

High-Impact Practices & Pedagogies

College of Arts & Letters

TASKFORCE:

Undergraduate Research (pg. 1)

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Andrea Spofford
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Service Learning (pg. 4)

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Study Abroad (pg. 6)

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Jeffrey Williams
Tracy Nichols
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Internships (pg. 9)

Pam Gray
David Major
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Hybrid Courses (pg. 12)

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The CoAL vision statement, crafted by several faculty from multiple departments in 2016-17, affirms the value of the liberal arts. That vision was made more concrete as the committee specified particular ways in which we involve and inspire our students through pedagogies known to have a significant impact on learning.

The committee affirmed that:

- **We facilitate participatory learning environments, providing students with the confidence and the career readiness that comes from direct, hands-on experience.**
- **We promote an ethic of social responsibility and community engagement that extends beyond the classroom.**
- **We prepare students to become active participants in contemporary culture.**

This report follows up on the vision as a preliminary investigation into student engagement in the College of Arts and Letters. It does not attempt to be comprehensive, but instead focuses specifically on the areas of undergraduate research, service learning, study abroad, and internships, as well as the hybrid course format. We may want to expand the practices we track in the future.

Eighteen CoAL faculty from all departments contributed to this report. The taskforces made initial inquiries into trends, resources, and participation in each area. They also offer recommendations for developing or improving these practices and pedagogies, which hopefully will initiate larger conversations about the opportunities we offer our students.



“In the College of Arts and Letters students are encouraged to learn and live responsibly and imaginatively, embracing diversity and collaboration as they strive to elucidate the larger human condition and shape intentional, ethical, socially just lives.”

High-Impact Practices & Pedagogies

College of Arts & Letters

Undergraduate Research

Service Learning

Study Abroad

Internships

Hybrid Courses

UNDERGRADUATE RESEARCH

National definitions: The Council on Undergraduate Research (CUR) defines undergraduate research as an inquiry or investigation conducted by an undergraduate. Four elements are present in an undergraduate research project:

- 1. Mentorship.** A serious, collaborative interaction between the faculty mentor and student, in which the student is intellectually engaged in the scholarly problem or project.
- 2. Originality.** The student makes a meaningful and authentic contribution to the scholarly problem or project, and the work must be entirely or partially novel.
- 3. Acceptability.** Employing techniques and methodologies that are appropriate and recognized by the discipline with a problem or project that includes a reflective and synthetic component.
- 4. Dissemination.** Includes a final tangible product for which both the process and results are peer-reviewed, juried, or judged in a manner consistent with disciplinary standards.

Support:

- APSU is listed as a member of the Council on Undergraduate Research.
- APSU has an Office of Student Research and Innovation.
- Student Academic Success Initiatives grants do fund some undergraduate research and related travel.
- The Center for Excellence for the Creative Arts (CECA) provides support for student research in the Departments of Art & Design, Music, Theatre and Dance, and Creative Writing Program in the Department of Languages and Literature.
- Departments are sometimes able to offer support, but efforts are piecemeal.

Challenges:

- Current research activities from CoAL are not regularly recognized by the APSU Office of Student Research and Innovation.
- CoAL students are infrequently rewarded funding through the OSRI, and there is a disconnect in the flow of information from the OSRI and CoAL.
- Within CoAL there is a lack of coordinated support efforts and no infrastructure or assessment framework to compare the effectiveness of support strategies.
- Individual faculty work to support undergrad research, with little compensation but some recognition in the RTP process.



High-Impact Practices & Pedagogies

College of Arts & Letters

Undergraduate Research

Service Learning

Study Abroad

Internships

Hybrid Courses

- Current efforts often rely on the following: faculty mentorship through an extension of advising duties; use of departmental administrative help to cobble together funds or resources from various campus sources; use of student clubs to inculcate a culture of research; travel funding through special requests to individual chairs' or faculty discretionary funds; redirecting curricular or scholarship funds toward student projects deemed worthy.
- There is no standardized method for tracking student research activity within the college or within any of the departments.
- Student research activity is communicated locally (and sporadically) within departments at established meetings or by word of mouth.

Public-facing student research programs:

History and Philosophy:

Theta Delta publication has a student editorial board and consists of reviewed, student-written articles. History majors regularly present their research at the Regional Phi Alpha Theta conference, as well as the Ohio Valley History Conference, the Tennessee Experiential Learning Symposium, and the APSU Research and Creativity Symposium.

Communication:

Majors present at the Tennessee Communication Association (TCA) annual conference, the Ziegler Leadership Conference, the APSU Service Learning Showcase and the International Organization for Social Sciences and Behavioral Research.

Languages and Literature:

Creative Writing publishes *Zone 3* literary journal and the student-run *Red Mud Review*. English and Foreign Languages students present (both creative and critical writing) at conferences, including the Sigma Tau Delta International English Honor Society Annual Conference, Tennessee Philological Association Annual Conference, Southern Appalachian Student Conference on Literature, Classical Association of the Middle West and South's Southern Section, as well as APSU's Honors Conference. They send students to the Frost Place Writers Residency each year and creative writing students attend the AWP Conference on behalf of *Zone 3*.

Art + Design:

The new building has a publicly viewable Living Gallery Program offering workspace through proposal for any student matriculated in art classes. Majors regularly present at the Top-Con (Chattanooga Student Design) Conference, the National Student Show and Conference, the Creative South conference, the Creative Summit, the National Council on Undergraduate Research Conference, the TN Experiential Learning Symposium, and the Georgia Southern University Undergraduate Symposium.



High-Impact Practices & Pedagogies

College of Arts & Letters

Undergraduate Research

Service Learning

Study Abroad

Internships

Hybrid Courses

Music / Theatre and Dance:

Both departments hold public performances where their students are able to both entertain a paying public and offer participating students invaluable opportunities to realize their creative vision in the crucible of public performance.

Music supports students to present their work at the MidEurope International Blasmusik Festival in Schladming, Austria, The world Youth Wind Orchestra Project in Schladming, Austria, the Harrower Opera Workshop in Atlanta, GA, the Tennessee Music Educators Association conference, the National Opera Association conference, and the Mid-South Flute Festival.

Theatre and Dance annually supports students to present their creative work at the American College Dance Association regional conferences, Tennessee Theatre Association statewide conference, Southeastern Theatre Conference, Tennessee Association of Dance annual conference, and the United States Institute for Theatre Technology conference.

Recommendations:

- Develop a standardized format and expectation for reporting student research in the constituent departments of CoAL.
- Dedicate an Associate Dean position to spearhead the task of facilitating, assessing and communicating undergraduate, graduate and faculty research across the departments of CoAL, as well as advocate for University resources.
- Add at least one CoAL faculty member to the Office of Student Research and Innovation standing committee.
- Add at least one CoAL faculty member to the QEP funding committee.
- Provide a College-wide, articulated expectation of undergraduate student research support for each department. Such a standard might include the following:
 - A publicly advertised and juried rolling support available for student travel needs as they arise.
 - A method for reporting within the department and College on all research for which support is awarded.
 - An expectation of reporting to the College for all funds expended to support student research.
 - A call to each department for development an assessment tool to track the success of research support methods.
 - An expectation of reporting to the College documentation of assessment of the success of research support methods.



High-Impact Practices & Pedagogies

College of Arts & Letters

Undergraduate Research

Service Learning

Study Abroad

Internships

Hybrid Courses

SERVICE LEARNING

Current Involvement

- **Fall 2017**

7 courses in History, Communications, and Art & Design, plus 3 in Women's and Gender Studies.

- **Spring 2018**

8 courses, plus 3 in Women's and Gender Studies, and a London study abroad course. *This semester marked the highest number of service learning courses in CoAL.*

Successes:

- We have built relationships with community partners in Clarksville and Nashville, and in some cases, we partnered with organizations across the U.S.
- Our service learning classes help students make meaningful connections among their classroom learning, their personal histories and experiences, and their engagement with the community.

Sample list of community partners:

- Fort Defiance
- First Presbyterian Church of Clarksville
- James K. Polk Home and Museum
- City of Coopertown
- Adult Literacy Council
- Arts for Hearts
- Montgomery County Veterans Home
- Kiwanis Club
- Court Appointed Special Advocates
- Humane Society of Dickson
- Alzheimer's Association
- Read2Me
- Tennessee Immigrant and Refugee Rights Coalition
- Tennessee Emergency Communication Association
- Bethany House
- Soldiers and Families Embraced



High-Impact Practices & Pedagogies

College of Arts & Letters

Undergraduate Research

Service Learning

Study Abroad

Internships

Hybrid Courses

Challenges:

- Developing a new service learning course is incredibly labor intensive: from coordinating with community partners to working with the Center of Student Learning and Community Engagement (CSLCE) to developing the course itself.
- Teaching a SL course can be significantly more work than teaching the same course without a service component. Currently this extra labor is not compensated.
- Incorporating a service component into a course can sometimes interfere with developing course content.
- Enrollment can be problematic, either getting the course to fill or ensuring that unsuspecting students recognize that the course has service learning obligations.
- Working with community partners can be challenging.
- Issues with communication with the CSLCE, specifically in relation to contacting and developing community partners.

Recommendations:

- Our University, College, and departments should recognize Service Learning as a way to create community change agents and civic-minded individuals who are active participants in the community and the world at large.
- Better communicate expectations of SL when students sign up for a core class.
- Lower class cap for gen ed sections.
- Lower required number of students to run course.
- Compensate faculty teach SL, perhaps a course release and/or a course development grant.
- Actively promote SL courses within CoAL.
- Collect student testimonials of their experience and post these on the SL website as part of a marketing strategy of SL courses.
- Request the Center for Service-Learning and Community Engagement to run a service learning orientation session in August to clearly communicate the purpose of the center, faculty responsibilities, and the manner in which faculty could connect with potential service partners.
- Allow faculty the autonomy to reach out to new partners or alter service learning activities during the semester.
- The CSLCE should make available to faculty a database with organizations and their needs.
- The CSLCE, in collaboration with SL faculty, should run workshops to help students make the connection of SL to preparation for future employment and resume building, presenting experiential learning as a complement to the internship experience in preparing APSU students for the workplace after graduation.



High-Impact Practices & Pedagogies

College of Arts & Letters

Undergraduate Research

Service Learning

Study Abroad

Internships

Hybrid Courses

STUDY ABROAD

National/International Trends:

- According to the NAFSA (the National Association of Foreign Student Advisors,) and IIE (Institute of International Education), the number of students receiving study abroad credit from 2005 to 2016 is up 3.8%, from 200,000 to 313,415.
- The majority of study abroad trips are taken in Europe & Israel, with a high percentage jump in New Zealand (+10.1%).
- By a relatively wide margin, STEM subjects dominate study abroad offerings (+9.1%). Foreign Languages & Global Studies are at the bottom (+1.1%).
- Even though the general trend of studying abroad has grown by 3.8%, those taking advantage of external (Fulbright) funding for those experiences has grown by under half of that amount: 1.5%.
- Tennessee ranks 18th out of 50 states, tied with Virginia, with 1.89% of students participating.
- Overall, participation of minority students is vastly less than their Caucasian counterparts (23% vs. 71%).

Report on the Financial Status of the Office of Study Abroad and International Exchange:

The annual operating budget for the Office of Study Abroad and International Exchange in 2017 was \$217,965.00. This number includes: all salaries for all personnel (118,900); benefits for those who are eligible (28,300); all operating expenses (32,365); all travel expenses (18,000); all student scholarships (74,400). This is an extremely thin budget for a university of over 10,000 students.

Funding Issues:

- An internal audit noted that the office is seriously understaffed and recommended hiring at least two more full-time staff members.
- Faculty have experienced delays in having their program information distributed to interested students, delays that jeopardize their chances of making their programs.
- Students too often report that they come to the study abroad office only to find that no one is there to provide assistance because staff is out of the office addressing some pressing concern. Sometimes they do not pursue study abroad because of this issue.
- Operating expenses are barely adequate.
- Site visits are deemed necessary to ensure that a potential program site is safe, and that it meets standards established by the Office of Study Abroad and International Exchange. The travel budget is \$18,000.



High-Impact Practices & Pedagogies

College of Arts & Letters

Undergraduate Research

Service Learning

Study Abroad

Internships

Hybrid Courses

- The budget for student scholarships has been resting at about \$72-74,000.00 for years. The cost of a study abroad program is now in most cases well over \$6,000.00.
- Last year about 185 students out of over 10,000, i.e. roughly 1.85 percent, go on trips, and \$74K will barely fund \$500 per student. Some students did not get any aid, but those who did mostly received \$500.00. A few received \$1,000.00.
- Our students simply cannot afford to attend these programs without substantial financial aid.
- Federal financial aid can now be used only if the study abroad is part of one's major program of study.

At Austin Peay State University we aspire to present ourselves as excelling in study abroad experiences and international education for our students, but this will simply not be possible without a greater financial commitment from the administration.

Recommendations:

- Reinstating a dedicated international studies fee strictly designated for sending students abroad. If we are to continue to use words and tags such as global and international in our advertising, we must decide as an institution that spending on study abroad and international exchange is a high priority.
- Adequately staffing the Office of Study Abroad. This is an office that simply must have at least one well-informed person at the front desk at all times during regular business hours. Those who are here work hard to address the needs of students, but they cannot be everywhere at once.
- Not only could we be doing a better job of alerting all students of funding and availability of these programs, we are specifically lacking in areas where minority students are concerned.

Current Study Abroad Offerings (CoAL faculty):

- **APSU in Argentina:** Dr. Osvaldo Di Paolo Harrison and Dr. Honea Katherine
- **APSU in Austria:** Dr. Norbert Puszkar
- **APSU in Greece:** Dr. Tim Winters
- **APSU in Italy:** Prof. Ken Shipley
- **APSU in Japan:** Dr. David Rands and Prof. Margaret Rennerfeldt
- **APSU in Poland:** Dr. John Steinberg
- **APSU in Quebec:** Dr. Karen Sorenson and Dr. Christophe Konkobo
- **APSU in Rome:** Dr. Tamara Smithers
- **APSU in Spain:** Dr. Miguel Ruiz and Prof. Laura Schultz
- **APSU in Guatemala:** Dr. Jane Wessel
- **APSU in London:** Dr. Jennifer Snyder
- **APSU in London:** Dr. Tracy Nichols



High-Impact Practices & Pedagogies

College of Arts & Letters

Undergraduate Research

Service Learning

Study Abroad

Internships

Hybrid Courses

-
- CCSA London: Prof. Barry Gresham
 - CCSA London: Dr. Tara Alvey
 - CCSA London: Dr. Mickey Wadia

Exchange Programs:

- **APSU and Austria Exchange:** Dr. Norbert Puszkas
- **APSU and Hungary Exchange:** Dr. Cameron Sutt
- **APSU and France Exchange:** Dr. Karen Sorenson and Dr. Christophe Konkobo
- **APSU and Italy Exchange (La Meridiana):** Ken Shipley
- **APSU and Korea Exchange:** Kathy Lee-Heuston
- **APSU and Quebec Exchange:** Dr. Karen Sorenson and Dr. Christophe Konkobo
- **ASPU and Spain Exchange:** Dr. Miguel Ruiz
- **APSU and Sweden Exchange:** Dr. Tracy Nichols



High-Impact Practices & Pedagogies

College of Arts & Letters

Undergraduate Research

Service Learning

Study Abroad

Internships

Hybrid Courses

INTERNSHIPS

Current Status:

- Each year approximately 158 students from CoAL are in internships relevant to their major or minor
- Only half of the departments in CoAL have internships. History, Music, and Theatre & Dance do not currently have any formal internship courses for their students.
- Art + Design and Languages & Literature have elective internship courses.
- Communication currently requires the internship course for students in three of its eight concentrations.
- In 2017-218, Art + Design had approximately 30 internships; Languages & Literature had 24 internships representing 3 areas; Communication had 64 internships.
- The student internship work is equivalent to a minimum value of \$109,980 in labor, as demonstrated in Table 1.

TABLE 1: Estimated workplace value of CoAL interns from APSU

Dept.	# of internships per year	Minimum # of required hours	Est. # of hours generated	Minimum wage	Est. \$ value of internships
A + D	30	100	3000	\$7.50	\$22,500
COMM	64	135	8640	\$7.50	\$64,800
LANG / LIT	24	126	3024	\$7.50	\$22,680
HISTORY	–	–	–	–	–
MUSIC	–	–	–	–	–
THEATRE	–	–	–	–	–
TOTALS	118	361	14664	–	\$109,998



High-Impact Practices & Pedagogies

College of Arts & Letters

Undergraduate Research

Service Learning

Study Abroad

Internships

Hybrid Courses

Research:

We compared APSU with seven other universities:

1. Belmont University
2. Murray State University
3. Tennessee Tech University
4. Tennessee State University
5. University of Tennessee at Chattanooga
6. University of Tennessee at Martin
7. Western Kentucky University.

See results in Table 2 below.

TABLE

Department	Internships offered (out of 7 schools)	Internship required	Other
Art + Design	2	0	–
Communication	6	1 + 1 required for certain tracks	1 sub for capstone
History	4	0	–
English	7	0	1 sub for capstone
Foreign Language	2	–	1 sub for language immersion requirement
Music	4	1 required for specific track	–
Theatre & Dance	2	–	–
Philosophy	0	–	–



High-Impact Practices & Pedagogies

College of Arts & Letters

Undergraduate Research

Service Learning

Study Abroad

Internships

Hybrid Courses

Issues:

- The primary legal concern for internships is the question of unpaid interns. The Department of Labor established guidelines to regulate internship pay, found at Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act, dol.gov/whd/regs/compliance/whdfs71.htm
- A potential legal concern is liability. As workers' compensation may not apply to all interns, an injury or work-related illness could lead to uncertainties. Student interns may take out insurance.

Recommendations:

- Our research indicates that we should continue CoAL internships and consider increasing their place in CoAL degrees.
- We recommend a College-wide discussion of the definitions of internships, practicums, and related experiential learning terms.
- We have no recommendation for required hours.
- Internship syllabi should incorporate the seven measures of the primary beneficiary test stating that the internship:
 1. Is unpaid by agreement between the intern and employer or is paid by agreement
 2. Provides training
 3. Is for academic credit
 4. Accommodates the intern's academic calendar
 5. Is limited to a period that provides learning
 6. Does not displace any paid employee
 7. Does not entitle the intern to a paid job after the internship
- An internship program may require or recommend an insurance policy. The APSU Bursar's Office is currently developing the process to cover interns on AON Student Professional Liability Insurance including how to collect payment. Our recommendation is to provide this information for individual instructors to include as a requirement or recommendation.



High-Impact Practices & Pedagogies

College of Arts & Letters

Undergraduate Research

Service Learning

Study Abroad

Internships

Hybrid Courses

HYBRID COURSES

Definition:

A **hybrid/blended** course must have both face-to-face (classroom) and online components (learning management system). Hybrid/blended courses must deliver at least 50% of course content and interaction (instructor-to-student, student-to-student) online, leading to reduced scheduled course meetings in the classroom.

Research:

The taskforce gathered data from Distance Education (DE) for 2016-17 and 2017-18, excluding summer. Additionally, 212 CoAL hybrid syllabi were downloaded from D2L and reviewed for definitions of hybrid instructional method and to verify that attendance policies required classroom and online course components. Data collection was conducted to compile information regarding CoAL hybrid course duration (3, 5, 8, 16 weeks), scheduled face-to-face (f2f) time per week, and DFW rates.

Results:

- A total of 119 courses didn't include information regarding f2f meeting time on the syllabus.
- 33 courses (15%) had no syllabus in D2L: 25 in 2106-17, 8 in 2017-18.
- 35 syllabi (17%) stated the course was hybrid and provided a hybrid instructional method definition which was in compliance with the university definition.
- 77 syllabi (36%) did not specify the course was hybrid nor did it provide a hybrid definition.
- The remaining syllabi (47%) had varying statements and definitions regarding the hybrid.
- 175 syllabi (83%) included an attendance policy.

Data Limitations:

- The academic year 2017-2018 does not include Spring II, Summer, and Summer III data.
- DE evaluated only whether courses had an online and f2f component based on the syllabus.
- DE could not determine if CoAL hybrid courses were at least 50 percent online, and 50 percent f2f (university approved hybrid instructional method definition).
- CoAL hybrid course online activities were not evaluated for evidence of substantive interaction.



High-Impact Practices & Pedagogies

College of Arts & Letters

Undergraduate Research

Service Learning

Study Abroad

Internships

Hybrid Courses

Recommendations:

- Evaluate whether CoAL hybrid courses are meeting the University standard for at least 50% substantive online interaction (student-student, instructor-student).
- CoAL hybrid course syllabi should include a full-defined instructional method, f2f meeting times, and expected online course activities by week.
- In order for a course to be hybrid the following face-to-face contact and online hours must be the following:

Course duration	Total Semester Hours	(50 percent f2f scheduled time)	Calculation	Reduced scheduled course F2F meeting times
16	48*	24	$24 \div 16$	1.5 hours
8	48*	24	$24 \div 8$	3 hours
5	48*	24	$24 \div 5$	4.8 hours
3	48*	24	$24 \div 3$	8 hours

* Based on Carnegie Credit Hours for 3 credit hours



High-Impact Practices & Pedagogies

College of Arts & Letters

- Undergraduate Research
- Service Learning
- Study Abroad
- Internships
- Hybrid Courses**

DFW Rates for CoAl Hybrid Courses

CoAL - Hybrid							
# of Weeks per Term	F2F Hours per Week	2016 - 2017	2017 - 2018 (does not include Spring II 2018)	Total # of courses	Total DFW* (not including 2018)	Total # of Enrollments (not including 2018)	DFW*
3	12.50	1		1	0	5	0%
5	4.50	1		1	0	9	0%
8	2.50	2	2	4	10	64	16%
	2.53	1		1	0	15	0%
	2.75	38	21	59	101	946	11%
	2.83	44	21	65	141	1000	14%
	3.00	2	4	6	17	83	20%
16	1.42	20	31	51	231	783	30%
	1.83		4	4	3	14	21%
	2.00		2	2	6	29	21%
	2.25		2	2	*	*	*
	2.75	7	8	15	32	162	20%
	3.00	1		1	0	21	0%
TOTALS				212	541	3131	

