I. Meeting Attendees

- **Ann Beckemeyer**: Administrator, Undergraduate Public Health Studies (PHS) Program
- **Lee Bone**: Associate Professor, Johns Hopkins School of Public Health
- **Elizabeth Doerr**: Associate Director of SOURCE (Student Outreach Resource Center)
- **Lisa Folda**: Academic Advisor, Undergraduate Public Health Studies Program
- **Jim Goodyear**: Associate Director, Undergraduate Public Health Studies Program
- **Gia Grier McGinnis**: Asst. Director, Center for Social Concern, Working Group Co-Chair
- **Claude Guillemard**: Senior Lecturer French Language and Culture
- **Mary Nguyen**: CBL Program Coordinator, Institute for Policy Studies
- **Eric Rice**: Assistant Professor, School of Education
- **Adam Sheingate**: Associate Professor, Political Science

II. General Updates

- **Crenson-Hertz Award for Community-Based Learning and Participatory Research**
  i. Congratulations to Lee Bone for being our first award winner!
  ii. We showed the group the perpetual plaque we ordered that has her name plate. We are considering placing this plaque in Levering Hall, and will have a formal dedication ceremony in the fall when things are finalized. We hope to continue this honor for many years to come.

- **Marsha Schachtel’s Introduction to Urban Studies – Global and Baltimore Class**
  i. Next spring, Marsha will teach an introductory level course that will combine seminars with weekly guest speakers. She is currently looking for names of professors in the humanities/Classics fields that have an urban studies connection. Please send any suggestions to mschacht@jhu.edu.

- **3/28 Community Engagement and Social Action Townhall with President Daniels**
  i. President Daniels has been setting up informational meetings with all the student life divisions to learn about their needs and issue areas. President Daniels asked to meet with student organizations and the CSC. With student input, the CSC organized briefing summaries on five topics for discussion:
    - Raising the Visibility for Service and Campus Culture for Service, Barriers to Outreach, Expanding the Capacity of Social Action, Campus Service Requirement, and Developing Faculty Engagement
  ii. President Daniels was not familiar with the term “CBL” but his reaction was generally positive. He asked Sarah Steinberg to follow up with various CBL related tasks.
iii. CSC’s Bill Tiefenwerth has followed up with Susan Boswell about other projects, but has not followed up yet with Sarah Steinberg. We will follow up with Vice Provost Steinberg and invite her to give a presentation on CBL to the working group once she has a clearer idea of what the long-term vision is for infrastructure support.

iv. The Working Group advised the CSC to submit two memos to follow up: one from Bill Tiefenwerth to follow up with suggestions brought up at the meeting; and one on behalf of the working group directly to President Daniels to ask about his plans for implementing CBL, and how the working group can be involved. We will cc: this memo to all the relevant parties (e.g. Sarah Steinberg and Susan Boswell).

III. Developing a Faculty Fellows Program at Homewood

• Assistance from Mike Reese and the Center for Educational Resources
  i. Gia met with Mike Reese earlier in March, who works at the CER - the primary office that supports faculty professional development in terms of teaching. They find grants to assist faculty with re-thinking courses and to develop new projects. The CER has recently developed a structure for faculty training program with the science curriculum; Mike has offered to help us develop the content for a CBL faculty fellows program once we have the funding in place.
  ii. Phil suggested a long-term strategy where perhaps we can tap into the CSC’s new Graduate Student Community Engagement Program, which is designed to facilitate meaningful collaborations between community partners and graduate students in the schools of Arts and Sciences, Education and Engineering. The students who participate in this program can potentially be trained to become CBL TAs for faculty, since they will have formed a relationship with community partners and understand the logistics and importance behind community-based learning. This can be a strategy to expand the capacity of CBL courses.
  iii. Vice Provost Steinberg has received the poll results that show that a faculty fellows program is the top long-term priority among the CBL working group. Gia had also submitted to her the working group’s short- and long-term priorities for a CBL academic engagement center, but has not yet received any response.

• Learning from SOURCE’s Service-Learning Faculty Fellows Program Model
  i. SOURCE received funding for a faculty fellows and student fellows program from President Daniels.
  ii. SOURCE is working with a consultant from Community-Campus Partnerships for Health based out of the University of Washington on developing a 2.5 day seminar training on how faculty can effectively implement a reflective component while maintaining academic integrity. The seminar will also focus on scholarship by helping faculty develop short-term and long-term goals for
research partnerships in the future. It will also focus on ethical, logistical, and liability issues.

iii. Faculty will get a $2,000 award for their community-based efforts, which is the average award incentive provided in other faculty fellows programs, such as at Loyola. The first cohort will have 6-9 faculty, who will also serve as mentors for future fellows.

iv. The program hopes to remain sustainable even though funding is only available for three years. But staff will remain present to plan regular meetings with faculty throughout the year to troubleshoot, and additional training mid-year is possible if faculty have common issue areas such as with reflection activities. Over the long-term, SOURCE hopes to build and connect the faculty fellows to a “community of faculty who use service learning.”

• **Broader Discussion on How to Phase Faculty into CBL Courses?**
  i. Perhaps faculty can take a smaller cohort of a class to complete an additional CBL component for extra credits. Phil Leaf’s Public Health and Wellbeing class, for example, had a 1-credit seminar option that met on Tuesdays; and an additional 2-credit option if students meet on Wednesdays and Thursdays for a CBL component.
  
  ii. The “academic engagement center” could host webinars, lunches, or dinners to provide faculty with agency ideas of projects and internships for students. If faculty are interested, they can arrange for a meeting with the CBL coordinator.
  
  iii. There is some movement towards a minor in social policy, which would provide a CBL and research component in a separate curriculum for 15 students. Or, research classes could work with a non-profit or community group, or city government to do a research project.
  
  iv. Faculty should actively develop relationships to develop a network of organizations that could be used to create opportunities for students. The names of these organizations can go into a database, but students must contact the faculty or staff listed to seek out meaningful opportunities. This would limit excessive or inappropriate communications directly between the student and the organization, and help students to build on preexisting relationships and get advice from faculty and staff.
  
  v. CBL also needs to be more prominent in the capital campaign for fundraising. There is currently some language around increasing “engagement in Baltimore” – this can provide the needed opening for CBL.

IV. **Developing a Faculty Handbook Summer Committee**

• We only have one volunteer so far and need ONE more! Please email Mary or Gia to finish drafting this handbook this summer.
V. Nomenclature Scheme for CBL Courses and Community-Oriented Courses

- CBL Courses
  i. As a temporary measure until course designation code can be established, the working group has decided on the following nomenclature scheme to market CBL classes to students in ISIS:
    
    1. **EX: “Teaching French in Public Schools: CBL”**

    The term “CBL” must be in the TITLE of the course, as CBL listed in descriptions only will not show up in an ISIS search.

  ii. In general, faculty will need to be proactive and help advertise the CBL acronym and advertise CBL courses to their students, department list serves, and etc.

  iii. CSC’s Student Advocacy Board can be recruited to develop a student marketing campaign to remind students that they can search for CBL in ISIS a few weeks before spring course registration.