

Budget Team Proposal Summary

Date Approved

Title of Proposal

Strengthening Quality and Equity in CBL

Brief Description of Proposal

With an on-going commitment to increase both quality and equity of community-based learning, CBE is proposing we continue efforts to recognize faculty for planning, designating, and teaching their CBL courses with a \$500 stipe each course, payment of which is triggered by submission of the CBL assessment. The estimated payment is \$33,000 in FY23, and \$36,000 in FY24 and FY25. We also request \$7,000 annually to send CBL faculty to attend and present at conferences, and a one-time allocation of \$5,000-10,000 to hire an assessment expert to review the CBL assessment process and data. Finally, we propose that we align this funding with funding for the CBL Fellows by extending CBL Fellows funding through FY 24-25.

Funding String	102	5	90-2000	AAD7555
	Fund	Prog	Department	Project

New Funds Requested	Current	Yr 2	Yr 3	Yr 4	Yr 5
One-Time	\$ 5,000	\$ 45,000	\$ 43,000	\$ 68,250	\$ -
<i>FTE</i>	-	-	-	-	-
Base	\$ -			\$ -	\$ -
<i>FTE</i>	-	-	-	-	-

* See attached for breakdown of request numbers above in Attachment Tab

Annual Progress Report

In fall of 2018, the Budget Team approved three years of funding for stipends for faculty and instructors teaching CBL courses. The incentive was designed to align with the newly implemented CBL course designation process. Faculty were encouraged to submit a designation form which illustrates how their CBL course is truly a high-impact experience. The applications for designation are reviewed by the CBL Steering Committee. Applications not initially approved receive feedback and can be re-submitted. This incentive was promoted heavily to encourage faculty to get their courses designated. We had anecdotal information from other UW campuses that had instituted a designation process that numbers of CBL student experiences dropped significantly in the first year after implementation. Contrary to their experience, we had a high rate of participation with only three courses that had previously been considered CBL not reviewed for designation. The blue bars in the chart below show the number of students enrolled in CBL courses after implementation of course designation--a drop of less than 5% from the previous year. Though the numbers dropped a bit more in 2020-21, the pandemic was a factor, as all Teacher Ed courses no longer had classroom access for CBL students when schools were closed and other faculty members chose to remove the CBL requirement for the safety of their students and the community. We feel confident that the numbers will increase as face to face instruction