

CBL Advisory Board Meeting
April 11, 2014
Sherwood Room (Levering Hall)
3:00 pm-4:30 pm

Attendees: Elizabeth Doerr, Katie Lima, Gia Grier McGinnis, Lisa Folda, Rollin Johnson, Jr., William Smedick, Eric Rice

1. Re-cap of CBL Brown Bag and Public Lecture

-Dr. Susan Clampet-Lundquist was the speaker: she was wonderful, and we should bring her back for other events and as an important interlocutor re: CBL/service-learning. At St. Joseph's, CBL is referred to as service-learning – they realize there are newer terms, but hesitate to change the nomenclature because they would lose the campus-wide recognition they have achieved.

-The main objective of her talks was to explore the student participation in service-learning and the ability of students to process their experience.

-Dr. Lundquist shared anecdotes and journal entries by her students who had particularly transformative experiences.

-St. Joseph's has community service program office, but also has a separate office called the Faith and Justice Institute, whose sole purpose is to support service-learning faculty—They have three full-time staff and student leaders (service scholars) who are trained to assist faculty by helping current students make the connection between their service and academic work, they also help lead critical reflection sessions. They support 38 courses in 12 departments.

-Dr. Lundquist teaches a course within the prison system through the Inside Out Program; she was very open and gave a very rich picture of the learning experience for the students.

-The Service Scholars program is something that CBL at JHU could do, but one of the main logistical questions is: Who would train each cohort of students (staff capacity)?

-Attendees were excited, and it was an intimate and productive discussion, but most of the attendees were from outside of the University (other institutions or community agencies).

-How could we improve attendance? Was it the timing? Is it a campus issue? Any particular days/times that would work? If we made it a workshop and had people sign up for it, and then pick the date and time according to the sign-ups?

-One suggestion would be to have an RSVP with a \$5 deposit. SOE has tried this for film screenings and it has been effective. Registrants get it back if they sign-in—done online and refunded to the credit card. At minimum, could require RSVPs.

-Attendance at talks are usually better in the beginning and ends of the semester – after the first few days of exams – the golden time for faculty is right between finals and Commencement – people usually stick around.

-Have food available - - brown bag w/ dessert provided.

-Check schedules of departmental colloquia to avoid problematic slots – Anthropology’s colloquia slot is Tuesdays at 4 – 6 PM, African Studies Seminars take place on Fridays from 3:30 – 5 PM, History holds their colloquia on Mondays from 4 – 6 PM

How to Grow the Audience for CBL

-Difficult to ask faculty to do even more.

-CSC has asked for funds for a pilot Faculty Fellows program as a part of the FY 15 budget request.

-There are faculty doing this kind of work (community component courses), but maybe they haven’t incorporated a reflection piece as a part of it or other aspect of CBL (out of classroom experiences).

-Use student voice more: SAB advocacy – get an audience with the President. SAB talked with former Vice Provost about CBL once but has not been asked to assist since or issue any kind of formal statement.

-Alumni are another piece—how can we bring their voice in?

-Need to figure out what the “currency” of the faculty is here. How to make sure they get the appropriate recognition?

-Incentives to put together courses? The other side is the research side? How do you match community organization’s research needs to a faculty member or graduate student? Promote the possibility of publishing, research, and teaching.

-Potential challenge: tenure-track faculty are worried that if they get too involved, they are going to be called to task on their research and their publications, also hard to dedicate so much time to a new venture.

-Will always be a core group of dedicated faculty who will work on this – Faculty Fellows at SOURCE given for the first year when they participate in their training. The funds are often used for food and funding other aspects of the course – \$2,000 given for the year.

-How do we influence institutional powers?

-At CSC, trying to have conversations, how do we bring these spaces together? How do we bring faculty and students together who are a part of many different initiatives?

-10 by 20 Plan: need to make comparisons to peer institutions or else we have no traction. CSC has done benchmarking studies and proposals comparing institutions.

-Stanford University’s CBL works through the Provost’s office, so stronger curricular ties, but their programming is very similar to CSC’s.

-Certification - stuff students can put on their resumes, Social Policy minor is a great step in the right direction.

-Environment, Sustainability, and Health Institute - \$25K grant for interdisciplinary work - increasing number of proposals for community-based stuff, not as internationally-based as they used to be.

2. CBL Course Evaluation Questions for Optional Question Slots

1. *(**This is a priority question. If you wish to use only one of your three slots, you should use this question. **)*

My interactions with my community organization enhanced my learning in the course. Open-ended question: If you agree with the above statement, please describe how your community work enriched your experience in the course.

2. The work I performed in the community enhanced my ability to apply concepts discussed in the classroom across diverse settings.
3. Combining work in the community along with other forms of academic coursework (ex. readings, lectures, etc.) should be incorporated as a part of more classes at this university.

3. Summer Follow-up and Feedback

-The CSC will be in touch with members of the board over the summer to discuss possible outreach connections as well as thoughts/feedback on the board.