

HOW CBLR SUPPORTS FACULTY

We provide expertise and resources to support faculty in the following areas:

One-on-One Consultation

- ▶ Curricular integration & syllabus design
- ▶ Project development
- ▶ Develop or modify course learning outcomes

Partnership Development



The CBLR Office maintains relationships with approximately 120 community organizations that we collaborate with on a yearly basis.

- ▶ Suggest connections with existing community partners
- ▶ Site visits
- ▶ Community building events with partners
- ▶ We respect and work with faculty's existing community and research connections

Recognition

Visibility & Stories:

Upon request we will share stories with UWBnews.

Spring Partner Recognition Luncheon:

We recognize all partners who worked with CBLR courses over the previous year; five-year partnerships, featuring student, partner, and faculty stories.



In-Class Orientations & Presentations

In-class 30 minute orientations that prepare students for CBLR. These are tailored to each course. Orientations can include face-to-face, hybrid, activity based, PowerPoint, etc. depending on your course. Examples topics:

- ▶ Professionalism & communication
- ▶ Cultural humility
- ▶ Risk navigation: background checks, working with minors, travel, etc.
- ▶ Working in a group with an external partner
- ▶ Partner panels

Student Support

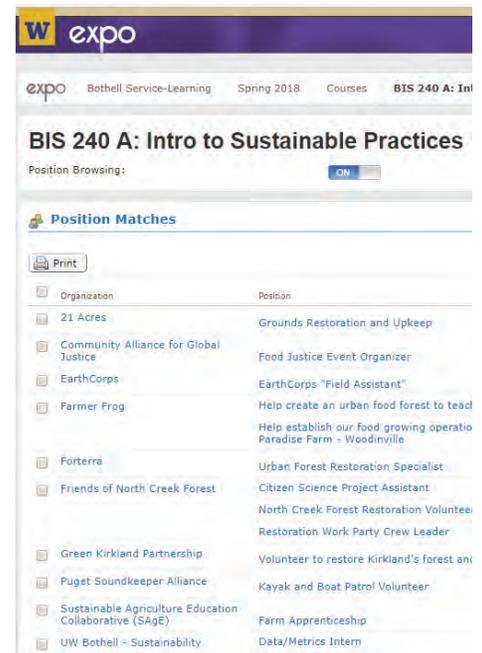
The CBLR Program Manager offers support for students in CBLR courses. This includes:

- ▶ One-on-one advising to help students discern a community site to select
- ▶ Mediation between student and site-supervisor
- ▶ Answering individual questions about logistics of community site

EXPO

EXPO is an online database that allows community partners who are working with course to:

- ▶ Submit position descriptions
- ▶ Post an evaluation of your students' work at the end of the quarter



Contact us:

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Office Location: UW1-184

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Professional Development Initiatives

Faculty Cohort Learning Opportunity:

- ▶ **2020-21 Fellows: Diversity, Equity, and Community Engagement (DECE) Fellowship** – yearlong fellowship for faculty working at this intersection within their courses, research, or institutional projects.

Workshops

One-off workshops to support faculty teaching CBLR courses.

Writing Retreats

The CBLR Office sends 2-3 faculty each year to the national Pen to Paper Writing Retreat: Writing for, with, and about community engagement and service, to meet with journal editors.



CBLR Fellows 2019-2020

Fund Resources

Community-based learning and research (CBLR) funding is intended to directly support activities related to developing, implementing or expanding academic community-based learning and research opportunities for UW Bothell students.

Applicants may request up to **\$500** for regional, national, or global community-based learning and research support. Previous CBLR expense examples: rental fee for a theater space at a community partner site, UCAR expense, partner invoice, undergraduate or graduate student hire support, materials to support CBLR projects. Funding requests are accepted and reviewed on a rolling basis and awarded based on funding availability.

- ▶ **Apply for funding here:** <https://www.uwb.edu/cblr/faculty-resources/cblr-funding>.

Assessment

Student Learning Impact Scale

The CBLR Office administers a survey via Catalyst to students after the completion of a CBLR course. Questions focus on four areas: Civic Engagement, Academic Learning, Psychological Well-Being, and Professional Development.

- ▶ Article written about impact scale: Carlisle, SK., Gourd, K., Rajkhan, S., Nitta K. (2017). Assessing the impact of community-based learning on students: The Community Based Learning Impact Scale (CBLIS). **Journal of Service-Learning in Higher Education**, 6, 4-22.

Community Partner Impact Scale

A community partner impact survey is currently in the pilot state, created by the Assessment Carnegie working groups. A pilot survey went out to partners during the 2018 summer. The plan is for the survey to go out annually to partners.

What is a Community-Based Learning and Research Course?

*A credit-bearing educational experience in which:

- ▶ students participate in an organized activity (direct service, research, creative process, advocacy, consulting)
- ▶ in collaboration with a community entity (organization, industry, business, K-12 schools, local government)
- ▶ for the purpose of mutual beneficial exchange of knowledge and resources in a context of partnership and reciprocity.
- ▶ Application of theory and skills that contribute to the public good through mutually beneficial engagement.

*Definition is adapted from Bringle and Hatcher (1996) & the Carnegie Foundation for the Advancement of Teaching.

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