PROJECT PERICLES: CULTIVATING CITIZENSHIP IN COOPERATION BUT IN PRAGMATICALLY DIFFERENT WAYS AT ELON UNIVERSITY AND PACE UNIVERSITY

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Intercultural Horizons Conference
Higher Education and the Legacy of Pericles

In the fifth century BCE, under the leadership of Pericles, Athens established the historic prototype of a democratic society. By recognizing that every citizen, regardless of economic or social status, had both a duty to serve and the potential to lead, Pericles and his fellow Athenians established what became the foundation of modern democracy. The legacy of Pericles is the core precept of America’s founding philosophy and has been historically connected to higher education in the United States. Its mission has embraced the preparation of students for active participation in an expanding, pluralistic society in which citizenship, social responsibility, and community are inseparable.
PACE UNIVERSITY

- Multi-campus
- Urban & Suburban
- 12,704 Students, 9,915 FTE
- Doctoral Research University
- 61% Undergraduate 39% Graduate
- Six Colleges: Arts & Sciences, Business, Computer Science and Information Systems, Education, Nursing and Law
CORE CURRICULUM REVISION

• Communication
• Analysis
• Effective Citizenship
• Social Interaction
• Global, National Perspectives
• Valuing
• Problem-Solving
CIVIC ENGAGEMENT AND PUBLIC VALUE COURSE REQUIREMENT

- Consider the notion of citizenship from a disciplinary perspective
- Have a community-based learning experience
- Develop leadership abilities
- Integrate service and learning
SERVICE LEARNING AND INTERCULTURAL ENGAGEMENT

- **ECO296**: Poverty and Income Distribution
- **HIS243**: Service and Study in Latin America
- **NUR161**: Women at Risk
- **LIT211**: Individual and Society: Diasporic Literature and Communities
INDIVIDUAL AND SOCIETY: DIASPORIC LITERATURE AND COMMUNITIES

Learning Objectives:
- Disciplinary objective
- Civic engagement objectives

Anticipated Learning Outcomes:
- Aesthetic response
- Effective citizenship
ASSESSMENT CHALLENGES

1. Acquire institutional/administrative data
2. Establish an assessment procedure that connects with course and core goals
3. Implement the assessment in a timely fashion
# Rapid Growth

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COURSE GROWTH

- # of Sections Taught
- # of Approved Courses
- Average Class Size
COMMUNITY WORK HOURS
THE RESEARCH QUESTION

Does participation in a Civic Engagement and Public Values course impact student civic engagement?

Civic Engagement Research Team at Pace University
Dr. Mary Ann Murphy ♦ Dr. Weihua Niu ♦ Heather Novak, MPA
Dr. Sangeeta Rao ♦ Dan Botting, MPA
METHOD

• Data collected from 2010-2011
• Qualtrics- self report
• Participants-
  – Pre-test and Post-Test
  – Pre-Test N=527 & Post-Test N=500
• Examined Core Outcome of Civic Action
• 13 Item Scale-2 Factors
Civic Action Examples

- Served as a committee member of a club or organization
- Formed a group of like-minded people
- Attended a group meeting (i.e. sport, religious, cultural group or community)
  - Kept myself up to date on current events by reading the newspaper, listening to the radio, or watching the news on TV or the Internet
  - Boycotted/bought a product for ethical reasons
  - Worked for a political party or candidate
**Analysis & Results**

- Dependent Variable: Civic Action
- Independent Variables: Pre & Post
- One-way ANOVA
- Statistical Significance at the .005 level
- Additional Analysis found 2 Factors within Civic Action Scale
**FUTURE RESEARCH AREAS**

- Community Impact
- Impact of teaching CE on Faculty Teaching Style
- Additional student outcomes, including self-efficacy
YOUR QUESTIONS
For More Information:

Center for Community Action & Research at Dyson College
Pace University
www.pace.edu/cccar