

HOW CBLR SUPPORTS FACULTY

YOUR PARTNER IN CO-LEARNING: THE TEACHING AND LEARNING CENTER

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:

We pitch CBLR stories to our communications team, and some of these stories get posted on our main UW Bothell front page website.

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.



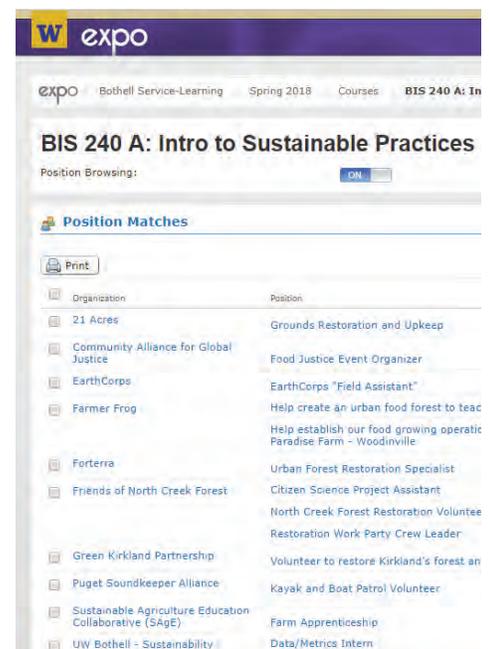
In-Class Orientations & Presentations

In-class orientations aim to prepare students for CBLR. These are tailored to each 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

EXPO

EXPO is an online database that allows community partners who are working with your course to submit position descriptions.



Student Support

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

- ▶ Accommodations needed for various situations
- ▶ Communication with site supervisor
- ▶ Supporting challenges that arise



The Teaching and Learning Center champions transformative practices and educational risk-taking for an equitable and just world.

Contact us:

Kara Adams, Director of Community Engagement, caseykl@uw.edu | 425.352.3437
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Office Location: UW1-184



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Office of Community-Based Learning and Research
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Professional Development Initiatives

Faculty Cohort Learning Opportunities

- ▶ **TLC Learning Community - CBLR Pedagogy** – for faculty new/exploring teaching CBLR
- ▶ **2018-19 Faculty Fellows: Diversity, Equity, and Community Engagement Fellowship** – yearlong fellowship for faculty working at this intersection within their courses, research, or institutional projects.



CBLR Fellows 2017 - 2018

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 2016 - 2017



CBLR Fellows 2015-2016

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.

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



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