Community Engagement

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Background

- Analysis of **peer institutions** provides potential **new directions and valuable insights**

- Would provide students with **real-life experiences** and produce lifelong **difference-makers**

- Would improve **relations** between Indiana University-Bloomington and the Bloomington community

Presentation Goals

1. Share findings of peer institute research

2. Report on interviews/meetings with various IU campus partners

    –   Michael Valliant: Center for Innovative Teaching and Learning

    –   Cassi Winslow-Edmondson: IU Corps Director, former advisor

    –   Angela Gast: Director of Student Engagement, Office of Engaged Learning

    –   Michael Lundell: Senior Assistant Vice Provost for Undergraduate Education

3. Provide an overview of community engagement in the Indiana University undergraduate curriculum

Defining Community Engaged Learning

Designation attributes: Designated courses meet the following criteria addressing key features of community-engaged learning.

1. **Engagement** with a community, addressing a community-identified need and giving opportunities to address and examine social and civic issues arising from the engagement
2. **Reciprocity** guides partnerships and undergirds course design to achieve benefits for students, faculty, and community
3. **Complete Integration** of the community engaged experience throughout the course to enhance student learning
4. **Reflection** that is regular, ongoing, and critical to help students link community-engaged learning experiences to their understanding of course content, community, and themselves
5. **Opportunities** to examine and develop civic skills and competencies (civic knowledge; analytic skills; and participatory and involvement skills) and civic engagement (motivations, attitudes, and efficacy; democratic norms and values; and participation and activities)
6. **Assessment** for course improvement and to document effect of student learning experiences on community

Peer Institute Review

Schools Examined

- All other Big 10 schools were analyzed
    - Website browsing
    - Emailing representatives

- Emphasis placed on how accessible community engagement is and what innovative strategies the schools utilize

- University of Nebraska and University of Illinois Urbana-Champaign

University of Nebraska

University of Nebraska-Lincoln

Key findings:

-University of Nebraska-Lincoln offers 275 courses through the Center for Civic Engagement, which supports students and faculty in accessing public service, civic engagement, and leadership opportunities.

-Students can earn the Certificate for Civic Engagement upon completion of 12 credit hours of civic engagement courses and co-curricular projects, primarily incorporating community engagement.

University of Nebraska

University of Nebraska-Omaha (Satellite Campus)

Key Findings:
 -Service Learning Academy, directed by Julie Dierberger, supports faculty in teaching service learning courses.
 -208 service learning courses were taught in 2019-2021 and 203 service learning Courses were taught in 2018-2019.
 -Students can earn the Community Engaged Scholar Transcript Designation upon completion of 6 hours of service learning coursework, 1 community-based learning experience, and 135 community service hours.

Katie Shumway at University of Illinois

UIUC created a community learning lab to increase community engagement within courses. Katie Shumway is the Director of CLL at UIUC.

Key findings:
- CLL falls under school of social work but works with all the other schools like the media school, business school, and more!
- CLL works with instructors and community partners to create opportunities for students to apply their classroom learnings to real life
- CLL has 640 community partners and has completed 2,130+ community projects to date

IU Campus Partner Interviews

Michael Valliant - CITL Director of Service Learning

1. It seems like the main issue is a knowledge/visibility issue

   Registrar has a list of courses with special designation

   This list is difficult to find

   Requirements for being considered a CEL class have changed

2. Faculty is incentivized not to teach these courses

   Not considered as rigorous as other academic work

   Can negatively impact promotions

Michael Valliant

3.　　　　The current definition of CEL was derived from a faculty panel and

university benchmarking

4.　　　　Emphasized the need for visibility to students AND faculty

　　　　　　　Both parties need to know what exists and how it works for them

　　　　　　　Academic advisors could be an avenue for student outreach

5.　　　　Suggested other campus partners to interview

Cassi Winslow-Edmondson

1. Approaches to service and CEL vary greatly across IU
   a. Organized differently per school--perspectives, rules, tracking, etc.
2. Faculty are de-incentivised to teach CEL classes
   a. Unweighted in tenure evaluations for professors
   b. What recognition is out there?
3. Her office has created START
   a. Acts as a "front door" for the community to IU
   b. Recruits projects from community and students from within
   c. Developing slowly due to COVID
4. Student involvement comes from openness and listening
   a. Give something valuable: time, talent, or treasure

Angela Gast-Director of Student Engagement, Office of Engaged Learning

1. Described the student-facing role of the office:
    -Office of Engaged Learning identifies barriers to access and financially and programatically supports students in accessing internships, study abroad, community engagement, and undergraduate research and creative activity.

2. Recently updated the service-learning course listing to be more easily accessible on the office's website:
    -In the spring of 2021, 61 service-learning courses will be offered in 13 majors.

Angela Gast-Director of Student Engagement, Office of Engaged Learning

3. Provided data regarding student involvement in service-learning since Fall 2017.
  -Consistent decrease in students enrolled in service learning courses over past 7 semesters (1927 fall 2017, 1434 fall 2020)
  -Service Learning courses concentrated in 24 majors/certificates

4. Suggested further incentivizing community engagement through a canvas badge system, similarly to the current project on undergraduate research.

Michael Lundell-Senior Assistant Vice Provost for Undergraduate Education

1. Did not advocate for increased service learning requirements.
   -Community engagement falls under the IUB Shared Goal of Enriching Educational Experiences, so requirements for fulfilling it are to the discretion of the individual schools.

2. Advised that a more productive route may be to increase communication with students regarding opportunities that do exist
   -Confident that student interest and support structures (CITL and the Office of Engaged Learning) are in place if students are interested.

Survey Data Review
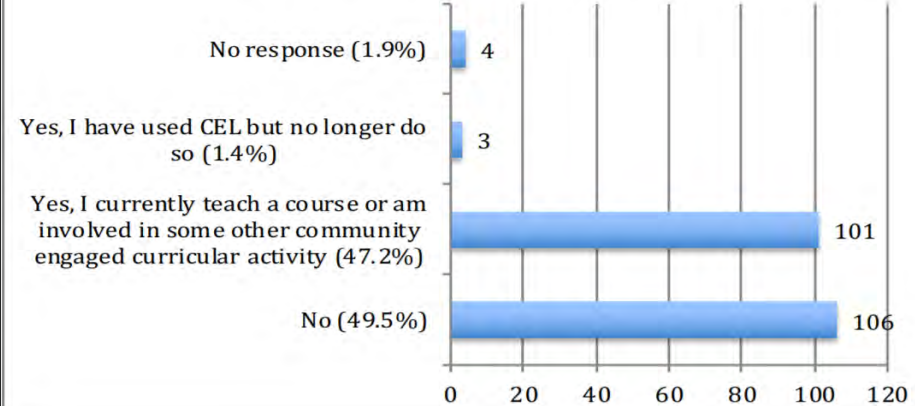
Response Information

Respondents: 214
Number of Departments: 77

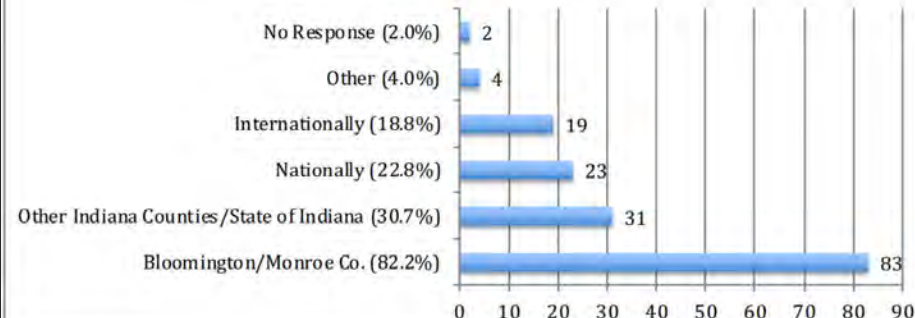Of these respondents, 104 stated they utilized CEL (past or present)

82.2% of these respondents engaged with the Bloomington and/or Monroe County community

Are you currently incorporating CEL in your courses?

Response	Count
No response (1.9%)	4
Yes, I have used CEL but no longer do so (1.4%)	3
Yes, I currently teach a course or am involved in some other community engaged curricular activity (47.2%)	101
No (49.5%)	106

What community(ies) are you engaging with CEL?

| Response	Count
No Response (2.0%)	2
Other (4.0%)	4
Internationally (18.8%)	19
Nationally (22.8%)	23
Other Indiana Counties/State of Indiana (30.7%)	31
Bloomington/Monroe Co. (82.2%)	83

Interactions with the community

Not all of these would classify as a service-learning course or community-engaged learning, but they are a good start.

22 guest lecturers
30 project based learning
12 service-learning
6 student observation
4 student research
27 Neutral/vague responses

If yes to incorporating CEL in your courses (either currently or in the past), how do you describe the engagement or partnership?

21.78%
5.94%
29.70%
3.96%
11.88%
26.73%
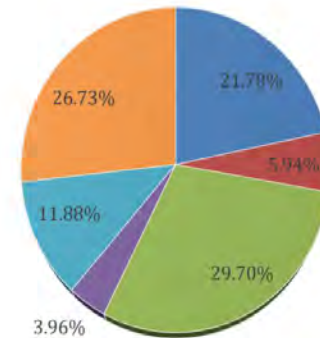
- Incorporating Guest Lectures (N=22)
- Student observation (N=6)
- Student Direct or Project-Based Service (N=30)
- Student research (N=4)
- "Service Learning" (N=12)
- Neutral and/or vague comments (N=27)

These classifications were made by an analyst looking at qualitative descriptions of the CEL utilized by faculty.
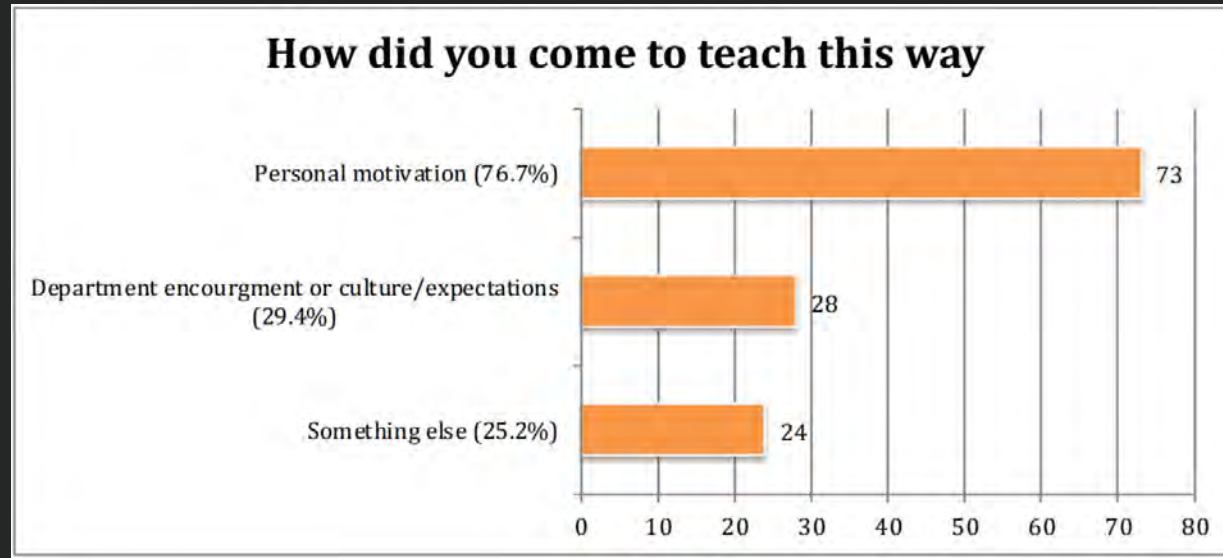
Why CEL?

105 respondents answered the question "How did you come to teach this way?"
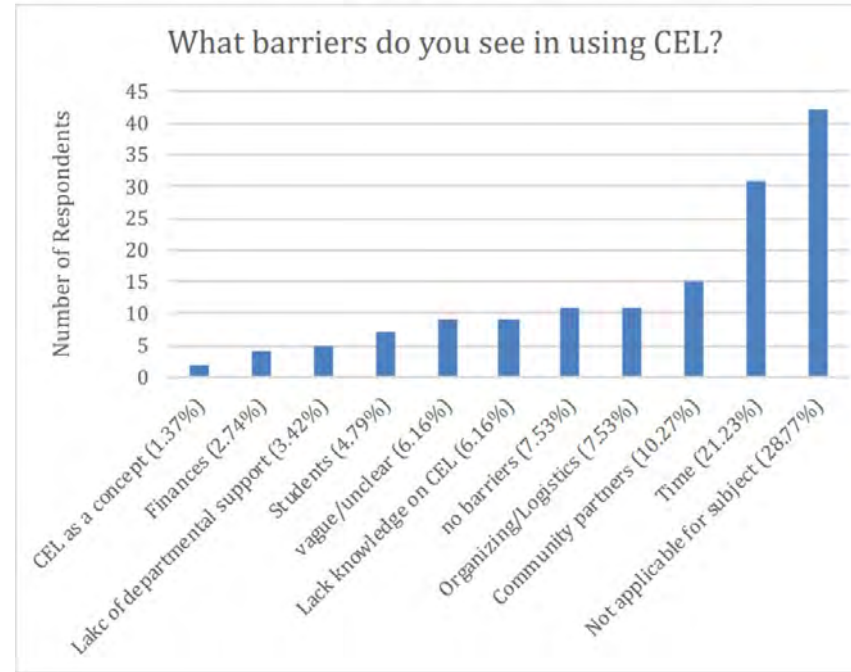
76.7% due to personal motivation
29.4% due to department encouragement

How did you come to teach this way

Personal motivation (76.7%) — 73
Department encourgment or culture/expectations (29.4%) — 28
Something else (25.2%) — 24

Those not using CEL

Out of the 111 respondents who did not (or had not) utilized CEL, **67** said they would be interested in incorporating CEL.

146 respondents also shared their thoughts on barriers to CEL

What barriers do you see in using CEL?

Number of Respondents

- CEL as a concept (1.37%)
- Finances (2.74%)
- Lakc of departmental support (3.42%)
- Students (4.79%)
- vague/unclear (6.16%)
- Lack knowledge on CEL (6.16%)
- no barriers (7.53%)
- Organizing/Logistics (7.53%)
- Community partners (10.27%)
- Time (21.23%)
- Not applicable for subject (28.77%)

Conclusion

Key Takeaways

- Other Big Ten schools offer a wide selection of community-engaged courses and have special designations for students
- Interviews with campus partners revealed a lack of incentive for faculty and students, as well as visibility issues
- Previous survey data revealed misconceptions and lack of departmental support for faculty

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Suggestions

- Provide incentivization to faculty to encourage engagement with the Bloomington community
- Inform faculty about resources offered through CITL to engage with the community
- Increase visibility to students through academic advisors
  - list of classes
  - knowledge of rewarding options for students
- Provide special designation for students who repeatedly participate in community-engaged learning
  - certificate
  - badge

Thank you