Pathways of Public Service and Civic Engagement

A Social Change Framework and Collaborative Tool

CUMU Conference, Philadelphia, October 23, 2019
Overview

• Review of framework and tool
• Data highlights
• Campus examples
• Group discussion: Using the tool
• Next steps
Pathways of Public Service and Civic Engagement

- Evolution and rationale
- Piloting and modifying a Pathways tool
- Broad applicability across higher education
- Relevance for students, faculty, and staff
PATHWAYS of Public Service & Civic Engagement

Community Engaged Learning & Research
Connecting coursework and academic research to community-identified concerns to enrich knowledge and inform action on social issues.

Direct Service
Working to address the immediate needs of individuals or a community, often involving contact with the people or places being served.

Policy & Governance
Participating in political processes, policymaking, and public governance.

Community Organizing & Activism
Involving, educating, and mobilizing individual or collective action to influence or persuade others.

Philanthropy
Donating or using private funds or charitable contributions from individuals or institutions to contribute to the public good.

Social Entrepreneurship & Corporate Social Responsibility
Using ethical business or private sector approaches to create or expand market-oriented responses to social or environmental problems.
**DIRECT SERVICE:** Working to address the immediate needs of individuals or a community, often involving contact with the people or places being served.

Examples:
- Tutoring/Mentoring at an after-school program
- Gathering supplies for hurricane victims
- Sorting donations (i.e. food, clothes, or household items) at a community partner organization
- Providing pro bono expertise in nursing, auto mechanics, law, or cosmetology
- Serving on a nonprofit board
- Removing invasive plants from public parks
- Career options: Joining the armed forces, Peace Corps, AmeriCorps or a similar organization

Please respond to the following questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>None</th>
<th>Very Little</th>
<th>Some</th>
<th>A Lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much experience do you have in this pathway?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How much interest do you have in exploring this pathway during college?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considering your current strengths, how much impact do you think you personally could have through this pathway?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>In general,</strong> how much impact do you think this pathway has on social issues?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

0% [ ] 100% [ ]
Pathways Diagnostic Tool: Results
Current and Potential Uses

• Curricular and co-curricular settings
• Student advising
• Program development
• Research
  › Cohort – pre/post
  › Demographic differences
  › Institutional types
  › Longitudinal
• No cost to participating institutions
Past and Present Higher Ed Participants

**U.S. Public Institutions**
- Bellevue College
- College of the Canyons
- Dutchess Community College
- Gateway Technical College
- Oregon State University
- Palo Alto College
- Phoenix College
- Salt Lake Community College
- State University of New York at Binghamton
- University of California - Merced
- University of California - San Diego
- University of Delaware
- University of Maryland - Baltimore County
- University of Minnesota - Twin Cities
- University of Pittsburgh
- University of Texas at Austin
- University of Utah
- University of Wisconsin Colleges
- University of Wisconsin - Madison
- University of Wisconsin - Parkside
- University of Wisconsin - Stout
- UServeUtah
- Weber State University

**International Institutions**
- East China Normal University
- University of Western Australia

**U.S. Private Institutions**
- Brown University
- Cedar Crest College
- Drake University
- Duke University
- Duquesne University
- Edgewood College
- George Washington University
- Gonzaga University
- Juniata College
- Lawrence University
- Loyola University Chicago
- Pacific University
- Pepperdine University
- St. Mary's College of California
- St. Norbert College
- Stanford University
- Tulane University
- University of Chicago
- University of La Verne
- University of Puget Sound
- University of San Francisco
- University of Southern California
- Whitworth University

**Campus Compacts**
- Iowa Campus Compact
- Utah Campus Compact
- Wisconsin Campus Compact
Preliminary Data Highlights – Participating Institutions (2017-2018)

Data reflect aggregate responses

- Nine public institutions (n=320, 22%)
- Fifteen private institutions (n=1,078, 74%)
- One state Campus Compact (n=57, 4%)
Profile of Respondents

Distribution by Gender, n=1455

Female 58%
Male 28%
Decline to answer 13%
Nonbinary/Nonconforming 1%

Distribution by Year, n=1455

Freshman 39%
Sophomore 23%
Junior 13%
Senior 13%
Graduate Student 3%
(Blank) 9%
Limitations

• Students’ perceptions – self-reported
  • Not uniform exposure
  • Imperfect typology
• Issues of interest
• Non-random sample
• Not currently designed for pre and post (identifying students), focused on changes between cohort
• Snapshot of trends in time
Data Trends (n=1,455)

- Gender: F (685), M (295)
  - Females more experienced in 3 Pathways
  - Females more interested in all except 1
  - Females perceived impact and expressed self-impact

<table>
<thead>
<tr>
<th>Interest 2017-2018</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>DS interest</td>
<td>3.36</td>
<td>3.02</td>
</tr>
<tr>
<td>Phil interest</td>
<td>3.07</td>
<td>2.74</td>
</tr>
<tr>
<td>COA interest</td>
<td>3.06</td>
<td>2.72</td>
</tr>
<tr>
<td>CELR interest</td>
<td>2.96</td>
<td>2.67</td>
</tr>
<tr>
<td>SECSR interest</td>
<td>2.72</td>
<td>2.60</td>
</tr>
<tr>
<td>PG interest</td>
<td>2.56</td>
<td>2.51</td>
</tr>
</tbody>
</table>

Mean (1-4)
Data Trends (n=1,455)

• Faith: Y(665), N(531)
  • Y more interested and have more experience in Philanthropy than N

• First Generation: Y(395)
  • Y recognize personal strengths in COA

• Pell Grant: Y(234)
  • Y are more interested and consider COA to have a greater impact
Pathways Interest and Impact, 2017-2018

**Interest 2017-2018**
- DS interest: 3.26
- Phil interest: 2.96
- COA interest: 2.95
- CELR interest: 2.90
- SECSR interest: 2.65
- PG interest: 2.57

**Impact 2017-2018**
- DS impact: 3.47
- PG impact: 3.37
- Phil impact: 3.34
- COA impact: 3.33
- CELR impact: 3.31
- SECSR impact: 3.20

Mean (1-4)
Using the Pathways at the George Washington University

- GW is an urban, private, Research 1 doctoral university
- Washington, DC
- 10,500 undergrads (traditional age)
- 17,000 grads
Using the Pathways at the George Washington University

- Institute for Citizen Leadership
  - Pre-semester program
- 200 upper-class students
- Nashman Center for Civic Engagement and Multicultural Student Services Center
GW’s Institute for Citizen Leadership

› Pre-semester program
› 200 upper-class students
› Nashman Center for Civic Engagement
› Multicultural Student Services Center
› Take the assessment
› Training on the Pathways
GW’s Institute for Citizen Leadership
Pathways Workshop

- Define the Pathways
- Understand how to use the Pathways to create a strategy to address concerns in the community
- Learn how to define the issues
- Address concerns about feeling overwhelmed by the size of the problems – poverty, racism, inequity
- Sometimes use in conjunction with Kahne and Westheimer, What Kind of Citizen
  - Personally Responsible, Participatory, Justice-Oriented
GW’s Civic House – Using the Pathways

• First year
• Living-Learning Program
• Take a course together
• Co-curriculum – Monthly service, reflection, learning, social events
• 2018-19: learned about the Pathways in class, reflected on them as part of the co-curriculum
• 2019-20: Monthly co-curriculum is organized by Pathway
GW’s Civic House – Using the Pathways

• In 2019-20 the co-curriculum is organized around the Pathways
• Each month students serve and explore a different Path
• Their first month: orientation and Direct Service
• Followed by learning about Asset-Based Community Development and Community Engaged Scholarship
• CSR and Social Entrepreneurship in October
• November will be Policy and Governance with voter engagement
Using the Pathways at the University of Pittsburgh

• Undergraduates: 25,209 full time; 1,278 part time

• Graduate/Doctoral Students: 7,441 full time; 2,100 part time

• Faculty: 4,522 full time; 835 part time

• Student/Faculty Ratio: 14:1
Using the Pathways at the University of Pittsburgh

• Personalized Education Initiative to enhance student learning

• Reflect each student's unique identities, experiences, interests, abilities, and aspirations

• Catalogued a number of high-impact community-engaged experiences that make visible potential civic engagement opportunities at varying levels and intensities for students

• Developed and implemented a mentoring/advising protocol to unpack the results of the civic diagnostic
Using the Pathways at the University of Pittsburgh – Step 1

• Coalition of 16 curricular and co-curricular collaborators

• Diversity of collaborators; we are able to reach a large range of students, from incoming first-years to students moving into their capstone year of study

• Assemble a visible catalog of civic engagement experiences available to students

• Develop civic mentoring that uses student data to help students make decisions about next options
Using the Pathways at the University of Pittsburgh – Step 2

• Coalition developed a catalog of civic engagement opportunities across an array of methods

• Items included service-learning, project-based community work, community-based research, social entrepreneurship and innovation, direct service, etc.

• Catalog publicized widely – digital and print versions available
Using the Pathways at the University of Pittsburgh – Step 3

• Data Collection and Civic Mentoring to increase access to Pathways for Civic Growth

• Implementation and refining a system of data collection and corresponding civic mentoring

• Mentorship does not have a formal and/or standardized means of collecting data about students’ unique civic activities
Using the Pathways at the University of Pittsburgh – Step 4

• Project evaluation and assessment

• What went well and what did not? What was gained by the students? How does Pathways continue beyond this project?

• Explore the influence of having cumulative civic engagement opportunities on students’ sense of belonging and civic growth
### Who Took the Diagnostic & Survey

**University of Pittsburgh**

<table>
<thead>
<tr>
<th></th>
<th>Honors</th>
<th>Non-Honors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diagnostic N=458</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-Year</td>
<td>40%</td>
<td>1%</td>
<td>41%</td>
</tr>
<tr>
<td>Second-Year</td>
<td>27%</td>
<td>5%</td>
<td>32%</td>
</tr>
<tr>
<td>Third-Year</td>
<td>9%</td>
<td>3%</td>
<td>12%</td>
</tr>
<tr>
<td>Fourth-Year+</td>
<td>9%</td>
<td>6%</td>
<td>15%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Honors</th>
<th>Non-Honors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Survey N=83</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-Year</td>
<td>29%</td>
<td>2%</td>
<td>31%</td>
</tr>
<tr>
<td>Second-Year</td>
<td>28%</td>
<td>6%</td>
<td>34%</td>
</tr>
<tr>
<td>Third-Year</td>
<td>9%</td>
<td>6%</td>
<td>15%</td>
</tr>
<tr>
<td>Fourth-Year+</td>
<td>16%</td>
<td>4%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Stanford University
## Level of Engagement in Pathways (Top 4)

<table>
<thead>
<tr>
<th></th>
<th>High School</th>
<th>At Pitt (prior to Pathways)</th>
<th>After Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Service</td>
<td>36%</td>
<td>32%</td>
<td>29%</td>
</tr>
<tr>
<td>Community Organizing &amp; Activism</td>
<td>18%</td>
<td>22%</td>
<td>24%</td>
</tr>
<tr>
<td>Community Engaged Learning &amp; Research</td>
<td>15%</td>
<td>22%</td>
<td>20%</td>
</tr>
<tr>
<td>Philanthropy</td>
<td>14%</td>
<td>10%</td>
<td>9%</td>
</tr>
</tbody>
</table>
Value of Civic Pathways Diagnostic (Top 5)

- Helpful in thinking about new types of civic engagement I hadn't considered previously: 32% Great Extent, 45% Some Extent, 23% Not at All
- Useful in producing a visual display of my civic proclivities: 31% Great Extent, 49% Some Extent, 20% Not at All
- Made me feel like I'm part of Pitt community: 21% Great Extent, 53% Some Extent, 26% Not at All
- Educational related to civic opportunities I can grow and learn from: 18% Great Extent, 55% Some Extent, 26% Not at All
- Informative about new ways to get involved: 10% Great Extent, 66% Some Extent, 24% Not at All
Personal Civic Mindedness

- Provides me with connections to others who offer strength, support, and guidance:
  - Strongly Agree: 51
  - Somewhat Agree: 37
  - Somewhat/Strongly Disagree: 12

- Is a valuable part of my life:
  - Strongly Agree: 39
  - Somewhat Agree: 50
  - Somewhat/Strongly Disagree: 11

- Is an important part of my identity:
  - Strongly Agree: 37
  - Somewhat Agree: 45
  - Somewhat/Strongly Disagree: 18

- Is an important way for me to connect with my peers at Pitt:
  - Strongly Agree: 33
  - Somewhat Agree: 49
  - Somewhat/Strongly Disagree: 18
Using the Pathways at the University of Pittsburgh – Year 2

• Expanding the number of civic engagement activities included in the catalog

• Assessment implementation – follow-up with students that engaged in year 1

• Increase in student participation through various advisor trainings

• Development of programming about pathways of civic engagement
# General Themes Reported 2017-2018

## Issues / Concerns Facing Your Campus (n=1279)

<table>
<thead>
<tr>
<th>Examples</th>
<th>Top 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>diversity</td>
<td>Inclusion, representation; race, gender, opinion, class, religion</td>
</tr>
<tr>
<td>racism</td>
<td>Discrimination, equality/inequality, white supremacy</td>
</tr>
<tr>
<td>sexual violence</td>
<td>Sexual assault, sexual harassment, rape</td>
</tr>
</tbody>
</table>

## Issues / Concerns Facing Your Local Region (n=1282)

<table>
<thead>
<tr>
<th>Examples</th>
<th>Top 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>racism</td>
<td>Discrimination, institutionalized, segregation, slurs, prejudice</td>
</tr>
<tr>
<td>poverty</td>
<td>Inner-city, neighborhoods struggling, affects women and children</td>
</tr>
<tr>
<td>drug use and abuse</td>
<td>Addiction, opioid epidemic, heroin, overdose</td>
</tr>
</tbody>
</table>

## Issues / Concerns Facing the World (n=1325)

<table>
<thead>
<tr>
<th>Examples</th>
<th>Top 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>climate/environment</td>
<td>Climate change, global warming, natural disasters, overpopulation, pollution, sustainability</td>
</tr>
<tr>
<td>racism</td>
<td>Discrimination, equality/inequality, white supremacy</td>
</tr>
<tr>
<td>poverty</td>
<td>Alleviation, global</td>
</tr>
</tbody>
</table>
### Example: Stanford’s Branner Residence Hall

#### Issues / Concerns Facing Your Campus (n=33)

<table>
<thead>
<tr>
<th>Issue</th>
<th>Top 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health</td>
<td>7</td>
</tr>
<tr>
<td>Inclusion / Access to Opportunities</td>
<td>6</td>
</tr>
<tr>
<td>Sexual Assault / Violence</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Issues / Concerns Facing Your Local Region (n=34)

<table>
<thead>
<tr>
<th>Issue</th>
<th>Top 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing / Gentrification</td>
<td>9</td>
</tr>
<tr>
<td>Economic Inequality</td>
<td>7</td>
</tr>
<tr>
<td>Racial Inequality / Racism</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Issues / Concerns Facing the World (n=33)

<table>
<thead>
<tr>
<th>Issue</th>
<th>Top 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Inequality</td>
<td>10</td>
</tr>
<tr>
<td>Environment / Climate Change</td>
<td>9</td>
</tr>
<tr>
<td>Politics / Apathy</td>
<td>4</td>
</tr>
</tbody>
</table>
Discussion

How might you envision using the Pathways framework and tool at your institution?

- In a class
- Advising
- Program development
- Research
- Other
Next Steps

Join the International Working Group

• Visit bit.ly/PathwaysWorkingGroup

Questions?

• Amy Cohen, Executive Director, Honey W. Nashman Center for Civic Engagement and Public Service, abcohen@gwu.edu

• Chaz Kellem, Director, PittServes, chaz.kellem@pitt.edu

• Gail Robinson, Pathways Consultant, gail.robinson@stanford.edu