



**Public Affairs and Civic Engagement (PACE)  
Civic Engagement Across the Curriculum (CEAC)  
Teaching Fellows Report**

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2016-2017 Academic Year



<http://www.salisbury.edu/pace/CEAC/Chrys%20Egan.html>

## **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 Association of Colleges and University's "Bringing Theory into Practice" grant that allowed me to create a "PACE of Civic Education" seminar to train other faculty in these teaching methods. I also was invited with my colleague Michele Schlehofer to present on the "Benefits of Community-University Research Partnerships" at both the SU inaugural Research Day 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 engagement in my courses. I received the "Avon *Every Choice* Grant to Activate Bystanders to Reduce Sexual Assault, Dating Violence, and Stalking," which allowed SU students to train 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 Partnership for Families and Children, I also received the Maryland Governor's Office "September 11th Day of Service and Remembrance" grant to take SU and University of 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-Principle Investigator with George Whitehead on the Campus Compact "Students of Service" AmeriCorp Educational Awards that we provided to SU students 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 four more times on this topic, at SU's Teaching Learning Conference, SU's Faculty Development Day, the Eastern Psychological Association conference, and the International Leadership Association conference. I then joined SU's PACE Steering 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. These courses are showcased on SU's Public Affairs and Civic Engagement (PACE) website for 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 presentation. First, students analyze the "sleeper curve" theory of media's increasing sophistication, by examining evidence of this controversial claim in order to lead the class in a civil, informed debate. Second, students consider the "third person effect" by acknowledging how media impact them and then reconsider diverse artifacts of popular culture by adopting a media content that they would not normally use. Students report learning a great deal from this course not only about media, but also about politics, business, international relations, culture, and themselves.

The particular sections I have taught over the past four years are in the Living Learning Community (LLC) program. The CMAT LLC faculty (Lori DeWitt, Bob Barber, Jathan Austin, Kellie Stanfield, and me) arrange for the students to have many experiences with us outside of class. Students serve a meal at the local HALO homeless shelter and present research in Annapolis to policy makers. We visit the "Newseum" in Washington, DC, an interactive news and current event museum where students learn what happens behind the news. Students also travel to New York for behind-the-scenes tours of NBC Studios and Radio City Music Hall, and to visit the World Trade Center memorial. Closer to home, the students visit local media outlets "WBOC" and "WMDT," where we make valuable connections and help students earn internships and employment. The students host two international events on campus. The first is an "American Dinner" for foreign students in SU's English Language Institute; the second event is "coffee and conversation" with the Humphry Fellows, international journalists who visit the

US for one year. We engage the students in other campus initiatives like homecoming and family weekend, leadership training, cultural events, and other opportunities. Finally, I invite each full-time CMAT faculty member to come to class one day to meet the students to talk about their teaching and research.

### CMAT 297: Communication Research

CMAT 297 Communication Research is a Sophomore and Junior level course that is required for all students in the Human Communication track as a prerequisite to their upper-division courses. The course also is an elective in other Communication tracks. I taught CMAT 297 my first semester at SU, in the Fall 2002. The course was listed in the catalogue, but had not been taught for a while. Since Communication Research was a requirement at the University of Georgia where I taught it before coming to SU, I was excited to take on the course at SU.

The course is challenging and intellectual. As a student, I did not take a course like it until I was in graduate school. CMAT 297 students learn all aspects of research design, protocol, procedures, analysis, writing, and presentation. Students complete weekly quizzes and two comprehensive exams. They work in small teams on original, applied yet academic research projects from start to finish. Students create the topics and select the best method of inquiry. They apply for SU Institutional Review Board approval, design their research instrument, review academic literature, execute their studies, and assess the findings. Students write a 20-25-page research report in APA format that includes: abstract, introduction, review of the literature, methods, results, discussion, references, and appendices. Students also present the findings in two public formats: a community research poster displayed at a Third Friday event, and a 15-minute PowerPoint presentation to the stakeholders. This year, three student groups submitted their work to the National Council on Undergraduate Research conference and all were accepted. We traveled in April 2017 to the University of Memphis for the conference. All four groups presented at the SU Student Research Conference and all were invited by BEACON to present for their Bienvenidos group. One of the projects was also present at the Lambda Pi Eta Communication Honors Conference.

Because of my background and training in community-based research, I have the Communication Research students focus their research on campus and community issues that they elect to address, aiming to enact real change. Projects have included: bike-friendly campus support, creating a community garden, recycled material bird feeders, reducing environmental footprints, Civic Center programming, Safe Ride improvements, sexual assault prevention training, skate park support, more local produce served on campus, an under-21 club proposal, and smart phone apps for the Guerrieri Academic Commons and for SU events. One of the success stories in 2016-2017 is the research team that worked with two local farm-to-table businesses and SU Dining Service to increase the campus percentage of local food from 20% this year to an anticipated 40% next year. In addition, we also worked with SU's GAC staff and PR staff on the proposed apps, and with Mayor Jake Day on the feasibility of a downtown alcohol-free club. In 2017, we are conducting research for five projects through SU's new Center for Extended and Lifelong Learning: Feature Fridays, PRESTO, Girls Innovation Academy, CELL Ambassadors, and Local Employment and Network Support.

Businesses and organizations report finding the experience valuable, as do the students. I am so proud of how much these students learn, their strong work ethic, the impact they have in the community, and that they finish the course appreciating applied research.

### CMAT 430: Political Communication

Political Communication is an advanced seminar for Juniors and Seniors who will soon graduate and apply their skills. In previous years, CMAT 430 was offered by other faculty members but often did not enroll the minimal required students, so it was cancelled several years in a row. I asked to take over the course for Fall 2015 and Fall 2016, where I have exceeded enrollment minimums each semester. As a result, I helped generate student interest in politics, and am teaching the class for the third sequential Fall in 2017. As an example of the 2016 class's successful outreach, one team of four students collaborated with PACE co-founder Harry Basehart on a "Squawk the Vote" series. First, the students were trained in the art of having difficult political conversations with young voters. Then the students created a YouTube video with useful voter information and refutations to common misconceptions that student voters might hold. When the PACE team instructed the group to edit the video, the team made the changes. The video is now part of the resources available to the public on the PACE website. Next, these students wrote an article about the "Squawk the Vote" series that was shared by the SU press office with local media outlets and was featured on the SU website. The course allows for this type of useful blend between academic inquiry and skill development.

The CMAT 430 Political Communication course simultaneously employs both a micro and macro approach to public service, civic engagement, and politics. At the micro-level, students gain essential knowledge about politics and apply that knowledge by supporting campus initiatives to promote civic literacy and action. Micro-level, on-campus topics have examined how students can personally get involved in: student voter education and registration, racial justice action, poverty and inequality lectures, sexual discrimination awareness, civility discussion, and veteran support. On the macro-level, students learn the realities of local, state, federal, and international politics, plus meet politicians and organizational leaders who influence policy. Students also had an off-campus project with a government or non-profit initiative of their choice to see how political problems get solved. Projects have included assisting at the polls on Election Day, coordinating with the Mayor's Office to prepare for Third Friday, teaching at-risk children about civic engagement, working as a press agent for the town of Pocomoke, serving on the campaign for a Berlin, Maryland mayoral candidate, and publishing an international political blog.

In class, we hosted a diverse array of invited guest speakers to discuss their roles in politics. Guests included an election judge, three Maryland delegates, a lobbyist, Wicomico County Democrat and Republican club presidents, a union activist, a television news director, three campaign managers, a mayor, a deputy mayor, and other guests. The class concludes with a field trip to the Maryland General Assembly in Annapolis, where we met with the Comptroller, Lt. Governor, two local Delegates, many SU Alumni working in the state capital, plus our outgoing and incoming Government Relations officers. The trip went so well that I was asked to share my model as a resource on the PACE site to encourage other faculty to take their students. I invited

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](#), [Governor's Summer Internship](#), [Nonprofit Leadership Alliance](#), [AmeriCorps](#), [Presidential Citizen Scholars](#), [Communication Internship](#), [Political Science Internship](#), [Federal Government positions](#), or other approved experience. I also added a third book to the class, "Taking Sides: Clashing Views on Political Issues." This semester, we began with a useful training from Abigail Horton and Mike Webber on how to engage in civil political discourse, which I will plan to continue at the start of each semester.

### Civic Engagement Across the Curriculum Seminar Training

The Civic Engagement Across the Curriculum (CEAC) training was helpful to my progression as a civics professor, which I would not have considered myself before. In the Fall 2014, I took the CEAC training with colleagues from across campus. The benefits of the seminar included receiving targeted readings on civic engagement curriculum in higher education and the opportunity to trade ideas with colleagues from different departments who were using similar types of projects in their courses. I would encourage SU faculty and administrators to continue supporting interdisciplinary development opportunities like CEAC, PACE IDIS community open course, Writing across the Curriculum, Faculty Learning Communities, and others.

## **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: *The Hunger Games'* 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-Masuka (Eds.) *Intercultural Communication for global engagement* (2<sup>nd</sup> Ed). Dubuque, IA: Kendall Hunt.
- Egan, C. (2017). Engaging Intercultural Communication: Interpersonal and Intercultural Leadership In R. Williams Davis & A. Patterson-Masuka (Eds.) *Intercultural Communication for global engagement* (2<sup>nd</sup> Ed). Dubuque, IA: Kendall Hunt.
- Fox-Kirk, W., Campbell, C. & Egan, C. (2017). Women's Leadership Identity: Exploring Person and Context. In S. Madsen (Ed.) *Handbook of research on gender and leadership*. Cheltenham, UK: Edward Elgar Publishers.
- Egan, C., Shollen, S. L., Campbell, C., Longman, K., Fisher, K., Fox-Kirk, W., & Neilson, B. (2017). Capacious Model of Leadership Identities Construction. In J. Storberg-Walker (Ed.) *Theorizing women & leadership: New insights and contributions from multiple perspectives*. Charlotte, NC: Information Age Publishing.

### Conference Presentations

#### My Off-Campus Presentations

- Egan, C. and Robinson, T. (2017, June). From Grief to Grit – The Asilomar Declaration and Call to Action: Personal, Political, Policy. Women and Leadership Affinity Group Conference, Rhinebeck, NY. Panel Chairs and Lead Presenters.
- Fox-Kirk, W., Campbell, C. & Egan, C. (2017, June). Researching Gender and Leader Identity: Person and Context. Women and Leadership Affinity Group Conference, Rhinebeck, NY.
- Egan, C. Baker, M.A. Heflin, L, Champaign, C. Kiernan, K. (2017, June). Creating Women's Peer Mentor and Network Circles. Women and Leadership Affinity Group Conference, Rhinebeck, NY.

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 Student Reader (2017, August)

Leading a NSR Discussion: Gender and Sexuality in Sula, Faculty Training  
Gender and Sexuality in Sula, Community Presentation

PACE Events, Coordinated and Chaired

Internet Privacy: Which Company Just Bought Your Browser History (2017, April)  
Media and Politics: A Love/Hate Relationship (2017, February)

Faculty Learning Community

Peer to Peer: Women's Leadership (2017-2018)  
Women's Mentor and Network Circle (2016-2017)

Teaching Learning Conference (2017, February TLC)

Integrating Research in the Classroom, Panel Chair and Presenter  
Women's Mentor and Network Circle, Poster Presentation

Research Day (2016, September) - Women's Mentor and Network Circle, Poster Presentation

#### CMAT 297 Communication Research Student Conference Presentations

Lambda Pi Eta Communication Honors Conference (2017, May)

Hailey, A. "Salisbury University Event App"

BEACON Bienvenidos (2017, May)

Hailey, A. "Salisbury University Event App"

Mellinger, A. & Ferraioli, L. "Guerrieri Academic Commons App"

Nitzch, K. Messinger, V. & Davis, H. "Salisbury Farm-to-table Initiative"

Taylor, J. & Wigglesworth, A. "Central: An Under-21 Club"

Salisbury University Student Research Conference (2017, April)

Hailey, A. "Salisbury University Event App"

Mellinger, A. & Ferraioli, L. "Guerrieri Academic Commons App"

Nitzch, K. Messinger, V. & Davis, H. "Salisbury Farm-to-table Initiative"

Taylor, J. & Wigglesworth, A. "Central: An Under-21 Club"



National Conference on Undergraduate Research Conference (2017, April)

Hailey, A. “Salisbury University Event App”

Nitzch, K. Messinger, V. & Davis, H. “Salisbury Farm-to-table Initiative”

Taylor, J. & Wigglesworth, A. “Central: An Under-21 Club”

Third Friday, Poster Presentations (November, 2016), Presented by 24 students

“Salisbury University Event App”

“Guerrieri Academic Commons App”

“Salisbury Farm-to-table Initiative”

“Central: An Under-21 Club”

Grants to Support this Work

For Faculty and Community: Total \$4500

Community Foundation of the Eastern Shore Grant for “Girls Innovation Academy” (2017). Co-PI with Mary Angela Baker. \$2500.

Office of Institutional Equity “Diversity and Inclusion Grant” for travel for six SU colleagues to present at the Women and Leadership Conference. (2017). \$1000.

Office of Institutional Equity “Diversity and Inclusion Grant” for the SU Women’s Forum *International Women’s Day* Conference. (2017). \$1000.

For Students: Total \$6065

Graduate Research and Presentation Grant. (2017). 1 student \$500

Office of Undergraduate Research and Creative Activity. (2017). 3 students \$3000.

University Student Academic Research Award. (2017). 3 students \$1065

Fulton Student Grants. (2017). 3 students \$1500

### **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 teaching is a “performance,” or being the “Sage on the Stage.” I prefer the metaphor that teaching is a “strategic conversation” between professor and students. This academic 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 learned from the CEAC training was to ask probing “why” questions about the issues that 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, relational violence, and stalking. That data was shared with SU's 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. Thank you again for the opportunity to serve as a PACE Teaching Fellow.