NSSE-BEAMS Meeting Notes
February 14, 2006

Members in present for the discussion: Barbara Bowley, Doug Cremer, Randy Stauffer, Anne Ehrlich. The meeting was facilitated by Phyllis Cremer.

What is the definition of Civic Engagement?
It is the broader context beyond the structure of political culture.
One can address social responses through engaging the political systems.
It is acting from within, not volunteerism.

Any experience we create should be embedded in the curriculum.
Create a second Learning Community (faculty) about service-learning and have it linked with international issues. This could also be student learning community exploring the same issues.

Create an Action-Research course.

How do we have an impact on the NSSE?
How do we bring about student awareness?
What are our assets and practices?
What is under the radar? We have a lot of implicit not explicit programs. There is a lot of dancing around the edges. A design major is an implicit example of social engagement.

During this part of the discussion many examples of senior level design projects were mentioned. Many of the projects touch on the concept of social responsibility, but were not linked or grounded in a particular liberal studies framework. An example cited was that of a senior-level project. The student was unaware that they created a sweatshop. The student thought it was an efficient way to use human resources.

Social responsibility is a better concept for us to follow. Focusing on social responsibility is better because it has a broader base to explore and it will encompass civic engagement and then service learning could be a possible way for us to focus projects through.

Arts and Science faculty could be possibly linked with Business/Management and Design faculty to create a team taught senior project course.

Student Affairs could facilitate the process of identifying potential internship sites. It would be a chance to connect students are traditional marginalize to opportunities that could change traditional marginalize communities.

Another discussion led to international experiences for not only our domestic students going abroad, but also for our international students because acting as
"tutors" of their culture and country. We need a stronger infrastructure of study abroad programs and language development. Many different options should be made available to students.

The learning experience should be outside their world, increasing the student's social responsibility, linking the social science and humanities and collaborating with off-campus learning. The learning experience could be local to international.

Doug took the stab at creating our proposal:

To develop a centralized resource for information, discussion and training related to enhanced educational experiences outside the confines of the university campus. Collecting information and data about existing curricular programs such as internships, study abroad, and field trips, among others, we will build on this experience to develop new ideas and models for bringing learning outside of the classroom. The purpose will be to infuse existing curricula and programs with multiple opportunities, venues and applications for enhanced learning that engages students on multiple levels and in different styles.
Notes from BEAMS Meeting 2/3/06

- Surprised about how high we are in some areas and how low we are in others
- Community involvement is low
- Promote community-based issues in the classroom but rarely get out (Arch & IA)
  1. change internship requirements?
     - Move to service-learning?
     - Professional preparation
- Students have computerized their learning
- The ability to pull everything together
- Find activities that focus on their interests
- Why are we doing this? Don’t make it a compliance issue.
- Do we need to look at a different model of implementation (comprehensive and focused)
  1. Cooperative and collaborative way
  2. Develop a common terminology/language, i.e., co-curricular vs. extra-curricular; academic enhancement

- Working with a “specialist” to meet the needs – recurring, spur of the moment
- History of mistrust between the areas
  1. we want what is best for the student; how do we choose to support and challenge the student?
  2. What are the natural linkages?
  3. Boundaries and jurisdictions?

- Civic engagement
  1. Co-curricular
  2. WU community
  3. Community service

- To build incentives
- To build an understanding

- OASIS: peer-staffed, directly impact students and academics

- What characteristics do we want students to take on in their first six weeks? When you think of Woodbury what comes to mind?

- Level of academic challenge: we are unique!