**Presidential Faculty/Student Collaboration and Publication Grant**

**Deadline Monday, February 24th**

Please use this checklist and budget. Include with your completed application. For more information about Presidential Faculty/Student Collaboration and Publication grants, please see

<https://gustavus.edu/kendallcenter/grant-opportunities/presidential-grant.php.>

**Faculty Information**

Name: Leila Brammer

Department: Communication Studies

Email: Lbrammer@gustavus.edu

Rank: Professor

**Student Information**

Name: Mariah Wika

Major(s): Communication Studies

Email: mwika2@gustavus.edu

Graduation Year: 2015

**Checklist**

**Project Details**

☐x Brief description of the proposed project including its collaborative nature

☐x Clear statement of anticipated outcomes

☐x Likely placement for publication or performances

☐x Anticipated research completion date

**Participant Details**

☐x Names and brief biographies of all participants

☐x Explanation of how this project fits into the career of the faculty member  
 ***Note:*** Applications from faculty at all career stages are encouraged

☐x Explanation of how this project fits into the educational trajectory of the student

***Note:*** Statement should be written by the student; include year of graduation; student eligibility is limited to full-time returning students

☐x **Presidential Budget Proposal Form**

☐x If successful, my proposal can be used as an example to assist future applications. Check to give permission. This decision will not influence the application evaluation.

Submit electronically as a PDF to [cblaukat@gustavus.edu](mailto:cblaukat@gustavus.edu) at the John S. Kendall Center for Engaged Learning.

Since the implementation of Public Discourse in fall 2007, with co-authors and alone, I have presented and published a number of papers that document the effectiveness of Public Discourse in providing civic education, argument and critical thinking skills, communication skills, and leadership development. That research has helped position Public Discourse as a flagship course for the discipline, which has been recognized with two national awards—Rex Mix Department of Excellence Award and the Basic Course Division Program of Distinction Award—given by members of the National Communication Association, our national disciplinary association.

In summer 2012, Anna Morton ’13 and I received a Presidential Collaboration Grant to explore the rich student narratives that emerge from Public Discourse. Anna and I presented our work at the International Scholarship of Teaching and Learning Symposium and our manuscript— Course-based Civic Engagement: Understanding Student Perspectives and Outcomes—was recently published in the *International Journal of the Scholarship of Teaching and Learning*. As Anna and I worked on this piece, we speculated about the long-term influences that might be revealed in alumni outcomes and perceptions. Alumni voices would extend the research and help determine if the transformational changes and passionate testimony of growth continued beyond the semester. At the ISOTL Symposium, Anna and I presented a roundtable exploring the question of alumni data gathering and the attendees provided feedback and enthusiastically supported pursuing alumni research.

For every program, the question of alumni outcomes is a significant one, particularly for courses that pursue significant course-based civic engagement. These transformational experiences result in much useful end-of-the semester data, but the lingering question of long-term growth or changes in behavior remains. In addition to providing data and processes that will result in publication and inform potential refinements to Public Discourse, this project seeks to uncover best practices for pursuing longitudinal outcomes and provide support for other programs, both internal and external, who wish to explore the longitudinal outcomes of significant course-based civic engagement or other transformational educational practices.

I am aware that my recent receipt of a Presidential Collaboration Grant places my application low on the priority list; however, I submit this application because this research is pressing, potentially contributes to the College’s assessment endeavors, and the perfect collaborator is set to graduate in spring 2015.

**Brief Description of the Proposed Project**

Assessing the potential longitudinal influences of significant course-based civic engagement provides insight into understanding the value and outcomes of student civic engagement. We will pilot three methods of longitudinal assessment—standardized college assessments, an alumni survey, and alumni focus groups. While College standardized instruments could demonstrate the longitudinal influence of course-based civic engagement on college students, alumni surveys and focus groups would measure outcomes after students leave college. As Anna and I found, rich narrative data captures a depth and full understanding of the student/alumni experience. Exploring longitudinal outcomes is perfect for student-faculty collaboration and, quite frankly, the extent and nature of the work requires a collaborator, particularly a student collaborator whose perspective can inform and help guide the process.

Mariah Wika ’15 understands the importance of the narrative data and has been involved in a number of efforts to compile Public Discourse narratives. She completed Public Discourse in Spring 2012. Consistent with over half of Public Discourse students, she continued to work on her project beyond the semester; her Public Discourse experience brought her into contact with refugees in Mankato. Mariah participated in our Public Discourse Night (in the first week of the semester, a panel of PD alumni present their projects to new PD students), coordinating and facilitating the conservation. In Mariah’s Public Discourse section, I piloted the first chapters of the book, and she provided copious and useful feedback. In fall 2012, she completed an Independent Study, in which she explored course content and pedagogy as a teaching assistant for Public Discourse. She held office hours, assisted students with writing, speaking, and researching, and edited the first coursepack for revision in Spring 2013. Additionally, Mariah conducted interviews and wrote six student narratives that are included in the text Epilogue. In Spring 2013, Mariah led focus groups in two sections of Public Discourse and collected student responses to the coursepack. In summer 2013, Mariah, on her own time, provided a complete edit of the text, including changes precipitated by student feedback and exceptional theoretical contributions from readings in her other coursework. Mariah has been the most present and most excellent of editors and has expended a great deal of personal effort to collect, collate, and advocate for student narratives as part of the text and assessment.

The study group would be of alumni of Public Discourse at Gustavus Adolphus College. Public Discourse replaced Public Speaking as a course in 2007. Over 1000 students have completed Public Discourse, and over 600 graduated from 2008-2013. In the study, we would also include alumni who had the former Public Speaking course, as it will provide a critical point of comparison (course material is similar, the main difference is the significant course-based civic engagement experience).

The College utilizes the College Senior Survey and other CIRP (Cooperative Institutional Research Program) instruments as developed by The University of California’s Higher Education Research Institute. The College Senior Survey (CSS) “connects academic, civic, and diversity outcomes with a comprehensive set of college experiences to measure the impact of college.”[[1]](#footnote-1) The College uses the College Senior Survey in combination with The Freshman Survey (TFS) and Your First College Year (YFCY) to yield, as HERI claims, “valuable longitudinal data on students' cognitive and affective growth during college.”[[2]](#footnote-2) Potentially, the CSS in combination with other instruments (TFS and YFCY) could indicate specific areas of growth for Public Discourse students.

The 50% response rate for the CSS would hopefully yield at least 100 subjects. Data for each survey is available by student identification number from the Office of Institutional Research. The data for the Public Discourse students will be compared to data for previous Public Speaking students and to the student body as a whole. The data will also be analyzed in relation to when students took Public Discourse (first year or senior), major, and sex. The data comparisons will determine whether these national instruments demonstrate significant differences in Public Discourse student outcomes. If significant differences are found, instructors and departments/programs could utilize CIRP data to assess the influence of course-based civic engagement. The results could provide insight into the use of CSS and potentially other national instruments (CLA and NSSE) at other colleges and universities

An alumni survey will be crafted to ask questions about potential outcomes related to civic engagement and long-term growth. Final student reflection papers describing their outcomes and a few alumni focus groups will be used to hone survey questions to ensure that they yield useful answers and capture the fullness of potential outcomes. The survey will also include space for alumni to write about individual experiences and outcomes beyond those on the survey. The survey will be sent via email to the 600 Public Discourse alumni. The results will be tabulated and coded (the narrative responses) for themes. Ideally, the survey would also be sent to former Public Speaking students and students who had neither course to test whether the results of the Public Discourse students are unique to the course experience.

Based on the data drawn from the surveys, additional questions will be explored through alumni focus groups. The focus groups should provide clarification and depth to the outcomes. Further, meeting with alumni and involving them in campus work could potentially have long term influence on their involvement with the College.

This spring, Mariah and I will begin the project by reviewing previous data sets, examining alumni survey and focus group questions used by other institutions, and talking with colleagues about most important questions for alumni. We will construct a draft of the alumni survey and pilot it with current students who completed Public Discourse in prior semesters. This feedback will help us hone the instrument. This draft will then be shared with the Kettering Working Group on Deliberation in the Classroom (I am a member of this group and hope that I will be able to bring Mariah with me to the May meeting). This group will provide additional feedback, and, after further revisions, we will send out the survey on June 1st with a June 30th deadline.

Early this spring, I will compile the ID numbers of former students of Public Discourse and Public Speaking. This list will be forwarded to David Menk, who can pull CSS and other relevant CIRP data by student ID number. This data should be available by June, and we will begin analysis.

In July, we will begin to analyze the alumni survey data. The quantitative questions will be collated and compared by course—Public Discourse and Public Speaking students—, by major, sex, and year in school when completing Public Discourse. The qualitative data will be compiled and analyzed using data analysis software. We will use Dedoose, an Internet-based program that Anna and I successfully used in our work. Dedoose allows the entry and coding of narrative data. We will first read the data and work together to establish a coding scheme, based on the most significant themes in the data. We will then code the entire data set, gathering quotations for each theme. This recognized process for qualitative data analysis was used successfully by Anna and I and should work well for this narrative data as well. As we analyze the data, we will craft questions for alumni focus groups to more deeply explore the themes found in the survey data. Those focus groups will be held in the fall. The focus groups will be audio recorded, transcripts analyzed, and additional data compiled.

**Clear Statement of Anticipated Outcomes:**

The process and the data will yield many potential publications and avenues for presentation.

1. Papers/guides/presentations. Based on the outcomes, the data should yield:
   1. A manuscript for submission to *Communication Education*. The manuscript will describe the research process and the longitudinal outcomes of a significant civic engagement experience.
   2. A guide to longitudinal assessment of courses utilizing course-based civic engagement. The guide would describe the methods in detail, the application of the methods, results, and drawbacks/benefits of each method. This guide would be useful for instructors and departments interested in longitudinal assessment of course-based civic engagement, other courses and teaching strategies, and departments and programs as a whole. Potentially the guide could be made available either through the Kettering Foundation or through the NCA Tuning Point Project on developing student learning outcomes (I am a member of this team).
   3. Individual papers detailing each method, successful use of it, and the benefits and drawbacks of each method.
   4. Campus and conference presentations reviewing study methods and providing guidance for others interested in longitudinal assessment.
2. Future research/development. Based on the data, the research should provide:
   1. An effective alumni survey and ways to use national instruments.
   2. A first step in thinking about an end of the semester assessment instrument to demonstrate student outcomes, an important element in the current higher education climate.
3. Assessment data. The study could potentially yield new ways to use established methods (instruments, surveys, and focus groups) to assess student learning. The outcomes could guide and deepen college assessment efforts and inform Public Discourse.

This research can serve as a useful pilot for considering College assessment in light of the Higher Learning Commission report. It will also be a resource for departments and programs as they deepen their assessment efforts, particularly with alumni. Beyond our campus, this research fills a significant void in assessment and provides insight into methods that can be used for longitudinal program assessment.

**Likely Placement for Publication**

A manuscript presenting the longitudinal outcomes of Public Discourse will be completed by January 2015 and submitted to the National Communication Association for presentation. Following presentation and revision, the manuscript will be submitted to *Communication Education*, the preeminent education journal in communication studies. Mariah’s work on this project will position her as the second author on the publication. An extended project, in which this research is a piece, will be submitted to the Kettering Foundation or NCA for publication as an assessment guide for instructors and programs.

**Anticipated Research Completion Date:**

The study will begin Spring 2014; preliminary results will be available October 2014.

March-May 2014:

* The Office of Institutional Research will start to compile CIPR data. The data will be transferred to the researchers for analysis.
* The alumni survey will be crafted, tested with colleagues and student focus groups, and refined.
* The alumni survey will be circulated to the Kettering Working Group on Deliberation in the Classroom for feedback and edits.

June 2014:

* The alumni survey will be finalized and sent on June 1st with a due date of June 30th.
* The analysis of the CSS and other CIRP data will be completed in June.

July 2014:

* The results of the alumni survey will be compiled. The numerical and narrative results will be analyzed. The narrative responses will be coded for main themes.
* An outline and graphs will be compiled to discuss preliminary results of the study.

September 2014

* Alumni focus groups will be convened to clarify and add depth to the data.

October 2014

* An outline/rough draft describing the process, the results, and next steps will be prepared for the Kettering meeting on Deliberation in the Classroom. Feedback from this forum will be used to refine the draft and move forward with the manuscript.
* Based on what the data demonstrate and the feedback, next steps will be determined. The research would be written up and made available to help other instructors contemplate and embark on longitudinal assessment, and, ideally, it would be tested with other courses and other institutions.

2015 and beyond

* The full report will be shared with the campus community. Campus presentation on the results and next steps. Research will be made available to the campus.
* Manuscripts will be submitted to National Communication Association Convention and civic engagement conferences.

**Collaborators:**

Leila Brammer

I am a professor in the Communication Studies Department. After completing my doctorate at the University of Minnesota, I published a book and articles on civic advocacy in social movement, particularly the woman suffrage/women’s rights movement of the nineteenth century. Since the development of Public Discourse, I have focused my scholarship on examining course outcomes, which I have published and presented, alone and with others, at national and regional conferences. As a result of my work with Public Discourse, I participated in the Kettering Foundation Deliberation in the Classroom Working Group, the core civic engagement competencies project at the Center for Democracy at Merrimack College, and NCA Tuning Point Project to determine learning outcomes for Communication Studies. As identified by others, the next step in Public Discourse research is to examine the longitudinal outcomes students to inform current conversations about student engagement and civic education. Most significantly, this project would be significant foundation for my future scholarly work in citizenship and civic education and of utmost importance to the department in our scholarly work, strategic planning, and teaching.

This particular project requires a well-suited collaborator and provides an opportunity for me to engage in student-faculty research. In addition to my work with Anna in 2012, for two summers, I advised students working on project through the former Partners in Scholarship program. The success of these endeavors and the particular needs of this project provide a foundation upon which Mariah and I can complete significant research on a short timeline. I work quickly and successfully, and, in Mariah, I have an able and dedicated collaborator.

Mariah Wika

As an Honors Communication Studies major with a concentration in Civic Leadership, I welcome a chance to continue and deepen my work with Public Discourse. When I took Public Discourse as a first year student, I was a nervous teenager—anxious to make phone calls and panic-stricken by the word “speech.” I left the course with the knowledge that **my** voice could create positive change.

I took Public Discourse in spring of 2012. My mother teaches English as a second language to adults, so grew up hearing hear incredible stories of the paths that immigrants and refugees take in order to end up in Minnesota. However, I was not convinced that my peers shared my understanding of immigrant narratives. For my project, I worked with an Adult ESL school in Mankato and gathered narratives from 14 students with the hope of sharing these stories with a wider audience. While my project did not achieve my anticipated goals, I learned invaluable techniques for civic engagement. The experience was empowering—I was officially hooked on Public Discourse.

In fall 2012, I furthered my interest in Public Discourse by working as a teaching assistant. In addition to holding office hours, I began to interact with the Public Discourse text by weaving in student narratives and editing existing sections. I continue to work with the text as an Academic Assistant for the Communication Studies Department. A large focus of my edits has been shaped by student feedback I have gathered about the text. I have explored Public Discourse in all facets—as a student, assistant, and editor. Each perspective enforces my strong understanding of this course and the discipline. My current knowledge compounded with my enthusiasm to continue to improve Public Discourse prepare me well for this project.

My research abilities have been shaped through semester-long research projects in courses such as *Community Advocacy and Social Change* and *Communication and Gender*. I continue to embrace opportunities to improve my research skills. For example, I will be coding data this semester for Professor Sarah Wolter’s research regarding ESPN Women. I look forward to exploring the technicalities of research with Professor Wolter. Professors appreciate my ability to work diligently and engage in my research with persistence and excitement, and these efforts have resulted in three consecutive awards for the highest cumulative GPA among my peers.

When I took Public Discourse as a first year, the subject matter resonated with me in such a way that it was the first time that I stopped and thought: “I could really be a professor someday.” That idea has certainly matured into a very real goal over the past few years. A significant research project such as this would be an invaluable step in gaining the skills necessary for an academic career. In addition, it would be an honor to contribute to a project that furthers a course that has given me so much hope for advocacy and problem solving in a world that often feels incurably troubled.

**Public Discourse Publications and Presentations**

Publications:

Brammer, L. R. & Wolter, S. M. (2008).Public Discourse: Experiential Training for Citizenship*. International Journal of Learning, 15* (7), 307-314.

Brammer, L. R. & Wolter, S. M. (2009). Individual Community Action: An Experiential Practicum in Argument and Civic Engagement. In D. Worley (Ed.), *Best practices in experiential and service learning in communication*.

Brammer, L. R. & Wolter, S. M. (2009). Engaged citizenship: Public Discourse as a Foundational Communication Course. *Journal of Community Engagement and Higher Education, 1,* (1).

Brammer, Leila R. and Morton, Anna (2014) "Course-based Civic Engagement: Understanding Student Perspectives and Outcomes," *International Journal for the Scholarship of Teaching and Learning*, *8* (1).  Available at: http://digitalcommons.georgiasouthern.edu/ij-sotl/vol8/iss1/9

Presentations:

Brammer, L.R. & Morton, A. Course-based Civic Engagement: Understanding Student Perceptions and Outcomes. Presented at the International Scholarship of Teaching and Learning Symposium, Mt. Royal University, Banff, Ontario, Canada, November 2012.

Brammer, L.R. & Morton, A. Exploring Longitudinal and Alumni Data. A Roundtable facilitated at the International Scholarship of Teaching and Learning Symposium, Mt. Royal University, Banff, Ontario, Canada, November 2012.

Brammer, L. R., et al. Core Competencies in Civic Engagement (series of three presentations). Presented at Future of Community Engagement in Higher Education Third Annual Research Institute, Andover, MA, June 2012.

Brammer, L.R. Public Discourse: A Foundational Civic Engagement Experience. Presented at Future of Community Engagement in Higher Education Third Annual Research Institute, Andover, MA, June 2012.

Brammer, L. R. & Lang, M. J. Reimagining Curriculum: Educating Students for Personal and Social Responsibility. Presented at the AAC&U Arts & Humanities Conference: Toward a Flourishing State, Providence, RI, November 2011.

Brammer, L. R., Wolter, S. M., & Lang, M. L. Engagement as Transformative Education: Developing Voice in a Semester-Long Practicum in Citizenship. Presented at the National Communication Association Annual Convention, New Orleans, LA, November 2011.

Brammer, L R. Reinvigorating Democratic Education: Public Discourse and Engaged Citizenship. Presented at the American Democracy Project National Meeting, Orlando, FL, June 2010.

Brammer, L. R. & Wolter, S. M. Leadership Development in Communication Studies Courses. Presented at the annual convention of the National Communication Association Convention, San Francisco, CA, November 2010.

Brammer, L. R. & Wolter, S. M. Communication Apprehension and Public Discourse. Presented at the annual convention of the National Communication Association Convention, San Francisco, CA, November 2010.

Brammer, L. R. & Wolter, S. M. Experiential and Service Learning: A New Resource for Communication Instructors. Panelist at the annual convention of the National Communication Association, Chicago, IL, November 2009.

Brammer, L.R. The Case for Public Discourse. Position paper for the Brigrance Colloquy on Public Speaking as a Liberal Art. Center for Inquiry, Wabash College, April 2009. http://www.liberalarts.wabash.edu/brigance-colloquy/

Brammer, L. R. & Wolter, S. M. Assessing Response to Public Discourse, an Introductory Course in Speaking, Argument, and Civic Engagement. Presented at the annual convention of the National Communication Association, San Diego, CA, November 2008.

**Presidential Faculty/Student Collaboration Grant**

**Budget Information**

*Faculty Stipend* ($300 per week, up to $3,000 for a maximum of 10 weeks)

*Student Summer Stipend* ($400 per week, up to $4,000 for a maximum of 10 weeks)

*Student Summer Campus* Housing ($60 per week, for a maximum of 10 weeks)

**Budget Maximum** ($8,100 for all categories)

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | | | **Amount** |
| Equipment (e.g., transcription machine, camera, cassette recorder – but not to include computer hardware) | | | **$ 80** |
| 1:Recorder | Cost: $80 | |  |
| 2: | Cost: | |  |
| 3: | Cost: | |  |
| Materials (e.g., books, printing, software, lab supplies) | | | **$156** |
| 1: Dedoose | Cost: 12.95/month x 12 months | |  |
| 2: | Cost: | |  |
| 3: | Cost: | |  |
| Travel Costs (cannot include conference travel, see <http://gustavus.edu/finance/travel.php> for allowable travel expenses) | | | **$ 235** |
| Airfare: | | |  |
| Mileage: Number of miles\_\_140\_\_\_ @ $0.56/mile x 3 times  Mariah’s mileage to attend focus groups. | | |  |
| Lodging: | | |  |
| Meals: | | |  |
| **Stipends & Housing** | | | **$7600** |
| Faculty Stipend | | $300 per week, up to $3,000 for a maximum of 10 weeks | 3000 |
| Student Summer Stipend | | $400 per week, up to $4,000 for a maximum of 10 weeks | 4000 |
| Student Summer Campus Housing | | $60 per week, up to 10 weeks | 600 |
| **Total Expenses** | | | **$8071** |
|  | | |  |
| **Amount Requested (Total Expenses + Requested Stipends + Housing)** | | | **$8071** |

Have you applied for, or received funding from, another source to help support this project? (If no, skip a, b, and c below.)

☐x Yes

☐ No

***I asked the Center for Servant Leadership for funding. They expressed support but cannot provide financial assistance.***

1. Funding Source:
2. Amount:
3. Please explain how the Presidential grant will be used in addition to the other funding, and (if relevant), how the Presidential grant project would be impacted if external funding is not approved**.**

1. College Senior Survey, Higher Education Research Institute, Home of the Cooperative Institutional Research Program, accessed February 12, 2014, http://www.heri.ucla.edu/cssoverview.php. [↑](#footnote-ref-1)
2. Ibid. [↑](#footnote-ref-2)