

# Community Engagement Campus-Wide Undergraduate Learning Goal



Fact sheet for faculty vote in February 2020

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Proposed New Campus-Wide Undergraduate Learning Goal:  
*Application of theory and skills that contribute to the public good through mutually beneficial engagement with community.*

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## Rational for new learning goal:

1. Central to the identity of UW Bothell is its commitment to community engagement. For example, UW Bothell includes in its **Mission Statement** a desire to foster “a strong public service commitment”; in its **Vision** a desire to “enhance the quality of life throughout our region” and to be “valued in the community”; and among its **Core Values** an “awareness of and involvement in our community.” Surprisingly, the importance of community engagement is barely discernible in our current Undergraduate Learning Goals.
2. When designing courses and curricula, faculty may faithfully adhere to the current undergraduate learning goals and overlook the importance of community engagement to learning and campus mission.
3. Faculty who value community engagement in their teaching can find institutional alignment with this proposed learning goal.
4. Committees reviewing faculty for merit and promotion may similarly refer to undergraduate learning when considering teaching activities and overlook the importance of community engagement to our mission.

## Learning goal provides a foundation for:

1. “CE” course designation tag. A CE course designation tag enables visibility for students when registering for courses.
2. Campus-wide assessment of community engagement learning.
3. Students to experience and reflect upon their community engaged learning as part of their UWB degree.

## CURRENT UNDERGRADUATE LEARNING GOALS

- I. Knowledge of academic and professional theories, practices, and identities within disciplinary and interdisciplinary fields of study
- II. Understanding of diversity in cultures, identities, backgrounds, and experiences among individuals and groups
- III. Critical analysis of information from multiple perspectives including intercultural, global, and ecological
- IV. Ethical reasoning in application to self, occupation, citizenship, and society
- V. Proficiency in:
  - Communication including writing, speaking, and fluency in a range of media and genres
  - Information and technology literacy
  - Quantitative and qualitative reasoning
  - Creative thinking and problem solving
  - Collaboration and leadership

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VI. (Proposed:) *Application of theory and skills that contribute to the public good through mutually beneficial engagement*

Note: We expect to continuously improve the assessment of campus-level learning goals in alignment with accreditation processes.

## Example campus-wide community engagement learning goals:

### UW Tacoma

**Civic Engagement:** Students will define their roles and responsibilities as members of a broader community and develop an understanding of how they can contribute to that community for the greater good. They will have opportunities for service learning and other forms of active involvement such as undergraduate research.

### Portland State University

**Engagement:** Students will engage in learning that is based on reciprocal and mutually beneficial relationships, and through this engagement will apply theory and skills in diverse venues, linking the conceptual to the practical.

### University of Denver

**Community Engagement:** Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities.

The following Carnegie Community Engagement Classification question (Section III. A. 12) asks and expects institutions to have campus-wide learning outcomes for community engagement. UW Bothell answered “no” to this question, but stated we have a draft in process.

*Question: Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community?*

*If yes, please provide specific examples of institutional (campus-wide) learning outcomes for students' curricular engagement with community.*

## What led to this proposal:

Research, draft process, and engagement lead by Carnegie Community Engagement Classification Curriculum working group.

### Landscape and draft phase:

January 2019

Reviewed examples of university-wide “community engagement” student learning goals from the University of Washington Tacoma, Portland State University, University of Denver, University of Illinois at Urbana-Champaign, University of North Carolina Greensboro, and University of Michigan Dearborn.

### Engagement phase:

March – November 2019

Draft learning goal shared with faculty and staff at:

- March 1: STEM TIPS Fair: 25-30 faculty and staff
- March 11 and March 14: Two “learn and input” sessions open to all campus: 17 faculty and staff
- March 13: Campus Council on Assessment of Learning (CCAL)
- March 28: Community Engagement Council
- April 23: Executive Council of the General Faculty Organization (GFO EC)
  - Asked the draft goal be revised in a format that aligns with existing undergraduate learning goals.
  - Asked for minor edits to draft.
- Nov 19: Executive Council of the General Faculty Organization (GFO EC)
  - Asked to go to faculty vote in Winter 2020



Charity Lovitt and Jeff Jensen receive feedback on proposed CE Learning Goal at STEM Tips fair in spring 2019.