

Supporting Faculty in HIPs (CBL) 2021-2023

High Impact Strategy	Continue to develop and support faculty/instructional staff to deliver evidence-based, quality community-engaged HIPs that provide career relevant and civic minded experiences for UW-Parkside students.
Rationale	<p>In order to prepare students and graduates to be active citizens and engaged professionals, UW-Parkside should continue to develop, support, reward and deploy faculty and staff who participate in the community-engaged HIP of Community-Based Learning CBL. (Objective in 2017 UW-Parkside Civic Action Plan). General research shows that for students to receive the full benefit of HIPs, they must be high quality experiences. Professional development programs such as the CBL Fellows provide just that. An added value is that faculty who engage in HIPs can benefit from better student evaluations and broader outlets for publication and professional recognition. Not only does it aid faculty members, there are also tremendous benefits to students and to our community. Recent UWP institutional data from Fall 2009-Fall 2018, support other prominent research showing a positive correlation between students who participate in CBL courses having higher retention and graduation rates. Maybe most importantly, we see this for underrepresented students. Pell recipient students who take a CBL course in their Freshman or Sophomore year have a six-year graduation rate of 47.91% compared to Pell recipient students who do not participate in a CBL course, 28.55%. Similar results are found for African American students (38.36% versus 19.25%), Hispanic students (49.47% versus 25.56%), as well as first generation students (50.24% compared to 30.01%). As one might infer, retention rate differences are similar. Probably the most compelling data shows that UWP students who participate in any CBL experience in their undergraduate experience during this time frame, have a six-year graduation rate of 66.22% compared to 19.87% for students who never had a CBL course. Related to this, student evaluation and comments often indicate the benefits of gaining “real world” experiences and valuable skills such as critical thinking, ethical analysis, communication with a diverse population, and a better understanding of their community and the community needs. A recent student stated that “It felt very real and a little more purposeful since it was actually for something and someone.”</p> <p>Not only do students find CBL beneficial, many of our community members see UWP as synonymous with Community Engagement and find great value in working with professors and students in this capacity. Even during the recent COVID outbreak, faculty members and students found ways to effectively engage with community partners. This may best be exhibited by a statement made by Bridget Gaughan from Prevent Blindness Wisconsin, after working with Professor Arcy’s Communication 258 Podcasting class this past spring semester. “This podcast went above and beyond what we ever expected. We cannot thank the students enough for their hard work and diligence to create an educational, motivational, and compelling piece to share with donors, volunteers, partners and friends.”</p> <p>For the past five years, the Community and Business Engagement unit has provided professional development opportunities for faculty and staff including two years of a summer workshop and then three years of the CBL Fellows program which includes a summer workshop experience and a year-long fellows program. Forty-three faculty and teaching staff have completed the training and are either teaching new CBL courses or have improved existing CBL courses. One hundred percent of faculty who participated in the CBL fellows summer workshop agree that “it was a valuable experience” with many of them mentioning the teaching and learning benefits beyond the CBL portion of their classes. As one fellow stated “I’m not even sure where to begin! All of the readings and discussions have greatly impacted how I will approach future courses, CBL or not. There were so many valuable things discussed that have impacted how I think about my classes.”</p>

	The CBL Fellows program will continue to follow the successful model of the Wisconsin Teaching Fellows program, including an intensive institute at the beginning of summer followed by regular meetings and interactions during the summer, and seminars, discussions, and sharing during the following academic school year. This type of training and participation throughout the year allows for continual development and more of a community of practice experience. We believe this format also improves faculty/staff morale and extends their networks among faculty colleagues, leading to increased job satisfaction, employee engagement and retention.	
Desired Result	Faculty are prepared and compensated for embedding HIPs into the curriculum resulting in better and expanded opportunities for civic and career-relevant experiences for students.	
Work Team	Dr. Penny Lyter, Faculty Director for CBLR, CBLR Steering Committee, Debra Karp, Director of the Alan E. Guskin Center for Community and Business Engagement, and Amy Garrigan, Community Engagement Specialist	
Potential Costs *	For three years, 2021, 2022, and 2023	
	Stipend for CBL Faculty Fellows Workshop Facilitator (\$5,000 x 3)	\$15,000
	Stipends for CBL Faculty Fellows (8 faculty x \$2000 x 3 years)	\$48,000
	Expert guest speakers for CBL Fellows summer workshop \$2,000 x 3)	\$6,000
	Catering during workshop and meals during tours	\$2,300
	Books and other misc. workshop expenses	\$1,000
	Transportation expenses (community tours) (\$350 x 3years)	\$1,050
	Funding to support CBL course expenses (\$100 x each CBL Fellow)	\$2,400
	TOTAL PROJECT COST *	\$75,750.00
	<i>*NOTE: Average annual cost =</i> \$25,250.00	
Deliverables & Timeline		
	CBL Fellows Workshop and ongoing Fellows program	2021, 2022, 2023
	# of New or Revised High Impact CBL Course Offerings	
	# of Faculty Trained utilizing Best practices	
Measures of Success	<ul style="list-style-type: none"> • Increased number of faculty trained in the HIP of CBL • Increased number and diversity of CBL courses offered (Colleges, departments, level of course) • Increased percentage of under-represented student HIP experiences. • Increased percentage of student HIP experiences, particularly in freshman and sophomore years • Increase retention and graduation rates 	