

# 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**





Northern Illinois University  
*Learning Today, Leading Tomorrow*

# 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](http://www.niu.edu/engagedlearning/research/index.shtml)

# Formal Programs

## “Research Rookies”

- Now in its 4<sup>th</sup> year
- Limited to FR, SO students
- 41 students and mentors across 21 departments & 6 colleges



# Formal Programs

## “Research Rookies”

- Students write proposals w/ 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



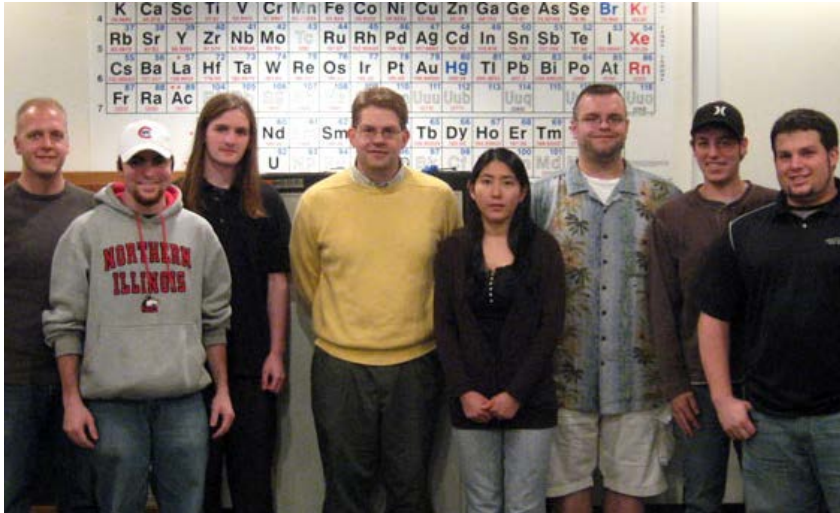
# Formal Programs

## Operation ETank REU Program

- Consistent with REU practice, application is open to students nationally
- Students receive \$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

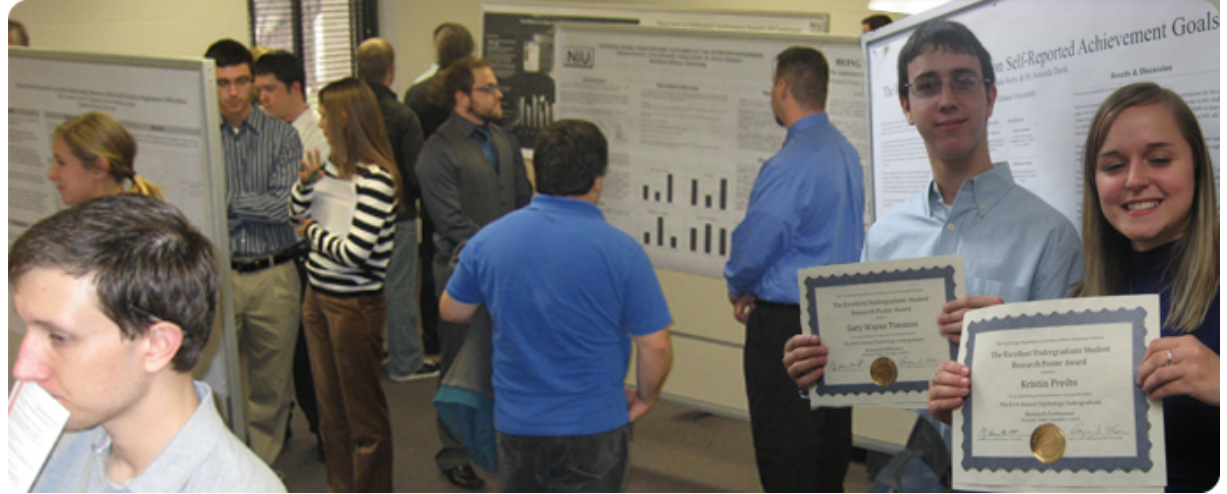


- Faculty Laboratories

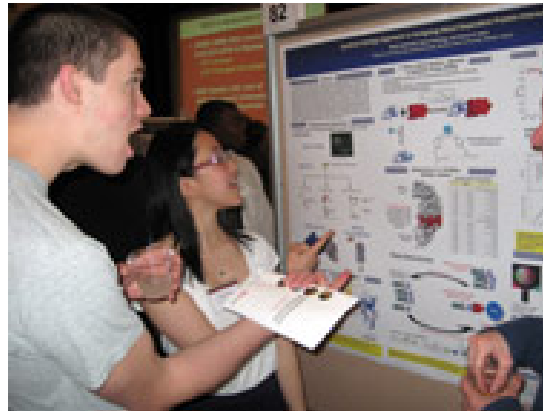
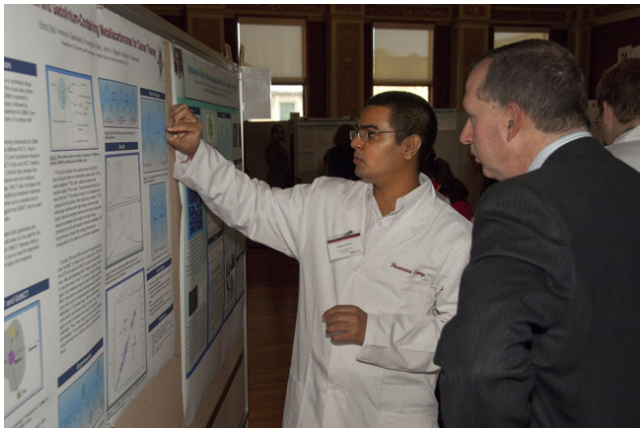


# Recognition

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?

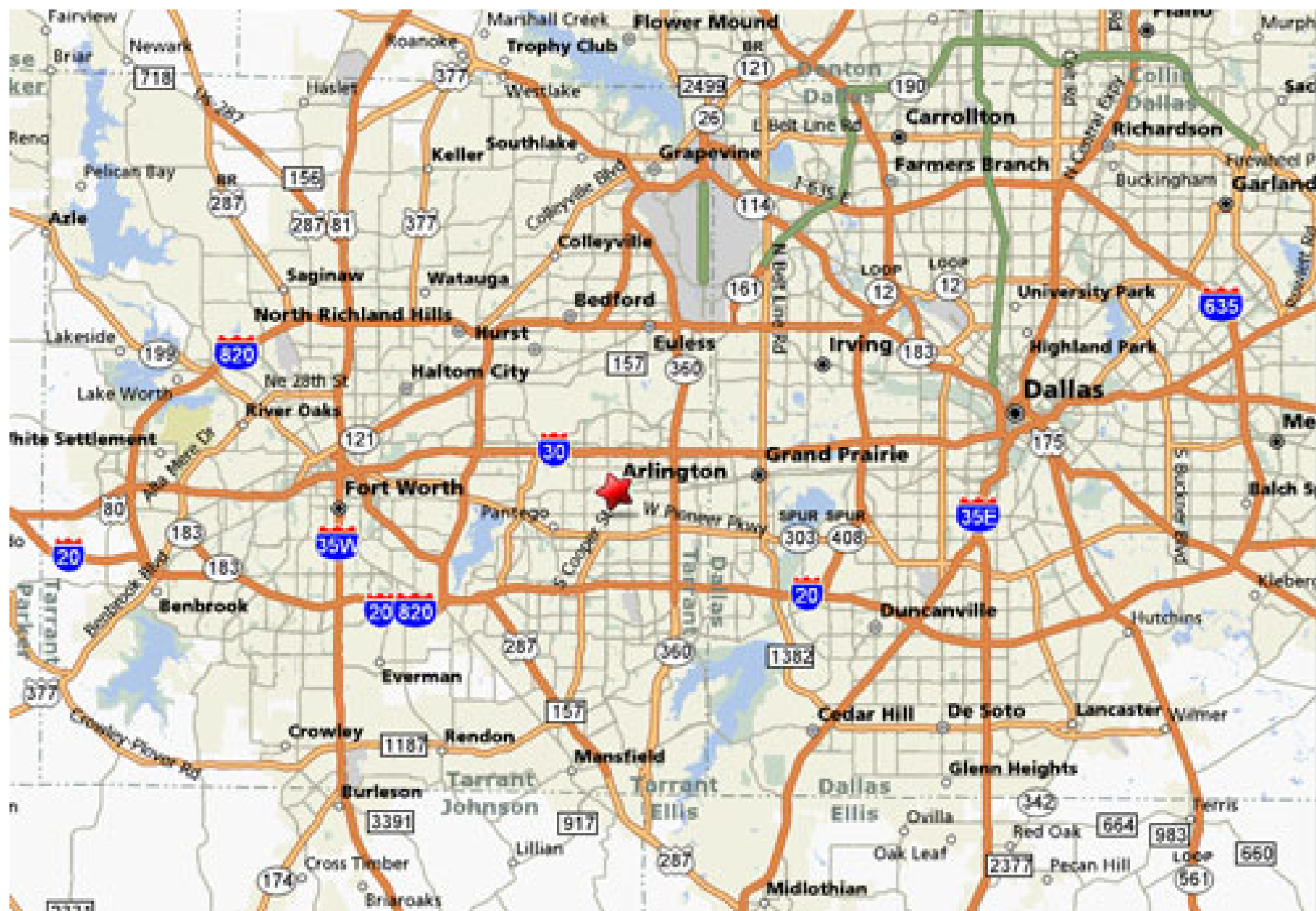
- Internships – on-campus and off-campus; conflicts of interest
- UG research – support of students and faculty; workload
- Service learning – community connections; support of students and faculty; connecting to other initiatives
- Global Initiatives – study abroad funding and liability concerns.

**“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**





DALLAS, TX



FT. WORTH, TX









UNIVERSITY OF  
TEXAS  
ARLINGTON

UNIVERSITY OF  
TEXAS  
ARLINGTON

COLLEGE PARK CENTER

THE UNIVERSITY OF TEXAS AT ARLINGTON





## 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 13<sup>TH</sup> 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](http://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**

**[www.uta.edu/art/tools/internships](http://www.uta.edu/art/tools/internships):**

**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](http://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?”**

**“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





College of Liberal Arts

Commencement



Thank you!

Questions?

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