**The University of Scranton**

**Community-Based Learning (CBL) Faculty Fellows Program**

**Office of Community-Based Learning**

**AY 2023-2024**

The CBL Faculty Fellows Program at The University of Scranton seeks to recognize, reward, and support exemplary faculty who are eager to fully integrate CBL as an intentional pedagogical strategy into their courses and/or curricular-based/discipline-oriented projects. Community-Based Learning (CBL) is an academic experience that involves students working with individuals, groups, or organizations in ways structured to meet community-defined needs. The CBL Faculty Fellows Program seeks to expand, strengthen and demonstrate the University of Scranton’s commitment to the common good.

**Participation Guidelines**

The CBL Faculty Fellows Program is open to all full-time faculty members. Up to four faculty fellows may be selected each academic year. The selection of faculty fellows will be based on the merit of the CBL component\* of the proposed course or project, the faculty member’s understanding of and experiences related to CBL, the ability of the faculty member to contribute to the university’s CBL initiative, the degree to which the faculty member will benefit from the fellowship, and the extent to which the CBL course/project will potentially benefit the external community. Applicants should address each of these elements in their applications.

Faculty Fellows that complete the program will receive a one-time honorarium of $2,000. Fellows will receive $1000 after completing the CBL series, submitting their final CBL syllabus/project description, and presenting at the subsequent CBL Faculty workshop. After teaching the course/completion of project, CBL Faculty Fellows will receive an additional $1000 and earn designation as a university Faculty Fellow.

\*All CBL experiences must: 1) address a specific community identified need; 2) identify possible collaboration with community partner(s); and 3) connect with courses and/or curricular/ discipline-specific content.

**Participants must commit to:**

* Attending aseries of4, 1 to 2-hour meetings during the fall/spring semesters. Meetings are designed to provide concrete, practical tools and facilitate opportunities to create and improve CBL pedagogy. Fellows are expected to be prepared for and attend every meeting. Your community partner will need to attend one meeting. Fellows who miss more than one meeting will only be eligible for half of the associated monetary award. Meetings may be held remotely depending on the university’s COVID-19 guidelines.
* Modifying/significantly revampingan existing course, designing a new course or creating a curricular-based/discipline-oriented project with a CBL component\*. Fellows must submit a final syllabus detailing their CBL course or project.
* Buildinga relationship with a community partner including meeting with community partner as part of course or project preparation, implementation and evaluation.
* Teaching the course or leading the curricular-based/discipline-oriented project during the following academic year.
* In the case of a new or revamped course, seek CBL course designation during the following 2 academic year cycle.
* Writinga short article detailing your course or project for consideration for publication in one of the university’s publications during the following academic year.
* Presenting their experience of developing, teaching or leading a CBL course or project to their respective department/college within the following academic year and at the subsequent annual CBL Faculty workshop.

**Application Guidelines**

The applicants will be selected based on: merit of the CBL component\* of the proposed course or project, the faculty member’s understanding of and experiences related to CBL, the ability of the faculty member to contribute to the university’s CBL initiative, the degree to which the faculty member will benefit from the fellowship, and the extent to which the CBL course/project will potentially benefit the external community.

Applications are due Tuesday, February 28, 2023 (midnight) and should be sent as one document to: Joanne Jurkiewicz, CBL Office Assistant, cbl@scranton.edu.

All applications must include a cover page and proposal:

**Cover Page**

The cover page is attached. Type in the applicant’s name, position, department, contact information and the title of the proposed CBL course or curricular/discipline-based project. Include a concise description (3-5 sentences) of the course or project and its goal(s). The department chair’s signature should be obtained a week prior to the application’s due date.

**Proposal**

**Course or Project Description:** Provide a detailed explanation of the CBL component (new, revamped or modified), including the specific community identified need; who the community partner is (or the kind of partner/partners you would be seeking) and how you will collaborate with a community partner; and how the CBL is connected to course content and/or disciplinary foci/perspectives or student learning outcomes. Descriptions should be limited to one page (double-spaced).

**Interest, Understanding and Experience:** Explain the reasons for your interest in being a CBL faculty fellow, your level of “readiness” or willingness to learn about and consider CBL, your understanding of CBL and experiences related to CBL and/or the external community. (Limit to one paragraph).

**Contributions to CBL Initiative:** Explain how you will contribute to the university’s initiative to expand, strengthen and demonstrate the University of Scranton’s commitment to the common good beyond the requirements of the fellowship. (Limit to one paragraph).

**Benefits of the Fellowship:** Explain how you and your students will benefit from the fellowship and the expectations you have for community benefit. (Limit to one paragraph).

**Qualifications of the Applicant:** The applicant should provide a curriculum vitae. (Maximum two pages).

**CBL Faculty Fellows Series**

1. Models of CBL engagement, Jesuit Principles and Ignatian Pedagogy
2. Scranton’s challenges and opportunities and your project - connecting with partners, preparing students, logistics, etc.
3. Assessing community benefit and CBL course/project student learning impact
4. Reflective practices and tools: addressing equity and long-term solutions

**Community-Based Learning (CBL) Faculty Fellows Program**

**Cover Page**

Applicant’s Name:

Position:

Department:

Phone:

Email:

CBL Course/Project Title:

Course/Project Description (3-5 sentences):

Applicant Signature: Date:

Department Chair Signature: Date: