CBL Working Group Meeting (CBLWG)
Tuesday, 26 October 2010 // Mattin 161, 1 pm

I. 1:10 pm – Introductions

II. 1:12 pm – Course Designation Process Update
   i. Mary and Gia talked to Todd Bullock, the Course Management Specialist with the University Registrar
      1. He suggested we create a sub-department (similar to Women Gender Studies or East Asian Studies) to cross-list courses.
         a. This is the only way to have classes searchable
         b. Would require approval from Deans Steven David from A&S and Ed Scheinerman from the Whiting School and each department to cross-list their course every semester
      2. Some felt that there needs to be an easier way to achieve course designations—maybe seek higher level support for alternative options

III. Need to develop a plan of action for approaching the deans re: CBL, ie. specific goals and requests for the deans
   i. Deans Steven David and Ed Scheinerman have no knowledge of the CBL proposal yet
      1. Without John Bader, some suggested we might need an administrative champion, perhaps Salem Reiner, the Homewood Director of Community Affairs, to help present this plan
      2. CSC had met with Ed Scheinerman two years ago for an informational meeting—he was excited but we did not have any specific plans or questions then
   ii. Could approach Michela Gallagher as well, the Vice Provost for Academic Affairs
   iii. Should approach Sarah Steinberg, Interim VP for Student Affairs, to see how we can infuse the CBL message into the President’s Anchor Institution Initiative; CBL already matches the vision of the A&S school well
   iv. Could email the President and cc. the Provost to attain their support for CBL
      1. CSC has mentioned CBL to Daniels before but not with specific requests
      2. Emphasize that this program can be attractive to donors
   v. Need to develop a clear proposal for a vision of the CBL infrastructure
      1. Should present a 2-page executive summary of the history of CBL and to count on the Deans/administrations’ support

IV. 1:21 pm—Faculty Outreach
   i. We want to contact faculty for their input on the handbook, access to higher-up contacts, and etc.
1. We will hold our next working group meeting during the Reading Period to avoid teaching conflicts and determine who will attend which meetings, and come up with a 2-page white paper

ii. Summary of CBL Barriers
   1. Additional concerns: foreign students do not have a SS# and can’t complete background checks for some community organizations, or immunization issues; how to incorporate student-initiated courses into the CBL model
   2. Also concern about sustainability of relationships—faculty tend to come and go—could make this a CBL principle
   3. Possibly require state accreditation if we want to propose guidelines for a new style of teaching/curriculum standards—need to see how other schools have codified/institutionalized their efforts; also question for Steven David
   4. Need a shift in culture to value this style of teaching because of tenure concerns—need provost support; this would enhance the university’s goal of building civic responsibility in its students

V. Other Discussions
   i. CBL vs. Service Learning
      1. Some suggested making CBL distinction only for undergraduate students, since graduate students may have internship/service requirements that are distinct from community-based learning
      2. CBL is somewhat a marketing issue—faculty respond better to CBL
      3. Some suggested that the organization act as quasi-“adjunct faculty “ so that both the community and faculty would teach the students and participate in the student’s assessment
   ii. Community Organization Relationship
      1. Perhaps to make it more real, students should give their reflections to the community organization to seal that relationship
         a. Or share academic products so that the community organization can use the information in the future
         b. Or provide a 2-part final report = reflections to the teacher and a professional research report for the organization

VI. Handbook Revisions
   i. See attached

VII. Semester Time Line
   i. November: Mass faculty campaign for handbook input and course designations
   ii. December: Meeting during Reading Period—expect Doodle Poll (Dec 6 or 7) to establish game plan