Engaged Scholarship Graduation Requirement

(Legislative)

Implementation: Upon approval by the Senate (and development of procedures when applicable)

Introduction and rationale

President Barron has identified student engagement as a priority for Penn State, defining it as “out-of-class activities that promote student success.” Student engagement encompasses both extracurricular activities (e.g., participation in intramural and intercollegiate sports) and co-curricular activities (e.g., participation in an undergraduate research exhibition). Engaged learners successfully integrate positive academic, cognitive, affective, and behavioral dimensions of the student experience, so promoting student engagement helps Penn State develop more motivated and successful students. Emphasizing its importance to the University, student engagement is a foundational element of the new strategic plan.

Within the realm of student engagement, Penn State is increasingly focusing attention on what the University calls engaged scholarship and defines as “out-of-class academic experiences that complement in-class learning.” Engaged scholarship experiences vary widely, with common examples including undergraduate research and creative accomplishment, internships, study abroad, and community-based learning. Engaged scholarship matters to Penn State and its students because it contributes to academic success, enhances personal development, strengthens interactions with faculty, and cultivates life-long career success. It also positively influences social responsibility, integrative and ethical thinking, and other key learning outcomes.

Penn State has a long-standing commitment to engaged scholarship that precedes the University’s current focus on it. Data presented in recent Senate reports (Senate Committees on Student Life and Undergraduate Education, 2012; Senate Task Force on Undergraduate Research, 2013) and currently being updated by the Office of Undergraduate Education and the Council on Engaged Scholarship show that about half of all undergraduate students have research, internship, or independent studies credits on their transcripts. Given that many students choose not to claim course credit for their research or internship activities, these figures likely undercount the true number of students having these experiences. In addition, thousands of students have study abroad or other course-related travel experiences. Although it is difficult to place exact numbers of students participating in the myriad of engaged scholarship activities taking place at the University, it is safe to say that well over half of our nearly 100,000 undergraduate students already realize the potentially transformative benefits of these

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*Throughout the body of this report, endnotes are used to point the reader to Frequently Asked Questions (FAQs) that appear in Attachment 1. Each FAQ consists of a short answer of one to three sentences and a long answer that provides a more detailed response to the question. Specifics of the legislation and its implementation appear in the FAQs and not in the legislative report itself.*
experiences. It is also safe to say that tens of thousands of Penn State students are not realizing the advantages provided by engaged scholarship.

**Recommendation**

To ensure that all students receive the benefits of engaged scholarship, in January 2016 the Chair of the University Faculty Senate formed the Special Senate Committee on Engaged Scholarship and charged it with (1) establishing a requirement for all baccalaureate degree students to complete an engaged scholarship experience prior to graduation, and (2) establishing broad parameters of what an engaged scholarship experience is (see Attachment 2).† In response to that charge, the Special Senate Committee recommends the following legislation:⁴

*All Penn State undergraduate students are required to complete an engaged scholarship experience of 0 to 18 credits during their baccalaureate degree program.*

If this legislation passes, many students would fulfill the requirement as part of a credit-bearing Penn State course (e.g., a formal internship with a 495 designation or a course with an embedded travel component), but engaged scholarship experiences would neither need to be part of a Penn State course⁵ nor be for credit.⁶ Consistent with precedent set for internships and independent studies, the requirement has an upper limit of 18 credits.⁴ While specific justification for an upper limit is expected to vary by academic unit, the underlying logic is consistent: engaged scholarship is an essential component of higher education; however, it is not a replacement for higher education nor should its pursuit slow a student on the pathway toward graduation. In addition to credit-bearing courses, non-credit-bearing engaged scholarship experiences must also be accounted for. Through a process deemed appropriate by the academic unit that offers recognition of a non-credit-bearing experience, students could fulfill their requirement without taking any additional credits.

Academic units should consider, consistent with the spirit of 42-23 Credit Requirements by Types of Instruction, that for the typical student, a total of forty-five (45) hours of work is the minimum threshold for a non-credit-bearing experience that fulfills the requirement. Although they would not be required to receive prior approval for 0-credit engaged scholarship experiences outside of a Penn State course, students contemplating such an out-of-course experience should seek advising and weigh that advice carefully.⁷ Moreover, students would not be limited to just one engaged scholarship experience; they could have additional experiences either to fulfill other curricular needs or as co-curricular activities.⁸ Students could also use both paid and unpaid experiences to fulfill the requirement.⁹ It is essential to emphasize that the Engaged Scholarship Requirement is designed to avoid adding credits to a student’s load, increasing time to degree, or generating additional costs.¹⁰,¹¹

Academic units would have a fundamental role in the Engaged Scholarship Requirement because they decide whether or not students have met graduation requirements. Units would have the discretion to decide: what students would need to submit in order to fulfill the Engaged

† A third charge asked for strategies for rewarding and recognizing faculty and staff involved in engaged scholarship. This charge is addressed in Attachment 3.
Scholarship Requirement\textsuperscript{12}; whether they would accept a college-level course and/or engaged scholarship experience a student had at another institution of higher education\textsuperscript{13}; approval of course substitutions for students making a case for having met the requirement (in accordance with University Faculty Senate and Academic Administration policies)\textsuperscript{14}; and granting exceptions to the requirement.\textsuperscript{15} Nonetheless, engaged scholarship experiences would not need to be tied to the major or minor\textsuperscript{16}. Any course that has been designated as meeting the Engaged Scholarship Requirement regardless of discipline would fulfill the graduation requirement.\textsuperscript{17} If students change their major or have more than one major, they would not need to fulfill the Engaged Scholarship Requirement a second time because it is a requirement for graduation, not the successful completion of a degree.\textsuperscript{18}

Faculty and staff also play important roles in engaged scholarship, but the Engaged Scholarship Requirement would carry no mandates for them. Experiences would not need to be directly supervised or signed-off by a faculty member; verification of the engaged scholarship activity is the responsibility of the offering unit.\textsuperscript{19} Faculty who are not interested in developing engaged scholarship opportunities for their courses, supervising undergraduate researchers, supervising internships, or otherwise being involved in engaged scholarship, would not be required to do so; faculty supervision of engaged scholarship experiences such as undergraduate research, independent study, courses with an embedded travel component, or internships would remain at the discretion of faculty members according to current practice in their academic units.\textsuperscript{20} Still, if faculty members already offer engaged scholarship opportunities in their classes, it would be likely that their students would be able to use their courses to fulfill the requirement.\textsuperscript{21} In addition to faculty, many staff members currently participate in engaged scholarship activities, and many more would like to become involved in them in the future. Penn State is currently looking at ways to expand staff involvement.\textsuperscript{22}

Implementation of the Engaged Scholarship Requirement would involve several steps.\textsuperscript{23} Pending passage by the Senate in April 2016, it is anticipated that the Senate would form a Special Senate Committee on Engaged Scholarship Implementation in Fall 2016. Its charge would be to develop guidelines and recommendations for academic unit Engaged Scholarship Contribution Plans that describe how the unit would provide engaged scholarship opportunities to students. In Spring 2017, the Special Senate Committee on Engaged Scholarship Implementation would present an informational report to the Senate and share its guidelines and recommendations with ACUE for its implementation. Academic units would develop their Engaged Scholarship Contribution Plans in Fall 2017 and submit them to the Senate Committee on Curricular Affairs in Spring 2018 for evaluation of conformity with policy.

The graduation requirement would be in place for students beginning with the 2018-19 program year; students entering before that cohort would be “grandfathered” and not subject to the requirement.\textsuperscript{24} The Engaged Scholarship Requirement would affect all Penn State baccalaureate students, including World Campus students.\textsuperscript{25} The University would make all incoming students aware of the requirement by employing the same means it uses to inform them of other curricular requirements, such as New Student Orientation, First Year Experiences, academic advisors, the Penn State advising website, and degree audits.\textsuperscript{26} Throughout the implementation process, current University and unit-level support for engaged scholarship would be further enhanced and expected to grow.\textsuperscript{27}
Assessment of Engaged Scholarship would occur in cooperation with the newly established University-wide assessment working group chaired by the Vice Provost for Planning and Assessment and any subsequently formed University-assessment coordinating body. This would ensure that engaged scholarship assessment efforts coordinate with General Education, baccalaureate degree programs, and other academic areas (such as minors or certificate programs) requiring assessment.28

If this legislation is approved, Penn State would be the second major American public university to mandate engaged scholarship experiences for its students.29 Still, given the size and complexity of our university, passage of the Engaged Scholarship Requirement would catapult Penn State to the forefront of higher education student engagement efforts worldwide.

References

Senate Task Force on Undergraduate Research (2013) Undergraduate Research at Penn State, Informational Report, Senate Record, Volume 47, April 23 (Appendix F).


Effective Date

Incoming students beginning with the 2018-19 program year.

SPECIAL SENATE COMMITTEE ON ENGAGED SCHOLARSHIP

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Attachment 1: The Engaged Scholarship Requirement – Frequently Asked Questions
Attachment 2: Charge Letter – Special Senate Committee on Engaged Scholarship
Attachment 3: Recommendations for Faculty and Staff Reward and Recognition
Attachment 1: The Engaged Scholarship Requirement – Frequently Asked Questions

Here you will find answers to the common questions that students, faculty, and staff ask about the Engaged Scholarship Requirement. Each answer provides a brief response (i.e., the “Short Answer”), which is paired with an extended, in-depth response (i.e., the “Long Answer”). These FAQs serve as endnotes to the Legislative Report, Engaged Scholarship Graduation Requirement.

1. **How does Penn State define engaged scholarship?**

   **Short Answer:** At Penn State, engaged scholarship encompasses out-of-class academic experiences that complement in-class learning.

   **Long Answer:** At Penn State, engaged scholarship encompasses out-of-class academic experiences that complement in-class learning. This definition is unique to Penn State. Across American higher education, colleges and universities use various terms for out-of-class academic experiences, such as *experiential learning* or *high-impact practices*, and their practical application varies from institution to institution. Likewise, the meaning and practice of the term “engaged scholarship” varies by institution, even among the 34 member universities of the Engagement Scholarship Consortium, of which Penn State is a founding member. Penn State regards engaged scholarship as essential to our students and consequently defines it from a student-centered perspective.

2. **What are examples of experiences that would fulfill the Engaged Scholarship Requirement?**

   **Short Answer:** Engaged scholarship experiences take many forms. Such experiences include, but are not limited to, creative activities and accomplishments, undergraduate research, professional experiences, travel-related experiences, community-based learning and civic engagement, courses with an out-of-class component, organizational experiences, peer mentoring, and self-directed engaged scholarship.

   **Long Answer:** Engaged scholarship experiences take many forms. Such experiences include, but are not limited to, creative activities and accomplishments, undergraduate research, professional experiences, travel-related experiences, community-based learning and civic engagement, courses with an out-of-class component, organizational experiences, peer mentoring, and self-directed engaged scholarship. The chart below provides examples of engaged scholarship experiences that fall within each of these types.
<table>
<thead>
<tr>
<th>Types of Engaged Scholarship Experiences</th>
<th>Examples of Opportunities</th>
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<tbody>
<tr>
<td>Creative Activities and Accomplishments</td>
<td>Public performance, community and creative arts programs, design consultations, capstone projects and program theses in the arts</td>
</tr>
<tr>
<td>Undergraduate Research</td>
<td>Program theses, research-related capstone projects, independent research</td>
</tr>
<tr>
<td>Professional Experiences</td>
<td>Internships, cooperative education, clinical and field experiences, client-based projects</td>
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<tr>
<td>Travel-related Experiences</td>
<td>Study abroad, study away, embedded travel courses</td>
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<tr>
<td>Community-based Learning and Civic Engagement</td>
<td>Service learning, community-based research, supervised field experiences, community development, technology transfer</td>
</tr>
<tr>
<td>Courses with an Out-of-class Component</td>
<td>Course that requires interaction with an external entity (e.g., industry, government, sponsor, community organization)</td>
</tr>
<tr>
<td>Organizational Experiences</td>
<td>Active participation in a professional organization, leadership role in a student organization, membership on a community board</td>
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<tr>
<td>Peer Mentoring</td>
<td>Resident assistants, orientation leadership, learning assistants</td>
</tr>
<tr>
<td>Self-directed Engaged Scholarship</td>
<td>Activities that enable application and/or realization of learning</td>
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It should be noted that the types and examples of engaged scholarship experiences provided above:

- Are not exhaustive. There are likely other kinds of experiences that are not on the list that could be added.
- Are not meant to be mutually exclusive. The same engaged scholarship experience might fall into two or more types. Furthermore, academic units may interpret what is meant by a
given type or example differently than another unit due to their variations in culture and terminology.
• Are dynamic. It is likely that the list would be enhanced over time.

In addition, these types and examples of engaged scholarship experiences are meant to help units think about what engaged scholarship experiences they already offer, as well as ones they may want to initiate. For instance:

• What do units offer that are on the list?
• What do units offer that are not on the list?
• Might these offerings be added to the list for the benefit of other units?
• What new opportunities might units want to provide to their students?
• Which opportunities might units want to provide early in a student’s career?
• Which opportunities might benefit from inter-unit collaboration?
• Which opportunities might integrate curricular and co-curricular experiences?
• Which opportunities might be well suited to blended courses and online students?
• How might units contribute to engaged scholarship assessment efforts?

3. Why should Penn State require students to have engaged scholarship experiences?

**Short Answer:** As a student-centered University, engaged scholarship matters to Penn State because it contributes to academic success, enhances personal development, strengthens interactions with faculty, and cultivates life-long career success. It also positively influences social responsibility, integrative and ethical thinking, and other key learning outcomes.

**Long Answer:** As a student-centered University, engaged scholarship matters to Penn State because it contributes to academic success, enhances personal development, strengthens interactions with faculty, and cultivates life-long career success. It also positively influences social responsibility, integrative and ethical thinking, and other key learning outcomes.

Research supports the following relevant, related claims that engaged scholarship:

• Contributes to academic success by increasing retention and completion rates, cultivating career development, and improving satisfaction with college (Astin & Saxe, 1998; Eyler, et al., 2001; Kuh, 2008; Moore, 2013; National Task Force on Civic Learning and Democratic Engagement, 2012; Pascarella & Terenzini, 2005)

• Enhances personal development by building self-confidence, self-efficacy, intercultural understanding, and developing leadership and communication skills (National Task Force on Civic Learning and Democratic Engagement, 2012; O’Neill, 2010; Engberg 2013; Paige et al., 2009)

• Strengthens interactions with faculty, which is a key factor in college success, especially for historically underrepresented students (Cress, et al., 2010; Finlay & McNair, 2013)

• Positively influences achievement of key learning outcomes, including integrative and ethical thinking and social responsibility (Astin, 1997; Astin, et al., 2000; Brownell & Swaner, 2010; Vaz & Quinn, 2014)

References


4. **What would the Engaged Scholarship Requirement be?**

**Short Answer:** All Penn State undergraduate students would be required to complete an engaged scholarship experience of 0 to 18 credits during their baccalaureate degree program. This requirement would not increase the number of credits required for graduation.

**Long Answer:** All Penn State undergraduate students would be required to complete an engaged scholarship experience of 0 to 18 credits during their baccalaureate degree program. This requirement would not increase the number of credits required for graduation. As not all engaged scholarship experiences necessarily take place through a formal course experience, a zero-credit option would allow students to meet the Engaged Scholarship Requirement through approved experiences that could occur outside their academic coursework. Having once satisfied the Engaged Scholarship Requirement, the student would not have to fulfill it again.

The upper limit would be set at 18 credits, consistent with other engaged scholarship experiences already in the University Bulletin, but there would technically be no limit to the number of engaged scholarship experiences that a student could have beyond this graduation requirement. Furthermore, the Penn State Engaged Scholarship Requirement would not be a General Education requirement, but could be fulfilled through General Education.

Many students could graduate having met the Engaged Scholarship Requirement through a credit-bearing course with a common core course number. For example, according to the University Bulletin (*University Course Descriptions*), relevant “common course numbers” include, but are not restricted to:

- 294, 494. RESEARCH PROJECT COURSES (1-12) (Supervised student activities on research projects identified on an individual or small-group basis.)
• 295, 395, 495. INTERNSHIP (1-18) (Supervised off-campus, nongroup instruction including field experiences, practica, or internships. Written and oral critique of activity required.)
• 296, 496. INDEPENDENT STUDIES (1-18) (Creative projects, including research and design, that are supervised on an individual basis and that fall outside the scope of formal courses.)
• 099, 199, 299, 399, 499. (IL) FOREIGN STUDIES (1-12) (Courses offered in foreign countries by individual or group instruction.) A specific title may be used in each instance and will be entered on the student's transcript. Multiple offerings may be accommodated by the use of suffixes A, B, etc.

While Research Project Courses and Foreign Studies have an upper limit of 12 credits, Internship and Independent Studies have an upper limit of 18 credits. Unsurprisingly, a relevant justification for each upper limit varies by academic unit. With regard to credits, an upper limit for this graduation requirement would be reasonable and follows precedent. Engaged scholarship experiences are an essential component of contemporary education, but they are not a replacement for higher education as it is customarily understood. It is possible to have too much of a good thing, especially if the pursuit of engaged scholarship opportunities slows a student on the path to graduation. Therefore, an upper credit limit of 18 credits of engaged scholarship is proposed for the graduation requirement.

While credit-bearing engaged scholarship experiences are captured by current course designations, non-credit-bearing engaged scholarship experiences should also be recognized and accounted for. Through a process deemed appropriate by the Penn State academic unit that offers students recognition of a non-credit-bearing engaged scholarship experience, the student could fulfill their graduation requirement without taking-on any additional credit load. For example, a non-credit-bearing course designation could capture an engaged scholarship experience such as the student being employed as a research assistant for a faculty member, although this would be, as noted, up to the discretion of the Penn State academic unit that offers students recognition of a non-credit-bearing engaged scholarship experience. Academic units should consider, consistent with the spirit of 42-23 Credit Requirements by Types of Instruction, that for the typical student, a total of forty-five (45) hours is the minimum threshold of effort for a non-credit-bearing engaged scholarship experience that fulfills the Engaged Scholarship Requirement.

The Engaged Scholarship Requirement would be implemented through academic units, many of which already have much of this work in place. Through the creation of an Academic Unit Contribution Plan, each academic unit would propose courses and/or experiences that would fulfill the requirement within its academic context, without increasing the hours required for graduation beyond the approved limit. Each academic unit would be responsible for monitoring the compliance of its students to the requirement, as they are for other graduation requirements. The Engaged Scholarship Requirement would be implemented no earlier than the 2018-19 program year.
5. Would a student’s engaged scholarship experience have to be part of a course?

**Short Answer:** No. Engaged scholarship experiences could take many forms and could be co-curricular in nature.

**Long Answer:** No. Engaged scholarship experiences could take many forms and could be co-curricular in nature. Not all engaged scholarship experiences would necessarily take place through a formal course experience. A zero-credit option would allow students to meet the Engaged Scholarship Requirement through approved experiences that occur outside their academic coursework. If an academic unit were to determine that a zero-credit experience fulfills the graduation requirement, then, consistent with the spirit of Senate policy 42-23, Credit Requirements by Types of Instruction, for the typical student, a total of forty-five (45) hours of effort would be required for recognition of a zero-credit (i.e., non-credit-bearing) engaged scholarship experience.

6. Would the engaged scholarship experience have to be for credit?

**Short Answer:** No. Engaged scholarship experiences could be either credit-bearing or non-credit.

**Long Answer:** No. Engaged scholarship experiences could be either credit-bearing or non-credit. If non-credit, it is recommended that the experience have a workload that is equivalent to, or greater than, the amount of effort required for a one-credit course (see University Faculty Senate Policy 42-23 Credit Requirements by Types of Instruction). Currently, that effort equals forty-five (45) hours.

7. If students complete the Engaged Scholarship Requirement outside of a course, would they be required to receive prior approval?

**Short Answer:** No. Students would not required to receive prior approval for engaged scholarship experiences outside of a course. Nonetheless, students contemplating such an out-of-course experience should seek advising and weigh that advice carefully.

**Long Answer:** No. Students would not required to receive prior approval for engaged scholarship experiences outside of a course. Nonetheless, students contemplating such an out-of-course experience should seek advising and weigh that advice carefully. On the one hand, such experiences may only be recognized as fulfilling the Engaged Scholarship Requirement after the fact. A pre-approval requirement would possibly discourage students from pursuing engaged scholarship opportunities that emerge serendipitously. On the other hand, although an experience may appear to fulfill the Engaged Scholarship Requirement prior to the activity’s initiation, it may ultimately prove not to fulfill the requirement upon its completion. In that case, pre-approval might raise expectations for the student that later prove to be unfounded, which could have the unfortunate consequence of delaying graduation.
8.  Could students have more than one engaged scholarship experience?

**Short Answer:** Yes. Beyond the first engaged scholarship experience needed to fulfill the Engaged Scholarship Requirement, students could have additional engaged scholarship experiences either to fulfill other curricular needs or as co-curricular activities.

**Long Answer:** Yes. Beyond the first engaged scholarship experience needed to fulfill the Engaged Scholarship Requirement, students could have additional engaged scholarship experiences either to fulfill other curricular needs or as co-curricular activities. Engaged scholarship experiences contribute to students’ academic, personal, and social growth and development. These experiences also help to foster integration into University life, enabling students to feel more connected. In addition, they contribute to continued success after graduation.

9.  If a student is paid for their experience, could it still be counted?

**Short Answer:** Yes. Some engaged scholarship experiences may include compensation, such as paid internships.

**Long Answer:** Yes. Some engaged scholarship experiences may include compensation, such as paid internships. Provided these experiences meet the engaged scholarship criteria, these paid experiences could used to meet the graduation requirement.

10. Would the Engaged Scholarship Requirement affect students’ time to degree?

**Short Answer:** The Engaged Scholarship Requirement should not adversely affect a student’s time to degree.

**Long Answer:** The Engaged Scholarship Requirement should not adversely affect a student’s time to degree. Since the Engaged Scholarship Requirement could take place through approved experiences that could occur outside their academic coursework, there would be a great deal of flexibility in the manner that students could complete the requirement. These experiences could be either curricular or co-curricular. Some courses that students take as part of their degree curriculum or as general education requirements may already provide engaged scholarship opportunities. Students may also be involved in relevant out-of-class activities, such as involvement in community arts programs, volunteer projects, or leadership in student organizations, that could meet the requirement. In these cases, students would apply activities they already undertake in their academic or personal lives and no additional experience would be necessary.

11. Would the Engaged Scholarship Requirement affect the cost of earning a Penn State degree?

**Short Answer:** The Engaged Scholarship Requirement would not add additional tuition costs for students.
**Long Answer:** The Engaged Scholarship Requirement would not add additional tuition costs for students. For some students, their existing coursework would already meet the Engaged Scholarship Requirement. However, because not all engaged scholarship experiences necessarily take place through a formal course experience, the zero-credit option would allow students to meet the Engaged Scholarship Requirement through approved experiences that occur outside their academic coursework. By using either of these options, students would not incur additional tuition costs to complete this requirement.

12. Would students be required to submit documentation to fulfill the Engaged Scholarship Requirement?

**Short Answer:** It depends. Documentation that confirms that the Engaged Scholarship Requirement has been met would vary.

**Long Answer:** It depends. Documentation that confirms that the Engaged Scholarship Requirement has been met would vary. For example, students who successfully complete a course that has embedded engaged scholarship experience would not be required to submit further documentation, but a student who participates in a co-curricular engaged scholarship experience may be required to submit a reflection paper, a portfolio, or some other form of documentation that describes the experience. Since requirements would vary, submission requirements would be up to the discretion of the offering academic unit in accordance with University Faculty Senate and Academic Administration policies.

13. Could students meet the Engaged Scholarship Requirement through a college-level course and/or experience that they had at another institution of higher education?

**Short Answer:** Possibly. Fulfilling the Engaged Scholarship Requirement through a course or experience a student had at another university would be at the discretion of the academic unit in accordance with University Faculty Senate and Academic Administration policies.

**Long Answer:** Possibly. Fulfilling the Engaged Scholarship Requirement through a course or experience a student had at another university would be at the discretion of the academic unit in accordance with University Faculty Senate and Academic Administration policies. There are several mechanisms through which this may be achieved:

- Consistent with current policy, academic units could consider, when appropriate, course substitutions for the Engaged Scholarship Requirement (see Academic Administrative Policy E-12: Course Substitution Process in Relation to Degree Requirements), given that “[d]egree-granting units have authority over degree requirements and any substitutions for them in accordance with Senate policies.”

- Also consistent with current policy, the Undergraduate Admissions Office, when appropriate, could allow for the transfer of credits associated with an engaged scholarship experience, which could fulfill the Engaged Scholarship Requirement, per University Faculty Senate Policy 42-80 Credit by Transfer From Other Institutions, noting that, per 42-88 Implementation of Policies 42-82, 42-84, 42-86, 42-92, 42-94, and 42-99, “[t] he
director of admissions is responsible for making decisions and judgments necessary to implement these policies.”

- Likewise, consistent with University Faculty Senate Policy 42-97 Credit by Portfolio Assessment, “[f]or any academic unit that is willing to consider awarding credit,” in this case, for the Engaged Scholarship Requirement, “on the basis of portfolio assessment for specific courses offered by that unit, an undergraduate student interested in receiving credit for college-level learning obtained in non-collegiate settings may develop a portfolio that reflects knowledge mastered, request assessment of the portfolio, and be awarded credit.” Please note that, per precedent, “[t]he student’s petition for the award of credit,” in this case, in fulfillment of the Engaged Scholarship Requirement, “via portfolio must meet the … criteria” set-out in University Faculty Senate Policy 42-97 Credit by Portfolio Assessment.

14. What would be the role of course substitutions in meeting the Engaged Scholarship Requirement?

**Short Answer:** Offering units would have authority to approve exceptions for students who make a case for having met the spirit of the requirement.

**Long Answer:** Offering units would have authority to approve exceptions for students who make a case for having met the spirit of the requirement. Consistent with current policy, academic units should consider, when appropriate, course substitutions for engaged scholarship experiences (see E-12: Course Substitution Process in Relation to Degree Requirements), given that “[d]egree-granting units have authority over degree requirements and any substitutions for them in accordance with Senate policies.”

15. Would there be exceptions to the Engaged Scholarship Requirement?

**Short Answer:** In general, no. However, as with most graduation requirements, there are exceptions per University Faculty Senate Policy 82-60 Exceptions to Degree Requirements, which states that “[p]rior to certification of a student for graduation, the dean of the college in which the candidate is enrolled may approve exceptions to college or University course requirements.”

**Long Answer:** In general, no. However, as with most graduation requirements, there are exceptions per University Faculty Senate Policy 82-60 Exceptions to Degree Requirements, which states that “[p]rior to certification of a student for graduation, the dean of the college in which the candidate is enrolled may approve exceptions to college or University course requirements.”

According to Academic Administration Policy L-2: Degree Checking, “[t]he dean may not, however, waive Senate Policies 88-30, 82-40, 48-40 or 48-50.3, nor waive the minimum university baccalaureate requirement of 120 credits.” The Engaged Scholarship Requirement would not fall under these protected classes and therefore would be available for exceptions by the college dean.
16. Would a student’s engaged scholarship experience have to be part of a major or minor?

**Short Answer:** No, the engaged scholarship experience would not have to be directly tied to a student’s major or minor.

**Long Answer:** No, the engaged scholarship experience would not have to be directly tied to a student’s major or minor. Each academic unit would, however, submit an Engaged Scholarship Contribution Plan detailing the opportunities for engaged scholarship within its academic programs.

17. What courses would count toward fulfilling the Engaged Scholarship Requirement?

**Short Answer:** Any course that meets the Engaged Scholarship Requirement regardless of discipline would meet the graduation requirement.

**Long Answer:** Any course that meets the Engaged Scholarship Requirement regardless of discipline would meet the graduation requirement. Through its Engaged Scholarship Contribution Plan, each academic unit would propose the courses and/or experiences that would fulfill the requirement within its academic context, without increasing the hours required for graduation.

18. Would students need to fulfill the Engaged Scholarship Requirement more than once if they change major or have more than one major?

**Short Answer:** Technically, no. The Engaged Scholarship Requirement would be a requirement for graduation, not for the successful completion of a degree.

**Long Answer:** Technically, no. The Engaged Scholarship Requirement would be a requirement for graduation, not for the successful completion of a degree. If a major requires an activity that is considered to be an engaged scholarship experience and the student has completed that experience, then the Engaged Scholarship Requirement would be considered fulfilled.

Still, there are special considerations for students to keep in mind when changing majors. For example, consider the case where a student in Major A completes an activity required by that major that happens to also fulfill the Engaged Scholarship Requirement. The student decides to switch to Major B, only to find that Major B requires a different activity that also would fulfill the Engaged Scholarship Requirement. Even though the University-level Engaged Scholarship Requirement graduation would have been fulfilled through the activity the student completed for Major A, the student would likely still need to complete the new activity because it is a requirement of Major B.

Similar circumstances apply for students with more than one major. For example, if a student pursues two majors and both majors require activities that happen also to be considered engaged scholarship experiences, then the student would complete both experiences in
fulfillment of both majors’ requirements. The University-level Engaged Scholarship Requirement would be fulfilled by either of the experiences.

19. Would an Engaged Scholarship experience have to be directly supervised or signed-off by a faculty member?

**Short Answer:** No. The Engaged Scholarship Requirement would not specify that a faculty member must directly supervise or sign off on all engaged scholarship activities.

**Long Answer:** No. The Engaged Scholarship Requirement would not specify that a faculty member must directly supervise or sign off on all engaged scholarship activities. Supervision and signing authority of engaged scholarship activities would be at the discretion of the academic unit that offers the experience. Current practice in many academic units finds undergraduate students engaged in research, internships, study abroad, field courses, embedded travel, and other engaged scholarship experiences under the supervision of staff members. Moreover, signing authority for various engaged scholarship activities in many academic units could be granted to staff.

20. If I, as a faculty or staff member, am not interested in developing engaged scholarship opportunities for my courses, supervising undergraduate researchers, supervising internships, or otherwise being involved in engaged scholarship, would I be required to do so?

**Short Answer:** No. Not all faculty and staff members would choose to incorporate engaged scholarship into their work and there would be no requirement that they do so.

**Long Answer:** No. Not all faculty and staff members would choose to incorporate engaged scholarship into their work and there would be no requirement that they do so. Furthermore, not all courses would lend themselves to engaged scholarship. Many faculty and staff already participate in engaged scholarship activities through the sponsoring and supervising of undergraduate research, independent study, internships, and the like. Some teach courses with embedded travel components overseas and around the nation, while others offer field experiences. Still others engage in service-learning with students, arrange to have external clients for their courses, or help their students take part in community arts programs or public performance. Indeed, Penn State faculty and staff are already involved in tens of thousands of engaged scholarship experiences with their students.

Nonetheless, not every faculty and staff member would likely desire to contribute to engaged scholarship in the future. There would be no expectation in promotion policies that faculty and staff members contribute to engaged scholarship.

That being said, some academic units currently reward faculty and staff for their contributions to engaged scholarship and would undoubtedly continue to do so in the future. Other academic units currently include engaged scholarship activities under service work, assigning faculty and staff such roles as “internship coordinator” on a rotating basis; again, it is anticipated that these local practices would continue and perhaps expand as more students participate in engaged scholarship experiences.
21. If I already offer engaged scholarship opportunities in my classes, could my students use these experiences to fulfill the requirement?

*Short Answer:* Yes. Although each academic unit would develop engaged scholarship opportunities according to its needs and traditions, it would be likely that any engaged scholarship experience currently available to students would fulfill the requirement in the future.

*Long Answer:* Yes. Although each academic unit would develop engaged scholarship opportunities according to its needs and traditions, it would be likely that any engaged scholarship experience currently available to students would fulfill the requirement in the future. Requiring each of Penn State’s nearly 100,000 undergraduate students to have at least one engaged scholarship opportunity would require the University to scale up its engaged scholarship offerings significantly. Each academic unit would develop an Engaged Scholarship Contribution Plan and would determine which engaged scholarship experiences “count” in its own way, but it would be unlikely that any academic unit would take action to reduce the number of engaged scholarship experiences available to students. Instead, it is much more likely that the academic units would “count” as many existing experiences as possible and encourage faculty and staff to offer more experiences.

22. What active role would staff play in engaged scholarship?

*Short Answer:* Involving staff members in all types of engaged scholarship would play a critical role in providing engaged scholarship opportunities to all students. Penn State is investigating ways to expand staff involvement.

*Long Answer:* Involving staff members in all types of engaged scholarship would play a critical role in providing engaged scholarship opportunities to students. Penn State is investigating ways to expand staff involvement. Senior leadership in the Office of Human Resources is committed to engaging the diverse staff who are eager to contribute to Penn State’s growing culture of student engagement, including engaged scholarship.

23. How and when would the Engaged Scholarship Requirement be implemented?

*Short Answer:* Pending Senate approval, a series of steps would be taken that would enable the Engaged Scholarship Requirement to be implemented for students beginning with the 2018-19 program year.

*Long Answer:* Pending Senate approval, a series of steps would be taken that would enable the Engaged Scholarship Requirement to be implemented for students beginning with the 2018-19 program year. The recommended timeline is as follows:
<table>
<thead>
<tr>
<th>Semester</th>
<th>Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2016</td>
<td>Senate legislative approval</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Senate would forms a Special Senate Committee on Engaged Scholarship Implementation, which would be charged with developing guidelines and recommendations for academic unit Engaged Scholarship Contribution Plans, which would provide units with the authority to formulate their own plans for offering engaged scholarship opportunities to their students</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>Special Senate Committee on Engaged Scholarship Implementation would present an Informational Report to the University Faculty Senate; Committee’s guidelines and recommendations would be shared with ACUE for their implementation</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>Academic units would develop their Engaged Scholarship Contribution Plans</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>The Engaged Scholarship Contribution Plans would be sent to the Senate Committee on Curricular Affairs and reviewed by a standing subcommittee of Curricular Affairs, which would receive guidelines from the Special Senate Committee on Engaged Scholarship Implementation</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>New graduation requirement would be in place students beginning with the 2018-19 program year</td>
</tr>
</tbody>
</table>

24. Would all students need to fulfill the Engaged Scholarship Requirement at the time it would be implemented?

*Short Answer:* No. Students who joined Penn State before the Engaged Scholarship Requirement was implemented would be “grandfathered” and therefore not required to fulfill the requirement for graduation.
**Long Answer:** No. Students who joined Penn State before the Engaged Scholarship Requirement was implemented would be “grandfathered” and therefore not required to fulfill the requirement for graduation. Once the Engaged Scholarship Requirement was implemented, all incoming students would be required to fulfill the requirement for graduation. The presumed implementation date of the new graduation requirement would be the beginning of the 2018-19 program year.

25. How would the Engaged Scholarship Requirement affect World Campus students?

**Short answer:** Engaged scholarship would be required of every student at Penn State, including World Campus Students. The types of engaged scholarship experience outlined in FAQ #2 identify a range of experiences—none of which exclude distance learners and many of which are ideally suited to the distance education and adult learner populations, given their diverse locations, backgrounds, and work environments.

**Long answer:** Engaged scholarship would be required of every student at Penn State, including World Campus Students. The types of engaged scholarship experience outlined in FAQ #2 identify a range of experiences—none of which exclude distance learners and many of which are ideally suited to the distance education and adult learner populations, given their diverse locations, backgrounds, and work environments.

Today, adult learners who are working to earn their degrees online through Penn State World Campus often face challenges that place constraints on the way these students allocate time to perform educational tasks. Therefore, they choose to complete their degree programs at their own pace in an asynchronous educational environment—meaning they do not attend online classes at a date and specific time. The Engaged Scholarship Requirement would be aligned with that philosophy of flexibility. Like their campus-based peers, World Campus students may find that they already engage in relevant out-of-class experiences that complement in-class learning either through existing class experiences, such as capstone projects, program theses, or clinical and field experiences. They may also engage in relevant co-curricular activities, such as active participation in a professional organization, service learning, or self-directed engaged scholarship.

26. How would students learn about the Engaged Scholarship Requirement?

**Short Answer:** Students would learn about the Engaged Scholarship Requirement through the same mechanisms they use to learn about their other curricular requirements.

**Long Answer:** Students would learn about the Engaged Scholarship Requirement through the same mechanisms they use to learn about their other curricular requirements. Students would learn about the Engaged Scholarship Requirement from the same sources they learn about other common curricular requirements, such as the US/IL requirement or the General Education requirement. Some of these sources include: New Student Orientation, First Year Experiences, academic advisors, the Penn State advising website (http://www.advising.psu.edu), degree audits, and the Penn State Engaged Scholarship website (http://www.engagedscholarship.psu.edu).
27. Would the University support students in finding engaged scholarship experiences?

**Short Answer:** Yes. In fact, in some cases academic units and university-level support is already available.

**Long Answer:** Yes. In fact, in some cases academic units and university-level support is already available. Academic units across the University provide support for some undergraduate experiences. There are travel awards, support for undergraduate research, and other financial commitments for students who may be engaged in special projects, courses, or other experiences. There are also university-wide awards, such as the Erickson Discovery Grants, that provide support for students. The University is committed to expanding these funding opportunities through development and other resources. In addition, Penn State is committed to making sure access is equitable across the University, providing opportunities to such underserved groups as lower-income, adult, international, and online students.

28. How would we assess engaged scholarship?

**Short answer:** Assessment of Engaged Scholarship would occur in cooperation with the newly established University-wide assessment working group chaired by the Vice Provost for Planning and Assessment and any subsequently formed University-assessment coordinating body. This would ensure that engaged scholarship assessment efforts coordinate with General Education, baccalaureate degree programs, and other academic areas (such as minors or certificate programs) requiring assessment.

**Long answer:** Assessment of Engaged Scholarship would occur in cooperation with the newly established University-wide assessment working group chaired by the Vice Provost for Planning and Assessment and any subsequently formed University-assessment coordinating body. This would ensure that engaged scholarship assessment efforts coordinate with General Education, baccalaureate degree programs, and other academic areas (such as minors or certificate programs) requiring assessment.

To move this process forward, the Council on Engaged Scholarship recently formed an Assessment Committee charged with developing methods to assess the student engaged scholarship experience, determining metrics to track individual participation in engaged scholarship experiences, and determining how best to assess the impact of engaged scholarship experiences at institution and community level. The committee began its work by benchmarking other institutions assessment of engage scholarship-like experiences, examining the literature, and harnessing existing work at Penn State. It chose to start at the student level and consequently identified one overarching learning objective for any engaged scholarship experience: *students will be able to apply in-class learning to an out-of-class experience*. The committee is also considering additional student learning objectives that could be selected from one of five broad categories: global and domestic diversity and inclusion, civic responsibility, ethical behavior, knowledge synthesis, and professional development.
29. What other large universities have similar requirements in place?

**Short Answer:** Many major U.S. universities and university systems are dramatically expanding their engaged scholarship opportunities and encouraging students and faculty to participate in engaged scholarship. Currently, only one—the University of Georgia—requires all students to have this kind of experience.

**Long Answer:** Many major U.S. universities and university systems are dramatically expanding their engaged scholarship opportunities and encouraging faculty and students to participate in engaged scholarship. Currently, only one—the University of Georgia—requires all students to have this kind of experience.

Numerous private universities and colleges use engaged scholarship as a recruiting tool, guaranteeing their students multiple engaged scholarship activities. Engaged scholarship is also becoming important to public universities. For example, with support of the Governor and the Bill and Melinda Gates Foundation, the California State University System, the largest four-year public university system in the U.S. with 460,000 students and 24,000 faculty members, is piloting greatly expanded engaged scholarship activities at eight campuses and is intending to scale them up to provide experiences for each student at all 23 campuses.

In the Big 10, the University of Minnesota promotes public engagement as a centerpiece of the university, even holding promotion and tenure workshops for its engaged junior faculty to give them strategic and practical advice for success in the promotion and tenure process. Michigan State encourages, measures, and assesses faculty engagement efforts, but focuses on faculty and not student engagement. In contrast, Ohio State aims to use service learning to enhance student learning, develop student civic engagement, and foster ongoing student collaboration with local and global communities. Ohio State encourages faculty to adopt an “S” (Service learning) or “S+GE” (Service learning and General Education) designation for their courses, thereby incorporating engagement into the curriculum.
DATE: January 12, 2016

FROM: Mohamad A. Ansari

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SUBJECT: Special Senate Committee on Engaged Scholarship

The Engaged Scholarship Initiative (ESI) began in 2012 with a goal of elevating the role of engaged scholarship in undergraduate education, including providing more opportunities for students to have engaged scholarship experiences. The primary body charged by the University’s leadership with advancing the initiative is the Council on Engaged Scholarship (CoES). The CoES comprises 35 sitting members, including University-wide student, faculty, staff, and administrator representation. Five committees, consisting of 70 individuals, undertake the work of the Council.

Closely related to the work of the Council on Engaged Scholarship and Engaged Scholarship Initiative, the University Faculty Senate has taken leadership on offering out-of-class academic experiences to Penn State’s undergraduate students. In April 2014, the Senate passed an Advisory/Consultative Report—put forward by a partnership of nine standing committees—that gave the University guidance on how it should proceed with the Engaged Scholarship Initiative. Soon after taking office, President Barron endorsed this report.

At the same time, the President introduced his “Six Imperatives” to frame priorities for the Penn State community and to provide an important basis for the University’s next strategic plan. While each has a unique focus, these imperatives—Excellence; Student Engagement; Demographics and Diversity; Student Career Success and Economic Development; Accessibility; and Technology—are clearly intertwined, particularly with regard to their impact on student success. “Student Engagement,” defined by President Barron as “out-of-class activities that promote student success,” is a clear example of this interconnectedness.
Penn State defines engaged scholarship, a specific form of student engagement, as “out-of-class academic experiences that complement in-class learning.” Engaged scholarship experiences include, but are not limited to:

1. Undergraduate research
2. Internships
   - Study abroad, study away, and embedded travel courses
   - Service-learning and community-based learning
   - Capstone courses with an out-of-class component
   - Clinical experiences
   - Self-directed engaged scholarship

In follow up to the Informational Report that was presented by the Council on Engaged Scholarship at the Senate plenary meeting on December 8, 2015, The Special Senate Committee on Engaged Scholarship is appointed and is charged to:

- Establish a graduation requirement that all students complete an engaged scholarship activity during their baccalaureate degree program.
- Establish broad parameters of what an engaged scholarship experience is.
- Identify and establish reward and recognition strategies for faculty and staff involved in engaged scholarship.
- Prior to submission to the Senate Council, forward report for consideration and approval to the University Faculty Senate Standing Committee on Curricular Affairs.

The Special Senate Committee on Engaged Scholarship will be expected to present its work as follows:

- Prepare a Legislative Report for the University Faculty Senate Plenary meeting of April 19, 2016.

Please indicate your willingness to serve on this Special Senate Committee by contacting Nickie Schlegel at nxl12@psu.edu by Thursday, January 14, 2016. The charge meeting is scheduled for Thursday, January 14, 2016 at 11:00 a.m. in 101A Kern Building.

Thank you in advance for your participation in this important Special Senate Committee.

Sincerely,

[Signature]
Mohamad A. Ansari, Chair
University Faculty Senate

CC: Eric J. Barron
Nicholas P. Jones
Attachment 3: Recommendations for Faculty and Staff Reward and Recognition

The third charge given to the Special Senate Committee on Engaged Scholarship was to identify and establish reward and recognition strategies for faculty and staff involved in engaged scholarship. The Special Senate Committee bases its findings on 18 months of work by the Faculty and Staff Development Committee of the Council on Engaged Scholarship (CoES), on which three Special Senate Committee members sat.

The CoES committee first addressed faculty and staff reward and recognition by benchmarking the promotion policies of 50 peer institutions, including Penn State, that relate to engaged scholarship. The key findings of that benchmarking exercise were:

- Policies on engaged scholarship are largely broad with little consistency and little if any specific guidance about unit-level implementation, making it difficult to find a suitable model or synthesize best practices
- Engaged scholarship activities are most commonly credited as service activities, although crediting them as teaching or research activities is not uncommon
- Credit and reward for engaged scholarship activities is much more commonly given to tenure-track faculty than it is to non-tenure track faculty or staff
- Credit and reward is more typically offered at faculty reviews than it is upon hire for both tenure track and non-tenure track faculty

Based on the benchmarking, including study of Penn State policies and practices, the Faculty and Staff Development Committee drew the following conclusions:

- Imposing a top-down engaged scholarship expectation for promotion would be a significant burden likely to create challenges for units, not the least of which would be changing long-standing traditions in local culture
- Increasing participation in engaged scholarship activities among faculty and staff through promotion and tenure incentives is only one among many possible approaches
- Including non-tenure track faculty and staff in efforts to expand engaged scholarship opportunities for students is essential
- Incorporating engaged scholarship activities in job descriptions at time of hire would increase the likelihood of hiring individuals who are interested in pursuing those activities

After completing the benchmarking exercise, the Faculty and Staff Development Committee continued to explore opportunities for increasing faculty and staff participation in engaged scholarship. Following visits with every dean at University Park and half the chancellors across the Commonwealth, a half-day workshop held by the CoES, and continued deliberations, the Committee developed the following considerations for the University, which the Special Senate Committee endorses:
• Workshops should be developed to help chairs of promotion committees, department/division heads, and deans give more regard to engaged scholarship in promotion and tenure dossiers, annual faculty activity reports, and annual performance reviews.

• In consultation/partnership with the Vice-Provost for Academic Affairs, workshops should be developed for pre-tenure faculty to strategize robust ways to build engaged scholarship into their portfolios.

• Options should be explored to enable non-tenure track faculty to expand their already considerable contributions to engaged scholarship.

• Video modules should be developed to introduce faculty and staff to engaged scholarship and to communicate various ways to participate in engaged scholarship.

• The University should develop an engaged scholarship consultancy or engaged scholarship liaisons, similar to the teaching liaisons already provided to the academic units, to operate out of the Schreyer Institute for Teaching Excellence or a similar body.

• An Engaged Scholarship Diversity Committee should be formed to develop a diverse cadre of faculty and staff.

• An Engaged Scholarship Staff Development Committee should be formed to engage the diverse spectrum of staff who contribute to engaged scholarship and who are eager to contribute to Penn State’s growing culture of student engagement, including engaged scholarship.

• The University should develop two Engaged Scholarship Laureates, one for faculty and one for staff, to promote engaged scholarship across the University by example.