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EXPLORING CIVIC MINDEDNESS AND SOCIAL EMPATHY THROUGH STORYTELLING: A SOCIAL JUSTICE ORIENTED- PARTICIPATORY ACTION RESEARCH STUDY

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EXPLORING CIVIC MINDEDNESS AND SOCIAL EMPATHY THROUGH
STORYTELLING: A SOCIAL JUSTICE ORIENTED-PARTICIPATORY ACTION
RESEARCH STUDY

A Dissertation
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education
in
Educational Leadership

by
Ellen Rebecca Whitehead

August 2021

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Approved by:

Dr. Donna Schnorr, Committee Chair, Education

Dr. Diane Podolske, Committee Member

Dr. Young Suk Hwang, Committee Member

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ABSTRACT

This study contributed to past research on civic-mindedness and social empathy by conducting a social justice-oriented participatory action research study at a research university with a predominately diverse student population. A participatory action research approach centers students' experiences as coresearchers, which complements the purpose of community and civic engagement, as they both support social transformation (Benjamin-Thomas et al., 2018).

This study encompasses four constructs to address how and why higher education can cultivate social change agents and invigorate civic engagement among today's college students. The constructs are civic-mindedness, social empathy, validation theory, and cocurricular cultural awareness workshop series. The coresearchers critiqued the Civic-Minded Graduate (CMG) (Steinberg et al., 2011) and Social Empathy (Segal, 2011) constructs and instruments through a social justice lens.

The study's findings further demonstrated that intentionally designed cocurricular programs with peer interactions allowed undergraduate students to learn through storytelling and develop a commitment to taking action (civic engagement). Additionally, the coresearchers recommended further research to verify if the CMG construct embraces a social justice perspective. The coresearchers also identified that surveys are not preferred methods to measure

civic-mindedness and social empathy; they suggested focus groups or engaging dialogues.

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CHAPTER ONE

INTRODUCTION

The Association of American Colleges and Universities (AAC&U) collaborated with the National Task Force on Civic Learning and Democratic Engagement (2012) and urged universities and colleges to reprioritize civic engagement efforts and civic outcomes in the *National Call to Action: Crucible Moment* report.

When the report was released, AAC&U President Carol Geary Schneider stated:

The heart of a vibrant democracy is an educated, engaged citizens who are able to make wise and responsible choices for their families, their communities, and our democracy. America's colleges and universities must play a central role in educating every college student to become these engaged citizens and to help reinvigorate our dispirited democracy. (AAC&U, 2012)

This study embraces an inclusive definition of the term citizens. It is important to note that the term "citizens" implies that students need to be formalized (documented) citizens of the US to engage in bettering society. That is not the case for this study; all members of society are included in the term citizens.

According to Musil (2009), there are three crucial reform elements in higher education: diversity, global learning, and civic engagement. Musil (2009) states these reform elements promote personal and social responsibility, as each

involves a movement "from the self to others, and finally to cooperating with others for a larger public good" (p. 57).

However, higher education must go further than Musil's (2009) three reform elements: diversity, global learning, and civic engagement. A social justice or racial justice orientation is needed for every college student to ensure they are prepared to address the issues many minoritized communities face in society (Garcia & Cuellar, 2018; Garcia et al., 2019).

Furthermore, Garcia et al. (2019) challenges higher education to center the experiences of Students of Color and place a higher value on "non-academic" outcomes. Also, redefine non-academic outcomes as liberatory outcomes. Garcia (2020) explains:

Non-academic outcomes of civic engagement, academic self-concept, social agency, social justice orientation, racial/ethnic identity development, leadership development, critical consciousness, and graduate school aspirations, I suggest here that they are actually "liberatory outcomes," meaning that institutions that offer students of color and other minoritized students the opportunity to gain or develop these skills while in college may actually be participating in the humanization of these students, and thus countering the long-term dehumanizing pedagogy they have been exposed to. (para. 8)

Higher education cannot ignore the current U.S. sociopolitical climate that students and communities are experiencing such as the Black Lives Matter

Movement, Muslim Ban, Stop Asian Hate, police brutality, COVID-related challenges, immigration, etc. More than ever, higher education must embrace liberatory outcomes for the betterment of society.

This study encompasses four constructs to address how and why higher education can cultivate social change agents and invigorate civic engagement among college students. The first construct is civic-mindedness, which is the intersectionality of students' civic experiences, identity, and educational experiences (Steinberg et al., 2011). The second construct is social empathy Segal (2011) defines social empathy as "...the ability to understand people by perceiving or experiencing their life situations and as a result, gain insight into structural inequalities and disparities" (pp. 266-267). The third construct is the validation theory as a framework to validate and empower students as social change agents (Rendón Linares & Muñoz, 2011). The fourth construct is the cocurricular cultural awareness workshop series as a programmatic intervention. The Cultural Awareness Project is a pre-existing program at the research site, and more information on the program details are presented later on in this chapter.

This study embraced a participatory action research approach that incorporated the students as coresearchers to provide a deeper perspective in understanding civic-mindedness and social empathy of undergraduate students at a diverse university through a cultural awareness workshop series. As researchers, the participants critiqued existing instruments and provided insights

on meaningful ways to measure civic-mindedness and social empathy for today's college students.

Problem Statement

In today's heightened polarized sociopolitical environment, intellectual exploration and research are vital in cultivating socially empathic and civic-minded leaders. Community members and leaders need to understand the various structural inequalities that perpetuate large-scale social issues that impact marginalized communities to address these issues in meaningful ways. Moreover, integrating critical theories in higher education programs will demonstrate the significance of marginalized communities' lived experiences (Martínez-Alemán, 2015). Further, Mitchell and Rost-Banik (2017) stressed the importance that educational programs and research should explore the students' awareness of systems of power and privilege, non-dominant perspectives, and structural inequities. In conjunction, as institutions continue to serve a more diverse student population, the educational experience must support and validate minoritized students' experiences.

Therefore, higher education and future research are responsible for responding to the *National Call to Action* with a critical and inclusive perspective to ensure that the civic outcomes are culturally responsive and meet our diverse society's needs.

Purpose Statement

The *National Call to Action* urged higher education to foster community-minded or civic-minded leaders. A variety of institutions and various studies have responded to the call (AAC&U, 2012; Bringle et al., 2019; Bringle & Wall, 2020; Campus Compact, n.d.; Garcia & Cuellar, 2018; National Task Force on Civic Learning and Democratic Engagement, n.d.; NASPA, n.d.; Steinberg et al., 2011). Furthermore, there is ample research on the civic outcomes from collegiate diversity experiences (Bowman, 2011; Bowman et al., 2016; Bringle et al., 2019; Denson et al., 2017; Garcia & Cuellar, 2018).

This study contributed to the research efforts by embracing a social justice-orientated participatory action research and validation framework at a research university with a predominately diverse student population. As the undergraduate communities within higher education continue to increase in diversity (Espinosa et al., 2019), institutions must understand and uplift students' voices as they design and implement programs that address marginalized communities' needs. A participatory action research approach centers students' experiences and voices and provides a more in-depth understanding of the concern addressed by the *National Call to Action*.

This study provides a richer understanding of how a cocurricular cultural awareness workshop series, which incorporates social justice framework, empowers students for community and civic engagement through a participatory

action research approach. Additionally, the research team critiqued the CMG and Social Empathy constructs and the instruments through a social justice lens.

Furthermore, a participatory action research approach complements the purpose of community and civic engagement, as they both support social transformation (Benjamin-Thomas et al., 2018). Civic-minded people can actively engage, help influence, and shape society's future, just as active participation in a research study allows for the participants to guide and shape the research project.

Research Questions

1. As college students and coresearchers in 2021 at a diverse university, how may a participatory action research project influence undergraduate students' civic-mindedness and social empathy in a cultural awareness workshop series with a social justice framework?
 - a. How may a participatory action research study enhance the cultural awareness workshop series?
2. As college students and coresearchers in 2021 at a diverse university, what critiques will they identify regarding the civic-mindedness instruments (CMG Scale, CMG Narrative Prompt, and CMG Interview Protocol) and the social empathy instruments (Social Empathy Index and Interpersonal & Social Empathy Index) through a social justice lens?

a. In what ways will participants as coresearchers in a cultural awareness workshop series identify measurements for their civic-mindedness and social empathy during their participation and after?

Significance of the Study

The significance of this study is to gain a deeper understanding of how college administrators and practitioners can foster the life-long civic and community engagement of undergraduate students through a social justice-oriented participatory action research approach.

As a participatory action research study, the students, as coresearchers, were engaged in all aspects of the study by reviewing research questions, data collection methods, data analysis, and framing recommendations for future practice and action. Students are the experts in their own experiences and are personally impacted by community and civic engagement efforts. The students as the researchers provided the rich knowledge needed for an accurate and comprehensive understanding of how to foster and measure social empathy and civic-mindedness among college students (Collaboration Council, 2017; Torre, 2009; Kemmis et al., 2014). The research can provide a more inclusive direction with liberatory outcomes for universities as they seek to cultivate community or civic leaders in an increasingly diverse student population that has experienced various social justice movements and systemic oppression.

Theoretical Underpinnings

This study incorporated the validation theory as a theoretical framework. Validation theory is applicable due to its focus on supporting and elevating Students of Color through their collegiate experiences (Rendón, 1994; Rendón Linares & Muñoz, 2011). Rendón Linares and Muñoz (2011) state, "validation theory provides a framework that faculty and staff can employ to work with students in a way that gives them agency, affirmation, self-worth, and liberation from past invalidation" (p. 17).

Validation theory provides a strong thread or connection to each of the constructs of the study. The research site has approximately 89% of Students of Color, and all participants (coresearchers) in the research project identified as Students of Color. The Cultural Awareness Project is a social justice-oriented program that seeks to validate and empower students as they explore their identity, the systems of oppression in place as barriers for marginalized communities (social empathy), and how they can make a positive change in their communities and on-campus (civic-mindedness).

Validation theory supports a framework to empower civic-minded students as change agents through a social justice education and liberatory pedagogy framework. Validation theory with a participatory action research approach is a strong foundation for this study. A validating framework with a liberatory pedagogy can be an empowerment tool to inspire and motivate students as life-

long community-minded or civic-minded leaders (Garcia et al., 2019; Lundberg et al., 2007; Rendón Linares & Muñoz, 2011).

Assumptions

A participatory action research methodology embraces the knowledge and lived experiences of the participants. In participatory action research, the problem of practice directly impacts the participants who are also the experts in their own experiences, which further justifies their roles as coresearchers (Collaboration Council, 2017; Torre, 2009). Participatory action research "positions those most intimately impacted by research as leaders in shaping research questions, framing interpretations, and designing meaningful research products and actions" (The Public Science Project, n.d.).

It is also assumed the students will have some level of socially empathic views and civic-mindedness. The larger assumption was that through participation in the cultural awareness workshop series with a participatory action research approach, the students would develop a deeper understanding and richer interest in life-long civic or community engagement. Another assumption of the study was that the students would share information that is factual and honest.

Delimitations

This study explored a cocurricular cultural awareness program at a public four-year university. The cocurricular program is a voluntary non-credit bearing

workshop series within a student affairs division. Therefore, this study does not include curricular or academic programs and their civic-related outcomes. Additionally, this study only explored a specific cocurricular program at the research site delivered virtually in the winter term of 2021. Furthermore, this study did not explore civic literacy, which entails "a basic understanding of the structure and functioning of government as well as the political process through which decisions are shaped" (Hylton, 2015, p. 296).

The study explored how a participatory action research approach can enhance the participants' awareness of social empathy and civic-mindedness through participation in a cultural awareness workshop series. The students, as coresearchers, critiqued previously validated instruments that measure social empathy and civic-mindedness.

Definitions of Key Terms

The following definitions for this study are:

- Civic Engagement

"Working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and nonpolitical processes... in addition civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community" (Ehrlich, 2000, p. vi).

- Civic-Mindedness refers to:
a person who...has the capacity and desire to work with others to achieve the common good...[and an] inclination or disposition to be knowledgeable of and involved in the community, and to have a commitment to act upon a sense of responsibility as a member of that community. (Steinberg et al., 2011, p. 20)
- Cocurricular Programs are connected to meaningful learning outcomes (Soria et al., 2019).
- Common or Public Good addresses society's needs by decentering the dominant perspectives and uplifting those that are marginalized.
- Community Engagement is used interchangeably with civic engagement. Community engagement is a more inclusive term to decenter dominant forms of civic engagement and highlight community-based actions
- Latinx is a gender-neutral term for Latino/a (Salinas Jr & Lozano, 2019).
- Liberatory Pedagogy is allowing those that have been oppressed to analyze the causes critically and then take transforming actions to dismantle oppression (Freire, 2000).
- Prosocial Behaviors are used to describe behaviors that benefit another (Eisenberg, 1986).

- Social Empathy is defined as "...the ability to understand people by perceiving or experiencing their life situations and as a result gain insight into structural inequalities and disparities" (Segal, 2011, pp. 266-267).
- Student Affairs refers to an organizational division at a college or university that oversees student support services.
- Validation Theory "Validation theory provides a framework that faculty and staff can employ to work with students in a way that gives them agency, affirmation, self-worth, and liberation from past invalidation" (Rendón Linares & Muñoz, 2011, p. 17).

Specifics of the Program

The Cultural Awareness Project allowed students to raise their cultural competence level and positively impact the campus climate and the community. Participation in the Cultural Awareness Project provided students the opportunity to learn the skills necessary to thrive and succeed in an increasingly globalized and diverse society. Participants explored their own identity—how it shaped their experience both on campus and outside of the university—and learned more about engaging in a deliberative democracy.

The Cultural Awareness Project was a three-week workshop series in the winter of 2021 on Tuesdays from 3:00 pm - 5:00 pm on January 19, January 26, and February 2, 2021. Due to the current COVID-19 (Coronavirus) pandemic, The Cultural Awareness Project was delivered virtually via Zoom video

conferencing. Since Zoom is a primary educational tool at the university, students have had time to practice using Zoom and its various features

The workshop topics are:

1. Identity and Intersectionality
2. Marginalization
3. Systemic Oppression

The Cultural Awareness Project is an intentionally designed program that addresses cultural competency and social justice. The program's content is closely aligned with the concept of teaching social empathy through a social justice framework. Critical cocurricular programs should explore the students' awareness of power and privilege systems, non-dominant perspectives, and structural inequities (Mitchell & Rost-Banik, 2017).

The program provided students with the opportunity to reflect and engage in dialogue on the experiences and information shared by participants and facilitators. The Cultural Awareness Project seeks to foster motivated leaders who will continue learning about these topics and develop prosocial behaviors.

Historically and in the winter of 2021, a majority of the Cultural Awareness Project participants have identified as Students of Color. They have shared personal stories of how they or their families have been directly impacted by systemic oppression. The program provides an empowering and validating space for students to have their voices and experiences uplifted as coeducators.

The program aligns with the participatory action research approach and directly connects to the study's constructs to better understand civic and community engagement among undergraduate students. Students in the Cultural Awareness Project had the option to participate in the study as coresearchers. To prepare the participants as coresearchers, they were provided with an overview of qualitative and quantitative research, differences between quantitative hypotheses and qualitative research questions, information on data collection and data analysis techniques, and insights into the validity and reliability of research instruments (Appendix A).

Summary

Higher education needs to prioritize cultivating community-minded or civic-minded students and leaders to serve all members of a diverse society. Through a participatory action research study, the researchers learned about undergraduate students' perceptions of civic-mindedness and social empathy development through the Cultural Awareness Project.

The following chapter is an in-depth overview of the literature on the four concepts of civic-mindedness, social empathy, validation theory, and cocurricular cultural awareness programs.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The review of literature provides an overview of concepts that support the cultivation of community or civically engaged college students. The first concept is civic-mindedness. Fostering community or civic-minded students will promote the betterment of society. The second concept explored is social empathy.

"Social empathy is the ability to understand people by perceiving or experiencing their life situations and, as a result, gain insight into structural inequality and disparities" (Segal, 2011, pp. 266-267). The third concept is the validation theory. Validation theory can be used as an empowerment tool to support students as leaders and change agents (Rendón Linares & Muñoz, 2011). The fourth concept is collegiate cultural experiences, which allow students to learn the value of diversity and understand systemic oppression (Bowman, 2011; Garcia & Cuellar, 2018).

This literature review will focus on how and why a cocurricular cultural awareness workshop series influences and empowers community-minded or civic-minded students. Various institutional efforts focus on civic outcomes from inclusion in mission statements, service-learning courses, community engagement or community service offices, research projects to community-based internships. The literature review will not include an overview of such efforts, as

the focus of the study is to improve the practice of cocurricular programs within a student affairs division at a college or university.

The four concepts provide the construction of an analysis that will examine a cocurricular cultural awareness workshop series and a participatory action research study with transformative outcomes. The concepts will also address a problem of practice to support the empowerment of community or civically engaged college students.

Civic-Mindedness

As stated previously, the National Task Force on Civic Learning and Democratic Engagement (2012) urged universities and colleges to reprioritize civic engagement efforts and outcomes in the *National Call to Action: Crucible Moment*. This report highlights the importance of developing and fostering civic-minded students that will continue to engage in their communities.

According to the National Task Force on Civic Learning and Democratic Engagement (2012):

A socially cohesive and economically vibrant US democracy...require[s] informed, engaged, open-minded, and socially responsible people committed to the common good and practiced in 'doing' democracy....

Civic learning needs to be an integral component of every level of education, from grade school through graduate school, across all fields of study. (p.14)

A few years after the *Crucible Moment* was published, the National Task Force on Civic Learning and Democratic Engagement (n.d.) shared programmatic updates from colleges and universities. Between 2012-2016, various institutions launched academic initiatives, cocurricular programs, and collaborative educational efforts to support civic-minded or community-engaged students' development. The National Task Force on Civic Learning and Democratic Engagement (n.d.) stated:

Americans need to understand how their political system works and how to influence it. But they also need to understand the cultural and global context in which democracy is both valued and deeply contested.

Moreover, the competencies basic to democracy, especially to a diverse democracy like ours, cannot be learned only by studying books; democratic knowledge and capabilities are honed through hands-on, face-to-face, active engagement in the midst of differing perspectives about how to address common problems that affect the well-being of the nation and the world. Civic learning should prepare students with the knowledge and for action in our communities and their workplace. (p. 1)

Professional organizations for college student affairs practitioners have addressed the need and relationship between cocurricular involvement and civic-mindedness. Student Affairs Administrators in Higher Education (NASPA) launched the Lead Initiative in response to the *Crucible Moment*. The Lead Initiative comprises various NASPA institutions committed to advancing civic-

mindfulness through cocurricular experiences (NASPA, n.d.). Campus Compact is another organization focused on the public purpose of higher education to support students' development to be civic and community leaders committed to social responsibility (Campus Compact, n.d.).

Several studies have explored the relationship between cocurricular experiences and the development of civic-mindedness in higher education (Bringle et al., 2019; Bringle & Wall, 2020; Garcia & Cuellar, 2018, Thompson et al., 2019; Steinberg et al., 2011). A brief overview and a more thorough summary for each study will follow.

For example, Steinberg et al. (2011) developed the Civic-Minded Graduate (CMG) construct to demonstrate the intersectionality of experiences and identity that enhance or influence civic-mindedness. Garcia and Cuellar (2018) explored emerging Hispanic Serving Institutions (eHSIs) and the civic engagement outcomes of the students. Further, Bringle et al. (2019) explored the relationship with diversity experiences to further current research on the CMG construct. Bringle and Wall (2020) also expanded current research and understanding of the CMG construct by exploring the CMG relationship with students' identities and their civic identity. Furthermore, Thompson et al. (2019), applied the Relational Development Systems (RDS) framework to explore the relationship between educational activities and civic engagement among college students. The RSD explores the bidirectional relationship between a person and their experiences, where the person influences their experiences and

experiences influence the person (Thompson et al., 2019). Each of these studies are shared in detail below.

Steinberg et al. (2011) urged higher education administrators to have a better understanding of how cocurricular experiences influence the civic development of students. The CMG construct is a tool that allows faculty and staff to assess and evaluate desired civic outcomes through a variety of collegiate experiences. The tool was developed and informed by the literature (Bringle & Steinberg, 2010; Hatcher, 2009) and by the staff within the Center for Service Learning at Indiana University-Purdue University of Indianapolis (IUPUI). The framework includes three dimensions that can intersect to develop a civic-minded graduate: identity, educational experiences, and civic experiences. The identity dimension represents the person's self-awareness and self-concept. The educational experiences include all knowledge and skills developed from the classroom or cocurricular experiences during college. Civic experiences incorporate the community engagement a student participated in college, such as service, advocacy, and political involvement (Steinberg et al., 2011).

Steinberg et al. (2011) included a Venn diagram of the model, which displays the overlapping or intersectionality of the three dimensions, see Figure 1 below. In the center, where the three dimensions intersect, this is where the civic-minded graduate can be obtained based on one's identity, educational experiences, and civic experiences. Steinberg et al. (2011) stated, "Students

with this level of integration are involved in their communities and committed to making a difference and improving the lives of others" (p. 21).

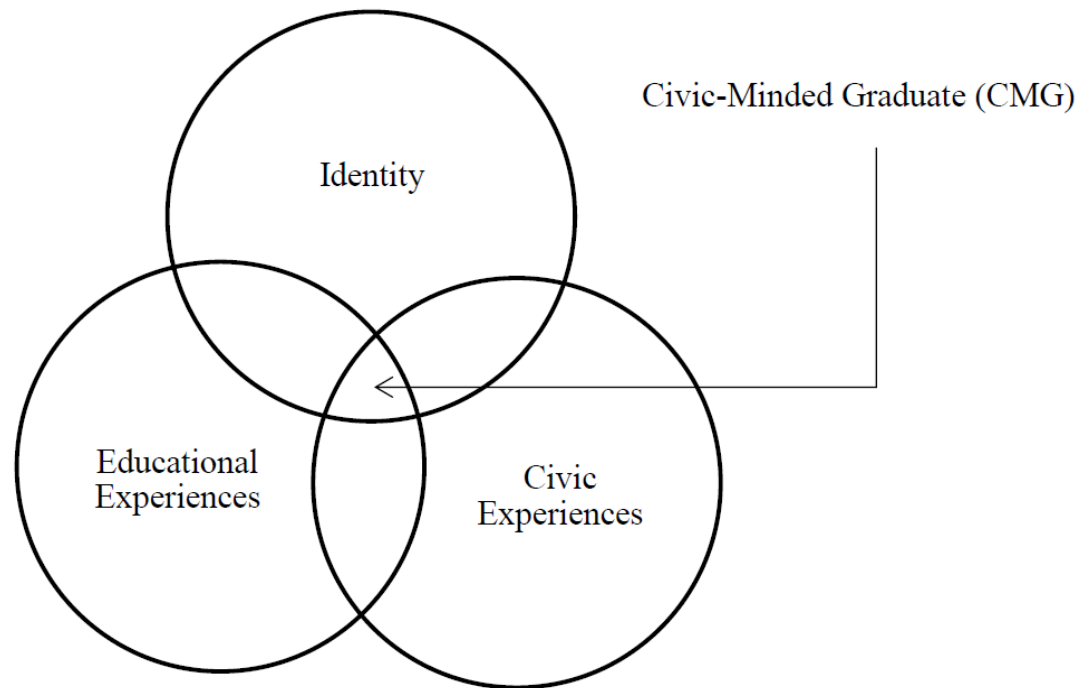


Figure 1. Civic-Minded Graduate Model

The CMG construct examines ten attributes within four conceptual domains

(Steinberg et al., 2011):

Knowledge

1. Volunteer Opportunities: understanding ways to contribute to society, particularly through voluntary service, and including knowledge of nonprofit organizations.
2. Academic Knowledge and Technical Skills: understanding of how knowledge and skills in at least one discipline are relevant to addressing issues in society.
3. Contemporary Social Issues: understanding of current events and the complexity of issues in modern society locally, nationally, or globally.

Skills

4. Communication and Listening: ability to communicate (written and oral) with others, as well as listen to divergent points of view.
5. Diversity: understanding the importance of, and the ability to work with, others from diverse backgrounds; also appreciation of and sensitivity to diversity in a pluralistic society.
6. Consensus-Building: ability to work with others, including those with diverse opinions, and work across differences to come to an agreement or solve a problem.

Dispositions

7. Valuing Community Engagement: understanding the importance of serving others and being actively involved in communities to address social issues.
8. Self-Efficacy: having a desire to take personal action, with a realistic view that the action will produce the desired results.
9. Social Trustee of Knowledge: feeling a sense of responsibility and commitment to use the knowledge gained in higher education to serve others.

Behavioral Intentions

10. A stated intention to be personally involved in community service in the future. (p. 22)

As institutions continue to identify ways to embody their civic mission, the CMG construct offers valuable resources and guidance as they build relationships with community partners (Steinberg et al., 2011). The studies and the three

instruments for the CMG will be explained in more detail in the Civic-Minded Instrument sub-section later in this section.

To further support the importance of community engagement in higher education, Ehrlich's (2000) definition embodies a community engagement lens that should be embraced at colleges and universities:

working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and nonpolitical processes... in addition civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community. (p. vi)

As the cultural diversity of student populations and communities continue to increase, exploring how colleges and universities define and promote civic engagement is critical. Inclusive definitions that include various forms of community engagement is vital to diverse communities (Alcantar, 2014; Garcia & Cuellar, 2018; Thompson et al., 2019). For instance, only promoting voting in US elections or engaging in political processes would exclude students that are unable to vote in elections due to their citizenship status. As Ehrlich (2000) noted, civic engagement opportunities should focus on making a difference in our communities, and this can include many forms of engagement in the community.

The importance of inclusivity and validation is highlighted in Garcia's and Cuellar's (2018) findings as they studied civic engagement at eHSIs.

Garcia and Cuellar (2018) explored eHSIs and the civic engagement outcomes of the students. Emerging HSIs enroll between 15%-24% Latinx students, whereas HSIs enroll over 25% of Latinx students. Garcia and Cuellar (2018) conducted a cross-sectional research design. They acknowledged that there are various definitions of civic engagement. Still, for this study, they focused primarily on political engagement (voting, calling an elected official, participating in a demonstration, discussing politics). However, they also included volunteerism in their definition (Garcia & Cuellar, 2018).

The researchers used data from the Cooperative Institutional Research Program (CIRP) with a sample of 10,022 students, 61% Women, 51% White, 38% Asian/Pacific Islander, 18% Latinx, and 18% first-generation college students. A secondary data source from CIRP's Diverse Learning Environments (DLE) survey. DLE explores the experiences of diverse college students and their perceptions of campus climate and practices (Garcia & Cuellar, 2018). The researchers merged two data sets for the six institutions: the 2010 and 2011 DLE; 2010-2011 data from IPEDS. They gathered information from each campus regarding their diversity-related curricular and cocurricular programs. They ran t-tests and used ordinary least squares regression to assess the relationships among the variables (Garcia & Cuellar, 2018).

Garcia and Cuellar (2018) found that when students felt validated in the classroom and through various diversity cocurricular programs, such as cultural awareness workshops, or joining a cultural student organization, this positively predicted civic engagement behavior. Bowman (2011) also stated that it is more than likely that this outcome is due to interpersonal interactions students have with diverse peers. Validation and diversity experiences will be explored in the Validation Theory and Cocurricular Cultural Awareness Workshops sections later in this chapter. Bringle et al. (2019) also explored diversity experiences to further current research on the CMG construct.

Bringle et al. (2019) expanded CMG research by examining the various conceptual domains in two studies. A sample of 1,772 undergraduate and graduate students at IUPUI were randomly identified to participate in the two studies. Half of the sample received an email to participate in Study 1. Study 1 included two domains that are a part of the CMG nomological network: diversity and self-efficacy. The CMG construct identifies diversity in two attributes: (a) communication and listening, and (b) "understanding the importance of and sensitivity to diversity in a pluralistic society" (Steinberg et al., 2011, p. 22). It was expected that the participants in this study that had the highest civic orientated attitudes and behaviors would have a positive orientation to diversity issues (Bringle et al., 2019). Study 1 consisted of demographic information of the participants, frequency of political involvement, community involvement with student clubs or community organizations, and the number of service-learning

courses completed. The study also included the various scales and bivariate correlations were conducted to assess the relationships between the following: CMG scale, 30 items; Openness to Diversity and Challenge Scale, 7 items; Charity Scale and Social Change Scale, 6-items; Self-Efficacy Scale, 30 items; and Principle of Care Scale, 8 items (Bringle et al., 2019).

Study 1 found that attitudes toward diversity and caring were related to the scores on the CMG scale. Previous research has shown that diversity experiences have a positive impact on various civic outcomes (Bowman, 2010) and six years post-graduation (Bowman et al., 2016; Denson et al., 2017). Bowman (2011) found that face-to-face diversity experiences (versus structured educational experiences) were related to civic outcomes and a decline in social dominance orientation. Thus, it is recommended to foster interpersonal experience with diverse peers. These opportunities to interact can be included in cocurricular programs to support positive civic outcomes. Specifically, incorporating various civic-oriented attributes, such as empathy, inclusion, social justice, equality, and social responsibility (Bringle et al., 2019; National Task Force, 2012). Past research has also identified that empathy predicts altruistic behaviors (Batson & Ahmed, 2009). Study 1 demonstrated that higher scores in the CMG correlated to higher scores on the principle of care. Incorporating empathy into the program design is a complementary aspect that can support the development of civic outcomes (Bringle et al., 2019). Bringle and Wall (2020) and Study 1 "found advocacy/social change to be a strong predictor of CMG in

the regression analyses" (Bringle et al., 2019, p. 8). Thus, these findings are consistent with the expectation that civic-minded students care for others and are involved in social-change types of activities for the betterment of communities (Bringle et al., 2019).

Study 2 in Bringle et al. (2019) had the following research question "To what extent is the CMG Scale correlated with scales that measure the following constructs: Non-Prejudicial Attitudes and Self-Confidence in Social Competence (p. 8)?" The participants in Study 2 consisted of the other half of the 1,772 IUPUI students. The students received an online questionnaire that included the following: demographic information of the participants, frequency of political involvement, community involvement with student clubs or community organizations, and the number of service-learning courses completed. The participants also completed two scales: Universal Orientation Scale, 20 items, and the Texas Social Behavior Inventory, 16 items (Bringle et al., 2019). The researchers anticipated that the CMG scores would be connected with non-prejudicial beliefs since civic-mindedness is associated with "appreciation of and sensitivity to diversity in a pluralistic society" (Steinberg et al., 2011, pg. 22). The relationship with the CMG was analyzed through bivariate correlations for each of these scales, and the CMG was positively correlated to the Universal Orientation Scale and the Texas Social Behavior Inventory. Bringle et al. (2019) noted that the results further supported the nomological network of the CMG, specifically the Diversity attribute within the four conceptual domains of the CMG

"understanding the importance of, and the ability to work with, others from diverse backgrounds; also appreciation of and sensitivity to diversity in a pluralistic society" (Steinberg et al., 2011, pg. 22). Additionally, the findings are also connected to the CMG attribute Consensus-Building, "ability to work with others, including those with diverse opinions, and work across differences to come to an agreement or solve a problem (Steinberg et al., 2011, pg. 22).

Bringle and Wall (2020) also expanded current research and understanding of the CMG construct by exploring the CMG relationship with students' identities and their civic identity. They identified correlations between identity as a student and the CMG, between civic identity and CMG, the motives included in the Volunteer Functions Inventory and the CMG, and among the CMG and interest in charity, service programs, and advocacy types of service (Bringle & Wall, 2020). The research was conducted at Appalachian State University with a convenience sample of 132 undergraduate students. The students received an online survey that collected the participants' demographic information, frequency of political involvement, community involvement with student clubs or community organizations, and the number of service-learning courses completed. Additionally, the participants completed the following scales: CMG Scale, 30 items; Volunteer Function Inventory, 30 items; Civic Identity Scale, 7 items; Student Identity Scale, 6 items; and Morton's Typology of Service Scale, 12 items (Bringle & Wall, 2020).

The researchers conducted stepwise multiple regression analysis and found relationships between the CMG and to an extent the student's identity and between CMG and civic identity. Civic Identity had a stronger correlation with CMG than student identity. The reason for this stronger correlation is the CMG scale is focused on civic outcomes and does not directly focus on student identity. However, the findings are consistent with Steinberg et al. (2011) results from correlation with Morton's concept of integrity (self-identity). "Integrity is viewed as the degree to which civic values and civic behaviors are aligned and integrated with the self" (Bringle & Wall, 2020, p. 7). Bringle and Wall (2020) recommend that the modest connection between civic identity and student identity suggests that is an area could be enhanced by intentionally incorporating it into program design through engagement with community partners and critical reflection.

Intentional program design is addressed by Bringle et al. (2011), they stated that the CMG is a useful framework for program or course design and identified the following functions it can provide:

- (a) common understanding of and appreciation by the staff of the strengths of individual programs; (b) a delineation of knowledge, skills, and dispositions associated with civically-oriented program; (c) development of assessment procedures (scale, narrative analysis with rubrics, interviews) to evaluate CMG (Steinberg et al., 2011); (d) the capacity to evaluate CSL programs and provide feedback to program

coordinators for program improvements; (e) a framework for enhancing civic learning in service learning courses by more intentionally considering course activities in terms of CMG elements; (f) a procedure for obtaining institutional assessment of students civic outcomes across majors; (g) a way of communicating and discussing civic learning outcomes with various internal and external audiences; (h) a means for conducting research associated with civic growth that can evaluate components of developmental models as programmatic or mediating variables; (i) thinking and planning more intentionally and coherently about civic development; and (j) deepening partnerships with and the contributions to the community. (p. 22)

The functions identified above provide detailed guidelines for practitioners and faculty to develop comprehensive and successful programs. Program design will be further explored in the subsection Intentional Cocurricular Program Design.

The CMG was related to various "motives for volunteering, with understanding, protective, and altruistic values being independently related to the CMG scores" (Bringle & Wall, 2020, p. 8). The researchers believed that civic-minded students would probably have higher persistence and resiliency during service experiences since they are motivated by a variety of civic values (Bringle & Wall, 2020). This study also reiterated recommendations to intentionally develop cocurricular programs and experiences to enhance civic attitudes and

behaviors further (Bringle et al., 2019; Bringle et al., 2011; Bringle & Wall, 2020; Steinberg et al., 2011).

To further this idea that civic-mindedness is informed by educational experiences such as service-learning courses and cocurricular experiences. Thompson et al. (2019) applied the Relational Development Systems (RDS) framework to study the intrapersonal attributes with educational experiences with their relation to the student's community and political engagement during college. The RDS perspective emphasizes the bidirectional relationship between the person and their experiences; both influence the other creating a dynamic learning environment. The study design was a natural experiment, where participants are grouped by self-reported experiences and completed a survey to assess intrapersonal attributes associated with moral development and community/political engagement (Thompson et al., 2019).

The study was conducted at a small private R1 institution in the southern United States with 1,163 students, which had 51% White and 48% Students of Color (Thompson et al., 2019). The students completed an online survey and, based on their engagement, were placed into three groups. One group consisted of students that participated in one of the programs at the Ethics Institute, which included curricular experiences; the second group participated in at least one community engagement or service-learning program not affiliated with the Ethics Institute, and the control group had students not affiliated with the Ethics Institute and did not participate in a community engagement or service-learning program.

It was hypothesized that differences in prosocial behaviors and political activities are related to engagement programs (Thompson et al., 2019). Prosocial is generally used to describe behaviors that benefit other people or society (Eisenberg, 1986). Penner and Finkelstein (1998) further explain that a prosocial orientation is an inclination to have empathy for other people's welfare and rights and act in response to this concern.

Thompson et al. (2019) found that those who participated in community engagement or service-learning programs reported higher levels of public service than the control group. Additionally, students in the engagement programs had higher empathy scores than the control group (Thompson et al., 2019). Furthermore, the students that participated in the curricular programs with the Ethics Institute had higher prosocial commitments and empathy scores than the students that participated in cocurricular educational experiences, such as community service with a student organization, community engagement opportunities, or service-learning courses not affiliated with the Ethics Institute (Thompson et al., 2019). Therefore, cocurricular programs should offer structured programs with intentional learning outcomes that support prosocial commitments.

This review of civic-mindedness literature demonstrated that there are various ways to foster and measure civic-mindedness. To summarize this section, the civic-minded instruments, intentional cocurricular program design, and the benefits of civic-mindedness are highlighted.

Civic-Minded Instruments

Steinberg et al. (2011) developed three methods for measuring CMG construct: CMG scale (quantitative self-report measure), CMG Narrative Prompt and Rubric (written qualitative measure), and the CMG Interview Protocol and Rubric (oral qualitative measure). Steinberg et al. (2011) conducted three studies between 2007-2009 to test the reliability and validating of the CMG construct. The first study was conducted to explore the initial evidence of the CMG Scale. The researchers used the CMG Scale as a post-test with 70 college students engaged in service-based scholarship or youth tutoring programs. The second study included a pre-test and post-test with the CMG Scale. The study was conducted to advance the first study's findings by examining the factor structure and the convergent and discriminant validity of the CMG Scale. The researchers also had the students complete two other instruments (CMG Narrative Prompt and CMG Interview Protocol) for comparison and construct validity. The second study consisted of 86 college students engaged in service-based scholarship or youth tutoring programs. The third study included a random sample of undergraduate students at IUPUI; 606 college students completed the CMG Scale, 41 of the participants completed the CMG Interview Protocol, and 29 of the 41 students completed the CMG Narrative Prompt. The number of service-learning courses taken by students was positively correlated with the CMG Scale in all three studies. "Results indicate that the CMG Scale showed good temporal reliability, internal consistency (i.e., unidimensionality), and convergent validity

with the other two measurement procedures" (Steinberg et al., 2011, p. 27).

Steinberg et al. (2011) did not share student demographic information of participants in the various studies. However, according to IUPUI's 2009 and 2010 Performance Reports between 2007-2009, 15%-16% of the student population identified as Persons of Color (IUPUI 2009; IUPUI 2010). Through the triangulation of the data, the CMG construct was determined to be a valid method to measure civic-mindedness (Steinberg et al., 2011).

Intentional Cocurricular Program Design

Findings from various studies have demonstrated the importance of structuring intentional cocurricular programs to develop civic-minded students (Bringle et al., 2019; Bringle et al., 2011; Bringle & Wall, 2020; Steinberg et al., 2011, Thompson et al., 2019).

Programs need to embody a civic engagement definition inclusive of community engagement activities, representing the entire community to ensure that diverse populations are centered and not marginalized (Alcantar, 2014; Garcia & Cuellar, 2018; Thompson et al., 2019).

Incorporating civic-oriented attributes like empathy, inclusion, social justice, equality, and social responsibility into the program also supports civic-minded students' development (Bringle et al., 2019; National Task Force, 2012). Bringle and Wall (2020) recommend developing the students' identity and the students' civic identity to include more in-depth engagement with community partners with critical reflection. Additionally, Thompson et al. (2019) utilized the

RSD framework, which looks at the bidirectional relationship between experiences and the students' identity. Therefore, the students contribute to and enhance the program with their knowledge, critical reflection, and lived experiences and the program further develops them as civic-minded students.

Bringle et al. (2011) provided a detailed outline for course designs that can be applied to cocurricular programs. They suggested professional development and training for staff facilitators; detailed definitions of the knowledge, skills, and dispositions being used; use of assessment tools; staff capacity; collaboration with various departments across campus; communication of civic outcomes with internal and external partners; support for research initiatives; intentionality in all efforts to support civic development; and enhancing community partnerships (Bringle et al., 2011).

When the CMG construct is used in program development or evaluation, it provides feedback to staff on the effectiveness of achieving desired outcomes. CMG measurements can also showcase the contributions from departments within a Student Affairs division. The findings from these studies demonstrated that the CMG construct provides staff with the tools to develop or enhance programs to support students' civic-mindedness and engagement (Steinberg et al., 2011).

Utilizing a construct, like the CMG, to guide the program design will provide staff and students a framework to assess civic outcomes and support future program enhancements (Steinberg et al., 2011). Incorporating critical

theories will highlight the significance of marginalized communities' lived experiences and the students in the program (Martínez-Alemán, 2015). Critical cocurricular programs and research should explore the students' awareness of power and privilege, non-dominant perspectives, and structural inequities (Mitchell & Rost-Banik, 2017). Additionally, Mitchell and Rost-Banik (2017) stress the importance of incorporating various modalities of teaching and allowing students to bring forth the voices of diverse learners as coeducators. Also, providing students with the opportunity to reflect and grapple with the content, emerging feelings, and the other students' opinions will further enhance their learning and development of civic-minded students.

Benefits of Civic-Mindedness

Furthermore, Bringle & Wall (2020) believe that civic-minded students have higher persistence and resilience since a variety of values and motives drive them to community engagement. Therefore, a negative interaction or experience might not deter them from continuing to engage in the community due to their value-driven commitment. Students who develop civic outcomes have also shown higher levels of public service and higher empathy levels than a control group (Thompson et al., 2019).

As Steinberg et al. (2011) found, students with connections between their identities, educational experiences, and civic experiences are committed to improving the lives of others. The researchers also noted that civic-minded students developed skills, knowledge, dispositions, and behavioral intentions that

will continue to influence their engagement and future impact in communities (Steinberg et al., 2011). Bringle et al. (2019) also found that civic-minded students are engaged in social-change types of activities for the benefit of society.

The next section will focus on social empathy, as civic-minded students need to understand the historical and current impacts of systemic oppression on economic, political, and social systems. It is essential to understand how today's college students are inspired and motivated to be civically engaged.

Social Empathy

As stated previously, institutions of higher education have been encouraged to foster the development of engaged community members and thus have launched various programs and services in response to the *National Call to Action*.

Developing the leaders to address our communities' needs is essential to support a vibrant and inclusive democracy. One approach to addressing this need is through teaching and fostering social empathy. Elizabeth Segal asserts, "social empathy is the ability to understand people by perceiving or experiencing their life situations and as a result gain insight into structural inequalities and disparities" (Segal, 2011, pp. 266-267). Social empathy is a broader application of empathy, and Segal developed the conceptual model of social empathy based on her professional work studying public policy.

Konrath et al. (2011) reported declining empathy rates among college students through a cross-temporal meta-analysis with cohorts from 1972 – 2009. Specifically, perspective-taking and empathic concern rates declined more rapidly after 2000. The researchers are unable to confirm the cause but pointed to the evolution of media and technology, as individuals spend more time interacting online versus in-person (Konrath et al., 2011). Therefore, teaching social empathy can also address these declining rates by helping students with interpersonal interactions and promote prosocial behaviors.

Furthermore, teaching social empathy allows for students to explore challenges or disparities in society with critical thinking skills through contextual understanding and macro-perspective-taking. In colleges and universities, teaching social empathy as a framework can help students understand social inequities and actively equip them with information to engage in their communities. Through various studies, researchers have explored social empathy and the impacts of teaching social empathy (Bringle et al., 2018; Hylton, 2018; Segal et al., 2013; Segal et al., 2011; Segal & Wagaman, 2017; Segal et al., 2012). Each of the studies mentioned will be elaborated below and in the Instruments of Social Empathy section.

Segal et al. (2012) refined the social empathy model to include the following components in Table 1. Figure 2 is a visual representation of the components, with three domains: interpersonal empathy, contextual

understanding of systemic barriers, and macro self-other awareness and perspective-taking see Figure 2 (Segal et al., 2017).

Table 1 Social Empathy Components Defined

Component	Definition
Affective response (AR)	Unconscious, automatic and involuntary ability to mirror another person; runs through all types of emotions (happy, sad) as well as physical sensations (feeling pain when watching another person being physically hurt).
Affective mentalizing (AM)	The ability of a person to develop a picture of events and perceive another's experiences as if it is happening to himself or herself.
Self–other awareness (SOA)	An individual's ability to recognize the difference between the experiences of another person from his or her own experiences.
Perspective taking (PT)	The ability to cognitively process what it might be like to experience the experiences of another, or "stepping into the shoes of another."
Emotion regulation (ER)	The ability to sense another person's feelings without becoming overwhelmed by the intensity of the other person's experience.
Contextual understanding of systemic barriers (CU)	The ability to understand others' historical exposure to and influence of barriers built into the social, political, and economic systems of society.
Macro perspective-taking (MPT)	The ability to cognitively process what it might be like to live as a member of another social group.
Cognitive empathy	Occurs when we process affective input on a conscious level to try to understand what another person's mental and emotional state. This encompasses perspective-taking, self-other awareness, and emotional regulation (Segal et al., 2017)

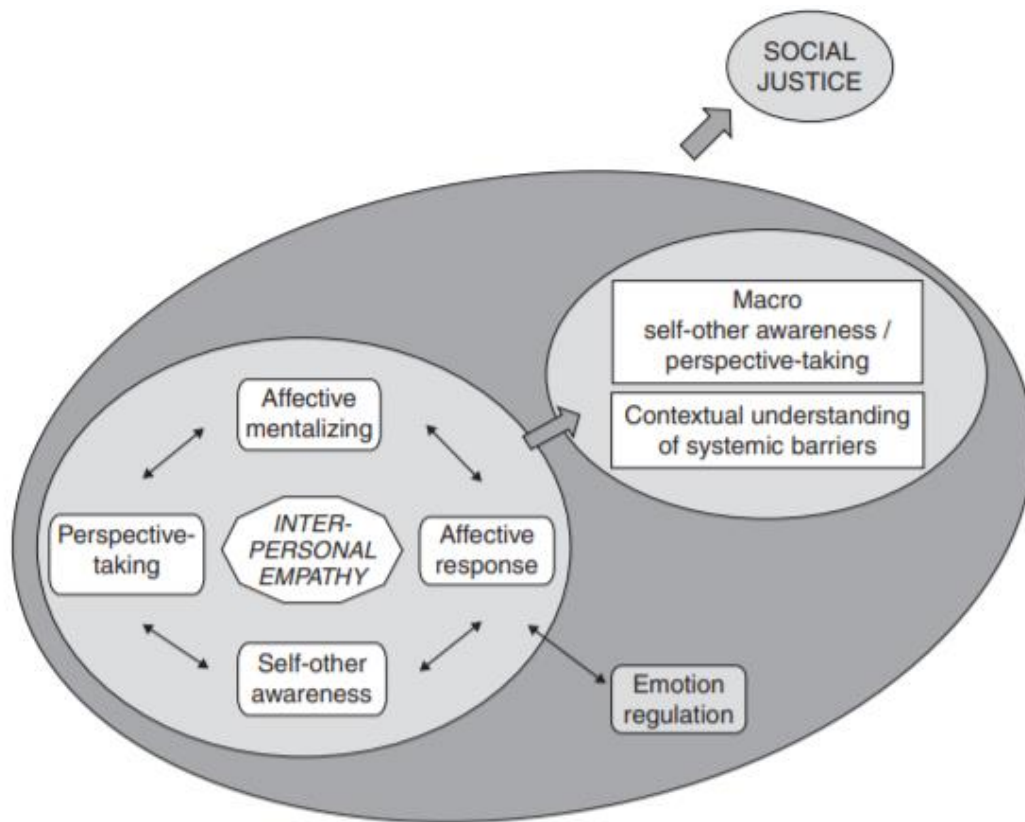


Figure 2. Social Empathy Model

Segal (2018) shared that interpersonal and social empathy are linked; the research found people with high social empathy scores also have high interpersonal empathy scores. Interpersonal empathy is the expression of empathy between individuals and is commonly referred to as empathy. Coplan (2011) states that interpersonal empathy is comprised of the following three components and all three are required for people to be empathic: mirroring physiological actions of another (affective matching); taking the other's perspective; while doing so remember that the experience belongs to the other is

not our own. Empathy and the desire to help people can also serve as a motivating factor for civic-mindedness.

Bringle et al. (2018) continued to explore civic-mindedness and how empathic anger can motivate people to help and ultimately lead to civic engagement. Through three studies, the focus of the research was on the angry effective responses with self-reported attitudes and dispositions toward social injustices. It was expected that the participants with the higher empathic anger scores are compassionate, willing to help and support social justice initiatives (Bringle et al., 2018).

Study 1 examined the relationship between empathic anger and aggression; it explored if people with higher self-reported empathic anger scores were more aggressive due to their anger or less aggressive due to their concern for others (Bringle et al., 2018). The participants were 152 undergraduate students from Appalachian State University, and they completed a survey with six components. The first part collected demographic information of the participants, frequency of political involvement, community involvement with student clubs or community organizations, and the number of service-learning courses completed (Bringle et al., 2018). The second part had 5 items from the Volunteer Functions Inventory (VFI). The third section included 28 items from Interpersonal Reactivity Index (IRI), which measures four types of empathy: Perspective Taking (ability to adapt they viewpoint of another); Fantasy (ability to imagine oneself into the feelings of a fictitious another); Emotional Concern

(feeling of sympathy or concern for another), and Personal Distress (personal anxiety due to a concern for another). The fourth part of the survey included 8 items from the Revised Empathic Anger (REA) scale. The fifth section of the survey consisted of 16 items from the Social Dominance Orientation (SDO) scale. The last part of the survey contained the 29 items from the Aggression Questionnaire (Bringle et al., 2018).

The findings supported the expected results of Study 1 through a stepwise multiple regression analysis. Empathetic anger was not correlated with aggression. The participants also rejected hierarchical views and prejudice attitudes. Additionally, those that were angry about social injustices demonstrated caring for others on the Emotional Concern subscale (Bringle et al., 2018). These results also showed that those with higher scores on the REA support altruistic values. An interesting finding from Study 1 found that empathic anger was not correlated to having taken a service-learning course(s), political engagement, or community engagement with a student organization. However, the participants reported community engagement not associated with the university-organized initiatives (Bringle et al., 2018).

Study 2 explored empathic anger as it related to civic-mindedness; it was expected that those with higher empathic anger scores would also score higher on the CMG scale. This study also compared empathic anger with the 6 subscales or motives for volunteering on the VFI. The subscales are Values, Understanding, Social, Career, Protective, and Enhancement. It was predicted

that higher empathic anger scores would be correlated to the Values subscale on the VFI (Bringle et al., 2018).

The participants were 132 undergraduate students from Appalachian State University and completed an online survey. The first part collected demographic information of the participants, frequency of political involvement, community involvement with student clubs or community organizations, and the number of service-learning courses completed. The survey also contained the following scales: VFI, 30 items; CMG, 30 items; REA, 8 items; and Morton's Typology of Service Scale, 2 items (Bringle et al., 2018). Through stepwise multiple regression analysis, the results from Study 2 were consistent with Study 1; those with higher empathic anger scores had concerns for others and interested in advocacy efforts or programs directed toward social concerns (Bringle et al., 2018).

Study 3 provided further construct validity for the REA as a measurement for empathic anger. The participants were 70 undergraduate students from Appalachian State University and completed an online survey. The first part collected demographic information of the participants, frequency of political involvement, community involvement with student clubs or community organizations, and the number of service-learning courses completed. The survey also contained the following scales: Universal Orientation Scale, 20 items; Self-Efficacy Scale, 23 items; Social Justice Scales, 24 items; and the final section had questions pertaining to interest in volunteering through charity, 6

items. A stepwise multiple regression analysis in Study 3 affirmed that empathic anger was independently correlated with advocacy and social justice.

Additionally, empathic anger was associated with universal orientation, which supports the previous studies that empathic anger is not related to hierarchical and prejudiced views. Thus, the participants sought out civic engagement opportunities that were inclusive and democratic (Bringle et al., 2018).

Bringle et al. (2018) state that a question remains on why some will perceive social injustices and others do not. This question is connected to the difference between social justice orientations and charity orientations to civic engagement (Bringle et al., 2018). Other researchers have found that a dominant charity orientation can hinder a social justice orientation (Bringle et al., 2006; Moely et al., 2008). The gratification associated with charity and volunteering shields people from critically scrutinizing the factors that have caused the need (Stokamer & Clayton, 2017). Through this research and past research, educators should identify interventions that teach empathy and critically reflect on the causality of the issues. (Bringle et al., 2018; Everhart, 2016). Bringle et al. (2018) stated, "The focus on empathic anger is not an endorsement of blind rage but of the thoughtful analysis of injustice which produces anger that motivates constructive action to correct the causes of that injustice" (p. 10). Bringle et al. (2018) did not reference social empathy, but the outcome of teaching empathy or social empathy can lead to empowered and motivated community-minded students.

Former First Lady Michelle Obama addressed the graduating class of 2020 and stated:

Graduates, anger is a powerful force. It can be a useful force, but left on its own it will only corrode and destroy and sow chaos on the inside and out. But when anger is focused, when it's channeled into something more, oh, that is the stuff that changes history. Dr. King was angry. Sojourner Truth was angry. Lucretia Mott, Cesar Chavez, the folks at Stonewall, they were all angry, but those folks were also driven by compassion, by principle, by hope. (Obama, 2020)

To further understand social empathy and civic-mindedness, Segal and Wagaman (2017) conducted a study to understand the relationships between interpersonal empathy, social empathy, political affiliation, and policy positions on social and economic justice issues with a sample of social work students. The Social Empathy Index (SEI), which included 40 items in an online survey, was administered to 127 students in social welfare policy courses. The SEI includes the Empathy Assessment Index (EAI) and two other components that are measured for a contextual understanding of systemic barriers and macro perspective-taking. The total score measures social empathy as a whole. Participants also self-reported their positions related to social and economic justice policies. Furthermore, participants identified themselves on a seven-point ordinal measure of political affiliation. Bivariate and multivariate analysis was used to identify relationships between policy views, social and economic justice,

political affiliation, interpersonal empathy, and social empathy (Segal & Wagaman, 2017). In the analysis of political affiliation and social empathy as predictors of political views, social empathy was a significant predictor more so than political affiliation (Segal & Wagaman, 2017).

Hylton (2018) studied the relationship between social empathy, civic literacy, and civic engagement using the SEI instrument. Hylton (2018) found increased social empathy and civic literacy rates with increased civic engagement rates. Civic literacy is not explored further in this chapter since it is not included in the study's scope.

Hylton (2018) also found that students were more likely to engage in civic activities that had short-term time commitments and did not report engagement in activities that involved a confrontation with another person. As stated previously, Konrath et al. (2011) believe the increase in technology and more time spent online (not interacting with people) versus interacting with people may be connected to the declining rates of empathy and may impact prosocial behaviors and civic engagement. Additionally, charitable giving or certain volunteer experiences can deter from learning about the issues in society that contribute to the need for the cause (Bringle et al., 2006; Moely et al., 2008; Stokamer & Clayton, 2017).

Additionally, Segal et al. (2011) explored the rates of social empathy for Latinx students. They hypothesized that they would have higher rates than their peers since Latinx communities tend to have stronger intercultural empathy.

They value collaboration, community, and helping others, and resilience is strong in the Latinx communities, even though they are exposed to hostile social and political environments (Segal et al., 2011).

The researchers conducted a quantitative research study through an online survey of the SEI at a large research university in the Southwest U.S. with 294 undergraduate and graduate students that completed a pre-test, the age range was between 18-60 years. The sample of students was primarily Caucasian (n=174), Latina/o students (n=61), mixed-race students (n=21), Black students (n=19), American Indian students (n=10), and Asian American students (n=8) (Segal et al., 2011).

Segal et al. (2011) found that Latinx students had higher rates of social empathy than any other Students of Color and even more so than their White peers. The results suggest that Latinx students identify as a community, are more optimistic, and have higher levels of social empathy (Segal et al., 2011). Therefore, teaching social empathy is needed to enhance the understanding of marginalized communities and help foster a commitment to support all members of society.

These findings are also partially supported by a study conducted by Lott (2013), where Students of Color had significantly higher civic values than White students. The civic values in Lott's (2013) research included: influencing the political structure, influencing social values, becoming involved in programs to clean the environment, and developing a meaningful philosophy of life,

participating in community action programs, helping promote racial understanding, keeping up to date with politics, and becoming a community leader.

As college populations continue to increase in diversity, we need to offer empowering educational experiences that support the development of social empathic and community-minded or civic-minded students and leaders. The following sections summarize and discuss the next steps, social empathy instruments, intentional program design, and social empathy benefits.

Social Empathy Instruments

Segal et al. (2012) developed and validated the Social Empathy Index (SEI), a tool to measure the social empathy model. Segal et al. (2013) continued to refine the assessment by gathering data with a multidimensional measurement of empathy through the Interpersonal and Social Empathy Index (ISEI). There is also an Empathy Assessment Index (EAI), which measures the emotional and cognitive facets of empathy. Each of these measurements can be used for a variety of studies depending on the focus or scope of the specific study (see Table 2).

Table 2 Social Empathy Instruments

Instrument	What it Measures	Recommendations
Empathy Assessment Index (EAI)	5 components with 22 items: (1) affective response, (2) affective mentalizing, (3) self-other awareness, (4) perspective-taking, (5) emotion regulation	Use pre-and post-intervention designed to enhance interpersonal empathy
Social Empathy Index (SEI)	7 components with 40 items. The five in the EAI and (6) contextual understanding of systemic barriers, (7) macro self-other awareness/perspective-taking	Use pre-and-post-interventions designed to enhance social empathy
Interpersonal and Social Empathy Index (ISEI)	4 components with 15 items that assess elements from the EAI and SEI. (1) macro perspective-taking, (2) cognitive empathy, (3) self-other awareness, (4) affective response.	Shorter version, useful when there are time constraints

Segal et al. (2012) conducted an exploratory factor analysis to identify the relationships between the social empathy model components: interpersonal empathy, contextual understanding, and social responsibility. The researchers also used item reduction activities to determine the reliability and identify which items should be removed from the instrument. The finding from this study refined Segal's (2011) social empathy conceptual model with three domains: interpersonal empathy, contextual understanding of systemic barriers, and macro

self-other awareness and perspective-taking, see Figure 2 (Segal et al., 2017).

From continued analysis, the SEI instrument is now a 40-item instrument, with 18 social empathy items and 22 items from the EAI (Segal et al., 2017). Segal et al. (2017) state:

We believe that increasing social empathy can lead to positive societal change and promote social well-being. The value of teaching social empathy and creating interventions that promote social empathy is enhanced by measuring and assessing it- hence the development of the SEI. (pg. 119)

Segal et al. (2013) also explored the measurement of social and interpersonal empathy through an exploratory and confirmatory factor analysis of the ISEI. Previous studies have validated two separate empathy measurements, the EAI and the SEI. Research has shown that the relevance of empathy to various social issues and the importance of having an instrument to include interpersonal and social empathy capture empathy's scope and complexity (Segal et al., 2013).

The study was conducted at Arizona State University, with undergraduate students enrolled in introductory social work courses. Students received an email inviting them to participate in an online survey, with a final sample of 450 participants. The age range was between 18-61, 66% female, 33.8% male, .2% other gender, 54.4% Caucasian, 16.2% Latino, 8% Asian, 7.8% as Middle Eastern, 7.6% multiracial, 5.3% African American, 1.6% American Indian, 24% freshmen, 27% sophomore, 28% juniors, 20% seniors. The participants

completed the 32-item ISEI, which included 22 items from the EAI and 10 items from the SEI. The participants rated their feelings or beliefs using a 6-point Likert-type scale. The results were analyzed via an exploratory factor analysis to reestablish the EAI and SEI components; the researchers also completed a confirmatory factor analysis using a structural equation modeling framework and tested the relationship between interpersonal and social empathy (Segal et al., 2013). Through the analysis, four components with 15 items were the finalized tool to measure interpersonal and social empathy (Segal et al., 2013). The finding demonstrated the validity of the ISEI tool to measure the breadth of empathy. The findings also show that a person needs to have interpersonal empathy to move towards prosocial behaviors associated with social empathy. To summarize this section, intentional cocurricular program design and the benefits of social empathy are highlighted next.

Intentional Cocurricular Program Design

The studies that are shared here demonstrate the importance of incorporating social empathy into cocurricular programs (Bringle et al., 2018; Everhart, 2016). Konrath et al. (2011) noted the declining rates of empathy among college students, and the inclusion of social empathy into the program could address these declining rates. Intentionally including topics that address challenges or disparities in society can develop social empathy and motivations to become engaged in the community. Segal and Wagaman (2017) found that using social empathy as a framework allows educators to address systemic

issues in society without discussing political party affiliation. Furthermore, Segal et al. (2011) found that White students had lower rates of social empathy than their Latinx peers. The participant demographics should be considered as programs are developed.

A participatory action research approach will analyze and critique instruments that measure both civic-mindedness and social empathy will provide practitioners a better understanding of the effectiveness of a cocurricular experience that seeks to develop a life-long community or civically engaged people.

Benefits of Social Empathy

Social empathy promotes a social justice orientation and develops an awareness of the systemic barriers in society (Bringle et al., 2018). In contrast, a dominant charity orientation can deter a social justice orientation (Bringle et al., 2006; Moely et al., 2008). The satisfaction from donating or volunteering does not provide people with the knowledge to critically analyze the systemic issues in society that are faced by many in the United States (Stokamer & Clayton, 2017).

Teaching social empathy provides students with a deeper understanding of why and how they can positively impact society (Segal et al., 2011). Social empathy supports the motivation and development of civic-minded students. Bringle et al. (2018) found that students who expressed empathic anger showed interest in programs directed at social concern issues and support the inclusion of diverse views.

Therefore, incorporating a social empathy framework with a participatory action research approach in the cultural awareness workshop series will add to current research. In the next section, the importance of students receiving validation during their college experience is explored as a theoretical framework to empower students as critical thinkers into civic and community engagement.

Validation Framework

Rendón Linares and Muñoz (2011) state, “validation theory provides a framework that faculty and staff can employ to work with students in a way that gives them agency, affirmation, self-worth, and liberation from past invalidation” (p. 17). Rendón (1994, 2002) states that validation has two types: academic and interpersonal. Academic validation occurs when faculty or staff actively encourage students to “trust their innate capacity to learn and to acquire confidence in being a college student” (Rendón, 1994, p. 40). Interpersonal validation is supported when faculty and staff actively encourage the students’ personal and social adjustment (Rendón, 1994). This section explores how validation theory can be used as a powerful tool to empower students as change agents and future leaders that can make a difference in their communities.

Rendón (1994) conducted a qualitative study using a grounded or inductive theory generation approach to develop a framework from the findings. Open-ended interviews were conducted with 132 first-year students from a variety of regions in the United States, and the types of institutions varied as well (Rendón, 1994). Rendón (1994) found that vulnerable non-traditional students

can be transformed into empowered learners through curricular, cocurricular, and non-curricular (interacting with family members or friends) validating experiences. This study defined non-traditional students as low-income, culturally diverse, and first-generation college students. Additionally, it was found that involvement in college is not as easy for non-traditional students, and validating experiences may be needed to promote confidence for cocurricular and cocurricular engagement. The more students receive validation; it continues to enrich their experiences and development (Rendón, 1994).

Rendón Linares and Muñoz (2011) revisited validation theory to explore how researchers and practitioners have utilized the framework to learn more about the success of underserved students. They urged colleges and universities to find ways to support social justice and transform students into powerful learners through the six elements of validation.

First, staff and faculty are responsible for initiating validating relationships and finding ways to outreach and engage with students. Second, validating experiences enhance self-worth, and experiences need to affirm that students bring knowledge and can succeed in college. Third, validation supports student development, promotes self-confidence, and encourages involvement in college. The fourth element is validation needs to occur inside and outside of the classroom. Fifth, validation should occur consistently and over time. Finally, validation should occur within the first few weeks or the first year of college.

Rendón Linares and Muñoz (2011) highlighted a study that explored validation within a community college academic program for Latinx students. They found that staff embraced the belief that they must take an active role to engage students "... and help these students believe that they can be valuable members of the college community of knowers" (Rendón, 2002, p. 22). Another study affirmed that programs for first-generation students need to engage them more frequently with diverse peers, faculty, and staff (Lundberg et al., 2007). Furthermore, this study stressed the importance of validating the students' knowledge and what they bring to the institution (Lundberg et al., 2007).

Liberatory pedagogy supports a validating framework as it embodies a multi-directional learning environment that acknowledges students as coeducators. Therefore, recognizing that students bring knowledge to the college or university, where faculty, staff, and research can benefit from students' contributions (Lundberg et al., 2007; Rendón Linares & Muñoz, 2011).

Additionally, Garcia and Cuellar (2018) also found that academic validation positively impacted the civic engagement of students. Therefore, when students believe that they are valued in the classroom, they are more than likely to participate in community engagement activities. A validating pedagogy supports and fosters civic-minded students as future community leaders. As students, especially Students of Color, move through their college experiences and engage in cocurricular diversity workshops and/or develop critical consciousness through cocurricular experiences, these experiences foster a

validating environment so students can see themselves as community leaders with a socially empathetic worldview. To summarize this section, intentional program design and the benefits of validating experiences are highlighted below.

Intentional Cocurricular Program Design

Creating validating programs and experiences for students, especially Students of Color, are found to help develop confidence for involvement in curricular and cocurricular spaces (Rendón, 1994). Rendón Linares and Muñoz (2011) shared that validation should occur early on and over time in the college experience (Rendón Linares & Muñoz, 2011).

Additionally, first-generation students and Students of Color need to interact more frequently with diverse peers, faculty, and staff (Lundberg et al., 2007). One way to do that is to provide students with culturally familiar spaces or opportunities to connect with students, staff, and faculty that share similar backgrounds (Museus et al., 2018). Furthermore, cocurricular programs can be structured to validate and affirm their identities, knowledge, and experiences (Museus et al., 2018). Staff professional development on the importance and value of validation is another critical component of an intentional program design (Rendón, 2002). A liberatory pedagogy that values and recognizes the lived experiences of the students is an affirming educational practice. A liberatory framework with validation acknowledges that the students bring knowledge as coeducators into the program (Lundberg et al., 2007; Rendón Linares & Muñoz, 2011).

Benefits of Validating Frameworks

As noted previously, validating experiences promote self-worth and uplift the students as learners and leaders (Rendón Linares & Muñoz, 2011). A validating framework supports the students' engagement in college (Rendón, 1994). As Garcia and Cuellar (2018) found, validation had a positive impact on civic engagement. Furthermore, a validating framework aligns with participatory action research as they both validate and honor students' experiences and voices.

The cultural awareness workshop series is a shared validating experience among the students. Along with the students' knowledge and backgrounds, the shared experience will support the development of a shared voice to empower the students into community or civic engagement.

The cultural awareness workshop series provides students with a platform to explore and learn more about social issues with the goal that the students are informed and engaged members of society. Participatory action research is aligned with this cocurricular program and with validation theory, as participatory action research seeks to encourage students to go beyond awareness of social issues to engage in social transformation (Benjamin-Thomas et al., 2018).

Therefore, exploring how colleges and universities can support the development and validation of socially empathetic and civic-minded leaders is critical for diverse communities. In the next section, cocurricular diversity

workshops are reviewed as meaningful intervention tools to foster civic-minded leaders through teaching social empathy.

Cocurricular Cultural Awareness Workshops

Past research has shown benefits and outcomes of collegiate diversity experiences such as problem-solving, critical thinking, cognitive development, and complexity of thought (Chang et al., 2006; Dey, 1991; Gurin et al., 2002; Hurtado, 2001). Pascarella et al. (2014) expanded this research to examine the 4-year effects of diversity experiences on critically thinking. As Pascarella et al. (2014) stated:

Our findings with an objective, standardized measure of critical thinking skills essentially support the conceptual argument... that exposure to diversity experiences foster the development of cognitive growth and more complex modest of thought. The cognitive effect of diversity experiences appears to be sustained during 4 years of college and may even increase in magnitude over time. (p. 90)

Cocurricular diversity-related workshops provide college students with various opportunities to learn more about themselves, learn more about members of society, and apply critical thinking (Bowman, 2011). Bowman (2011) found in a meta-analysis that face-to-face experiences or interpersonal relationships with diverse people had the most significant gains in civic outcomes. Cocurricular diversity or cultural awareness programs also foster a healthy campus climate and a connection to the broader community. Bowman et al. (2016) conducted a

quasi-experimental and longitudinal study to explore the relationship between participation in racial/cultural awareness workshops during college and the association with civic outcomes six years after graduation. Furthermore, Denson et al. (2017) explored the role of curricular and cocurricular diversity experiences and cross-racial interactions in predicting informed citizenship six years post-graduation. Both studies used the same secondary data source from the Cooperative Institutional Research Program (CIRP). The data was from the incoming cohort in 1994, and the alumni (8,634 from 229 institutions) were surveyed six years post-graduation in 2004 (Bowman et al., 2016; Denson et al., 2017).

Both studies found diversity experiences in college did positively and directly affect post-college civic outcomes (Bowman et al., 2016; Denson et al., 2017). Additionally, the diversity-related experiences varied scope and length. Furthermore, curricular and cocurricular diversity experiences indirectly impacted news consumption, cultural discussions, and keeping informed on politics six years after graduation (Denson et al., 2017). These findings continued to support past research that college diversity experiences have positive and lasting impacts and support a deliberative democracy. In support of these findings, Garcia and Cuellar (2018) also found the campus-facilitated diversity activities had a strong significant predictor of civic engagement. Denson et al. (2017) also looked at the difference between racial/ethnic groups, and there was not much of a difference between the groups. However, the findings suggest that White

students benefit as much or even more from college diversity experiences as Students of Color (Denson et al., 2017; Pascarella et al., 2014).

Diversity continues to be an important topic or issue on college campuses. Institutions strive for diverse student populations with the notion that it supports a deliberative democracy and prepares students for a global workforce (Denson et al., 2017). Additionally, Garcia (2019) challenges institutions, faculty, and practitioners to truly become Latinx-serving institutions by centering the Latinx students' experience and providing validating cocurricular and curricular experiences. As institutions, especially in Southern California, continue to serve more Latinx and culturally diverse students, researchers and practitioners need to explore how diversity workshops can teach social empathy, empower and validate these students as community and civic-minded thinkers. In summary, intentional program design and the benefits of cocurricular cultural awareness programs are highlighted next..

Intentional Cocurricular Program Design

Stokamer and Clayton (2017) suggest three learning goals for educational programs: inclusivity, criticality, and cocreation. These learning goals can also be applied to cocurricular programs to further support intentional program design. These goals provide a framework to guide students to think and act beyond their worldview (inclusivity), recognize structural inequalities (criticality), and embody an asset-based orientation to pursue knowledge with all partners (cocreation). As noted previously, validating and liberatory pedagogies will include the lived

experiences of the students and the students become coeducators in the program.

Past research has shown that White students benefit the most from diverse experiences; therefore, colleges need to develop programs that target White students and include cultural awareness topics (Denson et al., 2017; Pascarella et al., 2014). Additionally, programs should include social empathy and civic-minded outcomes. Bowman (2011) found that interpersonal relationships with diverse peers was significant over other forms of diversity experiences for civic outcome. Therefore, programs should develop mechanisms for the students to interact in informal and formal ways throughout the program together.

Benefits of a Cocurricular Cultural Awareness Workshop Series

Previous research has shown a variety of benefits of diversity experiences such as critical thinking, pluralistic worldviews, and civic outcomes (Bowman, 2011; Bowman et al., 2016; Denson et al., 2017). A cultural awareness workshop series will support various civic outcomes for students with an intentional program design. Furthermore, including socially empathic discussions or activities in cocurricular diversity experiences will support the continued growth of students to grapple with complex issues and challenges in our society. Therefore, diversity experiences with social empathy will foster habits of mind for lifelong learning and empower critical thinkers for the public good (Hurtado & DeAngelo, 2012).

Summary

This literature review reveals that each of these concepts (civic-mindedness, social empathy, validation theory, and cocurricular cultural awareness experiences) researched separately provides an awareness of what they could mean collectively. Colleges and universities need to support the development of students as community leaders and leaders in their field of study. All students should feel empowered as change agents that can influence change for the betterment of communities and apply this knowledge in their field of study or career. Students must learn and understand the social structures that perpetuate inequities within society. Studying how colleges and universities can support the development and validation of socially empathetic and civic-minded leaders is essential for diverse communities. California's population is diverse and the percentage of Latinx surpassed the white population in 2014 (Johnson et al., 2020).

Participatory action research further elevated the study as the students were coresearchers of the study and coeducators in the workshop series. As Benjamin-Thomas et al. (2018) stated, "PAR is participatory, collaborative, and cooperative, equitable, critical, reflexive, emancipatory, liberating, transformative, capacity building, empowering and inclusive of interconnected research and action" (p. 1). Each of the major themes of this study, civic-mindedness, social empathy, validation, and cultural awareness workshops, embody the same characteristics of participatory action research and, when combined, center the

students' voices and knowledge to create empowering and transformative learning experiences for all involved.

The students were not only seen as participants but as individuals with rich knowledge and experiences. The students' involvement has influenced the cultural awareness workshop series to empower and raise awareness of community or civic engagement.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter provides details on the research methodology utilized for this study. A participatory action research study is collaborative, negotiated, and inclusive (Cahill, 2007; Kemmis et al., 2014; MacDonald, 2012). The Institutional Review Board (IRB) approved research plan, which included the data collection and data analysis process, was presented to the coresearchers. The team agreed to proceed with the approved data collection and analysis plan. Thus, an IRB modification application was not submitted, and the research team moved forward with the previously approved process.

The research team consisted of a student affairs practitioner as the lead researcher and nine undergraduate students participating in the Cultural Awareness Project. The team analyzed and critiqued pre-existing instruments that measure civic-mindedness and social empathy. As researchers, the student participants also examined their civic-mindedness and social empathy during and post participation in the Cultural Awareness Project. The journal prompts were selected to help the coresearcher critically reflect and provide insights on the constructs and instruments under review. Additionally, the team provided recommendations for the Cultural Awareness Project.

The coresearchers had training on the constructs within the study, how to develop research questions, what type of data could be collected and analyzed to address the research questions (Appendix A).

This study sought to gain a more in-depth understanding of how cocurricular programs can cultivate and measure community-minded or civic-minded behaviors among diverse college students. The main data sources were collected through seven research team meetings (focus groups) with nine undergraduate students.

This chapter begins with a description of the qualitative research design for this study. A description of the research setting where the study was conducted is followed by the recruitment of the participants. Then the research data, data collection, and data analysis are described in detail. This is followed by a discussion of the trustworthiness of the study and the positionality of the researcher.

Research Design

This study utilized a pre-existing cocurricular cultural awareness workshop series, the Cultural Awareness Project, and incorporated a social justice-oriented participatory action research approach for a more in-depth understanding of social empathy and civic-mindedness. Students and student affairs practitioners were coeducators in the cultural awareness workshop program; and coresearchers during the study.

Participatory action research is a form of action research and incorporates the participants as coresearchers, and the participants are involved in all aspects of the research process (Kemmis et al., 2014; MacDonald, 2012). Participatory action research acknowledges that the students are experts in their own experiences; therefore, they should be the researchers (Cahill, 2007; Collaboration Council, 2017; Kemmis et al., 2014; Torre, 2009). Participatory action research centers the students' lived experiences, and it is "committed to social transformation through active involvement of marginalized or disenfranchised groups" (Glesne, 2016, p. 25). A social justice-oriented participatory action research has advanced research efforts to reclaim knowledge and truth and "find solutions to the negative impacts of colonialism" (Smith, 2007, p. 120). As Garcia (2020) stated, higher education should prioritize liberatory outcomes, not only academic outcomes. Furthermore, the participatory action research approach embraces action for the future.

This study addressed a problem of practice to provide recommendations for education leaders. The study centered on the students' views and experiences to improve the practice (Glesne, 2016) on designing and measuring programs and services that foster life-long civic or community engagement. As leaders and practitioners in student affairs, we must continually examine our services and programs to meet the students' ever-changing needs.

Participatory action research that embraces a critical lens creates an empowerment-centered study (Mitchell & Rost-Banik, 2017) that "attempts to

expose the forces that prevent individuals and groups from shaping the decisions that crucially affect their lives” (Kincheloe & McLaren, 2005, p. 308). Participatory action research aims to create change that can “redress issues of inequality, oppression, and exclusion” (Mitchell & Rost-Banik, 2017, p. 183) through the creation of a “framework for pragmatic change” (Martínez-Alemán, 2015, p. 17).

A participatory action research approach is aligned with the aim of community and civic engagement. Active participants in our communities help influence and shape the future for society, just as active participation in a research study allows for the participants to guide and shape the research and provide recommendations for future action.

Research Setting

This study's setting is a large research university located in Southern California with a Hispanic Serving Institution (HSI) designation. This site was chosen because of the pre-existing program, Cultural Awareness Project, and its diverse undergraduate student population, approximately 89%. The profile of all undergraduate students at the research site from the fall 2020 term consisted of the following: 41.8% Latino; 34% Asian; 10.8% White; 5.6% two or more races; 3.4% International; 3.1% Black or African American; 1.1% unknown; less than 1% Native Hawaiian or Pacific Islander; less than 1% Native American or Alaskan; with 53.8% Female and 46.2% as Male. The campus diversity and the Cultural Awareness Project are essential factors as this study seeks to

understand how students can be empowered to be change agents in their communities.

Research Participants

Access to the Cultural Awareness Project and the participants was approved from the research site (Appendix L). Student recruitment efforts for the Cultural Awareness Project included various emails, department social media campaigns, and targeted outreach to student organizations and departments. Students self-selected to participate in the program. Historically, fifteen to twenty students have participated in the in-person Cultural Awareness Project. In the winter term of 2021, thirty-six students participated in the virtual program. Nine of the thirty-six joined the research project as coresearchers. Seven coresearchers identified as Latinx, Latino, Mexican-American, or Hispanic; and one identified as South Asian American, and one as American Egyptian; eight identified as females, and one male.

Demographic Information of the Research Team Members

Below is the demographic information of the coresearchers. For confidentiality purposes, pseudonyms have been used for their names.

“Alondra” (She/Her) is a first-year student; started at the university in the fall term of 2020; her major is Biology. Alondra identifies as Mexican American.

“Cristian” (He/Him) is a first-year student; started at the university in the summer of 2020; his major is English. Cristian identifies as Latinx.

“Denise” (She/Her) is a second-year student; started the university in the fall term of 2019; her major is Media and Cultural Studies. Denise identifies as Mexican-American.

“Elissa” (She/Her) is a first-year student; started at the university in the fall term of 2020; her major is Political Science. Elissa identifies as American Egyptian.

“Gaby” (She/Her) is a first-year student; started at the university in the fall term 2020; her major will soon be Neuroscience. Gaby identifies as Hispanic/Latina.

“Karla” (She/Her) is a transfer student, started at the university in the winter term of 2021; her major is Psychology. Karla identifies as Hispanic.

“Kimberly” (She/Her) is a transfer student, started at the university in the fall term of 2020; her major is Education, Human Development, and Society. Kimberly identified as Latina.

“Riya” (She/Her) is a first-year student, started at the university in the summer term of 2020; her major is Education. Riya identifies as a South Asian American.

“Yadira” (She/Her) is a first-year student, started at the university in the fall term of 2020; her major will soon be Education. Yadira identifies as Hispanic/Latinx.

The undergraduate students in the Cultural Awareness Project were invited to join this participatory action research study. The students received an

email invitation to join the study before the Cultural Awareness Project's first workshop. The email contained a summary of the research and the informed consent form; the research summary included the proposed research opportunity, an overview of the constructs, information about participatory action and qualitative research, and the estimated time commitment involved. Each participant was informed that they would be assigned a pseudonym to protect their confidentiality but that their confidentiality could not be guaranteed. Further, students were required to be eighteen years of age to participate in the study.

Students in the Cultural Awareness Project had the choice to participate in the program and not participate in the study. The three Cultural Awareness Project workshops were conducted in January 2021 – February 2021. The research team started meeting in January 2021 and finished in early March 2021.

To prepare the participants as coresearchers they were provided with an overview of qualitative and quantitative research, how to write quantitative hypotheses and qualitative research questions, information on data collection and data analysis techniques, and insights into the validity and reliability of research instruments. Additional details of this training can be found in Appendix A.

Seventeen of the thirty-six students registered for the Cultural Awareness Project completed a consent form. Twelve of the seventeen students attended the first meeting to review the study in detail, discuss future meeting dates/times, and receive the researcher training. Ten students participated at the second

meeting, which was the start of the focus groups and data collection process.

One of the ten students decided not to continue after the second meeting due to the time commitment.

Due to the remote learning environment, all students at the research site have previously been offered technical assistance such as laptops with cameras or internet support like hotspots. Therefore, students did not request additional technical assistance to participate in the program and the study. However, many students live at home with their families and may have to share spaces, the internet, and devices at times. It is challenging for students to manage their curricular and cocurricular engagement if they have limited privacy and shared resources. Since the program was the second term of the academic year, students had time to adjust to the academic term and learn how to navigate any obstacles that impede their engagement and learning opportunities.

Instruments Critiqued

The research team reviewed and critiqued various tools that measure social empathy and civic-mindedness. The research team did not complete the quantitative instruments but did complete the CMG Narrative Prompt. The coresearchers also provided their insights and thoughts on the various constructs of Civic-Minded Graduate and Social Empathy. Furthermore, the coresearchers discussed how the participatory action research experience and the Cultural Awareness Project influenced their civic-mindedness and socially empathetic views and behaviors. The data collected was internal to the research team as

the study participants, and they did not collect external data. The team reviewed the two instruments that have been designed to measure social empathy and three instruments to measure civic-mindedness. The team critiqued the instruments to determine if and how these instruments should be utilized to measure social empathy and civic-mindedness. The instruments that the participants critiqued were the Civic-Minded Graduate (CMG) Scale (Appendix E), the CMG Narrative Prompt (Appendix F), the CMG Interview Protocol (Appendix G), the Social Empathy Index (Appendix H), and the Interpersonal and Social Empathy Index (Appendix I).

Civic-Minded Graduate Scale, Narrative Prompt, and Interview Protocol

The CMG Scale, Narrative Prompt, and Interview Protocol were developed by the Center for Service and Learning in the Office of Community Engagement at Indiana University-Purdue University Indianapolis (IUPUI) (Steinberg et al., 2011). The CMG construct and instruments were developed to explore and measure civic-mindedness among undergraduate students. The CMG has thirty self-report questions on a Likert Scale. Previous research has shown that the CMG Scale has good temporal reliability, internal consistency, and convergent validity with the CMG Narrative Prompt and CMG Interview Protocol (Steinberg et al., 2011). The CMG tools are based on the CMG Construct of identity, educational experiences, and civic experiences through the domains of knowledge, skills, dispositions, and behavioral intentions (Steinberg et al., 2011).

Social Empathy Index and Interpersonal and Social Empathy Index

Segal et al. (2012) conducted an exploratory factor analysis to confirm the selection of the items for the SEI. The SEI consists of seven components with forty items in a Likert-scale instrument. The components are affective response, affective mentalizing, self-other awareness, perspective-taking, emotion regulation, contextual understanding of systemic barriers, and macro self-other awareness/perspective-taking.

The ISEI is a fifteen-item self-report Likert-scale instrument that measures four components: macro-perspective-taking, self-other awareness, affective response, and cognitive empathy (Segal et al., 2013). A quantitative study conducted an exploratory and confirmatory factor analysis study to validate the ISEI and the interconnections of interpersonal and social empathy (Segal et al., 2013).

Data Collection

The section shares more details on the data collection methods used: focus groups, journaling, and the CMG Narrative Prompt. Due to the current COVID-19 (Coronavirus) pandemic, curricular and cocurricular educational experiences have been delivered in an online format. Therefore, engagement in the study was conducted virtually via Zoom.

Zoom is a videoconferencing technology that has become a widely used platform in education and at this research site. Zoom has also been used in qualitative and mixed-method studies and is a useful and preferred research tool

among participants and researchers (Archibald et al., 2019). Zoom allows for recordings to be securely recorded and stored either on a local device or in “the cloud” (online server). These recordings can then be shared securely for collaboration. Zoom also has a feature that the meeting attendees receive a notification that the session is being recorded. The attendees can either consent to participate or leave the meeting (Zoom Video Communications, 2020). Additionally, other security features include user authentication and encryption of meetings (Zoom Video Communications Inc, 2020). The research team meetings were recorded and safely stored on a laptop and in a locked room. The recordings will be deleted after the acceptance of this dissertation.

The team used three methods to collect data: journaling, focus groups, and the CMG Narrative Prompt. The first method was journaling or field notes as a tool to record their personal experiences, observations, and reflections throughout the program, post-program participation, and their research experience. Field notes provide a space for the researcher to gather their thoughts and insights throughout the research process and are standard tools in qualitative research (Glesne, 2016). The seven weeks of journal prompts for the research team are in Appendix B. The coresearchers shared their responses from journal prompts in the focus group session. This process allowed for the coresearchers to first reflect and consider the prompts in a written response before discussing and sharing their responses in the focus groups.

Focus groups, which are dialogue and reflection sessions, served as a method to support the inquiry process and allowed the nine coresearchers to share their perceptions of civic-mindedness and socially empathetic views and how the participatory action research approach raised their awareness. Additionally, the researchers shared observations of the Cultural Awareness Project, discussed the instruments, and ways to measure social empathy and civic-mindedness. In participatory action research, focus groups serve as a collaborative process; all participant views are recognized and valued as data (Kemmis et al., 2014 & MacDonald, 2012). The focus group questions (seven weeks) were the same questions as the journal prompts (Appendix B). This allowed the coresearchers to share their journal/field notes and then engage in dialogues with their peers during the research team meetings, which served as focus groups.

The third method was the CMG Narrative Prompt. The prompt is one of the three tools of the CMG construct to measure civic-mindedness. The prompt provides participants an opportunity to reflect on their civic-mindedness development through their college experiences. Including this prompt in the research provided the coresearchers first-hand experience completing one of the CMG tools, as they provided critiques and reactions to the tool. The CMG Prompt consists of the following:

CMG Narrative Prompt

I have a responsibility and a commitment to use the knowledge and skills I have gained as a college student to collaborate with others, who may be different from me, to help address issues in society.

Please indicate the extent to which you agree or disagree with this statement by circling the appropriate number.

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	

Considering your education and experiences as a college student, explain in 1 – 2 typewritten pages the ways in which you agree or disagree with this statement and provide personal examples when relevant.

Overview of the Research Team Meetings/Focus Groups

This section provides a detailed overview of the weekly journal prompts and focus group topics.

There were eight research team meetings, seven of them serving as focus groups to collect data based on the research questions. The specific journal prompts/research team meeting topics can be found in Appendix B.

The first meeting was held on two different dates and times to allow for the participation of all interested students in the Cultural Awareness Project that signed the informed consent form to learn more about the opportunity. The content covered at the first meeting included the coresearchers' training, coresearchers' role, and additional information about the Civic-Minded Graduate and Social Empathy constructs. More importantly, the students considered any edits or modifications to the proposed research plan. The first meeting(s) had the

attendance of sixteen of the seventeen students that completed the informed consent form. The journal reflections for each research team meeting are in Appendix B. The journal prompts were completed prior to the weekly research team meetings (focus groups), where the coresearchers would share their journal responses.

After the first meeting, six students decided not to participate in the study due to the study's time commitment, no longer participating in the Cultural Awareness Project, or scheduling conflicts with future meetings. Another student left the research team after the second meeting due to conflicting time commitments. Therefore, their data is not shared in any of the results.

The second research team meeting started with a discussion on the research questions and data collection methods. The coresearchers did not suggest changes to the proposed plan, so the team moved forward with the previously approved IRB research plan. The second meeting focused on the coresearchers sharing their responses to the journal prompts (Appendix B). The team shared their thoughts on definitions of community or civic engagement, the impact of collegiate experiences, initial reflections on the Cultural Awareness Workshop Project related to community or civic engagement, and insights or questions on the Civic-Minded Graduate and Social Empathy constructs.

The third research team meeting also provided the students with an opportunity to discuss or provide reactions to the Civic-Minded Graduate and

Social Empathy constructs. The students reflected on their role as researchers and college students as they engaged in the Cultural Awareness Project.

In the fourth research team meeting, the coresearchers provided critiques and reactions to the Civic-Minded Graduate and Social Empathy instruments. The students continued to discuss their role as researchers and college students as they engaged in the Cultural Awareness Project.

During the fifth research team meeting, the team shared their experiences, reactions, and thoughts related to the multiple current issues such as the U.S. political environment, COVID-19 pandemic, Black Lives Matter movement, U.S. Capitol Insurrection, hate incidents against Asian Americans, defunding the police, and overall call for racial justice.

In the sixth research team meeting, they revisited the Civic-Minded Graduate and Social Empathy constructs and instruments to provide additional critiques and reactions. At the seventh research team meeting, the coresearchers shared their responses to the CMG Narrative Prompt (Appendix F). Finally, during the eighth research team meeting, the research team discussed the Cultural Awareness Project's benefits and future programmatic recommendations.

Data Analysis

As the lead researcher, I did the data analysis and shared initial codes and themes with the coresearchers for reactions and revisions during the data analysis process. The written journal prompts were not submitted for analysis

since the coresearchers shared their responses verbally during the focus groups. The CMG Narrative prompt responses were submitted for analysis by the lead researcher. I thoroughly reviewed the transcripts from the seven research team meetings (focus groups) and the CMG Narrative prompt responses to gather initial codes and categories. Coding is an interpretive process, and immersion in the data helps identify salient themes (Saldaña, 2016). As an inductive process, the data built toward a deepened understanding (Creswell, 2014). Data were analyzed by reviewing the transcript notes with notable quotes or insights from the coresearchers. I began to hand-code and created memos based on my initial thoughts. I then imported the transcripts and codes into QDA Miner Lite software to organize and connect them to the research questions. Through this process of using QDA Miner Lite, I was able to sort codes by frequency and began to finalize categories and themes. I shared the initial and final codes, categories, and themes with the coresearchers for their insights and revisions. They did not provide any additional feedback besides affirming the analysis I provided.

Validity and Trustworthiness

This study incorporated various strategies to address trustworthiness. As a participatory action research study, participants are the researchers and were included in all aspects of the study. During the data collection and data analysis process, the coresearchers supported the trustworthiness of this study by collecting data from multiple methods, engaged in member-checking, and validating “rich, thick description” (Glesne, 2016).

Cypress (2017) states, “trustworthiness refers to the quality, authenticity, and the truthfulness of the findings in qualitative research” (p. 254). In qualitative research, it is important to gather data through multiple methods, referred to as triangulation. Incorporating various data sources in qualitative research provides new knowledge or perspectives that might not be identified in one source (Glesne, 2016). Having the coresearchers first respond to the journal prompts through written reflection and then discussing in a focus group allowed the students to process their thoughts and reactions individually and then in a group discussion setting. During the focus groups, the coresearchers would learn from one another and identify new perspectives. Triangulation offers a more holistic and complete picture of the research findings. The data included the analysis from group discussions (focus groups), journaling reflections, and CMG narrative prompt highlighting the students' diverse voices and experiences collectively.

Additionally, member checking was implemented throughout the data collection and analysis process by uploading the transcriptions and the lead researcher's notes in a secured Shared Google Drive. Member checking provides the researchers as participants with an opportunity to review transcripts and data for verification purposes (Glesne, 2016). Coresearchers were also informed of direct quotes that were used to align with a theme.

During the data analysis process, as the lead researcher, I identified direct quotes from the coresearchers that supported the various themes to provide a

“rich, thick description” of the findings. This also enhanced the validity of the findings as the quotes provided context to the interpretations (Glesne, 2016).

The coresearchers had access to all transcripts and data analysis notes (audit trail) for their review and input. The student researchers are busy with various commitments, so I would send reminders and made myself available to discuss the finding and recommendations.

Positionality of the Researcher

Everyone has various roles and identities that shape worldviews, personal values, and day-to-day experiences (Peshkin, 1988). I had two roles in this study: one, as a staff administrator who oversees the department that supports the Cultural Awareness Project, and two, as a research team member.

Incorporating a participatory action research approach is innately supported by the content and design of the Cultural Awareness Project. The program seeks to educate, uplift the voices and experiences, and empower the participants to make positive changes in society through their actions. The professional staff facilitator of the program, who is also the program designer, and I have a rich history of a collaborative working relationship. I am aware and attuned to my position at the campus and take great care to de-center my voice and experiences by uplifting colleagues' and students' voices and experiences. I employed the same approach of de-centering my role and position as the lead researcher and staff administrator to form a collective of coresearchers and coeducators in this study. As a practitioner and researcher, I was reflexive of my

position and views and allowed the student researchers to guide the process to improving practice (Herr & Anderson, 2014).

Furthermore, as a white, cisgender female, heterosexual, middle-class, US citizen, able-bodied, Woman, I have many privileges afforded to me in the United States, based on the dominant culture. Due to the student demographics on the research team and the social justice-oriented participatory action research focus of the program, I was hypersensitive to how I present myself and its impact in the research team meetings. As stated above, I decentered my views and experiences to uplift the student voices. Cahill (2007) emphasizes for White researchers, participatory action research “involves a conscious and articulated positionality and an ethical obligation to foregrounding and advocating for the perspectives of historically excluded groups” (p. 363).

Summary

As stated previously, this study embraced a social justice-oriented participatory action research approach that uses a critical lens to create an empowerment-centered survey (Mitchell & Rost-Banik, 2017). This approach also aligns with the Cultural Awareness Project’s purpose to bring awareness to racism and systemic oppression.

The students’ voices and experiences were central and vital as they provided a deeper understanding of civic-mindedness and social empathy through a cocurricular cultural awareness program.

CHAPTER FOUR

RESULTS

This chapter explores the findings and outcomes from the coresearchers. This study's objective was to explore how a social justice-oriented participatory action research study and the Cultural Awareness Project influenced undergraduate students' civic-mindedness and social empathy. The study also sought to learn from the coresearchers' perceptions and critiques of the various instruments and constructs of civic-mindedness and social empathy. Additionally, the coresearchers discussed preferred methods to measure civic-mindedness and social empathy. Further, the coresearchers shared the benefits and recommendations for the Cultural Awareness Project.

Data was collected from seven of the eight focus group meetings and the Civic Minded Graduate (CMG) Narrative Prompt responses. The study's results are organized by the overarching themes as they connect to the research questions.

Results of the Study

The findings and themes from the research team meetings are discussed in detail in this section. The findings are shared first with the two salient themes that emerged from the responses to the journal prompts that answered the first research question. Following the two themes, the results from the second

research question are presented along with the finding from the CMG Narrative Prompt responses.

There were two overarching themes for the first research question as follows:

1. As college students and coresearchers in 2021 at a diverse university, how may a participatory action research project influence undergraduate students' civic-mindedness and social empathy in a cultural awareness workshop series with a social justice framework?

- a. How may a participatory action research study enhance the cultural awareness workshop series?

This study's primary theme is storytelling: engaging peer-to-peer dialogues that supported learning and the motivation to take action. The coresearcher consistently expressed the value and importance of having time and space to grapple with issues and dive deeper into conversations with their peers. It is in these spaces that they were motivated and inspired to take action. Previous research has demonstrated that peer-to-peer engagement or peer culture influences the students' learning and development during college (Hemer & Reason, 2021; Renn & Arnold, 2003). Furthermore, the Hemer and Reason (2021) study explored student activism. Students reported that dialogue with peers on supporting the public good was the strongest predictor of student activism (Hemer & Reason, 2021). Similarly, as noted in Chapter 2, Bowman (2011) found that interpersonal relationships with diverse peers lead to civic

outcomes. The peer-to-peer storytelling theme will be explored in more detail in the next section.

Another overarching theme of the study was intentional cocurricular program design. Connected to the peer-to-peer storytelling theme, the students valued and quickly engaged in the small group virtual dialogues with their peers. Therefore, cocurricular programs need to incorporate student learning outcomes and include intentional peer engagement, especially if the program is centered on racial and social justice.

Past research has demonstrated the value of cocurricular programs with learning goals of inclusivity, criticality, and cocreation (Stokamer & Clayton, 2017). The coresearchers shared many reactions and reflections on delivering content through exercises or activities within the Cultural Awareness Project and the participatory action research project. Furthermore, the findings support that engaging learning experiences occurred during an online format with an intentionally designed program.

What follows are the detailed descriptions of the themes that emerged in response to research question one, followed by an explanation of the data related to research question two. Finally, the overarching theme from the CMG Narrative Prompt is presented.

Theme One: Storytelling: Peer-to-Peer Dialogues

The coresearchers overwhelmingly expressed that engaging dialogues, small group conversations or activities, and developing connections with their

peers supported their awareness of diverse perspectives, impacting how they make decisions and implications for their future. Riya shared:

Our experiences are what affect our decision-making and our thoughts and behavior. So even just like talking about these topics with people, it will in the future affect how we make our decisions and what we base our judgments on.

Gaby also shared her perspectives on college in general as providing various opportunities to engage with different people, "...you engage with different people. So it means that you're able to see different perspectives, and you're able to learn more from others because you also like have empathy towards them and their experiences." Kimberly discussed how the Cultural Awareness Project and the participatory action research support her future career plans (taking action) as an educator in her CMG Narrative Prompt:

It is important for me to keep learning and listening to others' experiences because this is important for me to develop my critical consciousness for social justice. I'd like to build a more equitable educational environment that is about advocating for students and making sure they have what they need to succeed not just in the classroom, but for themselves and in their communities. As a college student, this is my responsibility and I will continue to share my opinions advocating for social justice for BIPOC [Black, Indigenous, People of Color] communities and inequalities they face with my family, friends, and on social media.

The Cultural Awareness Project and the participatory action research project are intentionally designed cocurricular engagement opportunities that cultivate peer-to-peer connections and center the students' voices. As stated previously, the coresearchers identified the opportunities to engage in dialogue, listen to peers, and continuously learn, which inspired many to take action. Yadira provided an example of how a peer-to-peer interaction in the Cultural Awareness Project motivated her to take action to learn more about a topic:

After speaking with the person that I was paired with, I think that I need to educate myself more and religion and stop making assumptions and to make a step forward, I plan to take a course in religion and to learn more about the terms, or people's beliefs and my behavior.

Denise expressed a similar thought that the participatory action research project and the Cultural Awareness Project experiences challenged her to develop skills to engage with people with different views and perspectives.

Yes it's nice interact with people who have similar experiences with me but I'm not going to grow if I do not interact with others, different from me, you know, like and I feel like that's what I got from both this participatory action research project and CAP [Cultural Awareness Project] like it made me realize that I have been so wrong for so many years, like yes it's nice having someone to relate to, but most importantly it's knowing how to relate to others who are different and still being you know able to have these type of conversations, especially.

The coresearchers identified peer-to-peer storytelling as learning experiences through the Cultural Awareness Project and the participatory action research project as they grappled with the concepts of civic-mindedness, social empathy, and social justice in today's climate. Below is a visual representation (Figure 3) that showcases the coresearchers' findings for the first research question.



Figure 3. Taking Action through Storytelling

To emphasize the value of storytelling that can lead toward action, Yadira shared:

I feel like these are issues that I want to talk about that I want to bring up and that working together, we can solve them or try to find a solution to them and I even talked about it with my friends and I was like this opportunity [Cultural Awareness Project] that I have right now it's really

opening my perspective to so many issues and I was really thankful for it, because if it wasn't for this program [Cultural Awareness Project] and this opportunity [participatory action research project] I wouldn't know ... the many stories that you all have talked about and your identities, like getting to learn more about that it's really eye opening.

Furthermore, Kimberly expressed her enhanced commitment to taking action versus expressing interest in doing more:

I'm open to different cultures and perspectives. I want to strengthen the bond I have between people and work towards equality and opportunity. But I feel like I need to act more upon that like maybe I'm just thinking about it, like 'Oh, I need to do this', but not actually doing it, so that's something I wanted to change.

Cocurricular programs like the Cultural Awareness Project and the participatory action research project, with structured outcomes and program design, cultivated enriching experiences for undergraduate students. Providing the space for students to have engaging virtual dialogues through storytelling allowed students to develop deeper connections and bonds with their peers and their peers' lived experiences. Furthermore, the students also explored their own stories and lived experiences through these learning experiences. Through the storytelling experiences, students also expressed a commitment to take action either on-campus or in the community. As discussed in Chapter 2, intentionally designed cocurricular programs are critical for meaningful learning experiences, and this

was a theme that emerged from the findings (Bringle et al., 2011; Stokamer & Clayton, 2017).

Theme Two: Intentionally Designed Cocurricular Programs

The storytelling theme demonstrated that providing cocurricular programs with intentional opportunities for students to engage with their peers, specifically as students discussed social and racial justice movements, was a dominant theme.

To exemplify this theme, one of the interactive exercises within the Cultural Awareness Project was an exploration of their identities; the specifics of the exercise can be found in Appendix C. The activity entailed each person writing five of their identities on a sheet of paper. Then, with a partner in a Zoom breakout room, the partner would randomly pick one of their identities and tell them to rip it up and throw it away. The students would take turns until each person had one identity left. This activity had a profound impact on the students as they examined their identities and lived experiences. Riya captures how identities are interconnected and can shape someone's purpose:

I also thought it was so strange how like I realized, a lot of the qualities I have and I'm proud of they work hand in hand. So, like as I kept on taking one off I just kept going like wait, now that other purpose or like that thing that I'm connected to it just doesn't have the same weight or meaning to it, and it was really strange.

Cristian responded with an example of the intersections of his identities and also provided a metaphor:

I totally agree, I know, one of my identities was a leader, and the other one was a dancer and I feel like those go so hand in hand with me because, like as a dancer, I would always be a front center like helping other people and stuff like that, but without one thing, what does that leave me... it's like you're left with one identity, without all the flavor where you have all the soup no seasoning no extra vegetables or anything like that it's like you're missing so much you, you went back to the basics pretty much.

Furthermore, Cristian shared an empowering example of his identities, "Some people might not think that Latinx is privilege ..., but because of the way I embrace that part of my identity, I feel like as if it is a privilege for me."

Denise emphasized that programs like the Cultural Awareness Project support the students' interest in enhancing the public good:

...it us, it's our generation coming... because you know we're all taking CAP [Cultural Awareness Project] for a reason you know, we want to learn, we want to find out ways how to help like our people, you know and like try to reach an understanding with those who have opposing views to us, you know, so I feel like CAP [Cultural Awareness Project] itself is like a representation of that there is hope for change.

The Cultural Awareness Project is an intentionally designed program that validates and uplifts the students' experiences as rich and valuable knowledge.

At the beginning of the Cultural Awareness Project, the staff facilitator shared a quote from artist and activist Killer Mike (2016) from a speaking engagement at a college campus. One of the first statements Killer Mike shared with the audience of college students, “I’m not here because I have the answers, I’m here because you do.” The staff facilitator shared this with the students in the program to validate them as coeducators and leaders in the program.

Another insight from the Cultural Awareness Project was the program’s ability to provide peer-to-peer connections and learning experiences in a virtual platform. Denise shared her reflections on the online format:

It went better than what I thought, initially, you know because... we have some experience using zoom now with classes and it's just not the same. But it, for me it went better than that I expected and when we were going to do activities, I didn't think they were going to be that, like engaging ... I feel like there was no moment where we're like I thought, maybe I was going to feel uncomfortable or not be able to make the connection, but when I we went out in breakout rooms with the with the partner, I was assigned to I felt a connection, and it was weird because I had that like through a screen, I felt it, you know.

Gaby further supported her experience in the online program:

Being comfortable on zoom is difficult, but with this program, it felt as if we were all long-time friends. My experience in the virtual program was great! Having the ability to talk with other students in break-out rooms may

sound weird, but with our current learning environment, the experience was still wholesome and effective.

Gaby's comment supports that the online peer interactions created a welcoming space and sense of belonging. The effectiveness of peer-to-peer interactions is bolstered by the students' various statements about their ability to engage in storytelling exercises throughout the Cultural Awareness Project and as coresearchers.

The Cultural Awareness Project facilitator structured the program by delivering content with the larger group and then using the breakout room feature in Zoom for students to debrief, share experiences, and discuss the topic further. The students would return to the larger group, and the facilitator would encourage few students to share highlights and insights from their small group discussions. The large and small group structure is also typical of the in-person program. In the participatory action research meetings, the lead researcher would read the weekly journal prompts and invite the coresearchers to share and discuss as a group.

A subset of the first research questions sought to identify enhancements for the Cultural Awareness Project. One coresearchers did recommend that when the campus reopens in-person activities, this program should be offered in-person. Riya expressed that online experiences are shielded:

When you're in person, there is there's no shield ... even if you have your camera on there's certain things about body language and like I personally

believe it, but like there is a vibration that people send out when discussing serious topics and I don't think this is a program that should have been online or should be online in the future, this is definitely something that I feel like should be in person.

Another enhancement to the program was more workshops. The students enjoyed their time in the Cultural Awareness Project and would have liked to have one to two more sessions to dig deeper. Kimberly shared her thoughts, “I felt like three meetings wasn't enough, I think it was really short like by the time the third meeting happened, I was like oh I'm just like getting started let's keep going.”

The Cultural Awareness Project and the participatory action research were both programs that students volunteered to join; they had previous interests that lead them to these opportunities. However, they provided helpful feedback and insights into the structure of the programs. Other recommendations for the Cultural Awareness Project will be further explored in Chapter 5 under Recommendations for Educational Leaders. The following section will provide critiques for the two constructs and their instruments.

Critiques of the Civic-Minded Graduate and Social Empathy Constructs and Instruments

The second research question focused data collection on the following:

2. As college students and coresearchers in 2021 at a diverse university, what critiques will they identify regarding the civic-mindedness instruments (CMG Scale, CMG Narrative Prompt, and CMG Interview Protocol) and the social

empathy instruments (Social Empathy Index and Interpersonal & Social Empathy Index) through a social justice lens?

- a. In what ways will participants as coresearchers in a cultural awareness workshop series identify measurements for their civic-mindedness and social empathy during their participation and after?

Reactions: Civic-Minded Graduate Construct and Instruments

The CMG model, described in detail in Chapter 2, incorporates ten attributes with four domains. The CMG model has three elements: Identity, Educational Experiences, and Civic Experiences; when these three elements overlap, a person is a Civic-Minded Graduate. A couple of the coresearchers did have positive reactions to the construct. Denise shared, “it [CMG Construct] made me think of redefining my purpose, you know and see that college is more than just getting a degree...” Cristian further connected the CMG concept to the Cultural Awareness Project identity exercise and the value of identity to one’s purpose:

One of the dimensions were identity and as we had talked about before a lot of people had mentioned that, when some of their identities were stolen it felt like there was no desire or no motivation to do things, and so I .. was .. able to correlate it with us and with the CMG.

As for critiques, the coresearchers expressed that the Communication and Listening attribute (within the Skills domain) should include visual communication. Cristian shared that “visual communication would be more

inclusive of people that use sign language as their primary form of communication.” The current attribute is the following, “Communication and Listening: ability to communicate (written and oral) with others, as well as listen to divergent points of view.”

Another consideration was for the Diversity attribute, also included in the model's Skills domain. The current Diversity attribute states, “Diversity: understanding the importance of, and the ability to work with, others from diverse backgrounds; also appreciation of and sensitivity to diversity in a pluralistic society.” With a critical lens, a coresearcher asked if this attribute addresses racism. Yadira expressed, “where does racism fit into this chart [CMG Construct]? ...letting like racism exists and continue to let people have that ideology like that's preventing them from being civic-minded or like having social empathy towards others.” This perspective is important as the students explored and experienced social and racial justice issues in today's climate. This insight could imply that perhaps the CMG construct and the instruments do not have a social and racial justice orientation.

The CMG model has three tools to measure if a student is a Civic-Minded Graduate, described in detail in Chapter 2: the CMG Scale (Appendix E), the CMG Narrative Prompt (Appendix F), and the CMG Interview Protocol (Appendix G).

Overall, the coresearchers expressed a disinterest in taking a survey tool. For instance, Denise provided this example:

With me on my personal experiences because I've taken surveys like this, like throughout my education, with me it's more of like all this doesn't apply to me, so I don't really pay attention to it. So I just kind of just put something like randomly choose something.

As the coresearchers reviewed the CMG Scale, they provided a few reactions to two specific items, statements 21 and 24. Statement 21 is, "My experiences as a student have prepared me to write a letter to the newspaper or community leaders about a community issue." Kimberly expressed her thoughts as it relates to living in a large county:

I live in Los Angeles county, and I feel like if I wanted to write a letter, and since LA county is like humongous there's ...like 11 million people like, how will my one letter with other people kind of just like get in the eyes or be on the mayor's desk.

Furthermore, Elissa expresses her thoughts on this item, "I feel like when we first look at that were like 'newspaper we're not going to write to a newspaper', so I feel like wording is probably like a bigger part it." These comments emphasize that the wording and applicability of the item is lost on today's college students, especially for those who live in large cities and do not read newspapers.

Statement 24 is, "As a result of my experiences in college, other students who know me well would describe me as a person who can discuss controversial issues with civility and respect." Elissa also shared her concerns with this item:

If we're going to be civil about things like that, there's really not going to be any change, so I feel like that's where that word can be problematic, like while doing like a survey. Because like you could think 'Oh, maybe they just want me to like not to say everything I want to say, or like be kind of like a nicer' even though like these are the times, where we should not be so nice about things.

Elissa's critical perspective connects to the previous concern regarding the Diversity attribute, which further supports the coresearchers perceptions that the CMG construct and Scale may not have a social and racial justice lens.

The CMG Narrative Prompt received positive feedback as a reflection tool. Denise shared her impression of the CMG Narrative Prompt, "I think that the prompt itself is very engaging and like there's no limit ... once you start writing, it does a great really good job of expanding your thought process." Additionally, the coresearchers did not have any critical feedback to the CMG Interview Protocol. Yadira expressed the following in comparison to a survey tool:

I thought it was a good instrument, I was actually filling it out and it really made me think and reflect more rather than a random survey, where you just click and click like you were actually able to elaborate more on your thoughts. Even the last part where it gives you a situation, I thought I was like that was like going beyond the survey, or like trying to examine like how a student is thinking and how they will show compassion and empathy.

Yadira's assessment of the CMG Interview Protocol also supports the storytelling theme, which allows for a more in-depth response. Denise further supported this response by sharing that the tool might be more effective than a survey:

It goes beyond the surveys, you know, like you have to...actually think first, think of what you're going to say, and it actually has to be like a specific thing, so I feel like you get more accurate information.

Reactions: Social Empathy Concepts and Instruments

The coresearchers had limited reactions to the Social Empathy concept and instruments. The Social Empathy model is described in detail in Chapter 2. The Social Empathy construct has various components that lead to a social justice orientation. Denise shared her initial thoughts that a person should first have socially empathic views as a step towards civic-mindedness, "I think you can reach some social empathy, but you won't be a civic-minded graduate you know, like, I feel like that's a whole other step." Denise's comment also connects to the previous critiques or reactions that civic-mindedness needs a social justice perspective.

The instruments reviewed by the coresearchers were the Interpersonal and Social Empathy Index (ISEI) and the Social Empathy Index (SEI). The coresearchers did not have any suggested edits or concerns with any of the instrument's statements. The coresearchers felt that the statements on the surveys were clearly written and easy to understand. However, as previously

stated with the CMG Scale, the coresearchers are not generally supportive of surveys. A few of the coresearchers shared the following comments about the ISEI and SEI:

Elissa: I guess just the wording is like more user-friendly.

Kimberly: When I'm just reading, it seems pretty good.

Denise: Because I feel like the other one [CMG Scale] ... the questions on the other one are like very, very specific and these are more like open ended like you can ...make it personal in your way.

The research question also explored if the coresearchers would identify other measurements for civic-mindedness and social empathy. The coresearchers provided recommendations based on the tools they reviewed and critiqued through their experience in research team meetings (focus groups).

Preferred Measurements

As a subset to the second research question, the coresearchers discussed preferred methods to measure civic-mindedness and social empathy. As previously shared, the coresearchers strongly identified with storytelling exercises and peer-to-peer dialogues. The students shared their preference for using focus groups and written reflection tools to understand the students' lived experiences related to civic-mindedness and social empathy. Cristian expressed his interest in reflective journaling, "I feel like with writing it's so raw... I feel like you get so much more from knowing that kind of hindsight."

Furthermore, the CMG Interview Protocol and CMG Narrative Prompt formats resonated with the students as more accurate measurements since they require examples and scenarios from the participants. Gaby shared her perspective in comparing the survey instruments to discussion-based measurements:

As I was looking through the instruments like it's just basically a survey and I feel like I said this before, but like it's so easy to lie on a survey...you may want to put down, like all sixes or all fives because if you want to look the best on paper, but like once you start having that one on one conversation, you can kind of tell like if that person is being genuine. So I feel like having that personal face-to-face interaction, or like just through zoom even when we talk we hear the tone of our own voices and we can get if we're just saying things to say it, or when we're actually genuine and we mean it.

To summarize the second research question's finding, the coresearchers provided critical reactions and perspectives of the CMG and Social Empathy concepts. The Social Empathy construct and instruments did not trigger any concerns through a social justice lens since the model incorporates social justice as its outcome. The CMG construct was critiqued by the coresearchers for not appearing to embrace a social justice lens based on their review of the specific items within the construct and the CMG Scale. Furthermore, the CMG Scale

raised concerns from the students regarding selected CMG survey items' relevance to the lived experiences of today's college students.

The coresearchers positively responded to the CMG Narrative Prompt and CMG Interview Protocol as engaging tools versus a survey. Thus, the students identified focus groups, engaging dialogues (interviews), and written reflections as useful tools that allow participants to share and express themselves fully. Overall, the coresearchers stated that survey tools are not of interest since participants might not be truthful in their responses if they feel it is an irrelevant tool or if the participants are not engaged in the topic.

Civic-Minded Graduate Narrative Prompt Responses

The CMG Narrative Prompt was selected as a journal prompt to provide the coresearchers an opportunity for a deeper engagement with the CMG construct. As the lead researcher, I was interested to see if the prompt resonated with the students, especially the statement about collaborating with others that may be different from them. The CMG Narrative Prompt was completed by eight of the nine coresearchers.

CMG Narrative Prompt

I have a responsibility and a commitment to use the knowledge and skills I have gained as a college student to collaborate with others, who may be different from me, to help address issues in society.

Please indicate the extent to which you agree or disagree with this statement by circling the appropriate number.

Strongly Disagree Strongly Agree
1 2 3 4 5 6

Considering your education and experiences as a college student, explain in 1 – 2 typewritten pages the ways in which you agree or disagree with this statement and provide personal examples when relevant.

Table 3 Civic-Minded Graduate Narrative Response Ratings

Rating	Number of Responses
6 - Strongly Agree	5 of the coresearchers
5	2 of the coresearchers
4	1 of the coresearchers
3	
2	
1- Strongly Disagree	

The prompt exercise was well received by the students, except one coresearcher did express doubt that they could fully respond to the prompt because they felt that they needed more skills and knowledge. Most of the coresearcher acknowledged the importance of collaborating with others that may

have different perspectives. The team expressed a strong sense of responsibility to help address issues in society. Karla shared her thoughts on collaboration:

During the culture awareness workshops, I realized that everyone is unique and could be facing different personal issues than those around them. Being aware that everyone is unique and values themselves a certain way will help to address and unite issues within our communities or country.

The Cultural Awareness Project currently does not include collaboration scenarios where a small group of students would spend time problem solving an issue. I am also unaware if the coresearchers have experience with collaborating with their peers or colleagues through challenging situations. Chapter 5 will share recommendations for the Cultural Awareness Project and how the students' interest in collaboration could be included in the program through a group project.

Summary

Intentional cocurricular programs with a critical lens (social justice orientation) are transformative practices in education. Peer-to-peer storytelling and uplifting the students' voices as coeducators are vital in these transformative and liberatory programs, especially if programs have community and civic engagement outcomes. Furthermore, programs can be delivered effectively in online formats. The coresearchers recommended engaging measurements (focus groups, interviews, or written reflections) to collect students' data versus

using a survey tool. The coresearchers are a passionate group of students, eager and committed to being change agents through their actions.

CHAPTER FIVE

RECOMMENDATIONS AND CONCLUSIONS

Introduction

This chapter will highlight the findings with recommendations, offer detailed considerations for educational leaders, future research opportunities, and share the limitations of the study.

Overview of Findings and Recommendations

The most salient theme is storytelling through peer interactions which motivated and inspired undergraduate students for community or civic engagement. Moreover, educational experiences that incorporate liberatory outcomes validate and humanize Students of Color (Garcia, 2020). Coresearcher Gaby shared the same perspective as she reflected on her experiences in the Cultural Awareness Project and the participatory action research project, “When we listen to others, and what they have gone through, this humanizes us and makes us want to help.” It is recommended that colleges and universities uplift programs and place a higher value on validating programs with liberatory outcomes, like social justice education and civic engagement initiatives (Garcia 2020). For Students of Color, validating and liberatory practices center and recognize the students as coeducators with rich knowledge through their lived experiences (Garcia 2020; Rendón Linares & Muñoz, 2011).

Additionally, designing cocurricular programs with peer engagement enhanced the students' experiences, especially in an online format. The recommendation is to ensure cocurricular programs in-person or online center the students' experiences by providing space for the students to engage in dialogue, problem-solving, and collaborative projects with their peers. In-person programs should have structured activities that allow the students to engage with peers in small group conversations. These experiences can also be created in online programs by using breakout rooms in Zoom.

The coresearchers also provided recommendations for the Cultural Awareness Project. Overall, the students expressed interest in the program to be extended and, when feasible, return to an in-person experience. The recommendations are to enhance and expand the Cultural Awareness Project by adding forming a partnership with Undergraduate Education to help the students develop or encourage them to participate in student led-courses, which will be expanded upon in the next section.

The coresearchers shared feedback on a couple of the specific items with the CMG Scale. There was a concern that one of the items used an irrelevant reference that would not resonate with today's college students. It is recommended to update number 21 in the CMG Scale, which is, "My experiences as a student have prepared me to write a letter to the newspaper or community leaders about a community issue." As noted by the coresearchers, this statement did not resonate with them as an effective means to create change

in their communities, especially for those that live in large cities or counties. Furthermore, the reference to a “newspaper” is not relevant for today’s college students as they may get their news online.

The research team provided critical critiques of the Civic-Minded Graduate construct and the instruments. The team expressed concern with the lack of specific reference to racial and social justice within the “diversity” attribute. Another critical perspective was the use of “civility” and its implication to compromise or find a middle-ground with others with different perspectives. Elissa expressed, “we should not be so nice about things.” The recommendation is to examine the CMG construct and instruments to ensure that they embrace a social and racial justice orientation. To support this recommendation, Hudgins (2020) also provided critiques to the CMG Rubric 2.0 to align the rubric with Critical Service-Learning (CSL). CSL seeks social change to realign power and form genuine relationships (Mitchell, 2015). The rubric is a tool to help practitioners assess and measure the results of the CMG Narrative Prompt and the Interview Protocol. Hudgins (2020) provided specific revisions to the rubric to address the understanding of privilege and whiteness that may persist in service-learning programs. Hudgins’ (2020) recommendations to the CMG Rubric can be applied to critical cocurricular programs with civic and liberatory outcomes.

The coresearchers also reviewed the Social Empathy construct and instruments. The team did not provide recommendations or critiques of the Social Empathy concept or the instruments.

The researcher team did share their preferred methods for measuring civic-mindedness and social empathy. Overwhelmingly, the team did not resonate with survey tools. The recommendation is to use focus groups with peer interactions for storytelling, engaging interviews to share experiences, and journaling exercises as reflective practices to collect civic-mindedness and social empathy data. Specifically, the coresearchers recommended using tools similar to the journal prompts for the research project, the CMG Narrative Prompt, and the CMG Interview Protocol. This virtual research experience has demonstrated that engaging dialogues and data collection can be cultivated in an online platform like Zoom.

Recommendations for Educational Leaders

This section provides considerations for educational leaders that support the study's findings, which uplift students' educational experiences, and enhance the institution overall.

Student-Led Courses

Enhancement to the Cultural Awareness Project includes forming a partnership with Undergraduate Education to offer student-led courses with a critical service-learning component. The University offers students an opportunity

to submit a proposal to teach a course with a faculty mentor. After the students complete the Cultural Awareness Project, they will be highly encouraged to develop a critical service-learning course through this program. If students do not want to develop a course, they will be encouraged to register for a course. Based on the students' interests, they can explore various topics. Through the critical service-learning component, the student instructor and student participants can develop a deeper understanding of the issue, form relationships with community members, and collectively address the issue as they work with the community. Researchers have discussed the importance of liberating or critical service-learning programs to ensure institutions of higher education are not perpetuating harmful practices in the local communities (Mitchell, 2015; Stoecker, 2016). The student instructor, faculty mentor, and student participants must be intentional and mindful of how they proceed with community engagement.

Future Community Leaders

Another educational initiative to support social justice orientation and civic engagement is a Future Community Leaders Program at high schools. A few of the research team members reflected upon their high school experiences and shared that they did not have opportunities to engage in dialogues on sociopolitical issues. Alondra shared that there was a lack of motivation with many of the students in her high school and they went to work in warehouses instead of attending college, “a school to warehouse pipeline...no longer are

encouraged to continue their education and ... no motivation to be civically engaged.” Developing a partnership between a high school and a university could support the high school students’ exposure to a civic engagement education with a social justice lens.

A university could support this program through various offices that provide K-12 outreach programs. These offices are familiar with the proper protocols and parameters to develop an educational partnership with high schools. The undergraduate students could serve as co-facilitators with a staff facilitator to introduce civic engagement and explore the various opportunities to get involved at their local, state, and national levels through political and non-political actions. The program should also focus on community engagement to emphasize the non-political opportunities that address issues in society. Based on this study’s salient theme, storytelling, the high school students should have ample time in small groups with their peers, grappling and discussing current issues that intersect with community engagement actions. Funding from grant opportunities or private donors could be viable options for this unique partnership. The high school students should receive an incentive to participate, like a leadership certificate. The undergraduate students should receive financial compensation or course credit for their leadership roles.

Virtual Cocurricular and Curricular Program Design

As noted previously, the students praised the interactive experiences within the virtual Cultural Awareness Project and the opportunity to have

engaging dialogues as coresearchers with the virtual participatory action research. Utilizing the engagement tools within various online educational platforms is highly recommended for courses and cocurricular programs. Recent research found that creating active or engaging learning spaces in online classes with breakout rooms and peer interactions supported the students' learning (Orlov et al., 2020).

Chairs and directors of departments should identify faculty and staff that are currently fostering peer interactions in their online classes or programs. Additionally, identifying opportunities for students to connect personally to the content through storytelling would also support enhanced learning and growth. These staff members should share lessons learned and best practices with their colleagues. Developing professional development opportunities and other internal support systems will help staff and faculty gain confidence. Also, continuous assessment of the effectiveness of these experiences will further enhance the educational practice.

Participatory Action Research Principles for Educators

Through the Participatory Action Research (PAR) process, it became evident that truly centering the students in our work as educators creates meaningful outcomes. The students' voices, experiences, and insights are needed to develop and implement support programs and services for students. PAR incorporates the students into all aspects of the process, and this approach should also be implemented in student affairs. Incorporating the students as

colleagues into our work may be a new experience for student affairs practitioners, requiring thoughtful implementation.

As educators, especially in student affairs, implementing PAR projects into department or program reviews would offer relevant and current feedback by the students for student services. It is recommended that student affairs departments develop or enhance their current program review process to incorporate students as colleagues and coresearchers. A department review can consist of reviewing all operations, services, and programs within a department. These departmental reviews are typically completed every five years. Another recommendation is to complete a program review for one or two operations within a department each year. Implementing a student advisory committee can help departments identify a program review schedule over five years.

PAR is a time-intensive process for the professional staff members and students involved. The staff members need to understand and embrace the value-added benefits of implementing a PAR project. The staff also need to receive adequate training on how to conduct a PAR project. Additionally, supervisors must realign their team's job responsibilities to prioritize the implementation of PAR.

Similar to student programs, PAR support for staff needs to be intentionally designed to support the successful implementation and student experience. It is recommended to centralize resources with training materials,

access to faculty mentors experts in PAR, a list of all student coresearcher incentives, and a clearinghouse of past PAR projects completed by departments.

For the student coresearchers, meaningful incentives are needed to compensate and recognize the students for their time and knowledge. Two valuable incentives are an hourly paid wage and research course credit. Furthermore, the coresearchers should be offered the opportunity to co-publish and co-present the findings, given a leadership certificate award, encouraged to add the PAR experience to their resumes, letters of recommendation, and connections to faculty mentors to support the students' future research interests.

Next Steps for Educational Reform

As racial diversity increases in higher education, social justice orientation and civic engagement, which are considered non-academic outcomes, need to have the same value as academic outcomes (Garcia, 2020; Garcia et al., 2019). Additionally, Garcia et al. (2019) identify various non-academic outcomes like a social justice orientation and civic engagement as liberatory outcomes. Liberatory outcomes humanize and support diverse students' liberation from past dehumanizing educational experiences (Garcia, 2020; Garcia et al., 2019). To fully serve today's college students, transformational leadership practices are needed to address higher education inequities (Garcia & Natividad, 2018). The next step for education reform is to create a national task force to uplift the importance and value of liberatory outcomes for higher education. Therefore, similarly to the 2012 *National Call to Action* to prioritize civic outcomes, there

needs to be a 2021 *National Call to Action* to prioritize a social and racial justice orientation with civic outcomes.

Specifically, for HSIs or emerging HSI (eHSI), they should seek training or consultation by Dr. Gina Garcia. Dr. Garcia frames their research and training on wholeheartedly serving diverse student populations, specifically Latinx students. Many faculty, administrators, and staff need to reframe and relearn what it means to provide a holistic education for all students.

Recommendations for Future Research

Based on the findings, it is recommended to conduct further research on the CMG construct and instruments to verify if it embodies a social justice orientation, pairing the CMG instruments with an instrument that directly addresses social or racial justice to identify any correlations. Furthermore, incorporating Hudgins's (2020) revision into the CMG 2.0 Rubric for a study would support the exploration of the CMG construct through a social justice lens. Additionally, the CMG construct and instruments should be updated to remove outdated references like “newspaper” and tested for reliability and validity.

It is recommended to conduct the same study when the Cultural Awareness Project with the additional sessions can resume in-person post-COVID gathering restrictions at the research site. It would be interesting to learn if the peer interaction and storytelling themes continue to be the dominant findings. Another recommendation is to conduct the study with undergraduate

students in their last year of college (senior) to learn different perspectives and conclusions.

A longitudinal study with the current participants in four to six years could provide additional insights into the participants' expressed interest in "taking action." Determining if the participants followed through on their stated commitment to be civically engaged would elevate the impact of the Cultural Awareness Project and the participatory action research study.

At another research site with a less diverse student population (non-HSI), implementing the Cultural Awareness Project and conducting participatory action research could provide unique findings based on the demographics of the student population.

Limitations of Study

Students who choose to participate in the Cultural Awareness Project and the study may have different values, beliefs, and awareness of social issues than students who did not participate in the program. The students who participated in the program and study did have values aligned with addressing social inequities or social justice issues in society. Additionally, most of the participants were new students within their first year in college, thus lacking a wide range of collegiate experiences. The purpose of the study was not to generalize the findings; however, other colleges and universities can replicate the study at their sites.

Another limitation of the study is the online learning environment due to the COVID-19 pandemic. Overall, the virtual program and study were well

received by the students as engaging spaces with meaningful peer interactions. However, the students have also experienced a year of remote education and limited social interactions. Perhaps the study's findings would have been different pre-COVID with no restrictions on physical distancing and gatherings.

Conclusion

The National Task Force on Civic Learning and Democratic Engagement. (2012) released the *A Crucible Moment* report with a call to action for higher education to prioritize civic outcomes. The purpose of the study was to explore civic-mindedness and social empathy through a social justice-orientated participatory action research project in response to *A Crucible Moment*. Recent research has also called for higher education, specifically HSIs, to prioritize liberatory outcomes such as civic engagement and social justice orientation (Garcia & Navidad, 2018; Garcia et al., 2019).

Through a critical lens, the coresearchers provided critiques of the Civic-Minded Graduate and Social Empathy's various instruments and constructs. Storytelling and centering the students' voices as coeducators are vital in transformative and liberatory programs, especially if programs have community and civic engagement outcomes. Intentional cocurricular programs with a social justice orientation are transformative practices in education.

Furthermore, embracing a Participatory Action Research design highlighted the value of the student's experiences and knowledge as coeducators and coresearchers. Having one or two students serving on a campus-wide

committee is not always effective in gaining the student perspective or capturing the impact on students. The student's voice is often lost with faculty and staff committee members. Therefore, as student affairs educators, we must identify ways to incorporate the Participatory Action Research principles and values into student affairs.

APPENDIX A:
TRAINING OF CORESEARCHERS

Preparation and Training of the Coresearchers

To prepare the participants as coresearchers they were provided with an overview of qualitative and quantitative research, how to write quantitative hypotheses and qualitative research questions, information on data collection and data analysis techniques, and insights into the validity and reliability of research instruments.

Qualitative and Quantitative Research overview

Qualitative research is focused on learning about the complexity, contextual, interactive, and interpretive nature of our social world (Salkind, 2010). Participants in qualitative research are intentionally selected to provide a rich and deep understanding of the experience or phenomenon under study (Jones & Foste, 2017). Research questions tend to be flexible and they are not variable-driven. The questions do not seek to link concepts and frame relationships. Qualitative research uses non-numeric forms of data. Qualitative data is from the participants' narratives, journals, documents, and/or photographs. Qualitative data analysis is a complex and structured process that includes coding, describing, interpreting, and theorizing data, which needs to be connected to the focus of the study. "Qualitative data can tell a story that is distinctly different than one told through statistical analysis" (Jones & Foste, 2017, p. 244).

Quantitative research uses objective, numerical, and statistical techniques to describe measurable changes in a population to explain relationships (Salkind,

2010). Quantitative research test hypotheses, which are statements to compare responses of two or more groups or show relationships between two or more variables (Salkind, 2010). There is a presumed outcome of the study. Research designs are fixed and have a predetermined nature. The research process values objectivity and neutrality. Instruments are used to measure and test relationships of variables. The researcher seeks to generalize the findings to larger populations (Salkind, 2010).

As researchers, it is important to understand how to write research questions and hypotheses for a study. Creswell (2011) states that research questions should include:

- Begin with “what” or “how”
 - Focus on a signal phenomenon or concept
 - Use exploratory verbs like discover or describe
 - Avoid directional words such as “affect” or “impact”
 - Evolve during the study
 - Be open-ended without reference to the literature
 - Specify the participants and research site (unless stated previously).
- (Slide 4)

Creswell (2011) shares that “quantitative hypotheses need to use a consistent form:

- Null hypotheses (predict no difference or no relationship)
- Directional hypotheses (predict direction of difference or relationship)
- Nondirectional hypotheses (predict a difference or relationship, but not a direction)” (Slide 9)

Reliability and validity are concepts to assess the quality of research. They show how well a method, technique, or an instrument/survey measures something.

Reliability and validity are critical in quantitative studies.

In qualitative research, trustworthiness is how the quality of the study is determined. Cypress (2017) states, “trustworthiness refers to the quality, authenticity, and the truthfulness of the findings in qualitative research” (p. 254). In qualitative research, it is important to gather data through multiple methods. Incorporating various data sources in qualitative research provides new knowledge or perspectives that might not be identified in one source (Glesne, 2016).

Data Collection and Analysis

The data collection can vary depending on the purpose and design of the study. There are various methods to collect data in qualitative and quantitative studies: interviews, surveys, observations, focus groups, written reflections, and documents/photos.

Similarly, data analysis techniques will vary depending on the study’s design and purpose. For qualitative research, the analysis is not statistical, and the experiences and stories are descriptive.

APPENDIX B:
JOURNAL AND RESEARCH TEAM MEETING PROMPTS

January 20 -Journal prompts to reflect and discuss -Research Team meeting 2

- How do you define civic and community engagement?
- Do you think your college experiences/education (cocurricular and curricular) will influence your civic and community engagement?
- What about participation in CAP? How will this program impact your civic and community engagement?
- What are your thoughts of the CMG construct and the components (not the instruments)?
- What are your thoughts on social empathy and the components of the model (not the instruments)?

January 27- Journal prompts to reflect and discuss - Research Team meeting 3

- What are your thoughts on the constructs Social Empathy and Civic-Minded Graduate?
 - Based on their components and structure (please review the literature), what is your reaction and/or questions?
 - Think and react to the names of the constructs (civic-minded graduate and social empathy)?
- Think and journal about your role as researcher and as a college student (scholar), as you engage in the CAP program.
- After each CAP session, reflect and journal about:
 - Your experiences and perceptions.
 - What did you observe about yourself during the workshops?
 - What questions or issues come to mind based on the content presented at CAP?
 - What are some thoughts/feelings/emotions you are experiencing?

February 3- Journal prompts to reflect and discuss- Research Team meeting 4

- What are your thoughts and reactions to the instruments (CMG/Social Empathy)?
 - What do you have questions about?
 - What resonates with you?
 - What is not applicable for you?
 - Would you change or modify the instruments in any way? If so how?

- Think and journal about your role as researcher and as a college student (scholar), as you engage in the CAP program.
- After each CAP session, reflect and journal about:
 - Your experiences and perceptions.
 - What did you observe about yourself during the workshops?
 - What questions or issues come to mind based on the content presented at CAP?
 - What are some thoughts/feelings/emotions you are experiencing?

February 10 - Journal prompts to reflect and discuss -Research Team meeting 5

- What have been your experiences, thoughts, and responses related to the multiple current/recent issues:
 - Political environment in the US
 - COVID-19 pandemic - impact on communities or maybe people you know (lost jobs, high risk jobs, etc)
 - Call of racial justice in the US
 - Black Lives Matter movement
 - Racism as a public health crisis
 - Defunding the police
 - Immigration
 - Etc.

February 17 - Journal prompts to reflect and discuss -Research Team meeting 6

- What are your thoughts on the constructs of Social Empathy and Civic-Minded Graduate?
 - Based on their components and structure (please review the literature), what is your reaction, critique, and/or questions?
 - Think and react to the names of the constructs (civic-minded graduate and social empathy)?
- What are your thoughts and reactions to the instruments (CMG/Social Empathy)?
 - What do you have questions?
 - What resonates with you?
 - What is not applicable for you?
 - Would you change or modify the instruments in any way? If so, how?

February 24 - Journal prompts to reflect and discuss -Research Team meeting 7

- CMG Narrative Prompt - respond to CMG prompt
- Based on your definition of civic and community engagement, do you have suggestions or ideas on how you would measure civic and community engagement?
- As a member of the researcher team, how has this impacted your experience or thoughts related to civic and community engagement and CAP?

March 3 - Journal prompts to reflect and discuss -Research Team meeting 8

- Post CAP, do you think CAP has influenced your beliefs, attitudes, and behaviors on civic and community engagement?
 - If so, how?
 - If not, why not?
- Post CAP, what are your thoughts and recommendations to CAP?
 - Would you change anything?
 - What was your experience in a virtual program?
- As researchers, what are we hearing and learning from each other about civic/community engagement and social empathy? Are there themes?

APPENDIX C:
CULTURAL AWARENESS PROJECT EXERCISE

Workshop #2

Welcome

Outline of Series

- Workshop 1: Personal Identity and Intersectionality
- Workshop 2: Marginalization/Peer to Peer interaction
- Workshop 3: Systemic Oppression

Expectations/Community Guidelines

- Listen Actively
- Speak from your own experience
- Our stories stay here, but the knowledge is shared
- Challenge by Choice
- Easy going approach

Debrief workshops 1

- Everyone has a story
- The social identity profile helped us map out some of our identity, but it did so in an almost clinical way
- Today we will dive deeper into identity

Name Game

- Have students pair up with a partner that they don't know and introduce themselves.
- They should share with each other the story behind their name
- Is there a tradition to your name? Is it a name that connects you to a history? What does your name mean to you? What does it mean for your family?) After a few minutes, you bring the group back together and ask that a few folks share what they talked about. It is not necessary that everyone share.
- There is also value in nicknames—many people are not called by their names among family members, instead they have a nickname that also has a history and meaning—ask students to share in the large group

Identity Strip

- Students will be asked to help explore all of the different factors that create our identities. After asking students identify their most salient identities, we will take them through a process of losing important identities and reflecting on the forces in society that impose fundamental change on identity and behavior. This conversation will provides us an opportunity to begin identifying how our actions/norms bar people from living as their true selves.
- Step 1—What makes you, you?
 - Ask the group to start sharing ways they are identified –to friends, to family, to professors, to strangers, etc.
 - What are all the different identities that make you who you are?
 - Create a list on a whiteboard (or word document if remote)

- This can not include any identities from the social identity profile
- There shouldn't be any order to this—just students shouting out identities
- E.g. son, daughter, mother, father, friend, dog lover, student, Lakers Fan, etc.
- This should take around 15 minutes and should produce a large list of identities
- Once its done, give students 2 minutes to look at the list and make sure that they are represented. “If it's not on the list, you are not that thing”
- Step 2—Prioritizing
 - Each students must take out a half sheet of paper and number it 1-5.
 - On these numbers, students will list their top 5 most important identities from the list we developed as a group. It is ok to pick something that is not on the list if they just thought about it
 - These should be the 5 most important identities. Without these 5, you are not who you are
 - Give students 3-4 minutes to pick their top 5 in silence
- Step 3—Sharing in pairs
 - Break students into pairs and have them share with their partner why they picked the 5 identities that they did
 - Students should be very intentional in their description of each identity, and take the time to review each of the 5 individually
 - Their partner will also share theirs
- Step 4—Strip away someone's identities (in complete silence)
 - After bringing everyone back from their pairs, you are going to instruct the students to get back in their pairs and, without laughing or asking questions or permission, select one of their partner's identities to throw away
 - By stripping/throwing away an identity, it must be clear that we are taking that identity and all that it means to the person away. They are no longer that identity
 - They can't ask their partner which one to take. There is no talking, laughing, no noise at all. Silence.
 - After stripping away an identity, the facilitator must make it very clear that they are no longer that identity and all that it means is gone from their life. Those identities are going into the trash
 - Your partner just shared with you why those 5 are so important, and they went over each one individually with you, yet you stripped one away and it is now in the trash
 - After giving students a minute to reflect and think about what they have done, put them back in pairs and tell them to pick another of their partner's identities to throw away. This will leave their partner (and themselves) with only 3 identities
- Step 5—Strip away your own identity (in complete silence)
 - After asking students to throw away part of their partner's identities, we will now ask students to take what is left of their own identity, and throw away another identity
 - After students pick an identity of their own to throw away, make it clear that it is now in the trash

- With two identities left, you will ask the students to take yet another one of their identities, leaving them with just one
- Step 6—Debrief
 - With only 1 identity left, ask students to share how they are feeling?
 - With only 1 identity left, are they still themselves?
 - Ask some students to share what they have left and what they lost
 - What was more difficult, stripping someone else's identity away or stripping away your own?
 - How did you decide which of your partner's identities to throw in the trash?
 - How did you decide which of your own to throw away?
 - Are there instances in the real world where we throw other people's identities in the trash?
 - Are there instances where we hide some of our own identities?
 - Do you ever walk into a room, look around and decide you are better off downplaying a part of you?
 - Introduce the concepts of self-editing and code-switching
 - How do we create an environment where everyone can be whole?
- Step 7—Reclaim your identities
 - Before ending the session, we ask everyone to go around and reclaim their identities
 - This is only an exercise and not real life
 - We want everyone to leave this space whole
 - Everyone will go around and say their name and their 5 identities
 - E.g. Hi my name is Gerry and I am a son, a brother, an uncle, an educator, and I am resilient

Conversation

- How do we build a society where everyone can be their whole selves? Where everyone has access to resources and an equal opportunity to live fully dignified lives?

APPENDIX D:
INFORMED CONSENT

Exploring Civic-Mindedness and Social Empathy through a participatory action research study

INFORMED CONSENT

The study in which you are being asked to participate is designed to investigate civic-mindedness and social empathy among undergraduate students through a social justice oriented participatory action research project. This study is being conducted by Ellen Whitehead under the supervision of Dr. Donna Schnorr, Professor Emeritus, College of Education, California State University, San Bernardino. This study has been approved by the Institutional Review Board, California State University, San Bernardino.

PURPOSE: The purpose of this study is to learn more about how a cultural awareness workshop series can foster civic-mindedness and social empathy among undergraduate students, as the students explore various instruments that measure civic-mindedness and social empathy. As a participatory action research study, the participants are considered coresearchers and are included in the research process. Utilizing a participatory action research approach will enhance current research by incorporating the participants' knowledge and experiences. This study will help highlight implications for practice as well as areas for future research.

DESCRIPTION: In addition to the cultural awareness workshop meeting, we will collectively decide the frequency and length of meetings. I anticipate that the time commitment will range between 10-15 hours over 2-3 months. The meetings will be held via Zoom due to the current virtual learning environment. With your permission, all meetings will be audio recorded.

PARTICIPATION: Your participation is completely voluntary, and you do not have to respond to any discussion questions or journal prompts that you do not want to answer. You can choose to leave the study at any point during the research project and it will not impact your participation in the Cultural Awareness Project. If you choose to participate in the study for the duration (2-3 months), you will receive a \$100 Amazon gift card after the last research team meeting. As coresearchers, you will:

- Meet for 45 minutes to 1.5 hours each week between January 11 – mid-March 2021. The research team may modify the meeting schedule and frequency as needed. These meetings will be audio recorded.
- At the meetings you will share your reflections, thoughts, reactions to various journal prompts you will reflect and provide critiques to various instruments designed to measure civic-mindedness and social empathy.

CONFIDENTIALITY: Your individual privacy will be maintained in all publications or presentations resulting from this study. All information you provide will be kept in a secure database on the lead researcher's password-protected laptop at their home in a locked room and in a secured Google Drive. Specifically, information obtained in connection with this study that could identify you will remain confidential and disclosed only with your permission or as required by law. Confidentiality will be further maintained by several means. First, you have the right to review audio recordings and transcripts to determine whether they should be edited or erased in whole or in part. Second, only the researchers will have access to data (audio transcripts and data analysis) stored in a shared Google Drive. Third, you will select an alias (another name) to use for recordings and journal entries. As a coresearcher, you will also use the other research team members' aliases (verbally and written) to protect their confidentiality. The lead research will only record and download audio files and transcripts. Video will not be recorded. Downloaded files will be securely stored in a Google Drive. Finally, none of your identifying information will be disclosed in any reporting of results related to the study. All transcripts, recordings, data analysis files, and the student researchers' identified information will be deleted from Google Drive and the lead researcher's laptop within thirty days of acceptance of this dissertation. The research team can use a journal/notebook, or a secured Google Drive provided by their institution for their journal responses. Furthermore, all researchers will shred their written journals or delete any journal entries from their secured Google Drive within thirty days of the dissertation's acceptance. It is important to note that even though all research team members are asked not to share identifiable information of other research team members, this is difficult to guarantee. Therefore, confidentiality is not absolute.

DURATION: The extent of your participation is unknown, but it is estimated between 10-15 hours over 2-3 months. The various research team meetings will last between 45 minutes -1.5 hours.

RISKS: Topics discussed in the research team meetings may cause discomfort. However, you have the option to not engage in the discussion and leave the meeting. Also, you will not be identifiable by name.

BENEFITS: I do not know precisely how you will benefit from this study. However, you will learn about the research process. Additionally, as a member of the research team, you can be involved in every aspect of the study, which can influence future research and educational programs.

AUDIO:

I understand that this research will be audio-recorded and transcribed via Zoom
Initials_____

CONTACT: If you have any questions regarding this study, please contact Ellen Whitehead at 000023737@coyote.csusb.edu or at 909-362-6252. For any questions or concerns, you can also contact Dr. Donna Schnorr, Professor Emeritus at DSchnorr@csusb.edu or at 909-537-7313.

RESULTS: The results of this study may be disseminated through various outlets, including conference presentations and publications. An electronic copy of the dissertation will be provided to each member of the research team.

CONFIRMATION STATEMENT: I understand that I must be 18 years of age or older to participate in your study, have read and understand the consent document, and agree to participate in this study.

SIGNATURE:

Signature: _____ Date: _____

APPENDIX E:
CIVIC-MINDED GRADUATE SCALE

CMG Scale

For the following items, please rate your response by circling the appropriate number on the scale. (1 = Strongly Disagree, 6 = Strongly Agree)

Strongly Disagree						Strongly Agree	
1	2	3	4	5	6		
							1. My college experiences have helped me know a lot about opportunities to become involved in the community.
1	2	3	4	5	6		2. My experiences as a college student have enabled me to plan or help implement an initiative that improves the community.
1	2	3	4	5	6		3. My college education has helped me appreciate how my community is enriched by having some cultural or ethnic diversity.
1	2	3	4	5	6		4. My college education has given me the professional knowledge and skills that I need to help address community issues.
1	2	3	4	5	6		5. Because of my college experiences, I plan to stay current with the local and national news after I graduate.
1	2	3	4	5	6		6. When discussing controversial social issues in college, I have often been able to persuade others to agree with my point of view.
1	2	3	4	5	6		7. Through my experiences in college, I am very familiar with clubs and organizations that encourage and support community involvement for college students.
1	2	3	4	5	6		8. My college education has prepared me to listen to others and understand their perspective on controversial issues.
1	2	3	4	5	6		9. My college education has increased my confidence that I can contribute to improving life in my community.
1	2	3	4	5	6		10. After being a college student, I feel confident that I will be able to apply what I have learned in my classes to solve real world problems in society.
1	2	3	4	5	6		11. As a result of my college experiences, I want to dedicate my career to improving society.

Strongly Disagree						Strongly Agree	
1	2	3	4	5	6		
							12. My college experiences helped me to realize that I like to be involved in addressing community issues.
1	2	3	4	5	6		13. My college education has motivated me to stay up to date on the current political issues in the community.
1	2	3	4	5	6		14. Based on my college experiences, I would say that the main purpose of work is to improve society through my career.
1	2	3	4	5	6		15. Based on my experiences in college, I would say that most other students know less about community organizations and volunteer opportunities than I do.
1	2	3	4	5	6		16. My experiences as a college student have helped make me a good listener, even when peoples' opinions are different from mine.
1	2	3	4	5	6		17. My experiences in college have increased my motivation to participate in advocacy or political action groups after I graduate.
1	2	3	4	5	6		18. My college experiences have helped me develop my ability to respond to others with empathy, regardless of their backgrounds.
1	2	3	4	5	6		19. Because of my college experiences, I intend to be involved in volunteer service after I graduate.
1	2	3	4	5	6		20. Because of the experiences I have had in my college education, I feel a deep conviction in my career goals to achieve purposes that are beyond my own self-interest.
1	2	3	4	5	6		21. My experiences as a student have prepared me to write a letter to the newspaper or community leaders about a community issue.
1	2	3	4	5	6		22. My college education has made me aware of a number of community issues that need to be addressed.
1	2	3	4	5	6		23. My college education has convinced me that social problems are not too complex for me to help solve.
1	2	3	4	5	6		24. As a result of my experiences in college, other students who know me well would describe me as a person who can discuss controversial issues with civility and respect.

Strongly Disagree			Strongly Agree			
1	2	3	4	5	6	
						25. I believe that I have a responsibility to use the knowledge that I have gained through my college education to serve others.
1	2	3	4	5	6	26. My experiences in college have helped me to develop my sense of who I am, which now includes a sincere desire to be of service to others.
1	2	3	4	5	6	27. Because of my college experience, I believe that having an impact on community problems is within my reach.
1	2	3	4	5	6	28. My experiences as a college student have helped me realize that when members of my group disagree on how to solve a problem, I like to try to build consensus.
1	2	3	4	5	6	29. My college experiences have helped me to realize that I prefer to work in a setting in which I interact with people who are different from me.
1	2	3	4	5	6	30. My experiences in college have helped me realize that it is important for me to vote and be politically involved.

APPENDIX F:
CIVIC-MINDED GRADUATE NARRATIVE PROMPT

CMG Narrative Prompt

I have a responsibility and a commitment to use the knowledge and skills I have gained as a college student to collaborate with others, who may be different from me, to help address issues in society.

Please indicate the extent to which you agree or disagree with this statement by circling the appropriate number.

Strongly						Strongly
Disagree						Agree
1	2	3	4	5	6	

Considering your education and experiences as a college student, explain in 1 – 2 typewritten pages the ways in which you agree or disagree with this statement and provide personal examples when relevant.

APPENDIX G:
CIVIC-MINDED GRADUATE INTERVIEW PROTOCOL

CMG Interview Protocol

This research is being conducted by the IUPUI Center for Service and Learning to understand the influence of community involvement on your academic, personal and civic development.

During your time at IUPUI you may have had a number of educational opportunities to be **involved with the community**, either through coursework or extra-curricular activities. Examples of involvement with the community may include *volunteer community service, political activities, service-learning or other community-based experiential learning experiences, one-time service projects, and service activities through a religious organization or student club*. We are interested in knowing what types of community activities students are involved in, what motivates them, and how you feel your IUPUI education has prepared you for active citizenship.

1. There are many ways to be active in your community, but schedules sometimes prevent people from being involved. In the past 12 months, have you had the opportunity to participate in any of the following activities? If so, how often?
 - Volunteering or community service (ex: working at the Humane Society)
Yes No
If Yes, about how often?
 - a. once or twice during the past 12 months
 - b. three to ten times during the past 12 months
 - c. more than ten times during the past 12 months
 - Political involvement (ex: voting; working with a political group or official)
Yes No
If Yes, about how often?
 - d. once or twice during the past 12 months
 - e. three to ten times during the past 12 months
 - f. more than ten times during the past 12 months
 - Advocating for social change (ex: writing a letter to a public official about a cause you care about; being an active member of a group that lobbies for legislative change; avoiding buying something because of the social or political values of the company)
Yes No
If Yes, about how often?
 - g. once or twice during the past 12 months
 - h. three to ten times during the past 12 months
 - i. more than ten times during the past 12 months
2. For each of the above examples: Tell me a little bit about why you were involved in these activities? (motivation, not opinion about a particular cause)

Was there anything else that motivated you to do these activities?

3. There are lots of reasons why people continue to be active in their community. For example, they may want to explore options for their career, build their resume, or meet new people. How important are these reasons for you being involved in the community in the future (before you graduate)? Are there other reasons that keep you motivated to continue being involved?
4. People define themselves in a variety of ways, in terms of what is most important to how they see themselves. For some people family is most important, for others it may be their religion, their career, their business, or their involvement in their community. What do you see as the most important things that define who you are, and why?
5. Do you see yourself being involved in community activities in the future (after you graduate)? Why? What types of activities might you be involved in?
6. How do you think your college education and experiences at IUPUI have prepared you, shaped your views, or influenced your intentions to be involved in these types of activities in the future?

Problem Situation

Imagine that Indiana is hit by a series of major tornados, floods or another natural or man-made disaster (similar to the devastation seen with Hurricane Katrina). You and your family all survive and your residence is not destroyed, but many other people have died or are displaced, and many homes, businesses, and schools are destroyed. There is a general sense of panic in the community. The mayor of your community is able to address the public through radio and television and has asked that people join together in this time of need. Some of the ways that people can help each other include:

- donating money, food, or clothing
- helping a neighbor in need
- participating in neighborhood cleanup
- volunteering through a religious organization or community agency

In addition, the mayor of your community sets up a variety of committees to help deal with the problems and issues generated by the disaster, such as:

- business development
- construction
- communication and technology
- education
- environmental impacts
- heritage preservation (music, museums, monuments, historic buildings, etc.)
- homelessness
- medical care
- mental health issues
- violence and crime

Given this community crisis, and reflecting back on your experiences and classes at IUPUI, please respond to each of the following questions.

1. Do you think you would choose to be a part of one of these committees? If “No,” why not? If “Maybe” or “Yes,” which one would you likely choose and why?
2. If you ended up volunteering a lot in response to this disaster, would your close friends be surprised by your high level of involvement? Why or why not? (Probe)
3. How has your IUPUI education and experience influenced your decision as to whether or not you would get involved?
4. How has your IUPUI education and experience contributed to the knowledge and skills that might be useful in dealing with this community crisis or working on one of these task force groups?
5. How has your IUPUI education and experience increased your knowledge of ways to become involved in the community, such as through community organizations and volunteer opportunities?
6. How do your past experiences in the community convince you that you can be effective working with people who differ from you? In what ways have your experiences as a college student contributed to your ability to work with people from different backgrounds?
7. Lots of community problems are difficult to address. In what ways do your past experiences in the community lead you to think that you could contribute in a meaningful way to assisting the community after this disaster?
8. What types of experiences have you had at IUPUI that lead you to feel confident that you could contribute and make a difference?

APPENDIX H:
SOCIAL EMPATHY INDEX

Social Empathy Index

Please respond to the following questions by selecting the choice that most closely reflects your feelings or beliefs.

Never	Rarely	Sometimes	Frequently	Almost Always	Always
1	2	3	4	5	6
1. When I see someone receive a gift that makes me happy, I feel happy myself. [AR]					1 2 3 4 5 6
2. Emotional stability describes me well. [ER]					1 2 3 4 5 6
3. I'm good at understanding other people's emotions. [AM]					1 2 3 4 5 6
4. I can consider my point of view and another point of view at the same time. [PT]					1 2 3 4 5 6
5. When I get angry, I need a lot of time to get over it. [ER] R					1 2 3 4 5 6
6. I can imagine what the characters is feeling in a good movie. [PT]					1 2 3 4 5 6
7. When I see someone being publicly embarrassed I cringe a little. [AR]					1 2 3 4 5 6
8. I can tell the difference between someone else's feelings and my own. [SOA]					1 2 3 4 5 6
9. When I see a person experiencing a strong emotion I can accurately assess what that person is feeling. [AM]					1 2 3 4 5 6
10. Friends view me as a moody person. [ER] R					1 2 3 4 5 6
11. When I see someone accidentally hit his or her thumb with a hammer I feel a flash of pain myself. [AR]					1 2 3 4 5 6
12. When I see a person experiencing a strong emotion, I can describe what the person is feeling to someone else. [AM]					1 2 3 4 5 6
13. I can imagine what it's like to be in someone else's shoes. [PT]					1 2 3 4 5 6

14. I can tell the difference between my friend's feelings and my own. [SOA]	1 2 3 4 5 6
15. I consider other people's points of view in discussions. [PT]	1 2 3 4 5 6
16. When I am with someone who gets sad news, I feel sad for a moment too. [AR]	1 2 3 4 5 6
17. When I am upset or unhappy, I get over it quickly. [ER]	1 2 3 4 5 6
18. I can explain to others how I am feeling. [PT]	1 2 3 4 5 6
19. I can agree to disagree with other people. [PT]	1 2 3 4 5 6
20. I am aware of what other people think of me. [SOA]	1 2 3 4 5 6
21. Hearing laughter makes me smile. [AR]	1 2 3 4 5 6
22. I am aware of the other people's emotions. [AM]	1 2 3 4 5 6
23. I believe adults who are in poverty deserve social assistance. [CU]	1 2 3 4 5 6
24. I confront discrimination when I see it. [MSP]	1 2 3 4 5 6
25. I think the government needs to be a part of leveling the playing field for people from different racial groups. [CU]	1 2 3 4 5 6
26. I believe it is necessary to participate in community service. [MSP]	1 2 3 4 5 6
27. I believe that people who face discrimination have added stress that negatively impacts their lives. [CU]	1 2 3 4 5 6
28. I am comfortable helping a person of a different race or ethnicity than my own. [MSP]	1 2 3 4 5 6
29. I take my own action to help others even if it does not personally benefit me. [MSP]	1 2 3 4 5 6
30. I can best understand people who are different from me by learning from them directly. [MSP]	1 2 3 4 5 6
31. I believe government should protect the rights of minorities. [CU]	1 2 3 4 5 6
32. I believe that each of us should participate in political activities. [MSP]	1 2 3 4 5 6

- | | |
|---|-------------|
| 33. I believe people born into poverty have more barriers to achieving economic well-being than people who were not born into poverty. [CU] | 1 2 3 4 5 6 |
| 34. I feel it is important to understand the political perspectives of people I don't agree with. [MSP] | 1 2 3 4 5 6 |
| 35. I think it is the right of all citizens to have their basic needs met. [CU] | 1 2 3 4 5 6 |
| 36. I believe the role of government is to act as a referee, making decisions that promote the quality of life and well-being of the people. [CU] | 1 2 3 4 5 6 |
| 37. I have an interest in understanding why people cannot meet their basic needs financially. [MSP] | 1 2 3 4 5 6 |
| 38. I believe that by working together, people can change society to be more just and fair to everyone. [CU] | 1 2 3 4 5 6 |
| 39. I believe my actions will affect future generations. [MSP] | 1 2 3 4 5 6 |
| 40. I believe there are barriers in the United States' educational system that prevent some groups of people from having economic success. (CU) | 1 2 3 4 5 6 |

For questions 1-22, the instrument contains 5 components: affective response [AR], affective mentalizing [AM], self-other awareness [SOA], perspective-taking [PT], and emotion regulation [ER].

AR= 5 items, AM= 4 items, SOA= 4 items, PT= 5 items, and ER= 4 items

For questions 23-40, the instrument contains 2 components: contextual understanding of systemic barriers [CU] and marco self-other awareness/perspective taking [MSP].

CU= 9 items and MSP= 9 items

Reverse scoring indicated by R

Segal, E. A., Gerdes, K. E., Lietz, C. A., Wagaman, M. A., & Geiger, J. M. (2017). *Assessing empathy* (2017-09568-000). Columbia University Press.

APPENDIX I:
INTERPERSONAL AND SOCIAL EMPATHY INDEX

Interpersonal and Social Empathy Index

Please respond to the following questions by selecting the choice that most closely reflects your feelings or beliefs.

Never	Rarely	Sometimes	Frequently	Almost Always	Always
1	2	3	4	5	6
1. When I see someone receive a gift that makes them happy, I feel happy myself. [AR]					1 2 3 4 5 6
2. I am good at understanding other people's emotions. [COG]					1 2 3 4 5 6
3. I can consider my point of view and another person's point of view at the same time. [COG]					1 2 3 4 5 6
4. I am aware of what other people think of me. [SOA]					1 2 3 4 5 6
5. I can tell the difference between someone else's feelings and my own. [COG]					1 2 3 4 5 6
6. When I am with someone who gets sad news, I feel sad for a moment too. [AR]					1 2 3 4 5 6
7. I can explain to others how I am feeling. [SOA]					1 2 3 4 5 6
8. Hearing laughter makes me smile. [AR]					1 2 3 4 5 6
9. When I see a person experiencing a strong emotion, I can accurately assess what that person is feeling. [COG]					1 2 3 4 5 6
10. I am aware of other people's emotions. [SOA]					1 2 3 4 5 6
11. I believe that people who face discrimination have added stress that negatively impacts their lives. [MPT]					1 2 3 4 5 6
12. I am comfortable helping a person of a different race or ethnicity than my own. [MPT]					1 2 3 4 5 6
13. I take action to help others even if it does not personally benefit me. [MPT]					1 2 3 4 5 6
14. I believe the government should protect the rights of minorities. [MPT]					1 2 3 4 5 6
15. I feel it is important to understand the political perspectives of people I don't agree with. [MPT]					1 2 3 4 5 6

The instrument contains 4 components: macro perspective-taking [MPT], cognitive empathy [COG], self-other awareness [SOA], and affective response [AR].

AR= 3 items, SOA= 3 items, COG= 4 items, and MPT= 5 items

Segal, E. A., Gerdes, K. E., Lietz, C. A., Wagaman, M. A., & Geiger, J. M. (2017). *Assessing empathy* (2017-09568-000). Columbia University Press.

APPENDIX J:
CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
INSTITUTIONAL REVIEW BOARD APPROVAL



December 1, 2020

CSUSB INSTITUTIONAL REVIEW BOARD

Expedited Review

IRB-FY2021-118

Status: Approved

Prof. Donna Schnorr and Ms. Ellen Whitehead
COE - Doctoral Studies, COE - Educ Leadership&Tech ELT
California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407

Dear Prof. Schnorr and Ms. Whitehead:

Your application to use human subjects, titled "Exploring civic-mindedness and social empathy through a social justice oriented participatory action research study" has been reviewed and reviewed and approved by the Institutional Review Board (IRB) of CSU, San Bernardino. The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risk and benefits of the study except to ensure the protection of human participants. Important Note: This approval notice does not replace any departmental or additional campus approvals which may be required including access to CSUSB campus facilities and affiliate campuses due to the COVID-19 pandemic. Visit the Office of Academic Research website for more information at <https://www.csusb.edu/academic-research>.

The study is approved as of December 1, 2020. The study will require an annual administrative check-in (annual report) on the current status of the study on December 1, 2021. Please use the renewal form to complete the annual report.

If your study is closed to enrollment, the data has been de-identified, and you're only analyzing the data - you may close the study by submitting the Closure Application Form through the Cayuse IRB system. Please note the Cayuse IRB system will notify you when your protocol is due for renewal. Ensure you file your protocol renewal and continuing review form through the Cayuse IRB system to keep your protocol current and active unless you have completed your study. Please note a lapse in your approval may result in your not being able to use the data collected during the lapse in your approval.

You are required to notify the IRB of the following as mandated by the Office of Human Research Protections (OHRP) federal regulations 45 CFR 46 and CSUSB IRB policy. The forms (modification, renewal, unanticipated/adverse event, study closure) are located in the Cayuse IRB System with instructions provided on the IRB Applications, Forms, and Submission Webpage. Failure to notify the IRB of the following requirements may

result in disciplinary action.

- Ensure your CITI Human Subjects Training is kept up-to-date and current throughout the study.
- Submit a protocol modification (change) if any changes (no matter how minor) are proposed in your study for review and approval by the IRB before being implementing in your study.
- Notify the IRB within 5 days of any unanticipated or adverse events experienced by subjects during your research.
- Submit a study closure through the Cayuse IRB submission system once your study has ended.

The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risks and benefits to the human participants in your IRB application. If you have any questions about the IRBs decision please contact Michael Gillespie, the IRB Compliance Officer. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillesp@csusb.edu. Please include your application approval number IRB-FY2021-118 in all correspondence. Any complaints you receive regarding your research from participants or others should be directed to Mr. Gillespie.

Best of luck with your research.

Sincerely,

Nicole Dabbs

Nicole Dabbs, Ph.D., IRB Chair
CSUSB Institutional Review Board

ND/MG

APPENDIX K:
UNIVERSITY OF CALIFORNIA RIVERSIDE
INSTITUTIONAL REVIEW BOARD APPROVAL

For use by ORI only:
APPROVED
 IRB Designate Approval:
 12/18/2020

NUCR# 20-008



**IRB ADMINISTRATIVE REVIEW FOR
 HUMAN SUBJECTS RESEARCH STUDIES CONDUCTED BY
 NON-UCR PRINCIPAL INVESTIGATORS
 ACCESSING UCR PARTICIPANTS
 (i.e., students, faculty, or staff)**

This IRB administrative review request must be typed out and submitted via email (irb@ucr.edu) along with ALL the requested appendices and signatures. Some requests may need to be reviewed by the UCR full board.

1. Title of Proposed Research Study

Exploring civic-mindedness and social empathy through a social justice oriented participatory action research study

2. Non-UCR Principal Investigator Information:

Title (e.g., Dr., Mr., etc.): Ms.	Name: Ellen Whitehead	
Institution: California State University, San Bernardino		Department: College of Education, Doctorate in Educational Leadership program
Phone: [REDACTED]	Institutional email: [REDACTED]	
Status: Faculty (50% f/t) <input type="checkbox"/> Post-Doctoral/Doctoral/Masters/Undergrad <input checked="" type="checkbox"/> Other <input type="checkbox"/> (specify:)		
Faculty Supervisor (if applicable): Prof. Donna Schnorr		Supervisor email: [REDACTED]

3. Alternate Contact Information:

Title (e.g., Dr., Mr., etc.):	Name:	
Phone:	Institutional email:	

4.

All Researchers Involved in study Who Will Be Working With UCR Participants	List the UCR Sites(s) and Specific Location(s)
Ellen Whitehead	UCR, Riverside campus, Student Life Office - virtually

APPENDIX L:
UNIVERSITY OF CALIFORNIA, RIVERSIDE
LETTER OF SUPPORT



Associate Vice Chancellor and Dean of Student Affairs

University of California Riverside
381 Highlander Union Building
900 University Ave
Riverside, CA 92521
(951)827-4641
(951)827-2248 FAX

Dr. Christine Mata
University of California Riverside
381 Highlander Union Building
Riverside, CA 92521

September 19, 2020

Dr. Nicole Dabbs
California State University San Bernardino
5500 University Parkway,
San Bernardino CA 92407

RE: Support for Ellen Whitehead's Dissertation Research

Dear Dr. Dabbs,

Ellen Whitehead serves in a dual capacity as Director of Student of Student Life and Interim Associate Dean of Students for the Division of Student Affairs at the University of California Riverside (UCR). Additionally, Ellen is also enrolled in the Ed.D. program in Educational Leadership at CSUSB. The Student Life Office and specific program(s) within this functional area at UCR are central to Ellen's research, the Cultural Awareness Project to fulfill her requirements for completion of her doctoral studies. It is my understanding that Ellen will utilize a participatory action research approach to the study and the data collection may consist of an assessment tool, virtual focus groups, and other qualitative methods.

As the Associate Vice Chancellor and Dean of Students and Ellen's direct supervisor at UCR, I support Ellen's research efforts as they will continue to advance efforts to support students at UCR and even more importantly, advance Ellen's career trajectory. I hope as Chair of CSUSB's Institutional Review Board, you will consider granting Ellen's request to move her study forward. Please do not hesitate to contact me at Christine.mata@ucr.edu or [REDACTED] with any questions or concerns. Thank you so much.

Sincerely,

A handwritten signature in black ink, appearing to read "Christine Mata".

Christine Mata
Associate Vice Chancellor
Dean of Students

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