

University of Wisconsin – Eau Claire
University Liberal Education Committee

Monday, October 31, 2022

Via Zoom

Present: *Members:* Theresa Dachel, Emrah Ekici, Emily Freeman, Mary Hoffman, Joanne Jahnke-Wegner, Namji Kim, Kris Knutson, Liliana LaValle, Jeanette Olsen, Marcy Leasum Orwig, Katie Ritland Clouse, Jim Seliya, Alex Smith, Andrew Sturtevant
Guests: Jasmine Case, Margaret Cassidy, Louisa Rice

Presiding: Kris Knutson

Convened: 2:00 PM

Meeting Minutes

1. Approval of Minutes of October 17, 2022

- Committee was asked if there were additions/edits to minutes of October 17, 2022. Minutes were approved by acclamation.

2. Community Engaged Learning (CEL) Discussion

- Louisa Rice and Jasmine Case were in attendance to provide information and answer questions. CEL was included in the previous and new versions of the Strategic Plan. Faculty/instructors met during the summer to discuss the possible change from Service-Learning to a CEL requirement as part of LE. Asking for ULEC's feedback on the provided draft before it moves forward (will also meet with Service-Learning Advisory Board, Student Senate/Academic Affairs Commission, community members already involved in Service-Learning). Will submit a finalized proposal for APC and Senate approval after gathering feedback.
 - What will the new process look like (assessment and course approval)? Courses/experiences would need to reapply through CIM process, no grandfathering in. If approved, the designation would be applied. Creating timeline of how long implementation will take, how long the overlap period could be. If approved, will discuss with ULEC further to determine processes.
 - What is the rationale? Reduction of hours? Would course instructor assess? Main reason is to switch to outcomes-based, focusing on learning versus filling a set number of hours/checking a box. Assessment would remain the same.
 - No longer half-credit option? Treated like transition to Design for Diversity; a course/experience would either meet it or not. Confusion around ½ vs full Service-Learning, e.g., CJ students work 60 hours and only getting ½ credit. CEL doesn't need to equal 30 hours, it is about the experience, outcomes-based and less focus on hours. Administrative issues would lessen tremendously. Community partners may feel the project-based CEL is better as they won't need to spend time "counting hours."
 - Will CEL focus more on courses, or can non-credit experiences apply as a CEL for credit? Could also apply to non-credit experiences. A lot of time is spent tracking down graduating seniors who haven't fulfilled their Service-Learning requirement, and this should eliminate that – there should be more courses and experiences that include CEL, e.g., Fort McCoy immersion was approved for Service-Learning credit and there is no reason it wouldn't meet CEL as well. Currently, students are required to complete a Service-Learning application and reflection component, which some students don't do, burden on faculty/mentor. The biggest complaint from students/faculty is current process is cumbersome; CEL will streamline it.

University Liberal Education Committee Minutes *continued*

Monday, October 31, 2022

- Need to be mindful there are enough courses/experiences to allow every student to fulfill the requirement.
- What is difference between CEL and a Service-Learning project? Most Service-Learning projects are CEL. CEL is broader to include research and other work done within the community—the number of courses/experiences should increase. Will develop a list of CEL versus Service-Learning. Connotation that “service” is volunteering vs something people are working on together. Need to begin thinking about the things it will encompass. Not always an element of learning with Service-Learning, whereas the goal of CEL is to combine academic learning to community partnerships. Big difference is to view it as less transactional. After completing their Service-Learning hours, students struggle to answer how the process connected them with community and what they’ve learned as it relates to community.
- ULEC can provide input but doesn’t own outcomes, Senate makes those decisions. ULEC would devise the new process to approve courses, create a rubric (ULEC owns rubrics).
- ULEC should think about how non-course experiences would be evaluated. Athletics already does a lot of CEL. Living Learning Communities and student organizations are other examples, need to figure out how to convert Service-Learning to CEL, devise a process by which experiences can be proposed and assessed.

3. Miscellaneous Business

- For ULEC’s information: GEOG 188 Cultural Landscapes of North America, 3 crs (New number: GEOG 288)

Dismissed at: 2:29 PM

Submitted by: Sarah Forcier

Approved: 11.14.22