



**CENTER FOR
CIVIC ENGAGEMENT**
Illinois State University

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(Pronounced Strez-peck)
She/her/hers
Director

Civic Engagement and
Course Design



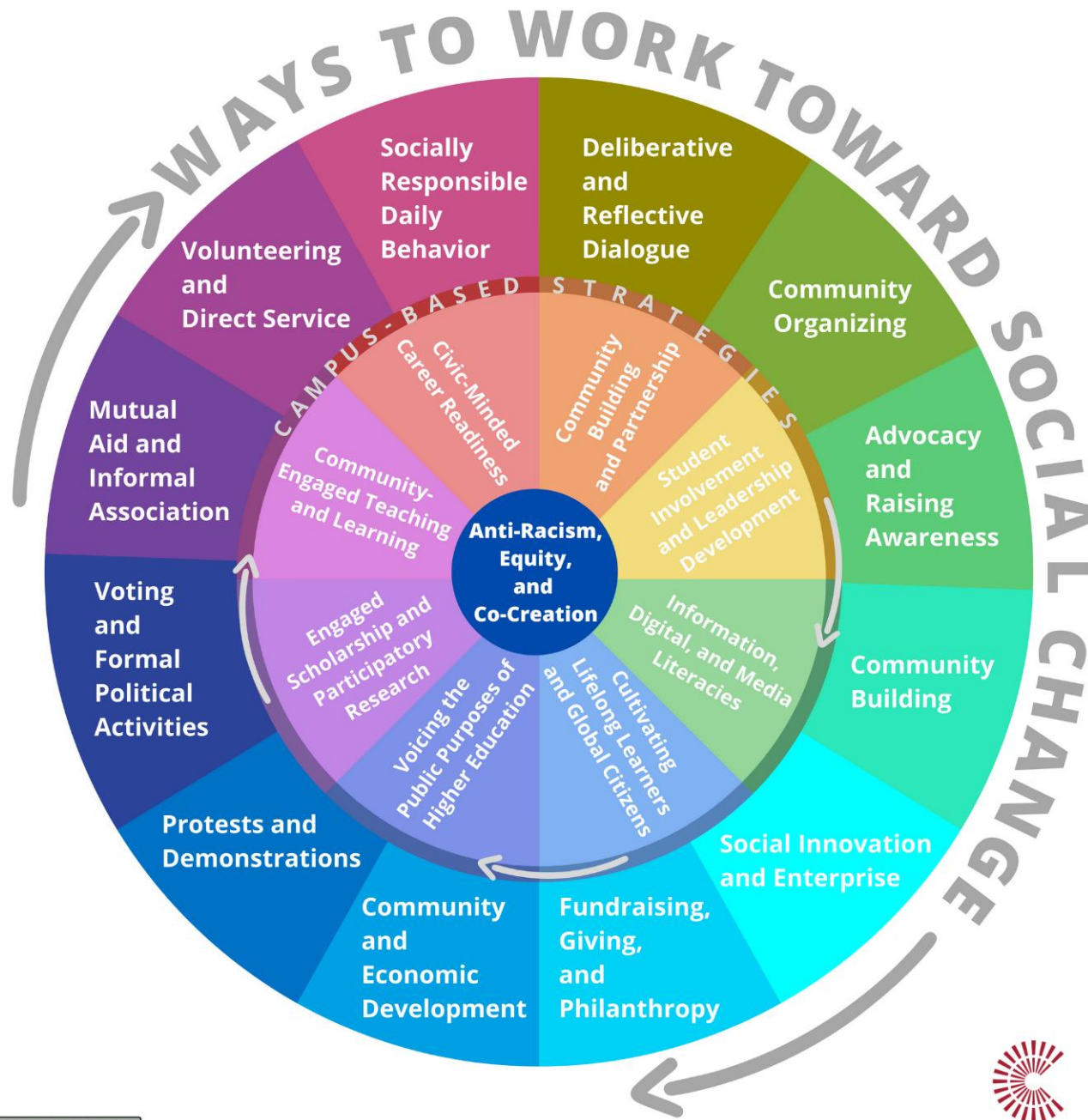
Civic Engagement
Must Embrace
Equity, Anti-racism,
and
humility/histories

Land Acknowledgement

Illinois State University is located on the traditional lands of the Peoria, Kaskaskia, Piankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo, Potawatomi, Ojibwe, and Chickasaw Nations. These Native nations, prior to their forced removal, were the caretakers of this land; the lands continue to carry the stories of these nations and their people, just as the people continue to carry the stories of this land. As a member of a public settler colonial institution, we acknowledge our responsibility not only to understand this history but also to actively confront the ways in which colonial policies and thinking continue in our personal and professional life. At the Center for Civic Engagement and CTLT, specifically, we recognize the ways some engagement and education endeavors have been complicit and even instrumental in misrepresenting Indigenous people and in marginalizing Indigenous people and cultures. We commit to create change and progress. We ask that you join us on that journey. We respectfully request that we all begin to learn on whose land we live. (This statement was adopted from the ISU School of Theater and Dance). For more information about land acknowledgement statements, please see the Honor Native Land Guide, <https://usdac.us/nativeland> and for some ideas for learning and action: <https://seedingsovereignty.org/>

A dark blue, irregularly shaped graphic with a splatter effect, containing white text. The graphic is centered on a white background and has a rough, hand-painted appearance with various shades of blue and white splatters around its edges.

What types of activities do
you think of when you
think of civic engagement?



[Handout questions](#)



Equity-based frameworks

- Educate using intersectional analysis (Crenshaw, 1991).
- Avoid deficit-based thinking (Tuck, 2009; Valencia, 2010).
- Center marginalized voices (hooks, 2000) and affirm their contributions.
- Build knowledge with communities (Gutiérrez, 2014; Saltmarsh & Hartley, 2011; Yosso, 2005).
- Consider critical historical perspectives to develop curricula and co-curricular programs using a cross-cultural comparative framework (Mohanty, 2003) and trauma-informed, asset-based lens.

STRATEGIES FOR HEALING

This graphic, adapted from a version created by the Ryse Center, explains how we can address trauma and promote healing at all levels of society.



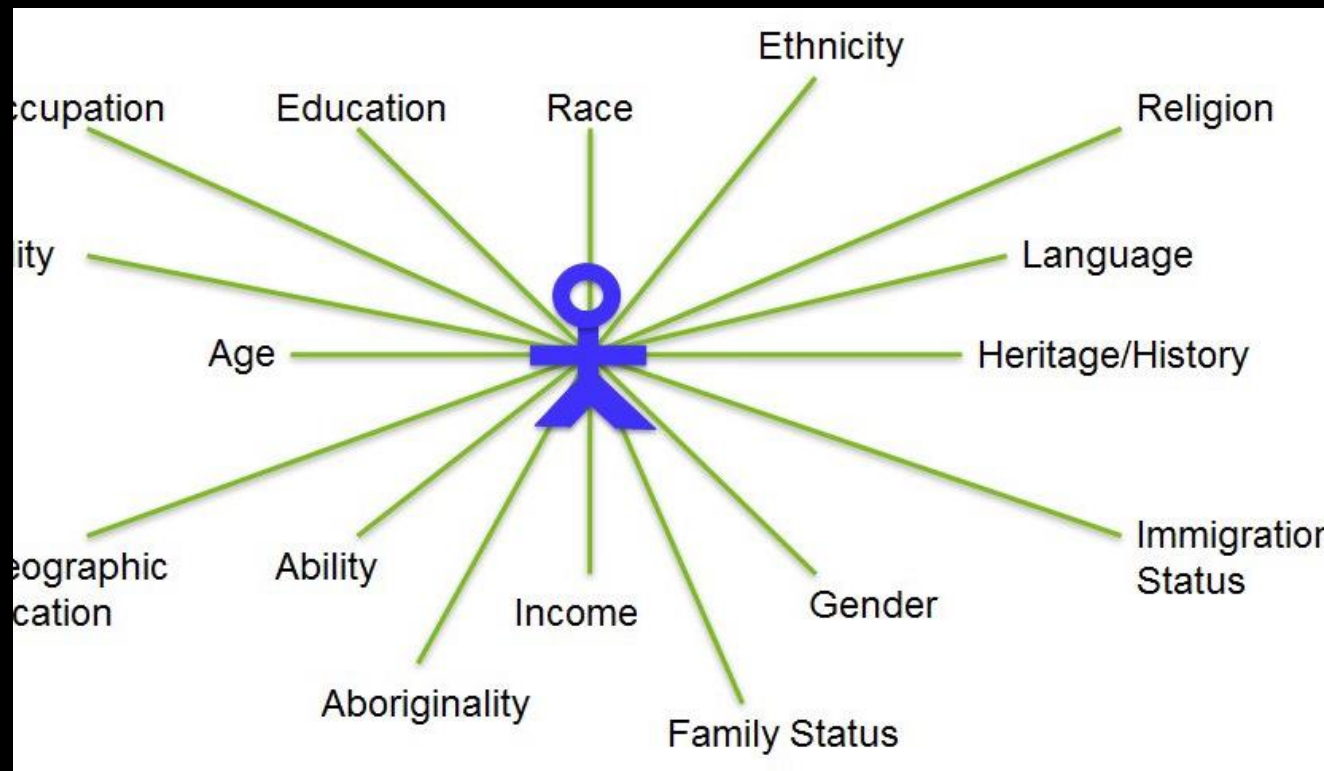
ACEs 360

Historical
acknowledgement
and reconciliation

From “Damage-centered research” to “Desire-based research” (Tuck, 2009)

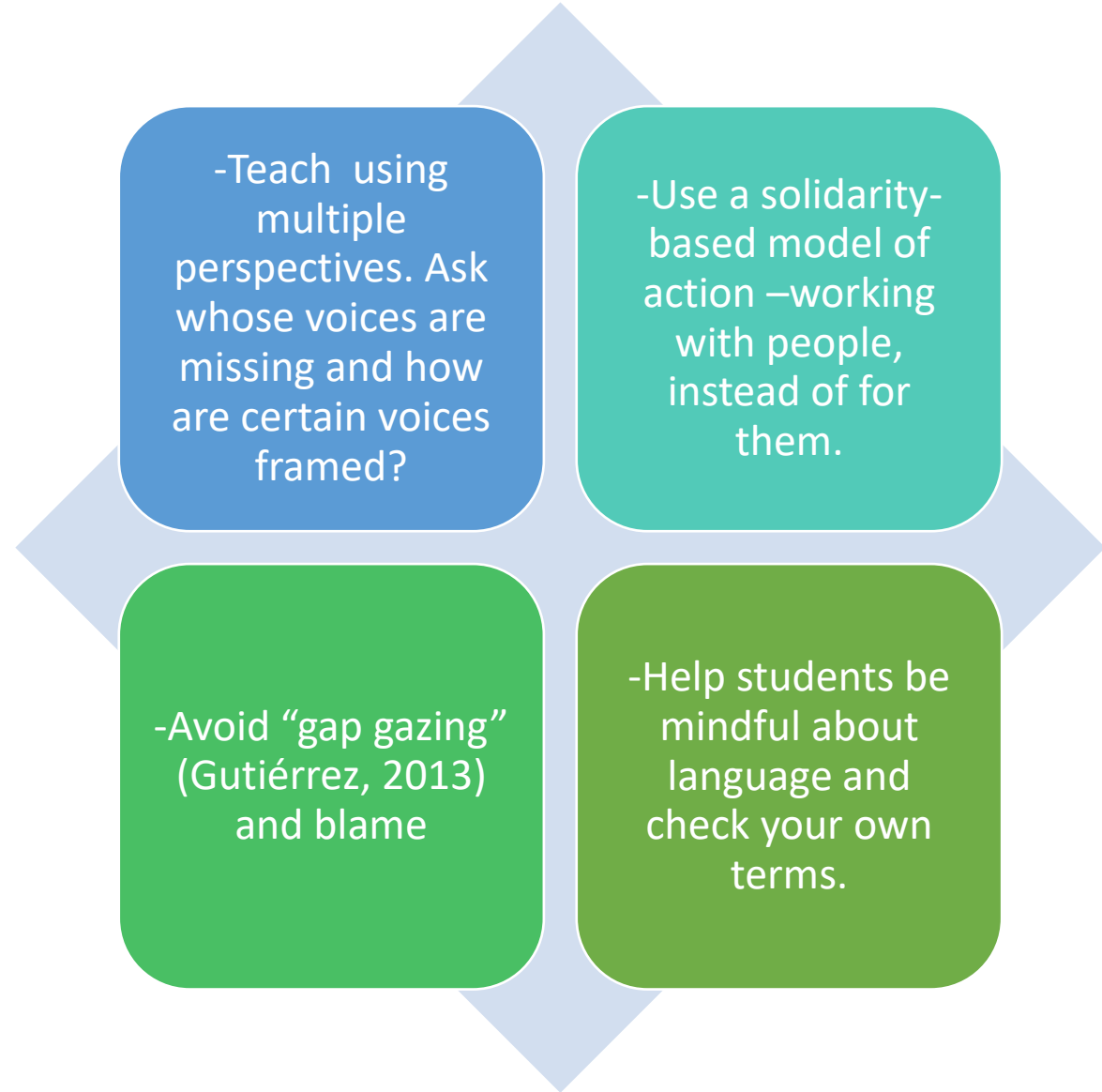
- How can we challenge damage-based research and engagement?
- What would desire-based work look like?
- Expect backlash and “rough draft” moments (Watt, 2007)
- Practice self-care and community care

Educate: Use intersectionality to analyze issues



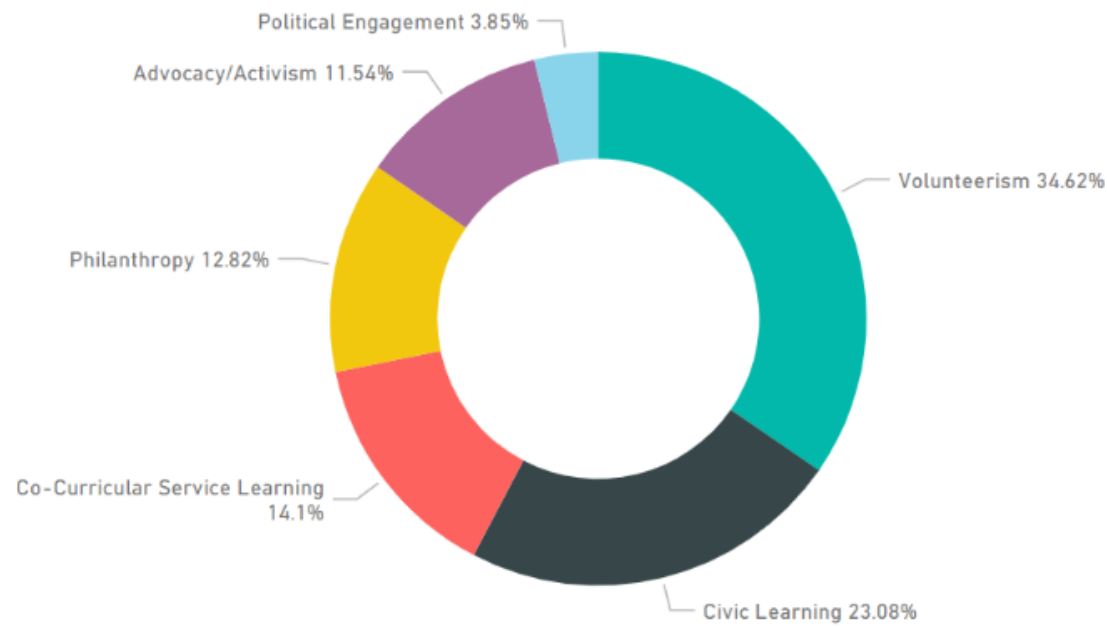
- Based on 2018-2019 LEAD Report Top 5 Issues:
- Hunger/Food insecurity
- Youth/Children
- Disabilities
- Environment/Sustainability
- Government/ Politics

Fight structural inequities using an asset-based model



Transforming engagement

Percent of Activities by Engagement Type

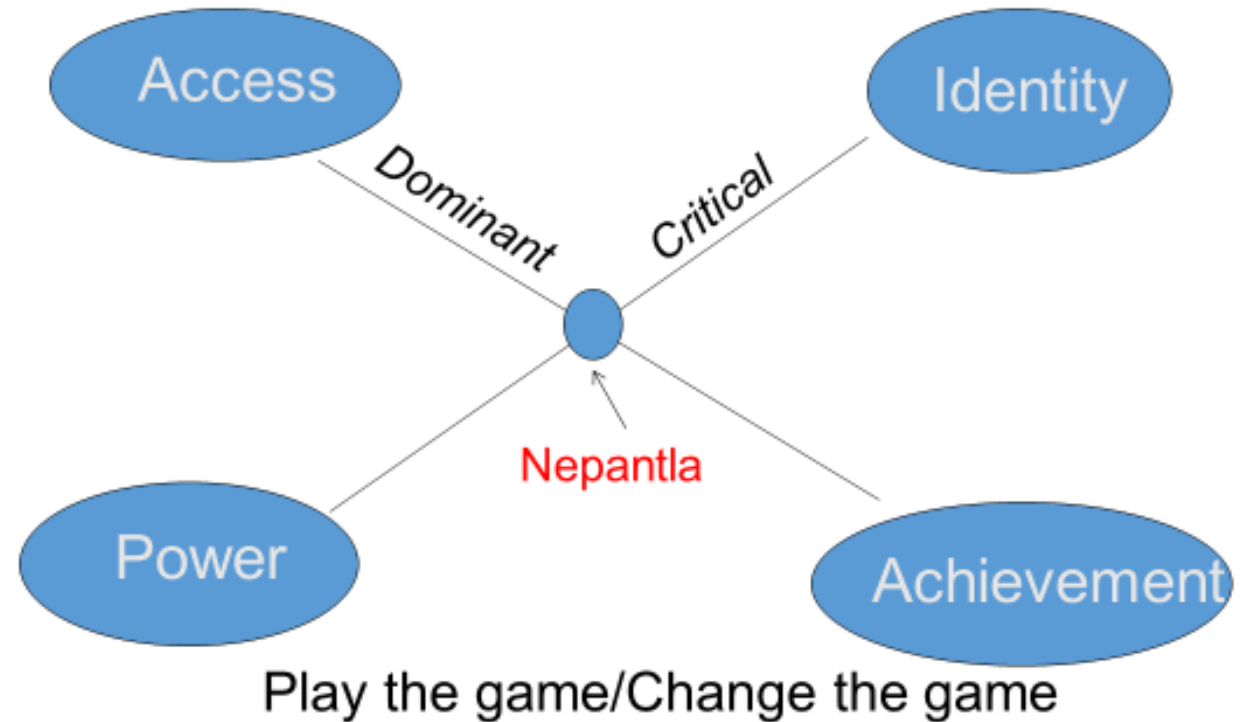


- Increase political engagement - teach deliberative dialogue
- Increase activism and advocacy
- Use data from Carnegie self-study: build on strengths
- Increase participation of students from minoritized groups

How can we
elevate political
engagement?
Teach and practice
how to engage in
difficult dialogues

Dimensions of Learning/Equity

(Gutiérrez, 2007; 2008; 2009, 2014)



Deliberative Dialogues



- [Guided conversations on controversial issues](#)
- [Explore dialogue topics from NIFI.](#)
- [Request a Deliberative Dialogue for your class or organization.](#)

Build Knowledge with Community Partners/Co-educators

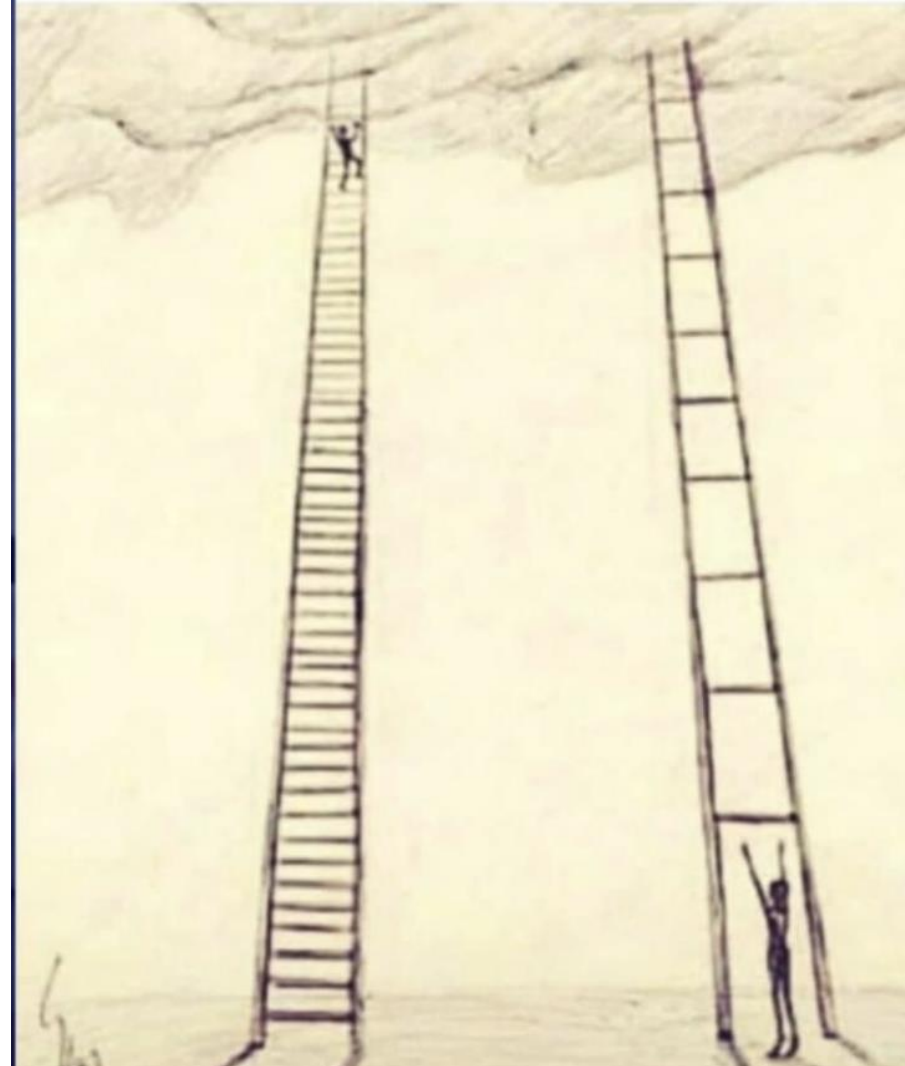
Apply for a [Community Engagement Learning grant!](#)

Slow down
and start
small.



CCE can help
with
logistics!

The importance of smaller steps ❤️❤️❤️

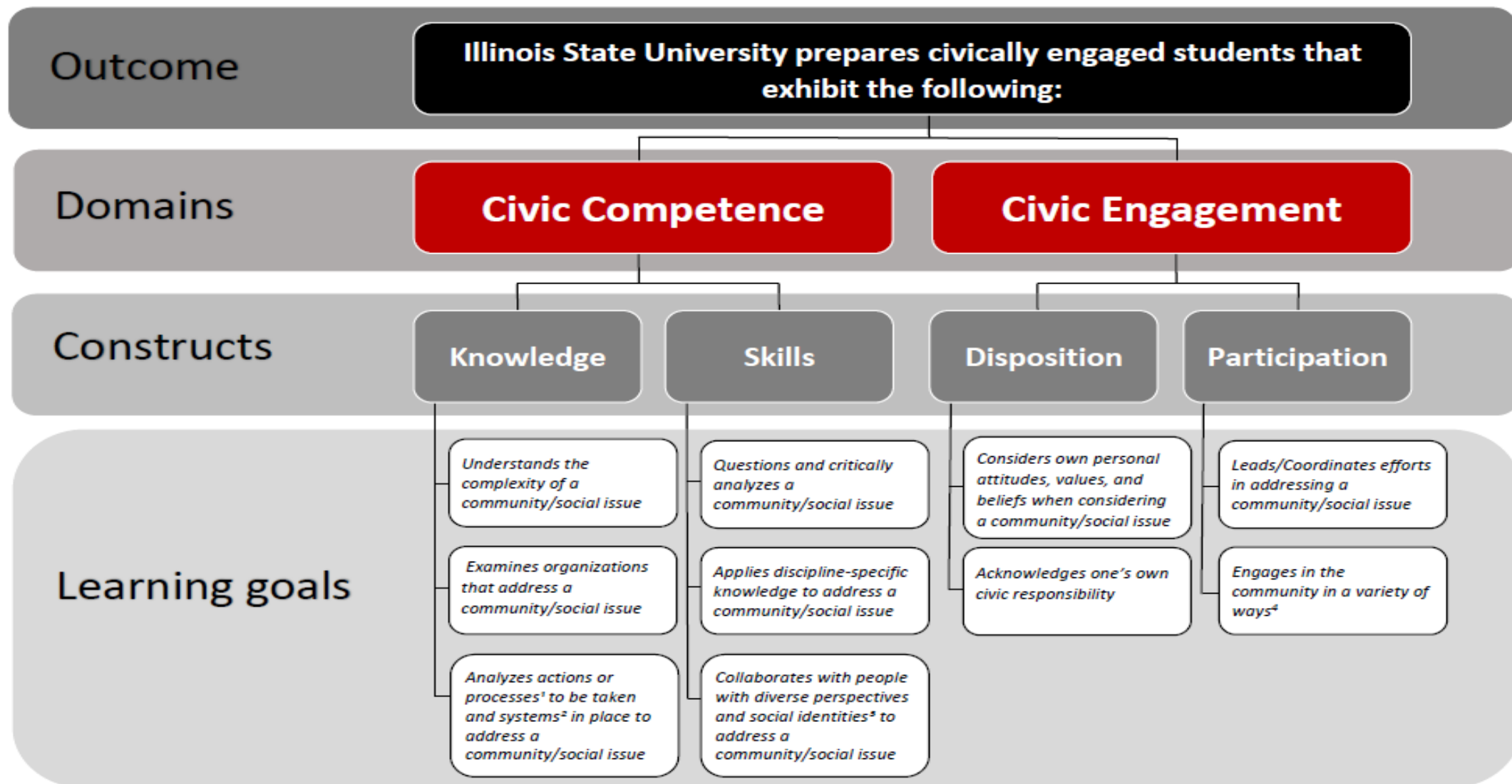




Seize the
moment

Civically Engaged Learning Goals

WORKING DOCUMENT (9.18.2018)



¹ Actions/Processes are those steps a student can take to address an issue such as advocacy, voting, contacting elected officials, and community organizing.

² Systems are those environments within which actions/processes could be enacted, such as with economic, administrative, social, or governmental systems.

³ Social identity refers to a person's sense of who they are based on their group membership(s).

Resources for Creating Civically Engaged Learning Goals

- [Best Practices for Academic Community Engagement.pdf](#)
- [Planning a Community Engaged Course.pdf](#)
- [Developing Objectives Worksheet.pdf](#)
- Consider ways to involve community partners in course development and assessment to ensure mutual benefit.



Preflection and Reflection resources

- <https://civicengagement.illinoisstate.edu/faculty-staff/assessment-and-evaluation-instruments/>
- <https://www.usf.edu/engagement/documents/reflection.pdf>
- DEAL Model of reflection:
 - -Describe
 - -Examine
 - -Articulate Learning (related to Civic knowledge; skills; disposition; action). (Ash, Clayton, & Moses, 2009).



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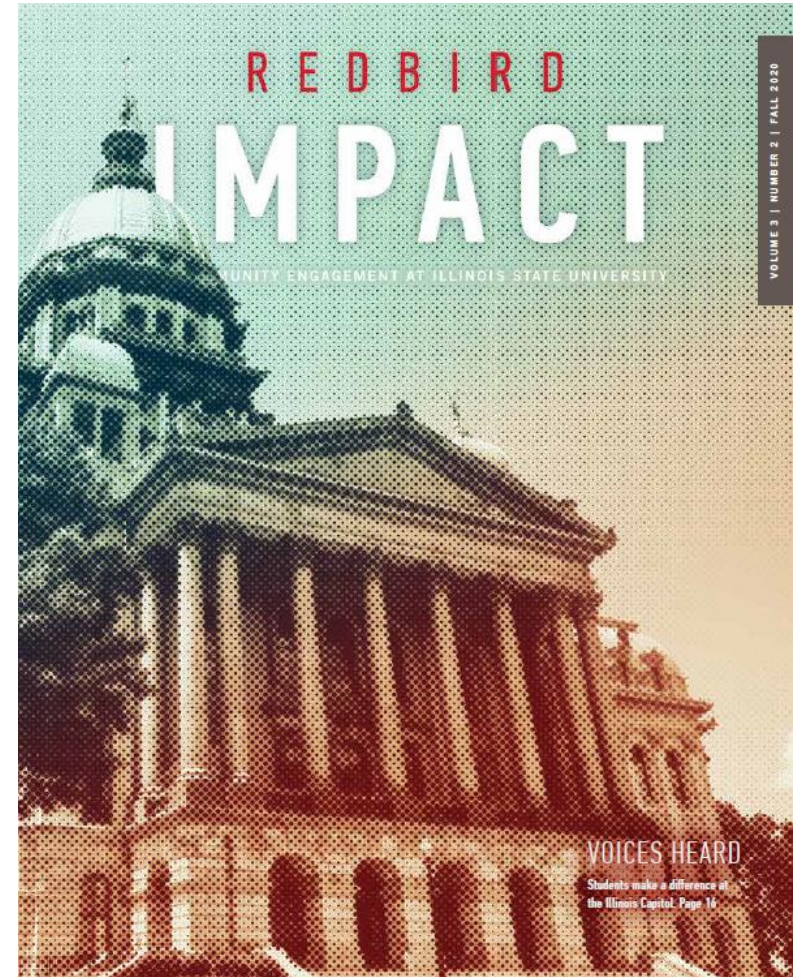
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Please share your stories with us and reach out to us for support!



Resources

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