Promoting Engaged Learning in the Liberal Arts & Sciences
Panelists

• George Cheatham, Dean, School of Arts and Sciences, Marymount University (in abstentia)
• Christopher McCord, Dean, College of Liberal Arts & Sciences, Northern Illinois University
• James H. Mike, Dean, College of Arts & Sciences, Shippensburg University
• Beth S. Wright, Dean, College of Liberal Arts, University of Texas at Arlington
• What is engaged learning?
• What are the motivations for promoting it?
• What are the disciplinary differences in creating engaged learning opportunities for students?
• What needs to be done to sustain engaged learning, and what are the challenges that need to be addressed?
What is Engaged Learning?
What is Engaged Learning?

Some examples of engaged learning activities in the classroom:

• Capstone Projects
• Seminar-Style Discussions
• Writing-Intensive Courses
• Simulations
• Projects that Require Unique Creations & Receive Critiques
What is Engaged Learning?

Some examples of engaged learning activities outside of the classroom:

• Student Research
• Student Involvement in Applied Research & Consulting
• Service Learning
• Internships
• Field Schools & Study Abroad
• Conferences & Competitions
• Student Teaching
Engaged Learning

“Engaged Learning” is learning that:

• Takes place outside of the traditional lecture environment
• Involves active production by the student
• Draws on and reinforces the classroom curriculum
• Practices & applies the discipline
• Involves faculty and staff in either guiding or structuring the activity
Examples

- Chris: Undergraduate Research
- Jim: Engaged Teaching & Learning
- Beth: Engaged Learning in Professional Internships
Undergraduate Research

Christopher McCord
Northern Illinois University
NIU College of Liberal Arts & Sciences

• 19 departments in the humanities, social sciences, natural sciences
• 2 degree-granting interdisciplinary units in environmental studies, non-profit/NGO studies
• 8 other interdisciplinary units
• 6,300 majors; 1,100 grad. students; 375 faculty
• $48 M Budget + $14 M in extramural funding/yr
• 11 PhD programs, 19 masters programs
• Programs of Distinction: philosophy, physics, public administration, psychology, southeast Asian studies
Formal UG Research Programs

- “Research Rookies”
- Undergraduate Special Opportunities in Artistry & Research (USOAR)
- Undergraduate Research Apprenticeship Program (URAP)
- ETank Research Experience for Undergraduates (REU) Program
- Degree Requirements

www.niu.edu/engagedlearning/research/index.shtml
Formal Programs

“Research Rookies”

• Now in its 4th year
• Limited to FR, SO students
• 41 students and mentors across 21 departments & 6 colleges
Formal Programs

“Research Rookies”
• Students write proposals with support of a faculty mentor
• Students receive $500 stipend
• Students participate in programming on research ethics, proposal-writing
• Program has attracted donor support
Formal Programs
Undergraduate Special Opportunities in Artistry & Research (USOAR)
• University-level funding program
• Students develop a project proposal with a faculty mentor
• Students apply for up to $2500 in project expenses
Formal Programs
Undergraduate Research Apprenticeship Program (URAP)

• College-level funding program
• Faculty initiate requests for student apprentices
• College grants funding to the faculty on a competitive basis
• Award amounts are fixed at $500 per student per semester, usually as a stipend
• Faculty then select students
Formal Programs

Operation ETank REU Program
• Funded by NSF REU Program
• Organized through Institute for the Study of the Environment, Sustainability & Energy
• Students apply to join one of five project teams: water quality in the Yucatan; evaluating biomass; energy storage; climate impact on trees; environmentally-friendly chemical synthesis
Formal Programs

Operation ETank REU Program

• Consistent with REU practice, application is open to students nationally
• Students receiver $4300 for their participation
• Students are expected to focus full-time on the project for 10 weeks in the summer
Informal Programs

• Course-Based Projects

• Faculty Laboratories
Recognition

Psychology
“Present Your Research”

Undergraduate Research & Artistry Day
Observations

• Reasonably well institutionalized and funded.
• Almost essential for recruiting high-achieving students
• Almost essential for NSF funding
• Compelling for donor support
• Still needs to be fully incorporated into faculty “reward & regard” system (e.g. annual merit, promotion & tenure)
• Still needs to be integrated with assessment
Engaged Teaching and Learning

James H. Mike
College of Arts and Sciences
Shippensburg University of Pennsylvania
Engaged Learning

• An active process often taking students beyond the classroom with experiences that enhance the learning experience.
• Not co-curricular activities; extra-curricular learning enhancements.
• So called high-impact learning practices are typically associated with active learning and high levels of student engagement.
High Impact Learning Practices*

- Entry year experiences
- Common, integrated learning experiences
- Learning communities
- Writing intensive courses and experiences
- Undergraduate research
- Collaborative work
- Diversity and global experiences (study abroad)
- Internships
- Service learning
- Capstone experiences

*Adapted from AAC&U LEAP
Shippensburg University A&S

• We have begun to encourage identification of and more purposeful integration of a variety of high impact practices into the courses and activities of A&S departments.
• Many high impact engaged learning practices are labor intensive, requiring close faculty/student interaction.
• Variety helps maximize the likelihood that all (or most) students can be engaged.
• Variety also allows room for disciplinary differences and variable interests and talents of students.
• At Shippensburg, recent intensive focus in the College of A&S on:
  – Undergraduate research (UGR)
  – Service learning
  – Internships
  – Study abroad (global education)
  – General education (review and reform)
Undergraduate Research (UGR)

• An initial focus in A&S, but over the last few years a push for institutionalization.
  – Identified several key issues for our campus
    • Funding of student projects
    • Venues for research presentation
    • System journal for publication
    • Faculty workload/student credit

• UGR is a key component of the Shippensburg University Foundation Comprehensive Campaign.

• Recently a team from Shippensburg developed an action plan to begin addressing these concerns under a system-wide NSF/CUR collaborative grant.
  – Focus on: workload and credit issues; campus-wide “Celebration of Student Research Day”; integration into the humanities.
  – Communication and discussion among the faculty is beginning through the work of the A&S Advisory Committee for UGR.
Significant Disciplinary Differences Exist for Undergraduate Research

• Universally embraced by the sciences.
  – Faculty-led research with team-based approaches are routinely used.

• Moderately embraced by the social sciences.
  – Many researchers there also work in teams.
  – Some departments have developed course approaches to UGR.

• (Initially) not embraced by the humanities – although there was considerable interest.
  – The individual nature of the scholarly work does not translate to team approaches.
  – The Departments of History & Philosophy, English, and Modern Languages have begun to embrace the concept, developing course-based approaches and team-based research/scholarship ideas.
Service Learning – Disciplinary Differences, too.

- The social sciences and humanities have broadly embraced service learning.
- The sciences have been reluctant.
Service Learning

• Happening across all disciplines, but especially so in Humanities and Social Sciences.
• Connected to key courses of the general education program.
• Initially assessed activities of those faculty members already engaged with service-learning activities.
  – Discovered that they were (deeply) involved in the A&S Advisory Committee for UGR research activities – humanities and social sciences
• Issues with regard to project funding and identification of community resources.
• Engagement with university community through on-campus presentations at Celebration of Student Research day, open in-class presentations, student writing, and community events.
• Short-term study abroad and faculty-led alternative break activities – some tied to courses – have also reflected service-learning components.
Building the Initiative and Finding the Passion

• Without faculty buy-in, adoption of high-impact practices can’t (and won’t) occur...how have we approached it at Shippensburg?
  – Identify faculty champions.
  – Identify levels of current activity.
  – Understand (and use) shared governance structures.
  – Develop a strong committee or task-force to identify issues and help others buy-in.
  – Charge the group appropriately and specifically.
  – Don’t avoid difficult questions.
  – Seek national or international organizations and initiatives.
  – Seek external consultants with appropriate expertise.
Global Initiatives

- Strong minor in International Studies; proposing a major.
- Short-term study abroad trips led by faculty (individual and teams.)
- Semester study abroad
  - Highly encouraged in disciplines such as languages, international studies, and business.
  - Business has developed international partnerships.
- Challenges with management of funds and risks.
Internships

• Over the last three years, a complete revisit of internships within the college and university.
• Internship Committee within A&S working with a campus-wide Internship Advisory Taskforce.
• Contractual issue with regard to workload – learning to manage internships within load.
• Goal – establish guidelines without negatively impacting existing excellent internship programs.
• Establish and ensure delivery of learning objectives and encourage better engagement of faculty with internship sites.
General Education and High Impact Practices

• General education reform is focusing on aspects of engaged learning.
  – Entry year experiences
  – Common, integrated learning experiences
  – Learning communities
  – Writing intensive courses and experiences
  – Capstone experiences
Issues?

• Internships – on-campus and off-campus; conflicts of interest
• UG research – support of students and faculty; workload
• Service learning – community connections; support of students and faculty; connecting to other initiatives
• Global Initiatives – study abroad funding and liability concerns.
“‘A Foot in the Door’: Engaged Learning in Professional Internships in UT Arlington’s College of Liberal Arts”

Beth S. Wright
Dean, College of Liberal Arts
University of Texas at Arlington

CCAS Seattle
November 2, 2012
UT Arlington’s students

Fall 2012 enrollment 33,491

27% UT Arlington’s students in top 10% of HS graduating class
70% UT Arlington’s students in top 25%

US News & World Report: one of the nation’s top universities in ethnic diversity

21% Hispanic
14.3% African-American
5% international (116 countries)
UT Arlington’s students

52% first generation college students

73% hold at least 1 job while attending school

45% work at least 30 hours per week

earned 8,761 degrees in 2011-12
UT Arlington’s College of Liberal Arts students

1,137 of UTA’s 8,761 degrees

20% of all UTA bachelor’s degrees

25% of all UTA Hispanic degrees

4,849 majors earning degrees in 12 departments in Fall 2012
UT Arlington’s College of Liberal Arts

27 undergraduate and 20 graduate degrees

Art & Art History: B.A. Art, B.A. Art History, B.F.A. (concentrations in clay, drawing, film & video, glass, visual communication, metal, painting, photography, printmaking, sculpture, art certification), M.F.A.

Communication: B.A. in Advertising, Broadcast Communication, Communication Technology, Journalism, Public Relations, Speech; M.A. in Communication

Criminology & Criminal Justice: B.A., BCRCJ online, M.A., cohort M.A. at the Fort Worth campus; dual degree M.A. with M.S. in Social Work, M.A. in Political Science, M. Public Administration

English: B.A., M.A., Ph.D.

History: B.A., M.A., Ph.D.

Linguistics & TESOL: B.A. Linguistics, M.A. Linguistics, M.A. TESOL, Ph.D. Linguistics

Modern Languages: B.A. in Critical Languages (tracks in Chinese, German, Russian), French, Spanish; M.A. Modern Languages

Music: B.M. in Performance or Theory Composition, emphasis in Music/Business, Music/Theatre, or Music Media; Jazz Studies Option; M.M. in Music Education, M.M. in Music Performance

Philosophy & Humanities: B.A. Philosophy, Ph.D. (jointly with UNT) Philosophy

Political Science: B.A., M.A.

Sociology & Anthropology: B.A. Anthropology, B.A. Sociology, M.A. Sociology

Theatre Arts: B.F.A. Performance or Design option
WANTED
CREATIVES

GRAPHICS • WEB DESIGN • ANIMATION • VIDEO • PHOTOGRAPHY

WEDNESDAY, APRIL 13TH 6:00

LOCKHEED MARTIN MEDIA PRODUCTS INFO SESSION

FINE ARTS BLDG ROOM 303
Examples of professional internships in COLA 2011-12:

**Civic:** city of Arlington, city of Dallas

**State & Federal agencies:** Tarrant County Child Protective Services, TC Court Services, TC Juvenile Services

**Cultural:** Kimbell Art Museum, Modern Art Museum of Fort Worth, National Multicultural Western Heritage Museum, Fort Worth Museum of Science & History, Dallas Arboretum

**Public non-profits:** American Heart Association, Goodwill, March of Dimes

**Radio, TV, Film:** CBS, NBC, ESPN, Univision, Telemundo, NBC Universal, The Henson Co.

**Business:** American Airlines, Southwest Airlines, Lockheed Martin, Dallas Cowboys Football Club
Art & Art History (www.uta.edu/art/tools/internships):
Opportunities for partners to seek an intern
Opportunities for students (part of professional preparation):
“How to secure an internship”
qualify (3.0 GPA, 12 credit hours completed at 3000 level), locate a faculty sponsor, research and network, complete paperwork at least 2 weeks prior to beginning of semester)
Establish hours per week = SCH
   long semester 3 SCH = 12 hours per week = total of 180 work hours)
   Summer semester (11 weeks) 3 SCH = 17 hours per week = total of 180 work hours
Internship contract (does faculty member approve that the internship be used as advanced concentration credit?)

Memorandum of understanding
Internship log sheets

Project portfolio CD/DVD

For art history students: essay re mission statements, areas of focus, relevance to your area of study and professional goals

On completion: student self-evaluation form, supervisor’s evaluation form, faculty sponsor evaluation form
www.uta.edu/art/tools/internships:

Supervisor evaluation:
- Description of duties, performance (attitude, thoroughness, technical skills, acceptance of responsibility, progress), grade for overall work performance
- Was intern adequately prepared by coursework for position?

“If you had a job opening and the budget to support it would you hire a candidate with similar skills and abilities?”

Student self-evaluation:
- Access to/feedback from supervisor
- Challenging nature of the work
- Overall value of the experience

“How has your classroom experience impacted your internship experience?”
“How which academic tools did you find most valuable in preparing you for the internship?”

“Would you recommend this internship to other students?”
“Would you like to have this type of job after graduation?”
Lessons learned: “professional development for exceptionally skilled students who are ambassadors for the department” means being *intentional* and *connected* in order to reap benefits for the department as well as the students.

Ensure quality control.

Recognize cost and ensure sustainability.

Capture information in a database on which you can build.

Advise centrally as well as through faculty mentors.

Integrate into department’s mission & curriculum.

Recognize and reward as part of faculty role & achievement.
Thank you!

Questions?

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