



STEWARDS OF ANOTHER PLACE: IMPLEMENTING ONLINE STRATEGIES FOR COMMUNITY ENGAGEMENT

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WELCOME TO THE SESSION



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS.



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OUR RCU

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AGENDA

- A Look at How Far We Have Come
 - *Stepping Forward as Stewards of Place* ([AASCU, 2002](#))
 - *Recommitting to Stewardship of Place* ([AASCU & ARRC, 2022](#))
- A Look at Where We Need to Go: Online Strategies for Engagement
 - COBA Service Learning for Online Students
 - Course Scheduling
 - Student Research
 - Community Service
 - Community Engagement
- Stewards of Place as Engaging Students Regardless of Place

LEARNING OUTCOMES

1. Identify principles and recommendations for universities serving as stewards of place, which can be generalized to community engagement at other institutions
2. Discuss examples from multiple academic programs of community engagement using online learning delivery modes and/or strategies, including business, counseling, and psychology
3. Apply online strategies at home institutions to facilitate community engagement and transfer of student learning to contexts outside the classroom.

A LOOK AT HOW FAR WE HAVE COME

20 YEARS AS STEWARDS OF
PLACE

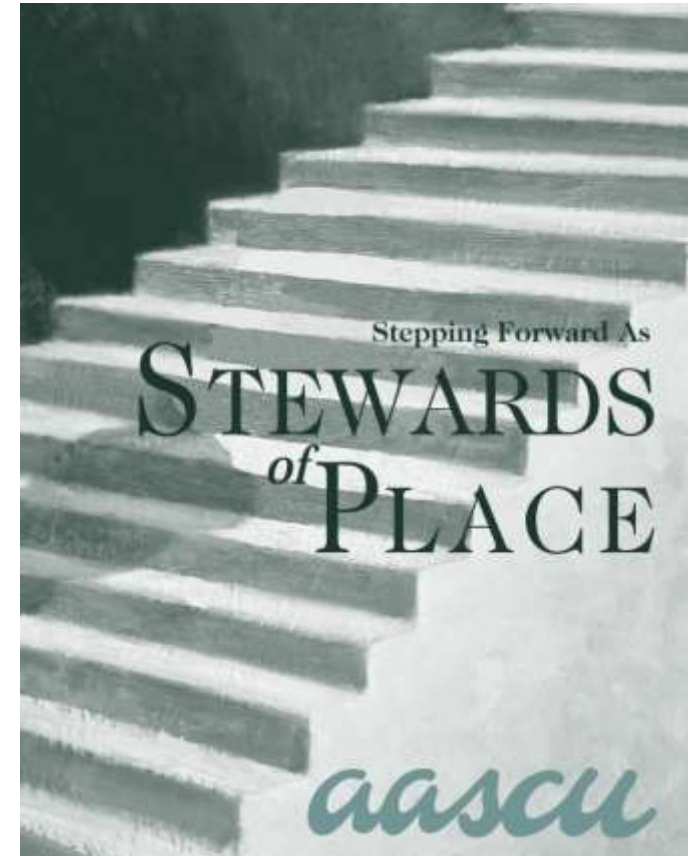


AASCU (2002)

Stepping Forward as Stewards of Place

“In the main [public engagement] is piecemeal, not systemic, and reflects individual interest rather than institutional commitment.”

“AASCU institutions must find, create, and seize opportunities to make public engagement a more deeply embedded core value that authentically defines them.”



AASCU (2002)

Stepping Forward as Stewards of Place

Definition of Public Engagement

- Place-related
 - Institutions are “inextricably linked with the communities and regions in which they are located”
- Interactive
 - “spirit of give and take by the university and its partners”
- Mutually beneficial
 - “institution is to be responsive to public needs in ways that are appropriate to the institution’s mission and academic strengths”
- Integrated
 - “engagement must permeate all levels of the institution, and be integrated into its policies, incentive structures, and priorities”

AASCU (2002)

Stepping Forward as Stewards of Place

Characteristics of the Fully Engaged Institution

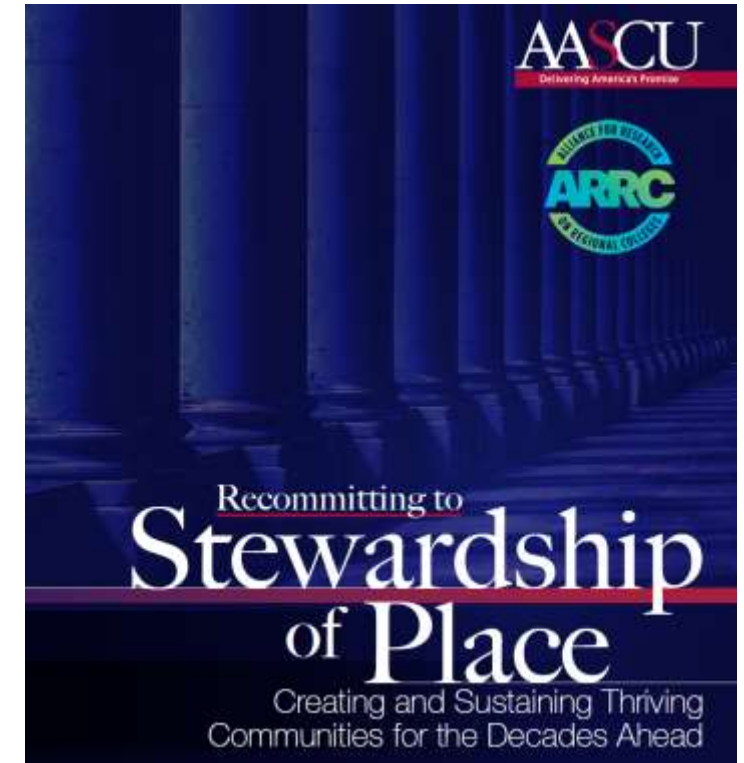
- “Mission statements that identify the region to be served... This more restricted area is from where their students come, to where their graduates return, and where the greatest partnership opportunities lie.”
- “Globalization is pursued as an extension of local need.”

AASCU & ARRC (2022)

Recommitting to Stewardship of Place

Three broad themes

- Equity and upward mobility
- Resources and resilience
- Regional prosperity and civic health



AASCU & ARRC (2022)

Recommitting to Stewardship of Place

Principles of Stewardship

1. **Connection to Place** - Geographic and cultural sites
2. **Reciprocity** – Decenter university and share power
3. **Symbiosis and Synergy** – Two-way relationships for mutual benefit
4. **Adaptability** – Responding to change and embracing new processes
5. **Diversity of Approaches** – Variety in institution and community fit
6. **Civic Engagement** – Efforts to support involvement in local context
7. **Upward Mobility and Opportunity** – Economic and employment support
8. **Institutional Intentionality** – Commitment to stewardship

AASCU & ARRC (2022)

Recommitting to Stewardship of Place

“Some observers assume that every person has a college or university in their community, but analyses have demonstrated the existence of places where there are few, if any, accessible college options within a reasonable commuting distance.

What this means is that postsecondary opportunity is geographically contingent...

Many AASCU institutions play an important role in serving communities where postsecondary options may be scarce and people are unable to travel long distances for college.”

A hiker in a dark jacket and hat stands on a rocky mountain trail, holding a walking stick. The hiker is looking out over a vast, hazy mountain range under a blue sky with light clouds. The foreground shows rocky terrain with some dry grass. The background consists of numerous layers of mountain ridges, creating a sense of depth and scale.

A LOOK AT WHERE WE NEED TO GO

**ONLINE STRATEGIES FOR
ENGAGEMENT**

TAMU-CT STRATEGIC PLAN

- Imperative 3: Community Engagement
 - Strategic Goal 3.1:
 - “Prepare educated and engaged citizens that contribute to their communities and enhance the vitality of the region.”



COBA IMPLEMENTATION

- Service learning is a required component of all undergraduate business majors via our Business Ethics course
- LOs within the course:
 - Civic action and reflection: Students will demonstrate independent experience and show initiative in a context of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.
 - Civic contexts/structures: Students will demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic purpose.



**College of
Business
Administration**

IMPLEMENTATION IN ONLINE CLASSES

- Students are charged with finding reputable non-profit organizations (NPO) within their own communities in which to complete their hours
- Agreement must be signed by NPO and submitted directly to professor
- Part of agreement:
 - *These activities should be meaningful client-serving and/or stakeholder engagement activities where students can understand how the Mission of the organization is accomplished and how it represents civic engagement and social responsibility*
- Hours served documentation also submitted directly to professor

SAMPLE NPO PLACEMENTS

Students find organizations they feel passionate about and sometimes continue to work with after the class ends

- Ronald McDonald Houses
- Special Olympics
- Community Food banks
- Community mental health clinics
- Army support organizations
- Local museum educational programs for youth
- Community beautification initiatives

IMPLEMENTATION IN ONLINE CLASSES

- Prompts for required Reflection assignment 1 (following first set of service hours):
 1. What surprised you in working at (insert name of the nonprofit)? How was the experience different than what you expected prior to the experience?
 2. What need in the community does this agency address? Do you see this as a low, medium or high priority need? Explain Why. How does that assessment influence your perception of your work at the agency?
 3. What readings in your text do you associate with the service hours you just performed? Present and apply at least 2 frameworks or concepts in this analysis.
 4. If you were doing this project as part of a corporate volunteer initiative, would you feel the same or different about the experience? Why or why not?

IMPLEMENTATION IN ONLINE CLASSES

- Prompts for required Reflection assignment 2 (following second set of service hours):
 1. Whether your view of a business' role in the community has changed based upon your SL experiences?
 2. Did your 2nd SL experience reveal any of your values, attitudes or biases? How did it challenge or reenforce your personal values, attitudes or biases? Explain.
 3. What suggestions do you have for your each of the SL non-profit organizations you performed you SL with? How could they improve? What could they do to be more engaging and impactful in our society?
- Anecdotal data from course evaluations:
 - Students find their service learning one of the best experiences of the whole class

CPSY IMPLEMENTATION

Department-Wide Student Success Initiative

Faculty Student Success Coordinator

Access to Courses through Online Delivery Modes

Required Coursework with Embedded High Impact Practices

Undergraduate Research in Local Communities

Student-Identified Community Engagement Projects

Telemedicine Mental Health Support

IRB Reviewed Research on Assessment of Efficacy

CPSY IMPLEMENTATION

Department Student Success Coordinator

Student Support

- Teaching (PSYC 3100 Psychology Major Seminar)

- Curriculum Support (resources to build growth mindset, academic self-efficacy)

- Peer Mentoring (supervising meeting space and coordinating across programs)

- Advising Coordination

Assessment

- Institutional Data

- Custom Surveys

Resource Matching and Building

- Faculty Support

- Information Sharing

ONLINE FIRST SCHEDULING

Semester Schedules Include Online Access

BAAS and BS Psychology Programs

Course				Enrollment	Mode		
PSYC	3311	125	Behavior Management	14	K	8	F2F Web Enhanced
PSYC	3311	115	Behavior Management	29	O	2	Online Asynchronous
PSYC	3430	110	Behavioral Science Statistics	7	O	6	Online Synchronous
PSYC	3430	120	Behavioral Science Statistics	6	K	8	F2F Web Enhanced
PSYC	3430	150	Behavioral Science Statistics	5	O	2	Online Asynchronous
PSYC	4435	110	Behavioral Science Research	4	K	8	F2F Web Enhanced

ONLINE UNDERGRADUATE RESEARCH

High-Impact Practice in Required Curriculum

PSYC 4435 Principles of Research for the Behavioral Sciences

- Online Asynchronous Course
- IRB Reviewed Research Projects



HIGH-IMPACT ONLINE!

**UNDERGRADUATE RESEARCH:
Implementation and Results
from an Online Learning Project**

Andria Schwegler
Baleigh Elliott

 TEXAS A&M
UNIVERSITY
CENTRAL TEXAS.

Quality Matters ConnectLX Conference 2021



As Real as it Gets:

Leveraging Undergraduate
Research to Shape
Student Success Initiatives

Andria Schwegler
Jeseca Thomas

 TEXAS A&M
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CENTRAL TEXAS.

Quality Matters Connect Conference 2022

ONLINE COMMUNITY ENGAGEMENT

Student-Selected Projects to Meet Community Needs

PSYC 5302 Social Psychological Processes (Online Asynchronous Course)

- Persuasive Appeals for Military Members to Seek Mental Health Support
- Mentor Pen Pal Program for Elementary Students and Local Nursing Home Residents
- Increasing Access to Community Recycling Programs
- Mentor Program to Promote and Support Foster Care
- Therapeutic Horticulture in a Local Nursing Home
- Educational Program to Reduce Wildfires in the Mojave Desert
- Increasing Participation in Highway Clean Up Program

ONLINE COMMUNITY ENGAGEMENT

Telehealth Support to Clients Across Texas

MS Clinical Mental Health Counseling & MS Marriage and Family Therapy Programs

Community Counseling & Family Therapy Center

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STEWARDS OF PLACE - REGARDLESS OF PLACE

- Application in real-world contexts is a hallmark of academic rigor ([Schwegler, 2019](#)).
- Real-world application provides opportunities to discover relevance of learning ([Kuh et al., 2013](#)).
- Online learners do not need to miss out on these opportunities.



NOW, TO YOUR PLACE...

HOW WILL YOU INCLUDE ONLINE LEARNERS IN THEIR COMMUNITIES REGARDLESS OF WHERE THEY ARE?





THANK YOU FOR ATTENDING!

Questions? Comments?

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