Department: Postsecondary Teaching and Learning

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1. In the spaces below, please identify each of your goals from the action plan and denote the extent to which the goal was accomplished. Please attach materials that support this assessment.

   1=not at all accomplished, 2=minimally accomplished, 3=somewhat accomplished, 4=fully accomplished

<table>
<thead>
<tr>
<th>Goals</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>1. Department Mission statement (4)</td>
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<td>2. Department definition of engagement (4)</td>
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<td>3. Faculty development common reading (4)</td>
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<td>4. Faculty development engaged department reading group (4)</td>
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<td>5. Created and administered survey of individual engaged projects (4)</td>
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<td>6. PSTL 2214W: Community Learning and PSTL 2215: Leadership, Power and Collaboration will be offered Fall 10 goal of developing engagement in the “major” somewhat accomplished (3)</td>
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<td>7. Faculty presentations on engagement and engaged research (3)</td>
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<td>8. Connecting with existing and possible new community partners (1)</td>
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2. Choose one area of accomplishment and explain what factors contributed to that success.
The area of accomplishment and the area of struggle have the same genesis. The original overall goal of the grant was to integrate intentional and developed knowledge of engagement into the proposed Multicultural Community Engagement undergraduate major. The unexpected hold of the major at the central university level provoked both frustration for the engaged department team and the need to rethink our original goals for the grant that were, for the most part, grounded in the curriculum of the major. However, the necessity for a plan B also provided an opportunity for the group, who had been focused on the major for some time, to begin to think about engagement enhancing the department in other areas.

A plan B was established and members of the engaged department group took new leadership roles in the department that took the engaged department project more deeply into institutionalizing engagement into the departmental documents and toward faculty development. Having members of the engaged department placed in two areas of leadership.

1. Creating and implementing common faculty readings on development, leading faculty discussions and asking faculty to work toward an agreed upon definition of engagement

2. Three participants from the Engaged Department Grant were selected round out a five member “futures group.” This group worked with the faculty to create and put in place a new mission statement and set of core values that integrates engagement (see PSTL Mission Statement and Core Values). The next task for this group will be to create a set of principles and a process for merit (both T/TT and P&A) that will include portfolios with engagement as a scholarly endeavor that is valued by the department in the merit process.

3. Choose one area of struggle and explain the factors that prevented success at this point in time.

As stated, the original overall goal of the grant was to integrate intentional and developed knowledge of engagement into the proposed Multicultural Community Engagement undergraduate major. The unexpected hold of the major at the central university level provided an opportunity for the group, who had been focused on the major for some time, to begin to think about engagement enhancing the department in other areas.

Establishing a new focus of work required a negotiation among the department chair, the PI and the Engaged Department group. Conflicts as to the goals and purpose of the grant existed. Although the outcome was positive, the new plan was more about acquiescing than agreement from the group. In hindsight, the group discussed what they imagined would have been a
better and more transparent process for everyone so that, for example, some eliminated components (primarily work with students and communities) could have been put in a different time-frame, or been named as a more long-term commitment.

The group also discussed the unique situation with the PSTL grant (in the large number of faculty participating, the relatively new status of the group as a department, and the additional pressure of creating a new first year program, a major, and a masters degree and certificate in a 3 year period while continuing to do their regular teaching and research load) that contributed to some of the difficulties in addressing yet another unexpected change of direction in their work.

4. What lessons did you learn in each of the following areas that would be beneficial information for future Engaged Department teams?

| Team Formation | The team was suggested by those writing the grant and the department chair. Because the original grant focused on the undergrad major, those most involved with the major were invited to participate. Although this made sense in terms of workload, some of the team (and others in the department) felt this was not transparent and wished it had been an open invitation. |
| Meeting Coordination | The PSTL team consisted of 10-12 people over the life of the grant. There were positives to such a large team – one was NOT meeting coordination for the group in that it is often simpler if not easier to get 3-4 people scheduled than it is 10-12. Mid-semester 09 through 10 the department chair opened departmental meeting time to the group to help us meet with each other and as well as the rest of the faculty. |
| Action Planning | What this group enjoyed most was the original action planning which included the following strategies keeping in mind this was a large group:  
  - Working in pairs and then coming together to vet the scorecard process  
  - Sub-committee work on project goals in dimensions and components that were then reported back and vetted with the larger group  
  - Two longer retreats during the summer allowing for deeper discussion  
  - USE and refer back to The engaged institute work – particularly the introduction that provided a common language and process for the group |
5. What strategies will your team implement to continue its work toward becoming an Engaged Department?

- PSTL Futures group working on the merit process and appropriate portfolios for tenure and promotion for engaged scholarly endeavors including research, teaching and public engagement.
- A Multicultural Community Engagement steering committee is working on further development of courses from the major that will be offered next year (2214W; 2215W).
- Plans for continuing faculty readings and discussion on engaged scholarship and pedagogy (including new research by department faculty) as part of the regular department schedule on Tuesdays and Thursdays.
- A project for ASHE on engaged literature for Higher Education is underway that will be published, and will be used for department reading project.
- Faculty will begin to look at common areas that engaged could be integrated across programs such as the first year program and the masters program and certificate.
- Communicate the project to CEHD colleagues

6. Please provide feedback about the Engaged Department grant program and your recommendations for future institutes.

1. The institutes were great as were the materials we were given as tools to do the work
2. Scheduling is always a problem but having all institutes on Fridays kept those who teach on Friday from participating. Varying the day may help.
3. The PSTL team appreciated the space given to think about and then implement the project. Having more than a 9 month period was very helpful (in terms of the length of the grant.
4. The PSTL team appreciated Andy Furco’s leadership, knowledge and openness to working with each group. Hearing from other engaged department groups was valuable particularly those groups who were willing to share and demonstrated the value of learning from one another.

7. Complete the final expenditure report below or attach your own document.

Amount of grant: $10,000.00

<table>
<thead>
<tr>
<th>Description of expenditure</th>
<th>Amount spent:</th>
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<tbody>
<tr>
<td>Stipends for ten 9-month T/TT and P&amp;A faculty at $500.00 each for 2-day engaged department retreat summer 2009</td>
<td>$5,000</td>
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<tr>
<td>Contribution for a GRA to support work on a literature review for a special ASHE (Association for the Study of Higher Education) monograph. The remainder of the funding is coming from the Department of Postsecondary Teaching and Learning</td>
<td>$5,000</td>
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<td>Some meals and food items for the engaged department team as well as all copying and supplies (support staff time) were provided by the Department of Postsecondary Teaching and Learning during the life of the grant</td>
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10,000.00
Total amount spent: $10,000

Mission Statement:

The mission of the Department of Postsecondary Teaching and Learning is to

- provide student-centered, multicultural, multidisciplinary learning opportunities for a diverse population of students, faculty, and staff;
- conduct research related to postsecondary pedagogy, student development, learning outcomes, access, and success; and
- develop engaged partnerships with communities, organizations, and programs that support access to and success in higher education.

Core Values Statement:

The Department of Postsecondary Teaching and Learning is committed to the core values of social justice, equity, inclusion, and mutual respect. In our research, teaching, and community engagement activities, we seek to enact these values by

- fostering open communication and collaboration;
- facilitating development of reflective, creative, and critical thinking and problem-solving skills;
- considering and utilizing multicultural and global perspectives;
- valuing multiple means of demonstrating and assessing knowledge; and
- promoting engaged citizenship.

Definition of Engagement

The department of Postsecondary Teaching and Learning defines community engagement as collaboration with larger communities, (local, regional, state, national, global), in a context of respect, partnership, and reciprocity for the mutually beneficial exchange of knowledge and resources.

Community engagement extends the learning environment from inside the
classroom to everyday social environments, in order to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; and prepare educated and engaged citizens to work for, in, and with multicultural communities.

Faculty Conference Presentations and Panels

2009  The Process of Developing a New Undergraduate Major for Millennials, The Collaboration for the Advancement of College Teaching and Learning, Bloomington, MN

2009  Multicultural Community Engagement (MCE): Presenting a New Undergraduate Major and Curriculum, National Association for Multicultural Education, Denver, CO

2010 Create, Connect, Sustain: Beyond access to Engagement. Partners in Change Summit, University of Minnesota.

2010 Faculty Lives in 2010: Changing Merit to Reflect the Value of Community Engaged Scholarship. President’s Emerging Leaders (PEL), University of Minnesota.
Interest Survey for Multicultural Community Engagement Courses

The Department of Postsecondary Teaching and Learning is a department in the College of Education and Human Development. We would like you to give us feedback on two of our new courses on Multicultural Community Engagement. Below are brief course descriptions followed by questions about your interest in the course. Please read the description and then answer the survey questions related to it. The survey will take 5 to 10 minutes of your time.

As an incentive to complete the survey, we will be giving away two $100.00 gift cards to the U of MN bookstore. To be eligible for the drawing, fill in your name and email address below. The winners will be notified by email by May 14th, 2010.

Name: _______________________________  Email: _______________________

1. Before reading the course descriptions, what community issues interest you the most? Mark all that apply.

   A) I’m not interested in community issues.
   B) Multicultural health issues.
   C) Multicultural education.
   D) Direct tutoring in math, science or reading.
   E) Family well-being issues.
   F) Environmental Issues.
   G) Neighborhood improvement organizations.
   H) Teaching about financial literacy and resume preparation.
   I) Other:

Course description for PSTL 2214W: Community Learning (3 credits).
In 2214W you will get an introduction to working collaboratively with off-campus organizations that serve Twin Cities communities. You will spend 30 hours during the semester volunteering in a community organization. You will receive instruction on ways to contribute to community projects through engaged, mutually respectful interaction. You will also receive instruction on ways of making careful observations in social settings within communities. By reflecting on your observations and experiences with your classmates and instructor, you will better understand your own role as an engaged citizen, and you will better understand the ways in which a community organization gets its work done. This course meets the University’s Writing Intensive requirement.

2. From the 2214W course description, what aspects of the class appeal to you? Mark all that apply.

   A) Working closely with other students.
   B) Getting to know a professor well.
   C) Getting service-learning credit.
   D) Learning to work collaboratively in a community organization.
E) Getting Writing Intensive credit.
F) Making a difference in the community.
G) Learning to make careful observations in a social setting.

3. What are the reasons that would prevent you from taking this class? Mark all that apply.
   A) I am not interested in the course topic.
   B) I don’t want to do service-learning volunteer work.
   C) It sounds like too much work.
   D) I don’t need the Writing Intensive credit.
   E) My schedule is already completely planned.
   F) Other:

4. At what point in your undergraduate education would this class fit best?
   A) Not at all
   B) First year
   C) Second year
   D) Third year
   E) Fourth year
   F) Not sure

Course description for PSTL 2215: Leadership, Power and Collaboration. (3 credits)

In 2215, students will study the ways in which community leaders interact with others as they try to improve their community. Students will study models of power, collaborative leadership, and conflict resolution and will observe leaders in action. In class, students complete a series of self-reflection papers to develop a leadership strategy based on their own strengths along with a plan to reduce unproductive conflicts in interactions. This class fulfills the University’s Diversity in the US and Social Justice Liberal Education requirement.

5. From the 2215 course description, what aspects of the class appeal to you? Mark all that apply.
   A) Working closely with other students.
   B) Getting to know a professor well.
   C) Observing community leaders in action.
   D) Developing my strengths as a leader.
   E) Getting Liberal Education credit.
6. What are the reasons that would prevent you from taking this class? Mark all that apply.

A) I am not interested in the course topic.
B) It sounds like too much work.
C) I’m not interested in community leadership.
D) I don’t need the Liberal Education credit.
E) My schedule is already completely planned.
F) Other:

7. Would this class be more appealing to you if it had a service-learning or volunteer component of 25 hours during the semester?

A) Yes
B) No

8. At what point in your undergraduate education would this class fit best?

A) Not at all
B) First year
C) Second year
D) Third year
E) Fourth year
F) Not sure

9. Which of the following statements describes you? Please mark all that apply.

A) I transferred to the University of Minnesota from a community college or another university.
B) I transferred to the College of Education from another college within the University of Minnesota.
C) I am in the Access to Success program.
D) I am in the Community Engagement Scholars program.
E) I have completed at least 50 hours of service-learning volunteer work through university classes.
F) I am in the Honors program.
G) I am pursuing an individualized degree program.
H) I am a TRiO student.
I) Other: