

## Additional Q&A

*Thank you to our panelists for taking the time to provide written responses to the following questions, which time didn't allow for as part of the webinar.*

**1. To all panelists: What sort of supports do faculty teachers need/get from the liaison or facilitator roles (experiential support staff)...and would it be helpful for them to develop some of those skills too?**

### **Rhianna Nagel, University of Victoria**

At UVic, the CEL Office supports instructors across campus in integrating community-engaged elements into their teaching via one-on-one mentoring, on-line and paper resources, and workshops. This support follows the trajectory of a course - from design/redesign, to implementation, to evaluation - and spans the spectrum of engagement and activity in and with community. The level of support depends on the nature of the CEL endeavour, and the experience, time constraints and needs of the instructor. In design/redesign, the focus is generally on the following: 1) ensuring alignment between intended learning outcomes and the CEL experience, which often involves “matchmaking” with community requests; 2) developing appropriate assessment and reflection activities; and 3) managing expectation. In implementation, the CEL Office gives guest workshops or lectures in CEL classes, facilitates project honing between community and students, and helps instructors trouble-shoot. In evaluation, the CEL Office provides written and oral (sometimes in collegial groups) opportunities to debrief the experience and to reflect on possible modifications for future iterations. The CEL Office also supports Faculty-level and unit-level review and design of CEL curricula, with a particular focus on scaffolding CEL into the degree program. Furthermore, a key element of success in CEL is the reciprocity, strength, resilience and sustainability of the relationship between community, faculty and students. The CEL office acts as a conduit between community and the university, facilitates strong relationships between faculty/students and community partners, and builds and nurtures relationships in preparation for and in between CEL collaborations. To foster gratitude, the CEL Office also hosts an annual celebration and showcase of community contributions to student learning and student contributions to community, and has a repository of small gifts for instructors to give to community. The CEL Office has a small “tool” library to loan community development resources that are used both in the classroom and in community projects. Finally, the CEL Office administers the CEL Grant and the CEL Emergent Activities Fund (embedded within a larger Experiential Learning Fund Grant) for faculty for the design/redesign of CEL courses and for small expenses related to the CEL experience. Note that workshops, the grant program and events held by the CEL Office all support the growth of the CEL community of practice, which enhances capacity building and fosters collegiality in this area.

### **Gillian Kemp, MacEwan University**

At MacEwan, the teaching load is high as we are an undergrad institution so the support for finding community partners and managing logistics is what our instructors value most. I think the “trouble shooting” would be the next most valued support eg when ELFs jump in if communication with a community partner goes south or if a community partner withdraws at the last minute... or extra students join the class and another partner is needed.

From the get go, I think the professors appreciate having someone to help them think through the plan for community partners. Our ELFs have many, many different examples to draw from and can usually help an instructor refine the project plan or solve a problem that arose one semester in time for the next iteration. It really speeds up the process from the “trial and error” approach as we perfect the CEL process for a particular course.

It's really not a matter of developing those skills for themselves, it's simply that they could not include Community Engaged Learning on a regular basis without those supports. In my experience, one ELF can support about 20-25 courses per semester where about 3-10 community partners are needed for each. For us, that's about 1500 students having a CEL experience/ per year/ ELF. Not bad bang for the buck. Since we have just started with Riipen, I haven't really formulated an opinion of what the impact will be. I'm hoping that it will "be the ELF" for the fiercely independent instructors who don't believe our office has anything to offer them or who just don't "hear" our offer of support. But I think it will also be the tool that extends the capacity of the ELFs... ie increases the number of courses they can support. Especially curious to see if their built in communications management for projects gets uptake voluntarily by student teams or only when prescribed by the instructor... what their feedback will be like.

Placements: our team's support of placements is limited to answering risk and insurance type questions and managing paperwork like WIL agreements. The 7000 placements that happen annually are directly supported by program staff or are managed by the instructor.

### **Kelly Hollingshead, Western University**

At Western, we have two staff that support curricular CEL. This involves supporting faculty in all stages of course development and delivery, including course learning objectives, reflection, and assessment and managing community partnerships. This begins before the semester starts in a consultative format guiding the development of CEL courses, and spans through the semester, including delivering an introductory presentation, coordinating partner class visits, facilitating sessions on reflective practice, and organizing and hosting an end-of-year partner appreciation event. We also have resources to help facilitate the CEL component, including managing an online, public repository of final course deliverables. Something we have developed but are on pause implementing due to the unusual circumstances of the upcoming year is a new model of support for CEL courses. The goal of the model is to formalize how new and continuing CEL courses are supported, knowing that the need for our support lessens over time. Our goal is to continue to support faculty while creating space to expand the number of courses supported, as well as the creation of innovative tools and programming for all CEL courses. To help with the transition, we are packaging tools and templates for our faculty, including an online introductory presentation that can be embedded in their course site or viewed together as a class in a face-to-face session and templates for emails to partners and students during the term/year with approximate timeframes to help keep on track.

### **Sarah King, University of New Brunswick**

At UNB, the Office of Experiential Education is very small (just 3 full-time staff and 2 student staff members), but we work hard to support faculty in all stages of course development and delivery. There are also some experiential learning staff within some faculties (but not all, and not all have teaching expertise) who can provide support. Typically, we work hard to 'meet faculty where they are' – some faculty members come to us in the beginning stages of course development, and that is always the most successful. We work with faculty on discussing learning objectives for the course and the program and suggest appropriate experiential learning opportunities that could help meet those objectives. The staff also help make connections with community partners, and help manage those relationships. We also help instructors choose appropriate 'touchpoints' for community partners in their courses based on the learning objectives. Occasionally, staff from the Office of Experiential Education also participate in the learning as 'judges', 'adjudicators', or 'facilitators'.

We are working on documenting these processes and creating a place to host them online, but that hasn't happened yet. We do try to encourage faculty to develop capacity themselves, and within academic units as well. In some cases, the Office of Experiential Education will have staff speak in a class or at faculty meetings about experiential education theory and practice to increase capacity. We share all opportunities for professional learning that we can (including CEWIL webinars!) and we have good uptake from faculty members for those opportunities.

**2. For Kelly: can you expand on the notion of allocating budget for equipment to decrease costs to partners?**

Our team typically has a very small budget for CEL that can be used for resources that might be required in a given year. For example, in a previous year, using funds to support a bus or cab fare for students to visit a community partner beyond the city bus zone. This year those needs might relate to the purchase of gloves, hand sanitizers, masks, etc. for placement-based experiences when it's safe to do so. Recognizing that partners may be influx and experiencing decreased capacity at this time, this equipment may be needed to decrease the cost to community partners working with our students. Our team was generously supported by an RBC endowment in past years that helped us significantly to build our programs, including supporting our partners. We were able to provide small project grants to community partners for equipment/supplies to enhance student projects. Partners completed the grant application as part of the project proposal and an adjudication committee made final decisions to support projects that would be significantly enhanced with the funding and increase impact in the community. Although partners did not rely on the funding to partner, we heard from partners that this small amount of funds increased their capacity to partner and helped get the project off the ground. Although protective equipment such as hand sanitizer will not enhance the project, it is important for keeping our students and partners safe while engaging in placement-based opportunities and may be required in supporting our partners with in-person events/service.