

Creating Competent, Civil, and Compassionate Students

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Southern Oregon University

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The Public Liberal Arts University of the West



Southern Oregon University

Our Home

- SOU is the public liberal arts university of the West
- 35 majors, 7, 000 students, graduate programs in Business, Education, Psychology, Computer Arts, Theatre Studies, Language Arts
- Sou is part of the Oregon University System, which includes Univ. of Oregon, Oregon State Univ., Portland State Univ. and other regional universities such as Southern, Western, and Eastern Oregon Univ.

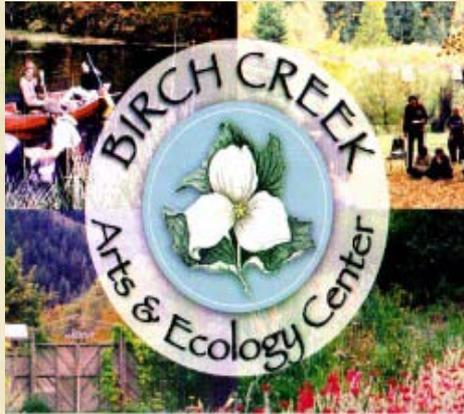
SOU Mission Statement

- Southern Oregon University is an inclusive campus community dedicated to student success, intellectual growth, and responsible global citizenship.

Programs for Facilitating Student Development

- Student Health and Wellness Center
- Career Development Services
- Commuter Resource Center
- Academic Advising and Support
- Office of Disability Services
- Success at Southern
- Writing Center
- Civic Engagement

Civic Engagement @ SOU



Engage: The Civic Engagement Club at SOU



Programs for Facilitating Faculty Development

- Information Technology Services
- Center for the Study of Teaching
- New Faculty Orientation
- SOU Campus Theme Presentations
- Professional Development Grant Program
- President's Grant Funds

Why Focus on Creating Civil and Compassionate Students?

- Increased Student Engagement and Productivity
- Student Retention Increase
- Improved Campus Climate and Identity
- Advantages to Recipient
- Advantages to Provider
- Health and Mental Health Benefits

What do we mean by civility?



A working definition

civility- *n.* formal politeness and courtesy in behavior or speech

- ▣ Broader definition – more informal, wider look at ethical human behavior in the commons
- ▣ Civility involves examining our pro (or anti)-social behavior in the public arena (whatever we do that affects our world: the environment, society, our schools or work, public places and institutions; our family, friends, partners/intimates, acquaintances and strangers)

We are social beings

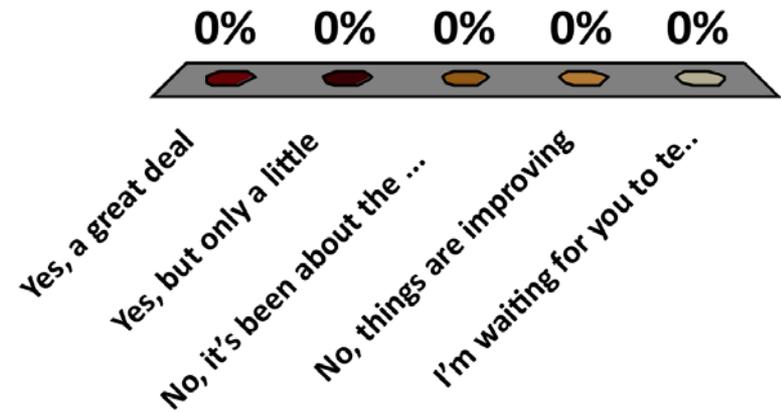
Civility is to human nature what warmth is to wax.

—Arthur Schopenhauer

Three things in human life are important: the first is to be kind. The second is to be kind. And the third is to be kind.

- Henry James

Is civility in decline in our society?



Civility in decline?

- Many would say yes
- Cultural relativism – freedom, equality, individualism, America and the legacy of the 60's
- What about: increased respect and appreciation for diversity and minority groups in the last 50 years?
- What about positive changes in how we treat the environment?

Incivility in the news

Denver News

Road Rage Scuffle Results In Arrests

Steamboat Springs Couple Chases 911 Caller, Spits On His Car

Posted by [Kim Nguyen](#), Web Editor

POSTED: 9:57 am MDT August 29, 2011

UPDATED: 10:42 am MDT August 29, 2011



STEAMBOAT SPRINGS, Colo. -- Steamboat Springs police say they arrested two 20-year-olds after the pair chased and spit on a car after the driver called police.

The schoolgirls arrested 'for cyberbullying their former friend with a fake Facebook page'

By DANIEL BATES

Last updated at 1:01 PM on 14th January 2011

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Two schoolgirls have been arrested after allegedly cyberbullying a classmate by creating a fake Facebook page for her then posting obscene pictures and comments on it.

Coaches, Dads in Pee Wee Football Brawl, on Tape

By CBSNews

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(CBS) Even pee-wee football can be rough - but a Texas-sized brawl among coaches and parents at a game involving 11- and 12-year-olds is raising eyebrows - over the fight itself - and the punishment the local league has doled out.



The costs of incivility

- Societal
- Individual
- Health
- Economic
- Political



Promoting civility

Three ideas and directions

1. Bystander Intervention
2. Civic Engagement
3. Positive Psychology – your Losada ratio



Bystander Intervention

If I am not for myself, who is for me?

And if I am only for myself, what am I?

And if not now, when?

- Hillel



Bystander Intervention @ SOU

- ▣ USem workshop - Fall 2011
- ▣ Bystander Behavior (social psychology field)
 - Bystander Effect → diffusion of responsibility
 - Conformity
 - Perceived Cost
 - Etc.
- ▣ Under the umbrella of Pro-Social Bystander Behavior:
 - Sexual Assault Prevention
 - Alcohol/Drug misuse and emergencies
- ▣ Why?

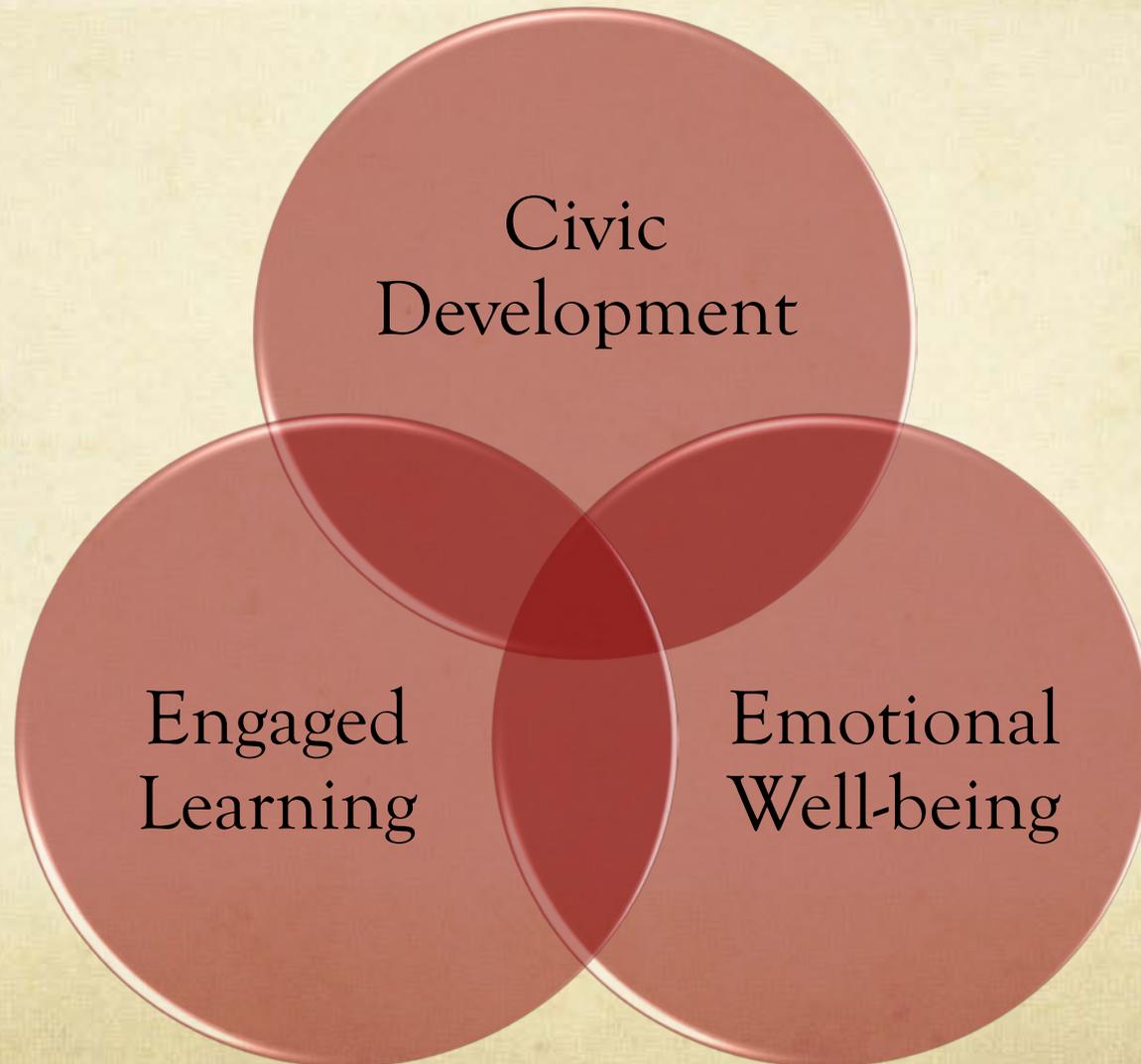


Civic Engagement

It is one of the most beautiful compensations of this life that no man can sincerely try to help another without helping himself.

- Ralph Waldo Emerson

The Bringing Theory to Practice (BTtoP) project





Civic engagement and psychosocial well-being

- Research points to civic engagement as a potential campus strategy to promote student mental health
- Correlational research looked at student involvement and measures of emotional health (depression) and levels of drinking
- There is a relationship between subjective well-being (happiness) and charity or voluntarism
- BUT, which came first?



Civic Engagement and Mental Health?

1. Inherently rewarding (feels good)
2. It's the norm ("your civic duty")
3. Positive consequences (extrinsic)
4. Altruism and immune system (good for you)
5. Relationships > independence (meaning) and responsibilities > freedom (something to do)
6. Learned (observed) gratitude (there but for the grace of God...)
7. Social connectedness (belonging is essential)

Teaching Civility

- School of Education – integrating within their teacher education program the Core Reflection work of Fred Korthagen
- Core Reflection grounded in positive psychology;
- Provides a process for teachers and students to reconnect with their core qualities/strengths which influence their behaviors;
- Incorporated within courses, culminating program assessments, and ongoing faculty development supports

Exploring Core Reflection

- Reflect on the quote “ The real purpose of education is to bring out the best in you.” ~ Gandhi
- Think about a teacher that brought out the best in you. Describe
- Write for 2-3 minutes about this teacher and his/her qualities.
- Active Listening Activity: (5 mins) With a partner share your description of this teacher. Partner will listen and attend to the speaker’s core qualities as they describe this teacher.

What did we learn?

- As you listened to your partner share and describe a teacher that made a difference to him/her, what core qualities did you hear, see, feel in the speaker?
- Share with your partner the core qualities that was evident to you.
- Active Listening: Each partner will share for 1 minute.
- Discussion: How did it feel to have your core quality identified? What did you learn about yourself? Your partner?

Questions

- What questions do you have?
- What else would you like to know?
- How does this model connect with the mission at your university? Self?