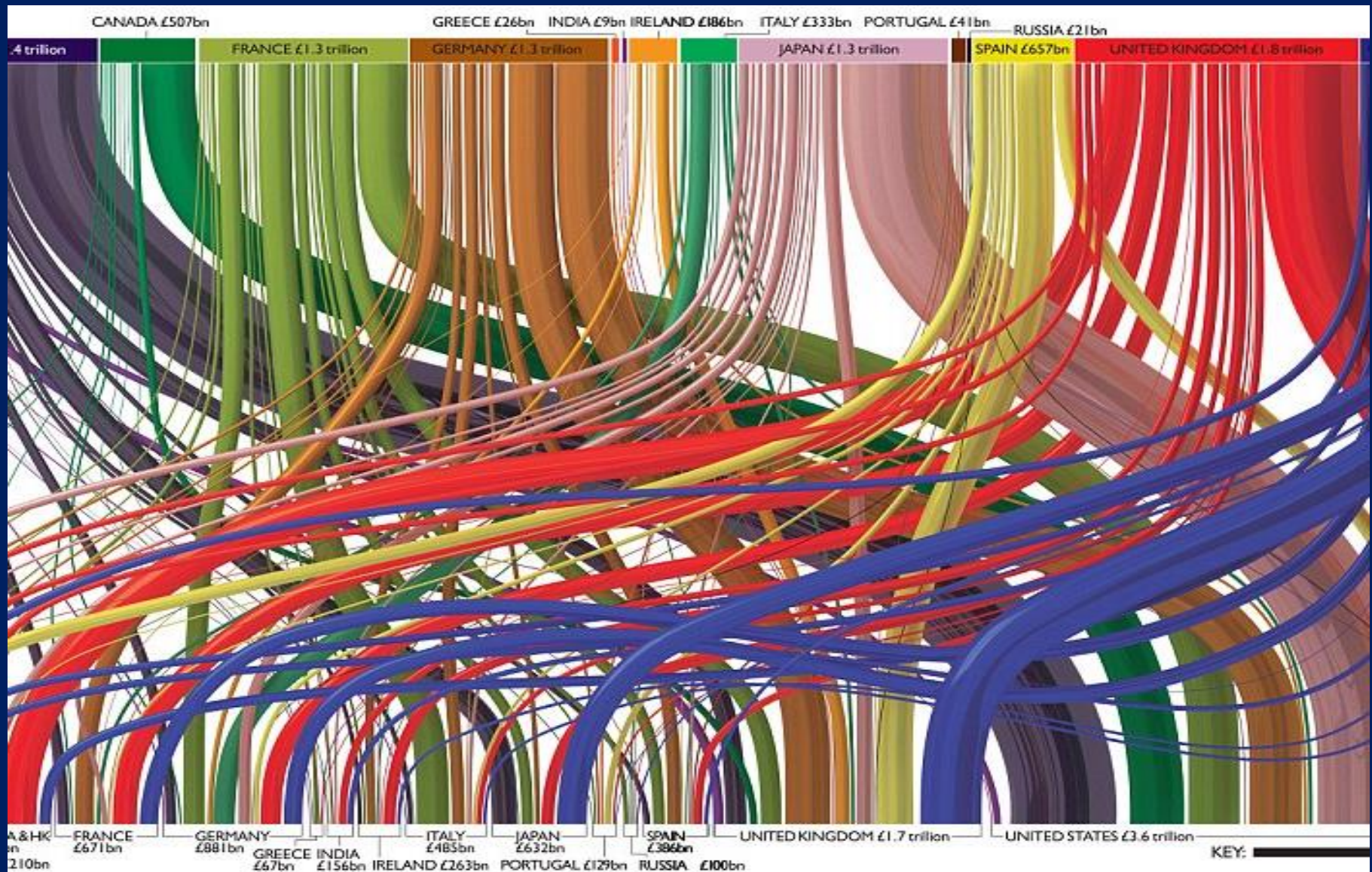
*Caryn McTighe Musil*  
*Association of American Colleges and Universities*  
*July 28, 2016*





**Interconnectivity**





**A Tangled Web of Power and Inequality**

In the Modern Age, where everything is  
**connected to everything,**  
the most important  
thing about what  
you can do is what  
**you can do**  
with others





*Focus for this morning*

What We Can Do with Others:  
The Three D's

DOING

DEMOCRACY

DIVERSITY

## BENJAMIN BARBER

“We may be born free, but we are not born citizens—we have to acquire the traits that enable us to participate effectively in the world.”

---

PRESIDENT BARACK OBAMA  
JULY 27, 2016

“Democracy works—but you gotta want it.”

“Democracy is not a spectator sport—you have to get in the arena.”



# CRISIS IN GLOBAL DEMOCRACY: THEN AND NOW

Aftermath of World War II



Seven Decades Later



# PRINCIPAL GOALS FOR HIGHER EDUCATION FROM THE TRUMAN COMMISSION

- Education for a fuller realization of democracy in every phase of living
- Education directly and explicitly for international understanding and cooperation
- Education for the application of creative imagination and trained intelligence to the solution of social problems and to the administration of public affairs

*Higher Education for Democracy, 1947*

## TRUMAN COMMISSION SEES DISCRIMINATION AS “UNDEMOCRATIC PRACTICE”

Diverse democracies require full inclusion in colleges  
and universities

“No more in mind than body can this nation or any  
endure half slave, half free. Education that liberates  
and ennobles must be equally available to all. Justice  
to the individual demands this; the safety and the  
progress of the nation depend on it.”

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(1947a, 101)

# DIVERSITY AS A HIGH IMPACT PRACTICE

- **Inclusive curriculum** correlates with
    - Pluralistic orientation
    - Perspective taking
    - Tolerance of different beliefs
    - Openness to having one's views challenged
    - Ability to negotiate controversial issues
    - Ability to work cooperatively with diverse people
- (Sylvia Hurtado, 2012)



# DIVERSITY AND CIVIC OUTCOMES

- Students enrolled in diversity coursework “demonstrated a strong preference toward . . .making a difference in society.” (Engberg & Braskamp, 3).
- “[our study] found that students who reported positive, informal interactions with diverse peers...[demonstrated increased] democratic sensibilities including their pluralistic orientation, interest in poverty issues, and concern for the public good” (Hurtado, 191).

# INTERGROUP DIALOGUE

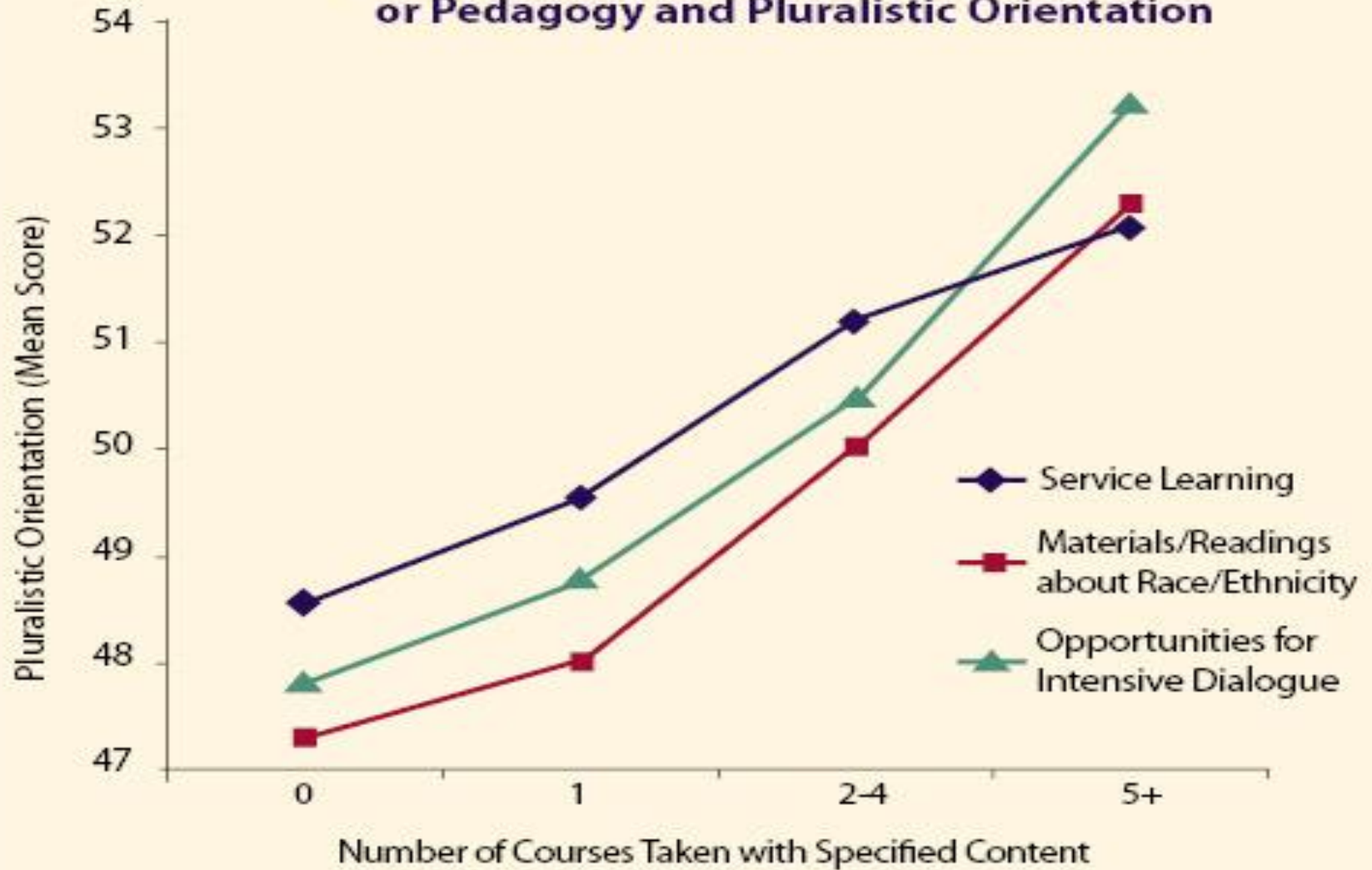
- Civic outcomes:
  - Greater increases in understanding race, gender, and income inequality
  - Intergroup empathy and motivation to bridge differences
  - Commitment to post-college social and political action
  - Greater increases in the efficacy and frequency of their intergroup action during college
  - Cognitive openness and positivity in intergroup situations.

# AND THERE IS MORE...

- Out of class engagement with others
  - The more engagement with others of different racial/ethnic groups, the higher their scores on all six civic outcomes in the HERI survey of Diverse Learning Environments
  - The more students are able to engage in diverse interactions on campus, the more likely they are to confront notion of prejudice, take seriously views different than their own, and embrace social justice.

(ASHE, 2002, *ACM*)

**Figure 1: Relationship Between Course Content or Pedagogy and Pluralistic Orientation**





A NATIONAL CALL TO ACTION

# A CRUCIBLE MOMENT

*College Learning & Democracy's Future*



The National Task Force on Civic Learning and Democratic Engagement

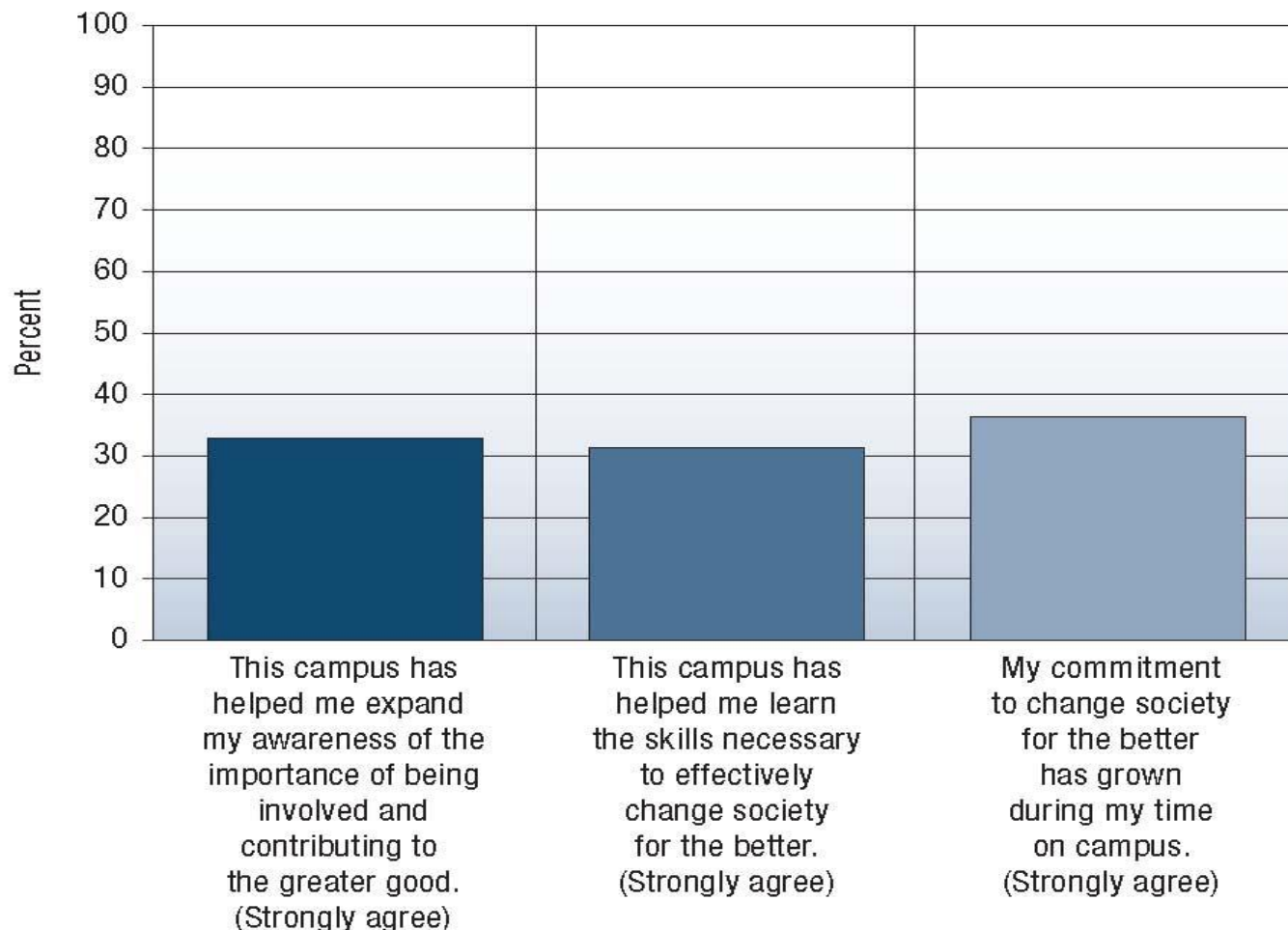
# FOUND EVIDENCE OF AN ENORMOUS EXPLOSION OF CIVIC ENGAGEMENT AS PART OF CAMPUS LIFE

## However, the Good Work is

- Random
  - Largely uncharted
  - Lacking signage
  - Without sufficient progression over time
  - Optional
  - Available to only some students
-

# Do students say college contributes to their civic growth?

FIGURE 5. Student perceptions of growth in awareness, skills, and commitment toward contributing to community



# KEY RECOMMENDATIONS FOR HIGHER EDUCATION

1. Foster a **CIVIC ETHOS** across all parts of the campus and educational culture.
  2. Make **CIVIC LITERACY** a core expectation for all students.
  3. Practice **CIVIC INQUIRY** across all fields of study.
  4. Advance **CIVIC ACTION** through transformative partnerships, at home and abroad.
-



## ***For Democracy's Future: Five Essential Actions***

### **From The National Task Force on Civic Learning and Democratic Engagement**

- 1. Reclaim and reinvest in the fundamental civic and democratic mission** of schools and of all sectors within higher education.
- 2. Enlarge the current national narrative that erases civic aims and civic literacy** as educational priorities contributing to social, intellectual, and economic capital.
- 3. Advance a contemporary, comprehensive framework for civic learning—embracing US and global interdependence—** that includes historic and modern understandings of democratic values, capacities to engage diverse perspectives and people, and commitment to collective civic problem solving.
- 4. Capitalize upon the interdependent responsibilities of K–12 and higher education** to foster progressively higher levels of civic knowledge, skills, examined values, and action as expectations for every student.
- 5. Expand the number of robust, generative civic partnerships and alliances, locally, nationally, and globally** to address common problems, empower people to act, strengthen communities and nations, and generate new frontiers of knowledge.

# Need a Contemporary, Comprehensive Definition of Civic Learning

- Contestation and debates about principles
- Diversity past, present, and future
- Navigating multiple perspectives
- Our world, not just my rights
- Interdependence globally and locally
- New modes of collective action

# CLDE PEDAGOGIES AND PRACTICES

- Service Learning
- Community-based Research
- Dialogue Across Differences
- Global Civic Engagement
- Campus/Community Partnerships
- Internships
- Social Entrepreneurship
- Social Innovation
- Economic Development
- Sustainability

# THE FOUNDATION HAS ALREADY BEEN PARTIALLY LAID

- Curricular civic pathways
  - Making civic literacy a core expectation for all students in general education programs
    - Tulane University, Portland State University, St. Edward's University
  - Integrating civic inquiry into a central field of study
    - Worcester Polytechnic Institute, Wagner College, University of Wisconsin-Milwaukee

# REQUIRED COURSES IN GENERAL EDUCATION

## Kingsborough Community College

- Two part requirement for civic learning outcomes
- Can be two designated civic learning courses
- Or can be one designated civic learning course and a campus-centered civic engagement activity

## Tulane University

- First course is taken typically in the first year but definitely by the second and usually is a service learning course
- Second course is upper level, typically junior year and can be a policy, research, or community-based project, often connected to the major

# OTHER SCHOOLS WEAVE CIVIC COMMITMENTS AS PART OF CAREER PREPARATION

## Worcester Polytechnic University

- **First year seminars**  
(Feed the World, Power the World, Heal the World, Grand Challenges)
- **Third year project**  
(Intersection of science with social issues and human needs)
- **Senior year project**  
(Synthesize previous study to solve problems or perform tasks in major field.)





# THE NEWEST FERTILE FRONTIER: A CIVIC LENS WITHIN MAJORS

- “For those who see preparation for citizenship as a *goal* of undergraduate education, the possibilities for where it can be taught expand.”
- “. . .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

See Musil, *Civic Prompts: Making Civic Learning Routine Across the Disciplines* (2015)

# CST 361S: TECHNOLOGY TUTORS

## CALIFORNIA STATE UNIVERSITY, M-BAY

Meta-question:

- ❑ How does technology accentuate or reduce historic inequalities? How can my work help bridge the “digital divide?”

Learning Outcomes:

- ❑ Understand the community in which the project is being carried out.
- ❑ Describe the diversity and social inequalities in the community.
- ❑ Able to use technology to reduce social inequality and social isolation.





# BUS 303S: COMMUNITY ECONOMIC DEVELOPMENT (CSUMB)

## Meta-Question: *The Triple Bottom Line*

How can businesses balance the “triple bottom lines” of profit, people and planet?

### Outcomes:

1. To deepen awareness and understanding of disparities in economic opportunity among different ethnic and cultural groups and the roots of such disparities, within Monterey County, nationally and globally.
2. To gain a clearer sense of the kinds of actions, attitudes and behaviors – personal and institutional - that can alter historical relationships of power and privilege and broaden economic opportunity for those for whom opportunity historically has been limited.

# Binding Knowledge with Action

- Connect Knowledge with Choices and Actions
- Do it, practice it, act collaboratively with others on and off campus, especially through hands-on research, action projects, service learning
- Threaded curriculum reinforced by co-curriculum and an arc of student development as a globally responsible citizen

# STILL MORE FOUNDATIONS LAID IN NEW WINGS

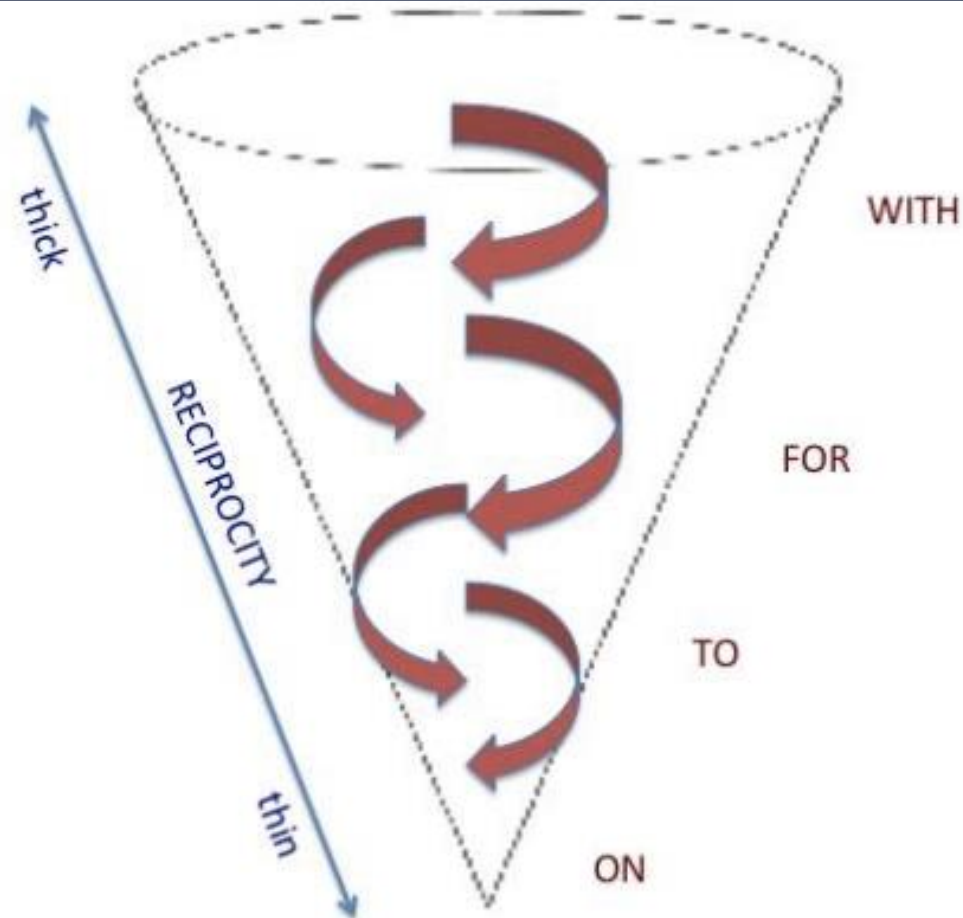
- Advancing Collaborative, Generative Civic Partnerships and Alliances
  - From charity to reciprocity to generative partnership
    - Syracuse University, Widener College, Anchor Institutions, Community-Campus Partnerships for Health



Janke (2013)  
adapted from  
Furco (2009)

Levels of  
Reciprocity

4. System/  
Transformative
3. Cooperative
2. Exchange
1. Transactional/  
Service



**Figure One: Cone of Reciprocity in Community Engagement**

Adapted from Furco (2010)



**FIGURE: The Faces/Phases of Citizenship**

FACE/PHASE	COMMUNITY IS...	CIVIC SCOPE	LEVELS OF KNOWLEDGE	BENEFITS...
<b>Exclusionary</b>	only your own	civic disengagement	<ul style="list-style-type: none"> <li>• one vantage point (yours)</li> <li>• monocultural</li> </ul>	one party
<b>Oblivious</b>	a resource to mine	civic detachment	<ul style="list-style-type: none"> <li>• observational skills</li> <li>• largely monocultural</li> </ul>	one party
<b>Naive</b>	a resource to engage	civic amnesia	<ul style="list-style-type: none"> <li>• no history</li> <li>• no vantage point</li> <li>• acultural</li> </ul>	random people
<b>Charitable</b>	a resource that needs assistance	civic altruism	<ul style="list-style-type: none"> <li>• awareness of deprivations</li> <li>• affective kindness and respect</li> <li>• multicultural, but yours is still the norm center</li> </ul>	the givers' feelings, the sufferers' immediate needs
<b>Reciprocal</b>	a resource to empower and be empowered by	civic engagement	<ul style="list-style-type: none"> <li>• legacies of inequalities</li> <li>• values of partnering</li> <li>• intercultural competencies</li> <li>• arts of democracy</li> <li>• multiple vantage points</li> <li>• multicultural</li> </ul>	society as a whole in the present
<b>Generative</b>	an interdependent resource filled with possibilities	civic prosperity	<ul style="list-style-type: none"> <li>• struggles for democracy</li> <li>• interconnectedness</li> <li>• analysis of interlocking systems</li> <li>• intercultural competencies</li> <li>• arts of democracy</li> <li>• multiple interactive vantage points</li> <li>• multicultural</li> </ul>	everyone now and in the future

Source: Adapted from Musil 2003.



# TERRY TEMPEST WILLIAMS

“The human heart is the first home of democracy. It is where we embrace our questions. Can we be equitable? Can we be generous? Can we listen with our whole beings, not just our minds, and offer our attention rather than our opinions? And do we have enough resolve in our hearts to act courageously, relentlessly, without giving up—ever—trusting our fellow citizens to join with us in our determined pursuit of a living democracy.”



# AAC&U Resources

1. *Diversity & Democracy*

[www.aacu.org/diversitydemocracy](http://www.aacu.org/diversitydemocracy)

2. *A Crucible Moment: College Learning and Democracy's Future*

[http://www.aacu.org/civic\\_learning/crucible/index.cfm](http://www.aacu.org/civic_learning/crucible/index.cfm)

3. *Civic Prompts: Making Civic Learning Routine Across the Disciplines*

Caryn McTighe Musil

<http://www.aacu.org/civicprompts>

4. *Rethinking Preparation for Work: A Civic-Enriched Liberal Education, Peer Review, Summer 2015*

<http://www.aacu.org/PeerReview>

# FOR FURTHER INFORMATION

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To download or order *A Crucible Moment*, see:

[http://www.aacu.org/civic\\_learning/crucible/index.cfm](http://www.aacu.org/civic_learning/crucible/index.cfm)

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