CBL Working Group Meeting (CBLWG)
Tuesday, 28 September 2010 // Mattin 161, 1 pm

1:00pm – Participants arrive, have lunch
1:10pm – Meeting begins

I. 1:10 pm – Introductions
   • Gia Grier McGinnis: Assistant Director, Center for Social Concern; co-facilitator
   • Marsha Schachtel: Senior Fellow, Institute for Policy Studies (IPS); co-facilitator
   • Jim Goodyear: Faculty and Associate Director of Public Health Studies
   • Kimmy Puccetti: Applied Experience Coordinator, Maryland Campus Compact VISTA
   • Amy Bachman: AmericaCorps*VISTA-JHU Campus Kitchen Coordinator
   • Armella Gilbert: AmeriCorps*VISTA-Healthy Community School Coordinator
   • Claude Guillemard: French lecturer, German & Romance Languages and Literature
   • Mary Nguyen: CBL Graduate Assistant; 1st year graduate student from IPS

II. 1:12 pm – Faculty Outreach for input on Faculty Handbook, CBL Designations
   • We want to capture people who are teaching courses relevant to CBL or those on our mailing list who have not actively participated
   • Contact-sheet passed around, attendees signed up to contact people to participate in our working group

III. 1:13 pm—Definition of CBL
    • Reviewed the final definition established last May 2009, emphasized that CBL meets both course objectives and community needs, not a service/serving model

IV. 1:15 pm—Drafting Criteria
    • We need the powers that be to affirm our definition and our criteria for what courses are designated as CBL; ultimate goal is to have these designations visible in the course catalog
    • Goal: Look at Trinity College’s criteria and compare it to JHU’s definition—draft criteria today, to circulate to faculty and then administrative officials
    • Final Draft of Criteria (Mostly based on the principles in our final definition); criteria are extensions of the basic thought that CBL is integral to the course design
      1. Community-based experience is integral in the course design
      2. Course design includes critical reflection
      3. Academic credit is given for classroom and community learning, demonstrated in preparation, research, evaluation, and reflection
      4. The student and community interaction must be sufficient to meet the desired community and academic outcomes
• **Discussion Topics**
  
  • **Time Requirement Discussion:** Agreed that hours vary by course, impractical to provide a blanket number, but don’t want students/faculty to take advantage of the ambiguity
    - Perhaps incorporate regularity, minimum frequency, # of hours/week or month
    - But some things are more project-based vs. hourly-based, give faculty discretion to approve by activity, maybe min. # of activities
    - Agreed to move this criteria last instead of first (vs. Trinity’s model), and final criteria: **Student and community interaction must be sufficient to meet the desired community and academic outcomes**
  
  • **Simple vs. Complex Language/Requirements:** With a bottom-up approach, we should not try to agonize professors/cause debate; need to provide simple criteria that offer wriggle-room and faculty discretion; don’t need to elaborate the 4 bullets (as Trinity did), can either be addressed with an FAQ section or on an interpersonal level. With more people on board, we can flesh out the detail.
  
  • **How is community interaction designed?** Faculty set up, specific hours depend on the activity, eg. Volunteering at school vs. collecting oral history; sample memorandum of understanding present in Handbook to establish common expectations

V. Reviewing the Outline of the Faculty Handbook

• **Major Concerns**
  
  • The Appendix includes a sample community organization evaluation of student work, which could be reflected onto the students’ grade, is that a useful model? Eg. First question asks organization to rate the students’ performance
    - Outstanding (95-100); High (86-94); Average (75-85); Weak (65-75); Poor (64 or below)
      - Need to revisit and see if that needs to be standardized
  
  • Revisit typology of CBL approaches, especially how to incorporate into departments such as Classics and History
  
  • If it would be useful to have a parallel handbook for students—as a stand-alone or appendix
  
  • Move liability section to the appendix
  
  • We will address barriers to CBL when discussing the handbook in October
VI. Other Topics

- Faculty & Administrator Outreach
  - Originally went to the department chairs, now want to go back to those who were agreeable because we have more formalized things to show them, esp. after we meet with Sarah Steinberg and Stephen David (they took over Paula Burger’s originally joint student life and undergrad education responsibilities)
  - Paula Burger originally wanted a national CBL standard, but none existed, faculty across US tailored CBL to their needs, she wanted something concrete before committing; wanted to confirm its academic integrity
  - Now that we lost Burger and John Bader, hope the support will be there

- Funding
  - We need funding for deans to buy in which will lead faculty to buy-in; there’s a drive for a Capital Campaign, and money for special initiatives, perhaps CBL can arise as one special initiative
    - Need to meet with Dean Newman, success only if the Dean is committed, or else faculty won’t care; strictly a Krieger of Arts & Sciences initiative, Dean Klag won’t obstruct
    - Faculty do not have incentive to redesign courses, need funding for curriculum development and institutionalizing CBL
    - We need coordination and someone on top to establish CBL as a priority; a center to organize it through—IPS might be better choice than CSOS because IPS has an academic component
  - Some schools have service learning teaching assistants—professors will do service learning only with a TA—could be an incentive in the future where the TA does all the logistics of coordinating CBL (need $ here too too)

- Futures Seminar: Departments come up with strategic planning/development for the next 10 years & then externally reviewed
  - CBL can gain attention through the departments, sociology and anthropology haven’t put CBL in their curriculum, perhaps they (and other departments) can incorporate CBL into their future; CBL can be a solution for departments as they redefine themselves for the 21st century
  - With concrete goals, fundraising can begin in 2012; seminars an avenue for insight to different departments, their players, and their approach

2:20pm – Meeting ends