

Public Affairs and Civic Engagement

Part 1: Development and Implementation of Innovative Civic Engagement Pedagogies

Teaching in Action: Civic Engagement, Service Learning, and Community-Based Research

At Salisbury University, I have taught 19 different courses in Communication, Gender and Sexuality, and Honors. In all my courses, I include opportunities for relevant cultural events, service learning, community-based research, and civic engagement.

My work in these areas was more strategic starting in 2013 when I began earning grants and making presentations about civic engagement pedagogy. In 2013, I received the American

I also was invited
Community-

Benefits of

Conference and at the Town-Gown Council. At this point I had been conducting class projects to community-based research for a few years.

In 2014, I earned several external grants and opportunities to present, which I connected to civic
Every Choice Grant to Activate Bystanders to

Reduce Sexual Assault, Datin

online to reduce the incidence of these crimes; one group of students in my Communication Research course chose to use this data for their class project. That year, with the Wicomico

Maryland Eastern Shore students to our local Stop-the-Violence Gym to plant a community garden and conduct a food distribution; two of my classes were involved in this project. In 2014, I was Co-

ents who served 300 hours

in our local public schools; these educational awards for service are featured in the Political Communication textbook as successful examples of government and community partnerships. As a result of these efforts, I presented fou

Committee and completed the Civic Engagement across the Curriculum training to concentrate my efforts to connect community engagement into my courses. For the 2016-2017 academic year, I was accepted into the first group of PACE Teaching Fellows, which allowed me access to academic resources and staff support to uphold my efforts.

Highlighted Courses: CMAT 102 LLC, 297, and 430

In this report, I highlight my three Fall 2016 courses in which I employed significant civic engagement: CMAT 102 Introduction to Mass Media (Living Learning Community), CMAT 297 Research Methods, and CMAT 430 Political Communication. All three courses were invited on our tour in December 2017 of the Maryland General Assembly, where we met with Comptroller Franchot, Lt. Governor Rutherford, and two local Delegates, Carl Anderton and Chris Adams.

Civic Engagement across the Curriculum (CEAC):

<http://www.salisbury.edu/PACE/CEAC/Chrys%20Egan.html>. In addition, I taught three Spring 2017 courses that utilized civic engagement projects: CMAT 304 Gender and Culture, CMAT 312 Nonverbal Communication, and CMAT 405 Family Communication. Those Spring courses were invited to attend the SU Day in Annapolis and to serve on any of projects for the inaugural Be the Difference Day. Some of these Spring students were featured in local media for their work. The public presentation and publication section will focus on CMAT 304 Gender and Culture work, while the three Fall 2016 courses are mentioned as teaching examples.

CMAT 102 LLC: Introduction to Mass Media, Living Learning Community

The CMAT 102 Introduction to Mass Media course is a requirement for all Communication majors and minors, and is a General Education course taken primarily by First Year Students. The course is a fascinating overview of major aspects of media, such as history, contemporary industries, convergence, and globalization. A major objective of the course is teaching Media Literacy, the ability to understand, critique, produce, and utilize media in responsible, legal ways. Students take three exams on a wealth of useful material and also apply their knowledge on two projects that each require a paper and pre

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popular culture by adopting a media content that they would not

Businesses and organizations report finding the experience valuable, as do the students. I am so

students from my Spring 2017 courses to travel to Annapolis on March 16, 2017 for the Hargraves award and lecture, which I attended as well (even with the bus breaking down!).

For this semester, Fall 2017, I added an Application assignment for students to apply to one of these opportunities that they select: [Maryland General Assembly Internship](#), [Washington Center Internship](#), [Nonprofit Leadership Alliance](#), [AmeriCorps](#), [Presidential Citizen Scholars](#), [Communication Internship](#)

Part 2: Public Dissemination of Information during 2016-2017 PACE Fellowship

I did have a few opportunities to share my Public Affairs and Civic Engagement, and Civic Engagement Across the Curriculum efforts in a few outlets. I frame much of my work on diversity and leadership, therefore, many of my publications and presentations during this period will reflect those subjects. In addition, I do present and publish in this period on politics, social issues, and media influence. The presentations from my students will reflect their civic engagement work from the CMAT 297 Communication Research course discussed above.

Book Chapters

- Egan, C. (2017, Completed and In-press). Hungry for change: sociopolitical impact on global audiences. In C.D. Reinhard & C. J. Olson (Eds.). *Heroes, heroines, and everything in between: Challenging gender and sexuality stereotypes in children's entertainment media*. Lanham, MD: Lexington.
- Egan, C. (2017). Interpersonal Interactions Across Cultural Boundaries: Communication, Diversity, and Cultural Awareness in the Age of Globalization. In R. Williams Davis & A. Patterson (Eds.) *Intercultural Communication for global engagement* (2nd Ed). Dubuque, IA: Kendall Hunt.
- Egan, C. (2017). Engaging Intercultural Communication: Interpersonal and Intercultural

Egan, C. (2016, November). Social Media, the Blogosphere, and Inclusivity Activism in Online Spaces. International Leadership Association, Atlanta, GA.

Egan, C. (2016, November). Cultivating Our Whole Selves. International Leadership Association, Atlanta, GA.

Egan, C. (2016, October). Mr. or Mrs. President: Gender Politics in The Trump and Clinton Presidential Campaigns. Popular Culture Association in the South, Nashville, TN.

Egan, C. (2016, October). Politics as (Un)Usual: 2016 US Presidential Elections. Popular Culture Association in the South, Nashville, TN. Panel Chair.

My On-Campus Presentations

New

National Conference on Undergraduate Research Conference (2017, April)

Part 3: Project Goals, Outcomes, PACE Support

Teaching Goals

My goals are to teach and learn with my students by empowering them in the classroom; engage students through active and innovative learning both in and out of the classroom; challenge students to advance their writing, speaking, analysis, and creativity skills; and help students realize and develop their professional talents.

One popular metaphor that professors use, particularly in fields such as Communication, is that

teach

conversation progresses in layers over time through contemplation, dialogue, and action. Having the deeper, sometimes difficult, conversation with a room of students can be challenging, but organization, an approachable persona, and acceptance of fluidity make academic conversational learning both successful and rewarding.

Because students learn in a variety of styles, I use all teaching methods at my disposal: lectures, discussions, notes, slides, student presentations, participation, activities, guest speakers, modeling, field trips, homework assignments, media examples, technology, exams, quizzes, research, formal papers, informal papers, and mentoring. Students report that they appreciate being able to learn a new subject in their own learning style, which gives them a sense of ownership and responsibility for their own education.

Outcomes

Outcomes in my CEAC and PACE infused courses include bringing students to a more meaningful and challenging level of civic and community engagement. One useful lesson that I

students study so they move from serving and volunteering to critically examining the issues through a civic and political lens.

Another outcome is targeted project application. The civic assignments in each course are pragmatic, generated by campus and community stakeholders who need data to develop their programs. That data can take many forms: statistics, personal informal interviews, documents, and other types. By working on real topics, students are motivated to address these problems because they feel invested and accountable. Student projects from these courses have been used many times to advance initiatives.

The final, encompassing outcome is skill development. In addition to gaining civic responsibility and community connection, students strengthen their marketable skills such as: professionalism, teamwork, multi-tasking, time management, prioritizing, primary document research, designing original research, draft writing and revising, completing required forms, generating a professional report, communicating with diverse audiences, social capital and networking, traveling, and more.

PACE Support

The struggle for civic engagement faculty is striving to make the projects and the process manageable. I find that having done this type of project for several years in different courses helps me manage the additional workload, but civic curriculum is time-intensive and involves early planning. I would encourage the PACE program to ensure that the Co-Directors Sarah Surak and Sandy Pope receive course releases in order to manage all of these programs and training. While I recognize that all civic engagement cannot receive course downloads, it would be wise to target faculty a year before they take sabbatical to have them enroll in CEAC to encourage them to continue redesigning civic courses during their release time.

Additionally, I would encourage you to strengthen this program by giving Fellows more allotted time to work with the PACE staff and office students. Abigail Horton, Mike Webber, and Christopher Peterson were all helpful with multiple aspects of my projects. Abigail was always available and eager to take tasks off my hands in order to allow me to focus on other aspects of the projects. She is well organized and familiar with how to get things done at SU. Likewise, Mike Webber is an ideal Graduate Assistant. He worked with me on the program evaluation surveys for the Engineer Girl program; based on that data, I was able to develop the Girls Innovation Academy program this summer through SU's CELL. Mike also enthusiastically served as a guest lecturer in Spring 2017 in my Family Communication course, where he taught a textbook chapter and offered the students information on graduate school and his career area. Abigail and Mike also agreed to present about PACE at the Teaching Learning Conference, come to my current Political Communication class, organize the Spring 2017 PACE events that I coordinated, and many other collaborations. Plus, I briefly had the chance to work with PACE student Christopher Peterson who organized a large data set that I had completed from the Every Choice grant on sexual assault, Counseling Center and Office of Institutional Equity.

My experiences with PACE faculty and staff were always positive and encouraging. As this program develops, please offer PACE Fellows more hours of support from the office in order to complete projects like these. Since Fellows do not receive funds or release time, having at least 30 hours of office support per academic year (about 1 hour per week of the two semesters) would be extremely useful and appealing.

See attached CMAT 297 Communication Research assignment as a sample project to further illustrate civic engagement assignment goals and outcomes.