Connecting the Dots with Community Engagement: Teaching, Scholarship and Service

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AACU Shaping Faculty Roles in a Time of Change

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University Mission

- A member of the University of North Carolina, Western Carolina University offers courses in the arts, sciences, technologies, humanities, and professions. Students can elect degree programs at the bachelor's or master's level, or doctoral level study in educational leadership. As a regional comprehensive institution, it serves the people of North Carolina from its residential campus at Cullowhee and through off-campus instruction in Asheville and other locations.

- Teaching and learning constitute the central mission of Western Carolina University. The University seeks to create a community of scholarship in which the activities of its members are consistent with the highest standards of knowledge and practice in their disciplines. The commitment of the community to service, research, and creative activities complements the central mission and extends the benefits of its scholarship to society. As a major public resource for western North Carolina, the university promotes regional economic development through its teaching, research and service. Western Carolina University seeks to provide an environment in which students, faculty, and staff jointly assume responsibility for learning, where free exchange of ideas, intellectual challenge, and high standards of scholarship prevail.

Western Carolina University

- 9000 students
- Rural, NC
- 480 full-time faculty
- 130 degree programs
- UNC System
- Public, Regional

- Boyer Model Scholarship
- Endowed Professors (25+)
- Honors College (1400+)
- Regional Stewardship
- Civic Engagement

Tenure, Promotion, and Reappointment- the Boyer Model

Consistent with its mission and vision as a regionally engaged institution, Western Carolina University defines scholarship broadly through the Boyer Model which includes four categories of scholarship:

- Scholarship of Discovery
- Scholarship of Integration
- Scholarship of Application
- Scholarship of Teaching and Learning

Scholarship of Discovery

- "Scholarship of this type includes research and creative activities such as publishing journal articles, authoring/editing books, presenting at conferences, reporting on new research, new artistic products, musical works, performances, and/or literary works." (Boyer, 1990)

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Scholarship of Integration

- "Scholarship of this type involves synthesis of information across disciplines; across topics within a discipline; or across time such as textbooks, reviews of theories, empirical research, methodologies and/or book reviews." (Boyer, 1990)

Scholarship of Application/Engagement

- "Sometimes called engagement, the scholarship of application goes beyond the provision of service to those within or outside the university. To be considered scholarship, there must be an application of disciplinary expertise with results that can be shared and/or evaluated by peers such as technical reports, policy statements, guidebooks, economic impact statements, and/or pamphlets." (Boyer, 1990)

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Scholarship of Teaching and Learning

- "Scholarship of this type is the systematic study of teaching and learning processes. It differs from scholarly teaching in that it requires a format that will allow public sharing and the opportunity for application and evaluation by others." (Boyer, 1990)

So…

- It's time to move forward with implementing the Boyer Model
- You are a department head or faculty member
- What are your questions?

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Steps in Implementing the Boyer Model

- Creating the Departmental Collegial Review Document (DCRD) Template (departmental criteria for TPR)—one consistent format!

- Creating the CRD Quality Indicator Review Sheet

- Professional Development, Deans, Department Heads

- Developing Departmental Collegial Review Documents

- Process---department to dean to associate provost to provost to dean to department to dean to associate provost to provost to dean to…you get the message

- Forum for Faculty

- What's wrong with this picture?

Lessons Learned

- Differentiating between service and scholarly activity

- Differentiating between scholarly/creative activity and scholarship—underestimated the need for this in the beginning

- Defining who qualifies to be an external reviewer—and who decides

- Defining an acceptable external peer review process

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So Where Are We Now?

- 16 of 33 departments moved forward this year with updated DCRDs

- 8 additional departments have been approved for the 2009-10 academic year

- 4 departments are doing final revisions

- 5 departments have not submitted revisions to Provost from first draft

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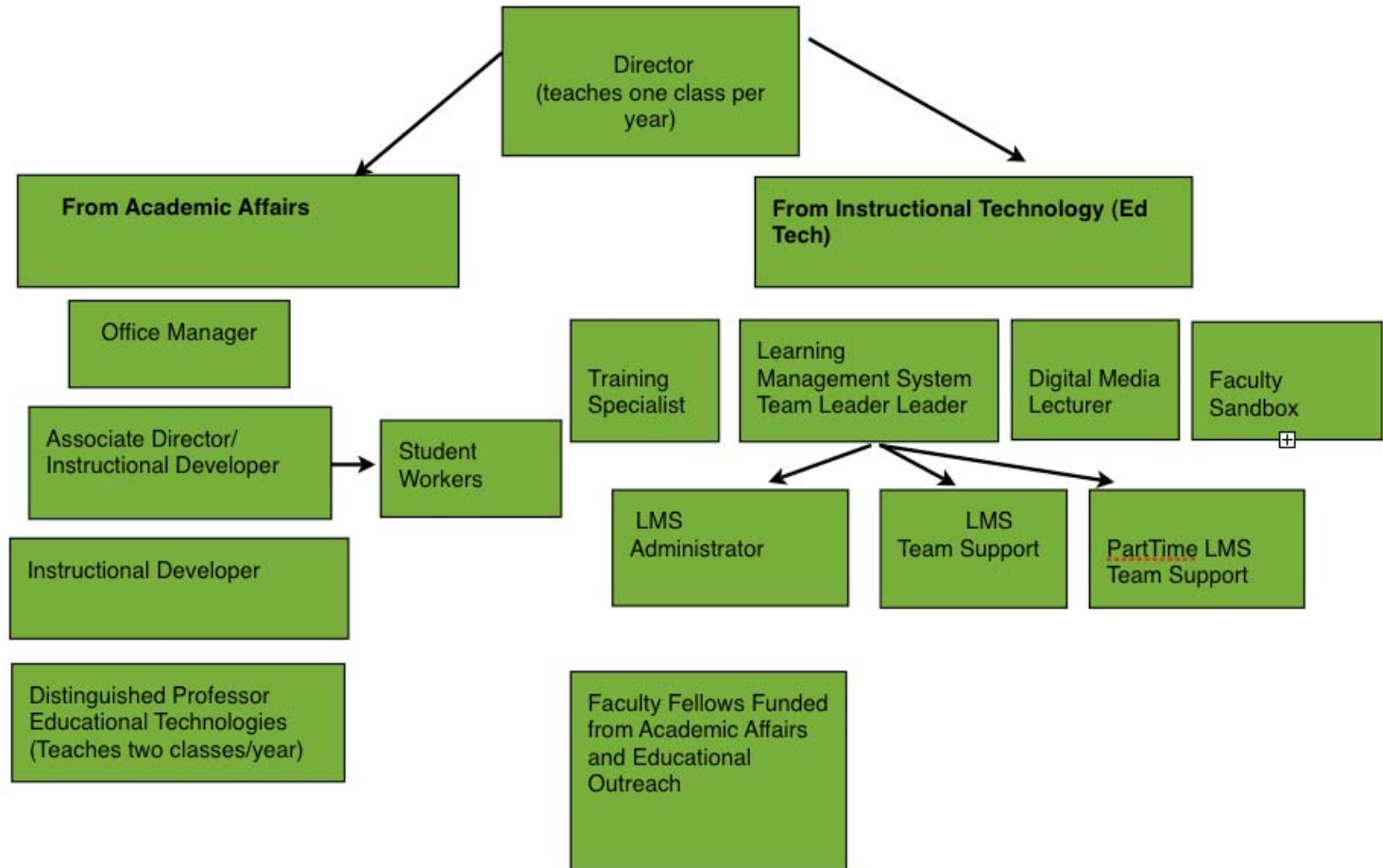# The Coulter Faculty Center for Excellence in Teaching and Learning

– Vision

- *The Faculty Center will be a community of teacher scholars promoting excellence in teaching and learning, and other forms of scholarship.*

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Mission

- The Faculty Center is dedicated to the continual enrichment of the culture of teaching and learning. It seeks to

  - *Promote the development of knowledge and the exchange of experiences in a responsive, supportive, and confidential setting*
  - *Assist faculty with tailored teaching strategies*
  - *Provide leadership and support for multiple forms of scholarship*
  - *Support and advance the effective and appropriate use of technology in teaching and learning*
  - *Serve as a centralized resource for faculty support and information*

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Organizational Chart

Director (teaches one class per year)

From Academic Affairs

From Instructional Technology (Ed Tech)

Office Manager

Associate Director/ Instructional Developer → Student Workers

Instructional Developer

Distinguished Professor Educational Technologies (Teaches two classes/year)

Training Specialist

Learning Management System Team Leader Leader

Digital Media Lecturer

Faculty Sandbox

LMS Administrator

LMS Team Support

PartTime LMS Team Support

Faculty Fellows Funded from Academic Affairs and Educational Outreach

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Rethinking Faculty Development

- Conceptual framework
- A research-based design
- Needs assessment
- Response

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Conceptual Framework

- **Three bodies of literature**

  - Fostering change in higher education
    - *LeBaron (2001)*

  - Fostering change through faculty development
    - *Wergin (1994), Hutchings (2000), Palmer (1998), Lieberman (2005) Cox (2004)*

  - Faculty development for online teaching

    - *Downing (2005), Turner (2005), Gordon (2005) Lewis and Abdul-Hamid (2006)*

    - *Mishra and Koehler (2006), Content, pedagogy, and technology*

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A Research-based Design

- **Faculty Senate survey**
- **Task force design work**
- **A new center**

  – Curriculum design
  – Integrating technology to enhance student learning
  – Training to use technologies
  – Exploring the scholarship of teaching and learning
  – New positions- instructional developers, digital media consultant

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Response

- **A merger of educational technologies and the current faculty center**

- **Enhanced support for faculty**
  - One-stop for services
  - Enhanced support for elearning
  - Enhanced support for instructional design
  - Digital media services
  - The merger of the technology with pedagogy

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Lessons Learned

- **Lessons learned**

  - Research should support organization redesign
  - Faculty can tell us what they need
  - There is no one best model
  - Efforts are best grounded in teaching and learning
  - Faculty leadership and administrative support are critical
  - Anticipate a small anti-technology backlash

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The Scholarship of Teaching and Learning

- SoTL Grants
- SoTL Faculty Learning Community
- SoTL Fellows
- *Mountainrise*
- SoTL Retreat
- SoTL Award
- Carnegie Cluster

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The Evolution

- **Support for the Quality Enhancement Plan (QEP) and the Boyer Model**
    - The role of instructional developers- WRAP model
    - Large course redesign
    - Experiential learning
    - An instructional buffet
    - The Faculty Sandbox
    - Research Software Support
    - Collegial Review Document File Preparation
    - Delivery of services
    - Tracking services

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Consider….

- An organization must set its sights on "constantly making its future rather than defending its past," Oblinger (2005)

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Connecting the Dots…

WCU'S QEP AND FACULTY WORK

Synthesis:

- A pathway to intentional learning at WCU

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Overview of Plan

- **Elements of Enhanced Learning Plan for Students**
    - Student and learning-centered
    - Mission- driven
    - Faculty-endorsed
    - Sound principles- reinterpreted
    - Pedagogically sound
    - Staff-supported
    - Technology-dependent
    - Institutional priority

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WCU's Enhanced Learning Plan
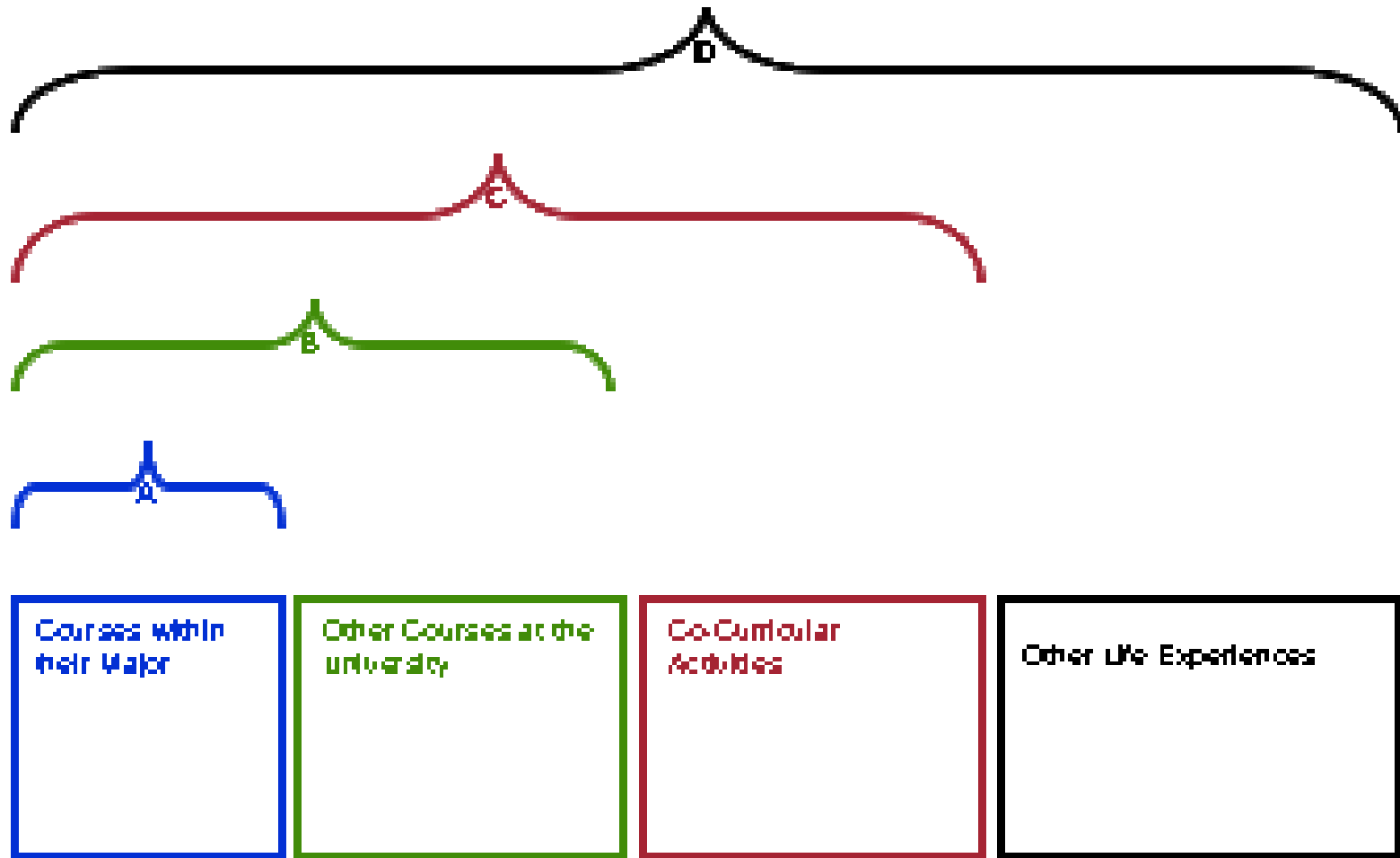
Synthesis and Integration

- *Definition of Synthesis*

  The ability to integrate seemingly disparate facts or experiences into a new or original whole.

- *Definition of Integration*

  In an academic setting, making the connection between often fragmented or seemingly unrelated knowledge and experiences.

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From the Students' Perspective

| Courses within their Major | Other Courses at the university | Co-Curricular Activities | Other Life Experiences |

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The Enhanced Learning Plan

- The plan fosters in students a stronger understanding of <u>all aspects</u> of their college experience and enhances their ability to effectively apply that understanding and knowledge in the rapidly changing world in which we live.

What does the Plan mean for our faculty?

- Scholarship/Research → DISCOVERY/ENGAGEMENT/INTEGRATION*

- Teaching → LEARNING/ENGAGEMENT

- Service → ENGAGEMENT/APPLICATION

* Scholarship of…discovery, engagement, integration, teaching and learning

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A Model

Community Engaged Teaching, Research, and Service

Engaged Service

Community Engagement

Engaged Teaching

Engaged Research

Source: Community Campus Partnerships for Health

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Definition of Engagement

- *"The scholarship of engagement means connecting the rich resources of the university to our most pressing social, civic and ethical problems, to our children, to our schools, to our teachers and to our cities..."*

The Scholarship of Engagement, Ernest Boyer

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Alignment with National Trends

- AAC&U *Integrative Learning: Opportunities to connect (2007)*

- AAC&U/Carnegie *Statement on Integrative Learning* (2004)

- Keeling *Learning Reconsidered (2004)*

- AAC&U *Greater Expectations: A new vision for learning as a nation goes to college (2002)*

- Boyer *Scholarship of Engagement (1995)*

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Process and Development of Plan

- *Early Stage*: Broad-based faculty, student, staff, alumni, community involvement; iterative 2-year data collection and data review; refinement and dissemination (2004-2005)

- *Mid Stage*: Narrow focus and further refinement; 9 months intense institutional conversation (2005-2006)

- *Late Stage*: Development of actual plan and institutional buy-in; 6 months drafting and revising (2005-2007)

- *Current*: Pilot and Implementation (2007-2009)

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Learning Outcomes*

- Integrate information from a variety of contexts
- Solve complex problems
- Communicate effectively and responsibly
- Practice civic engagement
- Clarify and act on purpose and values

*Rubrics to measure are under development

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Two Pathways to Intentional Learning

- **Example 1**
- First Year Seminars
- Learning Communities
- Internship in Industry
- Interdisciplinary Studies
- Summer Research
- Individual Portfolios
- Advising
- Student Self-Assessment

- **Example 2**
- Service Learning Orientation
- On-line University Experience Module
- Sophomore Year Seminars
- International Internship
- Capstone Experience

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Thank you for your participation!

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