

Community-Engaged Learning (S) Designation Policy

Approved by the UW Tacoma Academic Policy and Curriculum Committee (APCC) on December 12, 2018

Purpose

This policy defines the criteria for designating a Community-Engaged Learning (CEL) course, indicated by an “S” in the course schedule. CEL is considered a High Impact Educational Practice by the American Association of Colleges and Universities, and has been shown to improve deep learning and persistence in undergraduate students.

The S designation already exists in the scheduling system, and at this time is not required by university, campus, or unit curricula. Having a well-defined S designation serves a number of purposes:

- Signaling to students which courses include community engagement.
- Allowing for assessment of CEL opportunities, including equitable access for students.
- Providing guidance for faculty interested in practicing CEL in their courses.
- Creating a mechanism for identifying CEL courses and potential resources to support them.

S Designated Course Guidelines

Community-Engaged Learning (CEL) is defined as “experiential learning with community partners through the mutually beneficial exchange of creativity, knowledge and resources”. CEL engages students in educationally purposeful activities and reflection tied to experiences in community-engaged outreach, scholarship, service, teaching/learning, research, creative endeavors or other activity. A meaningful experiential course will enable students to be educated, engaged citizens, able to strengthen democratic values, address critical societal issues and contribute to the public good. The following practices are foundational for developing high quality community-engaged experiences.

Faculty who meet the minimum underlined items in the table below should seek an “S” (service) designation for their course within their academic program.

Community Engagement

- There is a clear purpose and strategy for the partnership, which outlines mutually defined goals and provides a learning agreement between student, instructor and community partner OR that purpose and strategy is clearly included in the course syllabus.
- There is a plan to collaboratively assess the mutually established goals and consider the larger community impact of the activity, in addition to university goals and the community partner’s goals (Clayton, et.al, 2010).
- Students graded on (and receive credit for) their CEL experience with community partner input/grading
- Expectations are set and students are trained for encounters with community partners

Experiential Learning

- The course design centers community-engaged scholarship, community-engaged service and/or community-engaged creative activity.
- Students and community partners engage directly for a minimum average of one hour per week or more (Astin, Sax, & Avalos, 1999).

- The course's learning outcomes incorporate a minimum of two of the *CEL Student Learning Objectives (see below)*.
- The course anticipates where and how students will experience/examine/explore issues of equity, inclusion and social justice and plans to support students in learning from these experiences.
 - Exposed to other cultures and ethnicities resulting in a shift of self-description
 - More culturally competent through interactions with culturally different others
 - Aware of historical and cultural context of service and the organization
 - Engage in issues of power and privilege concerning the activity they are conducting
- Students will have opportunities for structured individual and group reflection before, during and after their community-engaged learning experience.*
 - Structured pre-, during and post-reflection activities occur in collaboration with others (peers, faculty and partners)
 - Structured pre-, during and post-reflection activities occur in collaboration with others (peers, faculty and/or partners) *and* scaffold toward civic, personal and academic development of students (Clayton et.al., 2009)
- Students will have opportunities to integrate what they are experiencing and learning in different life contexts (e.g., coursework, work and relationships) and to make connections between their lives before, during and after college (Newell, 2010; Taylor, 2011).*
 - Students have some voice in their service experience. Experiences have opportunities for students to direct their learning or project, but do not have a co-creative element regarding the basic goals and/or parameters of the partnership.
 - Students are involved in identifying opportunities and challenges in the experience and are empowered by partners (with administrators and faculty) who with them shape campus programs and services (*CU Engage; Learning Reconsidered 1 & 2; UW Seattle Ideathon*).
- Students will self-assess their CEL experience to evaluate their development relative to the course's CEL learning outcomes and the achievement of the mutually established partnership goals.
 - One consistent assessment exists of student outcomes across the pre-, during and post-reflections (see student outcomes and performance evaluation)
- Students will publicly demonstrate their experience, knowledge and the impact of their experience (e.g., a presentation, website, report, creative work). *
 - Students produce a final work that is given to the community partner which enhances the ability of the community partner to do its work or meet its mission

* Indicates elements from High Impact Practices as defined by AAC&U.

Community Engaged Learning Objectives

By engaging in Community-Engaged Learning experiences, UW Tacoma students will demonstrate learning in the following areas:

Civic Identity	Understanding of oneself as an active and civically engaged participant in society
Cultural Humility	Ability and inclination to reflect on ways one's own attitudes and beliefs are different from those of other cultures and communities

	To be open to learning about and from the perspectives of diverse communities and cultures
Perspective Taking	Ability to identify, explain and apply multiple perspectives to understand community strengths and address community needs
Systems Awareness	Understanding of the historic and contemporary role and effect of economic, political and social structures on the experiences of individuals and communities
Integrative Learning	Ability to synthesize learning in the course with community engagement and other experiences

See Appendix A for rubric, heuristics, definitions, references, and further recommendations.

Implementation

Each individual academic unit can develop its own policy pertaining to community-engaged teaching and learning. The definition, characteristics, heuristics, outcomes, objectives and glossary of terms provided in this document are intended to aid in this process.

Units should work with existing faculty curriculum bodies to identify courses that meet the S designation requirements and submit an initial list to the APCC in the 2018-19 academic year for review and coordination. This list should be submitted with any additional unit-specific rubrics or criteria. After this initial list, new or existing courses can receive an S designation through the regular course approval or change process.

The list of S designated courses will be maintained by units and the designation will be added to the time schedule system at the time of scheduling. It is recommended that courses (rather than individual sections of courses) are given the S designation to provide consistency for students.

Process

These guidelines were developed by a Community of Practice consisting of faculty and staff from across campus who came together in the summer of 2018 as part of a High Impact Practice initiative of the Student Success Council. Their full report can be found in Appendix A.

Appendix A
Community-engaged Learning Communities of Practice
Summer 2018 Report to High Impact Practices Workgroup

Community-Engaged Learning

Experiential learning with community partners through the mutually beneficial exchange of creativity, knowledge and resources.

Community-Engaged Learning (CEL) engages students in educationally purposeful activities and reflection tied to experiences in community-engaged outreach, scholarship, service, teaching/learning, research, creative endeavors or other activity. A meaningful experiential course will enable students to be educated, engaged citizens, able to strengthen democratic values, address critical societal issues and contribute to the public good. The following practices are foundational for developing high quality community-engaged experiences.

Faculty who meet the minimum purple items in the table below should seek an “S” (service) designation for their course within their academic program. Individual students in the course might not attain the “S” designation, based on participation.

	Characteristics	Heuristics
Community Engagement	<ul style="list-style-type: none"> <input type="checkbox"/> There is a clear purpose and strategy for the partnership, which outlines mutually defined goals and provides a learning agreement between student, instructor and community partner <i>OR</i> that purpose and strategy is clearly included in the course syllabus. <input type="checkbox"/> There is a plan to collaboratively assess the mutually established goals and consider the larger community impact of the activity, in addition to university goals and the community partner’s goals (Clayton, et.al, 2010). <input type="checkbox"/> Students graded on (and receive credit for) their CBL experience with community partner input/grading <input type="checkbox"/> Expectations are set and students are trained for encounters with community partners 	<ul style="list-style-type: none"> ? What are expectations for how students will encounter community partners and how will you train students to encounter partners effectively? ? What product will community partners receive that will enhance their ability to do their ongoing work or meet their mission? ? How are community partners engaged in assessing students’ learning?
Experiential Learning	<ul style="list-style-type: none"> <input type="checkbox"/> The course design centers community-engaged scholarship, community-engaged service and/or community-engaged creative activity. <input type="checkbox"/> Students and community partners engage directly for a minimum average of one hour per week or more (Astin, Sax, & Avalos, 1999). <input type="checkbox"/> The course’s learning outcomes incorporate a minimum of two of the CEL Student Learning Objectives. <input type="checkbox"/> The course anticipates where and how students will experience/examine/explore issues of equity, inclusion and social justice and plans to support students in learning from these experiences. <ul style="list-style-type: none"> ○ Exposed to other cultures and ethnicities resulting in a shift of self-description ○ More culturally competent through interactions with culturally different others ○ Aware of historical and cultural context of service and the organization ○ Engage in issues of power and privilege concerning the activity they are conducting 	<ul style="list-style-type: none"> ? How will students have opportunities to direct their own learning or project within the basic goals and parameters of the partnership? ? How are reflection opportunities designed to achieve learning outcomes and to promote integrated learning? ? How will students identify and assess multiple approaches to the problems/opportunities/issues in the community partnership?

	<ul style="list-style-type: none"> □ Students will have opportunities for structured individual and group reflection before, during and after their community-engaged learning experience.* <ul style="list-style-type: none"> ○ Structured pre-, during and post-reflection activities occur in collaboration with others (peers, faculty and partners) ○ Structured pre-, during and post-reflection activities occur in collaboration with others (peers, faculty and/or partners) <i>and</i> scaffold toward civic, personal and academic development of students (Clayton et.al., 2009) □ Students will have opportunities to integrate what they are experiencing and learning in different life contexts (e.g., coursework, work and relationships) and to make connections between their lives before, during and after college (Newell, 2010; Taylor, 2011).* <ul style="list-style-type: none"> ○ Students have some voice in their service experience. Experiences have opportunities for students to direct their learning or project, but do not have a co-creative element regarding the basic goals and/or parameters of the partnership. ○ Students are involved in identifying opportunities and challenges in the experience and are empowered by partners (with administrators and faculty) who with them shape campus programs and services (<i>CU Engage; Learning Reconsidered 1 & 2; UW Seattle Ideathon</i>). □ Students will self-assess their CEL experience to evaluate their development relative to the course's CEL learning outcomes and the achievement of the mutually established partnership goals. <ul style="list-style-type: none"> ○ One consistent assessment exists of student outcomes across the pre-, during and post-reflections (see student outcomes and performance evaluation) □ Students will publicly demonstrate their experience, knowledge and the impact of their experience (e.g., a presentation, website, report, creative work). * <ul style="list-style-type: none"> ○ Students produce a final work that is given to the community partner which enhances the ability of the community partner to do its work or meet its mission 	<ul style="list-style-type: none"> ? What opportunities will students have to provide feedback to faculty, staff and community leaders who shaped their CEL opportunity? ? What opportunities exist to examine/explore/embed issues of equity, inclusion and social justice?
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□ **Indicates Required Characteristics**

* Indicates elements from High Impact Practices as defined by AAC&U

Community-Engaged Learning Outcomes

By engaging in Community-Engaged Learning experiences, UW Tacoma students will demonstrate learning in the following areas:

Civic Identity – Understanding of oneself as an active and civically engaged participant in society

Cultural Humility – Ability and inclination to reflect on ways one’s own attitudes and beliefs are different from those of other cultures and communities

To be open to learning about and from the perspectives of diverse communities and cultures

Perspective Taking – Ability to identify, explain and apply multiple perspectives to understand community strengths and address community needs

Systems Awareness – Understanding of the historic and contemporary role and effect of economic, political and social structures on the experiences of individuals and communities

Integrative Learning – Ability to synthesize learning in the course with community engagement and other experiences

Student Learning Objectives

By engaging in Community-Engaged Learning experiences, UW Tacoma students will be able to:

Civic Identity – Demonstrate active civic engagement in society.

Cultural Humility – (a) Examine the ways one’s own attitudes and beliefs are different from those of other cultures and communities.

(b) Value learning about and from the perspectives of diverse communities and cultures.

Perspective Taking – Identify, explain, apply and evaluate multiple perspectives to understand community strengths and address community needs.

Systems Awareness – Propose solutions aimed at addressing historic and contemporary role and effect of economic, political and social structures on experiences of individuals and communities.

Integrative Learning – Articulate the relationships among learning in the course with community engagement and other experiences.

Community-Engaged Learning Glossary of Terms

Experiential Learning: Participating in community-engaged outreach, scholarship, service, teaching/learning, research or creative activity in order to prepare our students to be educated, engaged citizens able to strengthen democratic values, address critical, societal issues and contribute to the public good

Community-Engaged Outreach: The application and provision of institutional resources, knowledge or services that directly benefit the community

Community-Engaged Scholarship: The creation and dissemination of knowledge and creative expression in furtherance of the mission of the university in collaboration with the community in order to address community needs through research, teaching and service in a mutually beneficial partnership

Community-Engaged Service: The application of professional expertise to addresses community-identified needs in support of the goals of the university and the community

Community-Engaged Teaching /Learning: A pedagogical approach that connects students and faculty with activities that address community-identified needs through mutually beneficial partnerships that deepen students' academic and civic learning

Community (Publicly)-Engaged Research: A collaborative process between the researcher and community partner that creates and disseminates knowledge with the goal of contributing to the discipline and strengthening the well-being of the community

Community (Publicly)-Engaged Creative Activity: A collaborative process between the researcher and community partner that creates and disseminates creative expression with the goal of contributing to the discipline and strengthening the well-being of the community

Community Partners: Groups of people affiliated with UW Tacoma by geographic proximity, special interest, similar situation or shared values who enter into sustained collaboration for the mutually beneficial exchange, exploration and application of knowledge, information and resources

Mutually Beneficial Exchange: The sharing, application or provision of institutional resources, knowledge, information, creative works or services between UW Tacoma and community partners, with the quality and impact of the exchange to be determined by the instructors, students and community partners

Community-Engaged Learning Support Infrastructure Recommendations

Infrastructure for Community Engagement includes the Resources, Communication and Decision-making necessary for supporting faculty and staff in the development and maintenance of courses and extra-curricular programs that offer Community-Engaged Learning (CEL) opportunities. The following recommendations are a preliminary list of the UW Tacoma campus infrastructure needs to support community-engaged learning on campus. We based this assessment on resources available on three campuses in our region that are currently managing effective community-engaged learning: UW Bothell, UW Seattle and Seattle University.

Resources:

The first need of an effective delivery of community-engaged learning across campus is an institutional designation of centralized office space, digital centralization in the form of a clear and easy to access website, as well as dedicated full-time staff. The UW Tacoma campus needs bilingual signage, as well as accessible and affordable parking and a dedicated meeting space that is free for community partners to use.

There are several existing UWT resources that are involved in some aspect of CEL: the Center for Service and Leadership, the Center for Equity and Inclusion, the Center for The Study of Community and Society, the Center for Leadership and Social Responsibility, the UWT Development office, the UWT Strategic Plan, the Faculty Resource Center, UWT Digital Commons, the Office of Global affairs, the Global partnership database, student transition programs and several department or program internship programs. It is critical to build a cooperative network between these existing resources and to provide a better infrastructure for communication between these existing resources. A workshop planned for later this year will take first steps in this direction.

A third resource area for UW Tacoma to improve its infrastructure is in the support of faculty, staff and student community-engaged work more directly. On campuses such as UW Bothell, this support takes the form of fellowships, research support, pedagogical support and training for faculty. Furthermore, scholarships for students or travel/conference funds for community partners will be helpful. Campuses such as Seattle University recognize that community-engaged courses create a much heavier workload for faculty by counting those courses for more workload units than traditional courses.

Investment in these resources by University staff and by academic units will increase the availability and effectiveness of community-engaged learning at UW Tacoma.

Communication:

Another crucial component for UW Tacoma's infrastructure for effective community-engaged teaching and learning is improved communication across campus. As indicated above under "resources", one of the first steps in this process is creating an easier process of accessing information about CEL through a centralized physical and digital space. A website, where students, community partners (both current and potential), faculty and staff can gain information and resources centrally for community-engaged work on campus is necessary. UW Bothell's community engagement website provides a useful model for what ours might look like. Furthermore, a centralized database of community partners, where faculty and staff might be able to collect and access information about the partners and who at UWT is currently working or has previously worked, with a community partner is necessary.

Other digital tools are currently available on the UWT campus could provide excellent support for CEL, including digital scholarship practices and tools that enable open access to research data and findings, which would provide a publishing community for students, staff and faculty work produced through community-engaged course.

Community-Engaged Learning Support Infrastructure Recommendations (continued)

Beyond digital spaces, communication practices on campus to better support community-engaged learning include increasing the visibility of CEL work already done on campus, with regular faculty, staff, community and student recognition events. Periodic community listening summits, focused on a theme or question such as "what are the problems of our time and place?" designed to invite the community onto campus, in order to help UW Tacoma and our community partners to develop and be accountable for shared goals and objectives.

Finally, with regard to improving communicative infrastructure on campus, we recognize that each individual academic unit will need to develop its own policy pertaining to community-engaged teaching and learning (similar to the W course rollout in 2018-2019). The definition, characteristics, heuristics, outcomes, objectives and glossary of terms provided above are intended to aid in this process.

Decision-making:

The Academic Policy and Curriculum Committee has clear oversight of the CE credit ("S" designation) and course review process. We request that APCC designate a process for the development of goals, structures and assessment processes appropriate for each academic unit, including identifying needs for training and resources during Autumn of 2018. We recommend that APCC follow recent examples of the I-Tech Fellows ("DL" designation) and the writing course ("W" designation) models.

Development of an ad-hoc advisory board of faculty, staff and community stakeholders (as identified by schools and departments) is needed to provide vision and encourage participation in community listening summits (described above) to guide the expansion of CEL offerings with the community.

We recommend that UWT Faculty Assembly Executive Council consider appropriate changes to promotion and tenure policies in order to recognize community-engaged scholarship, service and products.

References:

Ash, S. L., & Clayton, P. H. (2009). Generating, deepening and documenting learning: The power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*, 1(1), 25–48.

Astin, A. W., Sax, L. J., & Avalos, J. (1999). Long term effects of volunteerism during the undergraduate years. *Review of Higher Education*, 22(2), 187-202.

Clayton, P., (2017). *Designing and assessing service-learning: Frameworks, examples and tools*. PHC Ventures. Retrieved from <http://www.sacscoc.org>.

Clayton, P., Bringle, R., Senior, B., Huq, J., & Morrison, M. (2010). Differentiating and assessing relationships in service learning and civic engagement: Exploitative, transactional or transformational. *Michigan Journal of Community Service Learning*, 16(2), 5-21.