

Community Engagement & Leadership (CEL) Task Force

Community Engaged



THE UNIVERSITY OF TEXAS AT EL PASO

Progress Report AY 2019-2020

Prepared by José D. Villalobos



Table of Contents

| | |
|---|----|
| Summary from the Task Force Chair..... | 3 |
| Dean’s Call to Action..... | 4 |
| Tools for Curriculum Development..... | 5 |
| I. CEL Basics (Information Handout)..... | 6 |
| II. Models of Community Engagement | 10 |
| III. Building Community Partnerships..... | 13 |
| IV. CEL Curriculum Training (Agenda)..... | 15 |
| V. CEL Syllabus Design Guide..... | 17 |
| VI. CEL Application Form..... | 21 |
| VII. Additional Resources: Web Links..... | 23 |
| Accomplishments..... | 25 |
| Year to Date Accomplishments..... | 26 |
| Key Goals Looking Forward..... | 28 |
| Members of the Task Force..... | 29 |
| Further Reading..... | 30 |

Summary from the Task Force Chair

The first year for the Community Engagement & Leadership (CEL) Task Force was a very fruitful one, with much unity and enthusiasm among its members and supporters across the UTEP campus and among our community friends. Heading into the fall 2019 semester, members came together to work effectively and efficiently in preparing a full agenda in adherence to Dean O’Hearn’s initial call to action (see below), developing key documents for designing CEL courses and curriculum, initiating important survey data collection efforts, promoting the program across campus with electronic outreach, information sessions (including at major faculty trainings/workshops), and our own major Fall 2019 CEL “Leadership and Community Engagement Curriculum Training” workshop co-sponsored with the CFLD (60+ attendees!). In spring 2020, like all earth dwellers, the committee members had to contend with the emergence of the COVID-19 pandemic, but not before making important strides and setting key plans into place by early March. Importantly, all of our CEL application materials were finalized and promoted widely while survey data was successfully completed, which provided a vehicle for recruiting faculty members to join the CEL program with new CEL course offerings for the Fall 2020 semester. Though in-person trainings had to be canceled, virtual trainings (nearly all of them one-on-one or small group) took their place and a strong contingency of initial applications were submitted by the first deadline in April (with additional applications continuing through the summer). Connections and plans with Health Sciences also came together for another major workshop that was initially planned for April but then postponed amid the pandemic (these plans now sit ready for the next opportunity to safely convene, with other virtual opportunities to be offered in the meantime).

Throughout all of these developments, a CEL webpage was also put together and launched on the CLA website. The CEL webpage contains the full breadth of application, advisory, curriculum, and other documents and links that are continually updated as the committee has continued its work during the summer (see: <https://www.utep.edu/liberalarts/resources/faculty-staff-resources/cel/index.html>). Speaking of the summer, in addition to web page supplements, the committee has also conducted two major virtual training/information workshops (including guidance for online CEL activities during COVID-19), continued one-on-one trainings by request (with numerous friends in the Spanish program and many others), formed a subcommittee focused on grant opportunities, and worked on developing a new CEL advising information handout as well as a CEL advising brochure that should help with further recruitment and guidance efforts going into the 2020-2021 academic year. This will be especially important as the CEL Task Force looks to help make sure the new (and future) CEL courses are able to be successfully promoted with good enrollments, and so that faculty, students, and community partners alike become more familiar with the CEL program and what it has to offer. Last, the Task Force continues to work on plans for the development of core course and module options, as well as working on its broader plans to build its base of CEL courses to the point that the CEL certificate can also be officially launched and sustained going forward. As one goes through this progress report, you will see that we provide a sample of key materials (including webpage links for content that cannot easily be pasted into the report) that hopefully help provide a sense of our activities over the past year, beginning with Dean O’Hearn’s call to action and ending with the full 2019-2020 Task Force membership listing.

As chair of this wonderful group, I have truly enjoyed the collegiality of all members involved (all who are staying on for the next year, except Stacey Sowards who has moved to UT Austin and who we will all greatly miss!), as well as for the continued support, guidance, and encouragement from Dean O’Hearn and the College. Onward, Miners!

--José D. Villalobos, CEL Task Force Chair

Dean's Call to Action

The College of Liberal Arts established a task force to set up a plan of action for the development of curriculum and programs in the new Program in Leadership and Community Engagement. Under the Dean's office, this new program (formerly the Program in Leadership Studies) will take a lead in developing community-engaged teaching and research in the College of Liberal Arts. We will be working together with the Center for Community Engagement (CCE) in the first stages of this process and we have appointed Faculty Fellows in CCE and in the Dean's office to work on a plan for the development of the program over the 2019/20 academic year. The Faculty Fellows are Andrea Shaheen from Music and Jeremy Slack from Sociology and Anthropology.

I envision of the task force the following charge:

- Defining the quantitative and qualitative characteristics necessary for a course to be considered as a "community-engaged" course
- Identifying the existing courses in the College that either have or could be transformed to have such characteristics, and further courses that should be developed in a community-engaged curriculum
- Considering possible forms for the curriculum within the College, e.g., as a block elective; as core requirement(s); as major, minor and/or certificate in community engagement
- Identifying models and subjects for graduate and undergraduate community-engaged research, both within the college and as cross-college initiatives
- Identifying constraints and solutions to constraints regarding the program, e.g., IRB, identification of community partners and research projects
- Other topics, issues that the task force deems important to community-engaged teaching and research in COLA

The Task Force has met semi-regularly during the summer to help develop a plan of work for the two faculty fellow beginning in the fall semester. Jose Villalobos, a former CCE Faculty Fellow, has agreed to chair the committee. If appropriate, the Task Force or some part of it may become an advisory body for the program in coming years.

As part of this process, the College has also explore additional opportunities to support faculty who are dedicated and committed to offering students with meaningful academic community engagement experiences.

Sincerely yours,
Denis O'Hearn
Dean of Liberal Arts

Tools for Curriculum Development

I. CEL Basics (Information Handout)

Community Engagement & Leadership (CEL) Program in Liberal Arts



“CEL” Program Advising Information Handout

- Are you looking to expand the learning experience beyond in-class critical-thinking and discussions?
- Are you interested in opportunities that allow you to engage with the community and make positive contributions to society?

If so, consider taking courses linked to the **Community Engagement & Leadership (CEL) Program** in the College of Liberal Arts at UTEP!

UTEP is now offering “CEL” courses with community engagement and leadership components that allow faculty and students to engage in good works, develop leadership skills, and enhance the learning experience. Students who take such courses will now be able to see a new “CEL” designation appear on their transcripts, which is helpful for recruiters and employers looking for talented graduates with valuable experience and expertise in community-engaged and leadership activities. Such courses also help faculty to further invigorate their curriculum, fine-tune teaching and research skills in line with the Boyer model of scholarship, and maximize evaluation and recognition of their work. For those interested, below is a general outline of the key concepts, purpose, partnerships, activities, positive implications, and guidance that one can attain from participating in the “CEL” program.

Please also visit our “CEL” webpage at: <https://www.utep.edu/liberalarts/resources/faculty-staff-resources/cel/index.html>

Some of the Basics of the “CEL” program:

What is community engagement and where does leadership skill-building come into play?

Engagement in the community serves the purpose of building knowledge, motivation, and participatory behavior in a democratic society. UTEP courses with a community engagement component allow students to have meaningful experiences outside of class connected to academic learning objectives. The faculty create opportunities for engagement through a community partner and help students get connected to activities that create a mutually beneficial, reciprocal relationship that helps to serve the community in some way. In addition, many of the activities associated with community engagement are inherently tied to skill-building related to leadership qualities. Simply taking the initiative to engage with the community is a leadership choice and learning how to address critical societal issues and offer your time, energy, and critical-thinking abilities to help solve problems, make use of resources, and fulfill key services all lead to enhanced leadership development and performance skills. Thoughtful, constructive reflection is also a key desired outcome so that students may come full circle in learning from their experiences.

What is the purpose of getting engaged?

The main purpose of the CEL program is to strengthen students’ understanding of their role in society as engaged citizens and to build the knowledge and competencies that will enable them to be socially responsible and participating community leaders. Expanding on that scope, there are many rewarding purposes for those seeking to become community-engaged faculty and students leaders:

- Enriches scholarship, research, and creative activities
- Enhances curriculum, teaching, and learning
- Prepares more educated, actively-engaged citizens
- Strengthens democratic values and civic responsibilities
- Provides opportunities to address critical societal issues
- Contributes to the overall public good

Who are some of the community partners that UTEP has connected and engaged with?

UTEP is well known for reaching out to the community and developing thriving partnerships with a variety of wonderful organizations in the region. While some faculty choose to develop their partnerships directly with key organizations, an increasing number of faculty and organizations are now also working in conjunction with UTEP’s Center for Community Engagement to develop and document their events and activities through the CUE (Community-University-Engagement) Portal (see: <https://utep.galaxydigital.com/>).

Though there are far too many organizations to list in full, here is a sample of some of the agencies recently working with the Center for Community Engagement to partner with faculty and students using the CUE:

- The Opportunity Center for the Homeless
- Hispanic Women’s Network of Texas
- Central El Paso Community Organization (CEPCO)
- El Paso Zoo Society
- YWCA El Paso del Norte Region
- Military Veteran Peer Network

What are some of the types of engagement activities that CEL courses offer?

CEL activities may be tied to one's research, teaching/learning, and service – and often there is quite a bit of overlap between all three! CEL activities may be tied to community-based internships, outreach, capacity-building and mentoring, practicum and clinical learning, field-based learning, student teaching, and various forms of community-based and public research opportunities. There may also be activities tied to the design, consultation, or creation of a community product or tool. Therein, community engagement placements in the community are those for which “direct service hours” are performed (20 hours+ per course, providing a significant amount of experiential learning each semester).

In addition, to learn more about the types of community engagement activities and programs at UTEP in recent years, see also the following edited volume written by UTEP faculty in partnership with the Center for Community Engagement:

Núñez, Gina M., and Azuri L. Gonzalez (eds.). 2018. *Community Engagement and High Impact Practices in Higher Education*. Dubuque, IA: Kendall Hunt.

*See: <https://he.kendallhunt.com/product/community-engagement-and-high-impact-practices-higher-education>

Help Maximize UTEP's Mission and Contribute to the Community!

UTEP is not only nationally and internationally recognized for its access and excellence in its educational programs on campus, but also for its exemplary accomplishments in having a direct, positive impact on the Paso Del Norte region and beyond. By being a part of the CEL program, you can also take part in and contribute to maximizing UTEP's impact on education and the region!

Seeking Further Information and Guidance?

How do I learn more about the CEL program and courses being offered?

Faculty, advisors, and students interested in CEL courses may contact Associate Dean Crystal Herman (gberman2@utep.edu) who helps to oversee the program and process faculty applications, as well as Dr. José Villalobos (jdvillalobos2@utep.edu) who serves as the Dean's Chair for the Community Engagement & Leadership Task Force in Liberal Arts. **For students (and their advisors)**, when planning your course schedule be sure to ask about and search for our “CEL” designated courses in the course catalog. **For faculty**, getting your courses “CEL” designated is a straightforward process for classes with syllabi that meet key criteria and we offer a variety of informational workshop and training sessions ahead of every round of applications for adding new course sections to the program. Each semester, courses that are “CEL” designated will be listed and often with a short description of the type of activities to be offered. Look for courses with the “CEL” designation, such as with the following examples: **HIST 5390 (CEL)**, **ENGL 3374 (CEL)**, or **POLS 4315 (CEL)**.

For general guidance and links to key resources online, please visit our “CEL” webpage at: <https://www.utep.edu/liberalarts/resources/faculty-staff-resources/cel/index.html>

And for further information on Community Engagement and Leadership Studies at UTEP, as well as information on UTEP's mission vis-à-vis best practices, UTEP Edge initiatives, principles of partnership, community organizations and sites, and the variety of ongoing training opportunities, you may also contact:

Cynthia Marentes (cmarentes@utep.edu), Director of Community Engagement for the Dean's Office in the College of Liberal Arts

Azuri Gonzalez (azurig@utep.edu), Director of UTEP's Center for Community Engagement

Dr. Areli Chacón Silva (achaconsilva@utep.edu), Director of UTEP's Leadership and Community Engagement Program

Community Engaged



II. Models of Community Engagement



Civic Engagement

Engagement in the community for the purpose of building knowledge, motivation, and participatory behavior in a democratic society.

How does the general concept of engaging in the community fit with UTEP's educational mission?



Community Service

Community engagement done for the purpose of serving the community. Community is the primary beneficiary.

Have you ever served your community (perhaps on your own time if not connected to UTEP or a previous institution)-what drove you to do something to benefit others in your community?



Service-Learning

Teaching method where there is service to the community attached to academic learning objectives. Thoughtful, constructive reflection is a key desired outcome.

How might service-learning be different from good old-fashioned volunteering? Why should students complete reflective exercises after each service-learning activity?



Community-Based Internship

Extended, structured, experience organized in the community where the primary beneficiary is the student, but may serve a community purpose. Professional development and preparation are key desired outcomes.

Development and preparation for the students here helps them get ready for real world experiences-why would our partners invest their time and consideration so our students can have such a learning experience?



Clinical/Field Experience

Field and professional development that may be performed in the community where the student is the primary beneficiary and where the community is either the laboratory and/or the community partner is a collaborating teacher. These types of experiences may be regulated and defined by accrediting bodies in certain disciplines

like nursing and pharmacy.

How is it that a community entity can become a “laboratory” with both faculty and community partner under certain circumstances sharing greater responsibility in the learning process? And why is it necessary that such activities be regulated and strictly defined in allowing students to have more intense interaction and thereby greater impact on community entities?



Community Outreach

Activity performed to solicit community participation in a desired activity, event, or program to disseminate information to the community.

What is UTEP’s leadership role in soliciting community participation for a day event, what kind of event would be useful, and what longer-term benefits could one develop from such activities?



Community-Based Research

Research conducted in the community that may have community implications or benefits.

How could one integrate one’s general research interests and activities into this type of community engagement activity, and how might it enhance UTEP’s Top Tier Research “R1” Carnegie Classification?



Community-Based Participatory Research

Research conducted in and with the community where the community has input and decision-making authority on the focus, purpose, and methods of the research project.

What type of collaborative project might you be able to develop with a community partner where your research could highly benefit (with data results fit for a top tier research outlet) while also enhancing a community partner’s ability to positively impact people they serve in line with their mission?



Community Collaborative

Community interaction for a specific purpose, typically for a short-term desired outcome. May evolve into a community partnership.

What may be the pros and cons of seeking a short-term (perhaps even for a single event) community collaboration versus longer-term community partnership?



Community Partnership

A collaboration where desired outcomes and expectations from participating partners are understood and agreed upon. The community partnership may be short-term or long-term and may involve a singular activity with a start and end date, or may include a variety of activities and engagement models, and may lead

the partnership into an ongoing relationship. Ultimately, it should be reciprocal and mutually beneficial.

How can we make sure to avoid having any community partner left feeling abandoned or even exploited (particularly after a singular or short-term project)? More broadly, how can we strive to always leave a lasting, positive impression with community partners so that they will want to continue collaborating with UTEP's faculty and students?

...And working with the CCE to make connections (you don't have to go it alone!):



Building Community Partnerships

Connecting UTEP faculty with community partners in order to facilitate community-engaged learning opportunities and experiences for students, faculty, and partners.

What is the Center for Community Engagement (CCE) and what are its main functions? Extra trivia, what part of the CCE's name was recently updated and where is the CCE office newly located at UTEP? (see also the next section below)

III. Building Community Partnerships

Building Community Partnerships: What it Takes



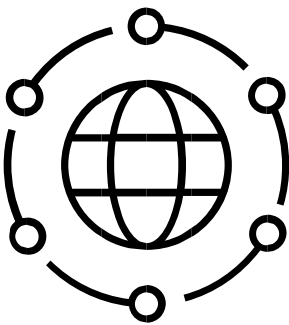
IDENTIFY MUTUAL INTERESTS

Partnership is about starting where people are and finding ways of coming together to identify mutual interests. It's a long-term relationship.

CLARITY ON GOAL



Most partnerships start with clarity around goals or expectations. That means that you identified, or the partner identified, you as someone that could be of value and of service to focus on a goal or priority and sometimes it might be a crisis.



KNOWLEDGE BASE OF COMMUNITY PARTNERS

Have a good knowledge base of the community partners and the communities that you about to be invited to be a part of. That means knowing their cultures, knowing their norms, knowing their histories and know how communities like to engage.



BUILD TRUST

This is the glue that is going to hold the relationship together and grow stronger. How does your community partner appreciate trust and building on a trusting relationship?



Be mindful of self-determination. Community partners have collective selfdetermination. Be respectful of their choices, it might not be what we ideally want but we need to be mindful that the community has the most important say in the relationship that you build with them.

Adapted from UTEP Center for Community Engagement, 2018 Service Learning Video Series
https://www.youtube.com/watch?time_continue=1&v=hlqIMCYngr0

IV. CEL Curriculum Training (Agenda)

**“Leadership and Community Engagement Curriculum Training”
Community Engaged Scholarship Workshop Series (CCE & CFLD)**

**Friday, September 27, 11am – 3:30pm
UTEP, El Paso Natural Gas Conference Center**

Workshop Agenda

- | | |
|-----------------------|--|
| 11:00 – 11:15 | Special introduction and welcome by the Dean of the College of Liberal Arts Denis O’Hearn |
| 11:15 – 11:30 | Community Engagement at UTEP Azuri Gonzalez, Jenna Lujan, and José Villalobos |
| 11:30 – 12: 15 | Grab lunch back to tables Table discussions on interest in community engagement and models of diverse approaches |
| 12:15 – 1:15 | “Models of Community Engagement” panel Isabel Baca, Angel Cabrales, Ivonne Santiago, and Stacey Sowards |
| 1:15 – 1:55 | Integrating community engagement courses and making them part of the Leadership and Community Engagement curriculum Areli Chacón and Crystal Herman |
| 2:00 – 2:30 | Insights for building and establishing community |

**partnerships: The basics and a “quick start”
approach
(with breakout thereafter for those who wish to
employ the CUE sign-up tool onsite)
Azuri Gonzalez, Jenna Lujan, and José Villalobos**

2:30 – 3:30 **Integrating community engagement research
with teaching and service: How to maintain and
build upon an R1 publishing agenda
Joe Heyman**

V. CEL Syllabus Design Guide

Community Engagement & Leadership (CEL) Certificate Program

Basic Three-Step Process

1. Read through this Faculty Syllabus Design Guide, the CEL Application Form, and the CEL Signature Form.
2. Update your syllabus to reflect the design guidelines and fill out the CEL Application form. Please also note here if your course is for the **undergraduate** ____ or **graduate** ____ level (note that graduate-level courses will require additional structural considerations).
3. Submit your updated syllabus, the completed CEL Application Form, and CEL Signature Form (with applicable signatures at the department level) to the College of Liberal Arts Dean's Office (send materials to Associate Dean Crystal Herman: gherman2@utep.edu).

Important Notes:

***If you have any questions or concerns, please feel free to contact Associate Dean Herman at the Dean's Office for additional information and guidance through the process.**

***The review process will be conducted by the CLA Community Engagement & Leadership Review Committee (which may request revisions/updates before approval; certain exceptions may also be granted with committee approval for courses with special circumstances), and final approval will be granted through the Liberal Arts Curriculum Committee (LACC).**

***Once your syllabus is reviewed and approved, the CLA Dean's Office will work with you and your Department Chair (and department administrative assistant) to request that the registrar have your course designated (a.k.a. "tagged") as a "CEL" course, which will make it applicable for students working towards a 12-hour "CEL" Certificate.**

Course Requirements

The College of Liberal Arts is in the process of designating courses that will count towards the soon to be established Community Engagement and Leadership (CEL) Certificate Program. Liberal Arts majors will be encouraged to complete at least one "CEL" (Community Engagement & Leadership) designated course as part of the UTEP experience (as well as ideally within their degree plan/program of study) and will have the option to take at least three additional courses in order to reach **12 total hours** of "CEL" course credits, which will earn them a certificate in Community Engagement and Leadership at either the undergraduate or graduate level.

**Please note that the proposed program will be concurrently established as the first pilot courses begin for the 2020-2021 academic year.*

Departments are asked to inventory their course offerings and determine whether courses currently taught can potentially meet the criteria to classify those courses as "CEL" courses. To designate a course as a "CEL" course, this Faculty Syllabus Design Guide must be reviewed and the following criteria should be reflected in the CEL Application Form, along with a copy of the syllabus to be submitted for program approval.

Purpose of Courses

To strengthen students' understanding of their role in society as engaged citizens and to build the knowledge and competencies that will enable them to be socially responsible and participating community leaders.

Community Engagement & Leadership (CEL) Course Definition:

These are courses with integrated, structured community-based (*direct* and *indirect* outside of the classroom) projects and activities connected to course learning objectives where engagement with community partners is equally beneficial to the student and community partners. Participation involves reciprocal teaching-learning experiences over the course of the academic semester and students may gain additional leadership and interpersonal skills while applying their knowledge in the community-setting.

Examples of this type of engagement with leadership development activities include:

- Community-based internships, clinical, fieldwork, and student teaching
- Community engagement placements in the community where “direct service hours” are performed
- Planning and implementation of a community engagement activity or project
- Design, consultation, or creation of a community product or tool
- Pro bono specialized services performed by faculty and students (e.g. consulting) in connection with course or academic objectives
- Student community-based research to include surveying, observations, and field notes

Note: *Academic based community engagement is **not basic volunteerism or community service** and should not be left up to the student to conceptualize and organize without proper guidance and direct connection to the course objectives in partnership with a community organization and need. Ideally, a significant portion of a community-based activity will be group-based with faculty accompaniment.*

Recommendations:

- **Course learning objective(s)** - Community engagement experience connected to *at least one course learning objective* and articulated as such in the syllabus.
- **Skills and knowledge** - In addition to course learning objectives, students should master *at least two of the following leadership-related skills*, which should also be indicated on the syllabus:
 - a) Develop and strengthen ethical skills
 - b) Increase social justice and social responsibility awareness
 - c) Build communication skills
 - d) Develop critical thinking skills
 - e) Team work interpersonal skills
 - f) Community-based research skills and knowledge
 - g) Practice initiative and responsibility
 - h) Self-driven and change-making skills
 - i) Develop innovation and entrepreneurial skills
- **Grading, reflection and evaluation** - Community engagement activities must be graded and should make up at least 20% of the grade (minimum – there may also be related assignments)

with separate grades that supplement this minimum). Depending on the course design, the credit for such activities could be up to 80% of the grade (maximum).

- Evaluation methods might include:
 - On-site visits
 - Progress reports, journaling, and ongoing reflection
 - Project, poster, and documentation
 - Midterm and Final reflections
 - Final presentation
 - Student and community partner evaluations
- **Note: Reflection** is a mandatory component of all academic-based community engagement activities. Some of the evaluation methods might also assist with reflection. However, reflection should be facilitated throughout the semester and should not consist solely of one activity or assignment, and not occur solely at the end of the semester. Reflection facilitates progressive learning and should allow for peer and/or faculty feedback.
- **Hour commitment** - Community engagement hours, whether direct or indirect, must constitute a minimum of 20 direct hours (indirect hours, or preparation time might equal more than 60 hours).
- **Community partner and preparation** – A pre-identified community partner(s) and project should be identified for the course community engagement activity, and where appropriate, a community partner agreement should be in place. The UTEP Center for Community Engagement (CCE) can aid faculty with the initial task of identifying and connecting with a community partner.

Course Designation Process and Reapplication

Courses to be designated as “CEL” courses will carry such designation once “tagged” upon request through the registrar and will appear as such on student transcripts (unless tagged retroactively). Initial approval through the College of Liberal Arts Dean’s Office is required to ensure that all requirements are met and so that the course may count towards the 12-hour “CEL” certificate program. If a course is modified or the community engagement is no longer a component of the course, instructors should contact the College of Liberal Arts Dean’s Office (Associate Dean Crystal Herman: gberman2@utep.edu) to confirm whether or not they intend for the “CEL” designation to be reapplied for future iterations (and if not, this provides the Dean’s Office an opportunity to seek other instructors and/or courses to fill CEL Certificate program needs). When the course is offered again as a “CEL” course, it needs to be reapproved for each subsequent semester, which often will constitute a very simple and straightforward renewal for designation of the new section and should not burden the faculty member (e.g., minor changes would likely be slightly updating a syllabus/calendar and otherwise renewing an already acceptable format). Once approval/confirmation of the proposed syllabus is granted, the Dean’s Office will work with faculty to notify their Department Chair and administrative assistant to request that the registrar be contacted to add the “CEL” designation.

Additional Resources for Help and Guidance

*For additional information on Community Engagement and Leadership Studies at UTEP, as well as information on UTEP’s mission vis-à-vis best practices, UTEP Edge initiatives, principles of partnership,

community organizations and sites, and the variety of ongoing training opportunities, you may contact the following:

Azuri Gonzalez (azurig@utep.edu), Director of UTEP's Center for Community Engagement

Dr. Areli Chacón Silva (achaconsilva@utep.edu), Director of UTEP's Leadership and Community Engagement Program

VI. CEL Application Form

Community Engagement & Leadership (CEL) Certificate Program Liberal Arts “CEL” Course Application Form

*All fields below are required and please be sure also attach your proposed syllabus to this form (see also the “Faculty Syllabus Design Guide” for additional guidance).

Request for approval for the following course:

Faculty Member: Click or tap here to enter text.

Course Prefix/Abbreviation and CRN Number: Click or tap here to enter text.

Course Title: Click or tap here to enter text.

Undergraduate or Graduate Level: Click or tap here to enter text.

Department: Click or tap here to enter text.

Rational for including the course as a “CEL” (Community Engagement & Leadership) course for the Community Engagement & Leadership Certificate Program:

Click or tap here to enter text.

The course being proposed as a Liberal Arts “CEL” (Community Engagement & Leadership) course for the Community Engagement & Leadership Certificate Program must fulfill the following requirements. Please describe how the proposed course meets each requirement and attach a copy of the syllabus for the course.

- 1. The course must either require 20 to 60 engagement hours, result in a deliverable that will be made available to the community, or both. Please describe the service hours and/or deliverables that will be a graded component of this course.**
Click or tap here to enter text.
- 2. What percentage of time will the above engagement hours and deliverables comprise for this course?**
Click or tap here to enter text.
- 3. What percentage of the final grade will the above service hours and deliverables comprise for this course (20% minimum to 80% maximum recommended)?**
Click or tap here to enter text.
- 4. How will these elements be assessed?**
Click or tap here to enter text.
- 5. What is the “alternative engagement” activity requirement for students experiencing extenuating circumstances?**
Click or tap here to enter text.
- 6. How will the service hours and deliverables contribute to the overall Learning Objectives as stated in the syllabus?**
Click or tap here to enter text.
- 7. Who is your Community Partner for this course? If this is yet to be determined, what is the planned process for identifying a Community Partner?**

Click or tap here to enter text.

8. How many faculty members within your departments are able and willing to teach this course in this format?

Click or tap here to enter text.

VII. Additional Resources: Web Links

Supplemental Application Resources:

- Fall 2019 Workshop CCE Session Training Slides: [PPT](#)
- CEL Program Advising Brochure (PowerPoint): [PDF](#)
- CEL Program Advising Information Handout: [PDF](#)
- Civic Engagement Value Rubric: [PDF](#)
- Building Partnerships: [PDF](#)

SAMPLE SYLLABI

- Meredith Abarca Sample Syllabus (ENGL 3374): [PDF](#)
- Brad Cartwright Sample Syllabus (HIST 5390): [PDF](#)
- Areli Chacón Sample Syllabus (MLS 5300): [PDF](#)
- Cherry Duke Sample Syllabus (MUSA 2253/5101): [PDF](#)
- Brad Jacobson Sample Syllabus (ENGL 4355): [PDF](#)
- Maissa Khatib Sample Syllabus (WS 3321): [PDF](#)
- Yolanda Leyva Sample Syllabus (HIST 5390): [PDF](#)
- Mari Noopila Sample Syllabus (MLS 5326): [PDF](#)
- Andrea Shaheen Sample Syllabus (MUSA 3325): [PDF](#)
- José Villalobos Sample Syllabus (POLS 4315): [PDF](#)

Guidance for Online and Remote CE Activities:

- Making Community Engagement Matter for Online Teaching: [PDF](#)
- Remote Community Engagement Activities: [DOCX](#) | [PDF](#)
- Campus Compact CE Guidance in Response to COVID-19 Challenges: [LINK](#)

Tools for Incorporating Social Justice Components:

- Pushing the Edge (Social Justice & Progressive Teaching Resources): [LINK](#)
- Global Oneness Project (Stories and Lesson Plans): [LINK](#)
- Teaching Tolerance (Classroom Resources): [LINK](#)
- Personal Bias Exercises: [PDF](#)
- DoSomething.org (Student-Led Activities): [LINK](#)
- Personal Bias Exercises: [PDF](#)

*See additional links and information (including the most up-to-date trainings/workshops) at: <https://www.utep.edu/liberalarts/resources/faculty-staff-resources/cel/index.html>

Accomplishments

Year to Date Accomplishments

- ✓ Established a strong, diverse cohort of colleagues with community engagement and leadership experience from various departments and programs in Liberal Arts, and holding continuous bi-monthly committee and subcommittee meetings (all members were subsequently retained for the 2020-2021 academic year, except for one faculty member who changed institutions).
- ✓ Prepared a full agenda in adherence to the Dean's call to action.
- ✓ Conducted vital survey collection efforts to help identify faculty, courses, resources, community partnerships, and needs in line with the CEL agenda and future plans for building the curriculum offerings (at both the undergraduate and graduate level) to pave the way for a CEL Certificate to be offered in the program.
- ✓ Developed the following key documents for the design of CEL courses and curriculum: CEL Syllabus Design Guide, CEL Application Form, CEL Signature Form, making available an array of sample syllabi (from the initial cohort) for other faculty to view for additional guidance. Subcommittee work and meetings from Fall to early Spring helped wrap up and finalize all key CEL application materials, subsequently promoted widely and posted on the CEL website (as described below).
- ✓ The CEL webpage was established vis-à-vis the Liberal Arts website, with an initial focus on having it used as a convenient place to find and keep updated the key application documents and forms. It was subsequently expanded during the Spring and Summer to include an extensive amount of additional advisory and curriculum materials, including continually updated links and documents relating to trainings, resources for online and remote CEL activities (amid COVID-19 and beyond), as well as tools and progressive teaching resources for incorporating social justice components into our CEL curriculum (see: <https://www.utep.edu/liberalarts/resources/faculty-staff-resources/cel/index.html>).
- ✓ Promoted the CEL program across campus through various electronic outreach efforts through the college and numerous subunits.
- ✓ Provided various information sessions at major faculty trainings/workshops, perhaps most notably the Fall Faculty Retreat (co-sponsored by the ADT and CFLD) that introduced the program and explored the models of community engagement employed at UTEP, a large class session (sponsored by the CCE) that addressed challenges and opportunities for CEL activities mid to high enrollment courses, as well as two summer virtual workshops for faculty who had either just completed the CEL application process or sought

-
- information and guidance (including for online teaching amid COVID-19) ahead of the next academic year and forthcoming round of applications.
- ✓ Conducted our own major Fall 2019 CEL “Leadership and Community Engagement Curriculum Training” workshop (co-sponsored with the CCE & CFLD). Extensive promotion of the event were highly fruitful, resulting in 60+ attendees with strong interaction with and retention of participants for the duration of the 4½ hour Friday event. Follow-up activities from this workshop were key to recruiting faculty for the subsequent first call for CEL course applications during the spring.
 - ✓ As the COVID-19 pandemic emerged in the Spring, the Task Force quickly moved to adapt by canceling in-person trainings and information sessions in favor of one-on-one and small group virtual (or even over the phone) trainings to keep up with faculty general CEL-related needs and particularly to help guide colleagues going through the CEL course application process.
 - ✓ Also amid changes in light of the pandemic, ongoing plans for a second major workshop/training to be co-sponsored with Health Sciences and the CCE were postponed (but not before the bulk of planning and preparation of key materials was completed just before Spring Break). The plans with Health Sciences are ready for deployment as soon as it is deemed safe to put them back into action (and a virtual workshop is likely to be planned in the interim).
 - ✓ A strong contingency of over a dozen initial applications were submitted by the first deadline in April (with additional applications continuing through the summer).
 - ✓ Initial plans for developing a core course and modules for the CEL program and proposed CEL certificate were conducted with a look to Fall 2020.
 - ✓ Initial committee efforts to seek out grant and other funding options resulted in identifying and researching two key NEH-funded opportunities. A subsequent grant subcommittee was formed to continue exploring those options and working towards a grant application in line with plans for the proposed CEL Certificate Program.
 - ✓ Finally, over the summer two new key advising documents (one a brochure in PowerPoint format and another a detailed handout), as well as this progress report were prepared in order to serve as additional resources for advisors in the college, faculty, and students who may need guidance in the coming academic year in navigating course offerings and future opportunities.

Key Goals Looking Forward

- Hit the ground running in Fall 2020 as the first batch of CEL courses begin and help all CEL faculty succeed in their initial application of the new curriculum (including amid challenges posed by the pandemic).
- Continue to promote and provide information about the program in order to grow our base of courses, particularly through new and expanded efforts in advising (including among key advising personnel in the college).
- Continue offering various online virtual information sessions and trainings/workshops, as well as one-on-one sessions as needed to maintain our support for our community-engaged faculty, students, and community partners. This will include ongoing efforts to help faculty adapt to changes amid the COVID-19 pandemic, particularly with an eye towards lifting each other up to overcome various challenges and limitations by incorporating innovative new approaches and opportunities for CEL applications down the road that stay true to our mission goals of access, excellence, and engagement.
- Continue exploring outside funding (particularly grant) opportunities to help expand our available resources for the program.
- Continue work on developing a core course and key modules that can be incorporated into the program, which will strengthen its foundation especially once we hit critical mass in the number and breadth of course offerings across the college (which will also open the door to officially introducing the full CEL Certificate in a long-term, sustainable environment).

Members of the Task Force

Denis O’Hearn – Dean of Liberal Arts, Professor of Sociology

José Villalobos (Task Force Chair) – Associate Professor, Political Science

Isabel Baca – Associate Professor, English

Angel Cabrales – Assistant Professor, Sculpture

Areli Chacón Silva – Director, Leadership and Community Engagement Program

Azuri Gonzalez – Director, Center for Community Engagement

Crystal Herman – Associate Dean, College of Liberal Arts

Joe Heyman – Professor, Anthropology

Yolanda Chávez Leyva – Associate Professor, History

Jenna Lujan – Assistant Director, Center for Community Engagement

Cynthia Marentes – Director of Community Engagement, Dean’s Office

Gina Núñez-Mchiri – Associate Professor, Anthropology

Julio Rogers – Director of Advising, Dean’s Office

Andrea Shaheen – Assistant Professor of Music

Jeremy Slack – Assistant Professor of Sociology and Anthropology

Stacey Sowards – Professor, Communication

Further Reading

A great supplemental source to the information provided within this report is the following edited volume written by UTEP Faculty with the Center for Community Engagement:

Nunez, Gina M., and Azuri L. Gonzalez (eds.). 2018. *Community Engagement and High Impact Practices in Higher Education*. Dubuque, IA: Kendall Hunt.