Highlights of WRCCC Faculty Survey 2009

Faculty Participation in Community-Based Learning

Service-Learning
Findings show that 42.3% of WSU faculty respondents are involved in service-learning which is comparable to the overall Western Region response (42.8%).

Perhaps even more notable is the 34.2% of WSU faculty respondents who are interested in becoming involved in service-learning. This indicates an untapped market for the CIC to recruit and train.

Community-Based Research
A smaller group of WSU faculty respondents are involved in CBR – 20.7%.

However, a large portion of respondents (40.5%) are interested in becoming involved in CBR. Again, the CIC can provide training opportunities to this group of interested faculty.
Beyond lacking time and energy, the most identified obstacles include:
- Handling logistics
- Finding appropriate S-L experiences
- Liability issues

The CIC provides help to address all of these challenges.
Figure 4: Most Valuable Sources of Support for Doing Service-Learning

- CIC ranked 4th most valuable source of support.
  - CIC helps facilitate the top 3 sources of support identified by faculty:
    - Creating connections/networking in the community
    - Positive campus attitudes toward S-L
    - Creating connections/networking on campus
Information and Support Needed for Doing Service-Learning

Figure 5: Information and Support Needed for Doing Service-Learning as Reported by Three Faculty Populations

Service-Learning Faculty Need:
- Information about turning engaged learning into scholarship
- Administrative support for their service-learning efforts

Non-Service-Learning Faculty Need:
- Basic written information about S-L
- Information session about S-L
- One-on-one help with course

Non-Community-Based Research Faculty Need:
- The same things the non-Service-Learning faculty need
- Grant writing support

All Groups Need:
- Access to community contacts and needs

CIC already provides:
- CBL Supplemental Instructors to assist faculty with CBL efforts
- A CBL Toolkit on the CIC website
- Workshops providing an introduction to community-based learning techniques
- CBL Faculty Fellows Program to help faculty develop a CBL course
- One-on-one assistance upon request

CIC will provide:
- Workshop on how to publish engaged learning
- Information sessions on the resources the CIC already has in place to help faculty access community contacts
- Workshop in collaboration with OSP on writing grants to support CBR
Professional Impact on Faculty

Faculty respondents were asked to identify how they have benefitted professionally from engaging their students in service-learning. The following statements were agreed with the most (rating of 4 or higher on 5 point scale) among WSU faculty respondents:

- My awareness of the community has expanded.
- My relationship with the community has improved.
- My use of effective pedagogy has evolved.
- I have become a more effective educator.
- My relationships with students have improved.
- My research interests have broadened.
- My professional satisfaction has increased.

Additionally, WSU faculty have benefitted professionally by presenting and publishing their community-based learning work:

- 46.8% presented their service-learning work at conferences
- 17% published their service-learning work

![Presented S-L Work at Conference](chart)

![Published S-L Work](chart)

Personal Impact on Faculty

Faculty respondents were asked to identify how they have benefitted professionally from engaging their students in service-learning. The following statements were agreed with the most (rating of 4 or higher on 5 point scale) among WSU faculty respondents:

- I have experienced a sense of accomplishment.
- I have been inspired.
- I have felt new energy/enthusiasm.
- I have experienced personal growth.
- My relationships with students have improved.
- My relationship with the community has improved.
- My appreciation of diversity has increased.
- I feel personal satisfaction.
- I feel an increased sense of responsibility toward my community.