

## FINANCIAL RESOURCES

### CEL SCH Funding

Academic Units offering CEL classes receive additional money to serve as both an incentive for prioritizing CEL pedagogy in the classroom, and a recognition by the administration that CEL can take more time and coordination. Funding must be used to support community engaged learning efforts and activities. More information on how you can use the funding to support your engaged pedagogy can be found here:

<https://bennioncenter.org/faculty/cel-teaching-resources/designation.php>

This funding is calculated by the OBIA using a multiplier: **Regular SCH \$ x 0.25 SCH x Total SCH** (60 for 1000-2999-level classes; 70 for 3000-5999-level classes; 85 for 6000-level classes; 95 for 7000-level classes).

Funding for CEL classes is determined with the following equation:

$(0.25 \times \text{SCH}) \times (\text{final enrollment}) \times (\text{credit hours})$

Example: A 5000-level 3-credit CEL-designated class with 10 students would receive in CEL SCH funding:  $(0.25 \times 70) \times (10 \text{ students}) \times (3 \text{ credits}) = \$525$

Funding is automatically transferred to the chartfield requested by the faculty/program leader approximately 7-8 weeks after the end of the semester.

### Community Engaged Learning-Teaching Assistants

CEL-TA's help to facilitate a consistent community-engaged learning experience for faculty, students enrolled in the course, and community partners by providing assistance in these ways:

- Helping prepare students and community partners to work with each other
- Assisting faculty with identification, coordination, and communication with community partners
- Providing ongoing communication, technical assistance, and problem-solving for both partners and students
- Developing and/or assisting in developing the plan for reflection and assisting with reflection activities

Students who serve as CEL-TA's receive a financial reward for their experiential learning and CEL assistance based on class enrollment. For classes with fewer than 25 students, a CEL-TA is awarded \$900. For classes with 25-75 students enrolled, a CEL-TA is awarded at \$1250. For larger classes, additional funding can be awarded for multiple CEL-TA positions.

Awards are based on eligibility and availability of funds. You can apply for the award and find additional information here: <https://bennioncenter.org/faculty/cel-teaching-resources/ta-application.php>

### Public Service Professorship

This significant award is designed to help a faculty member strengthen community-engaged learning experiences and opportunities tied to civic engagement, and also foster stronger partnerships with the local community. It is open to all faculty members at the University of Utah. The prize of \$7500 is made possible by the generous support of the Senior Vice President for Academic Affairs. The deadline to submit proposals is January 31 of each year:

<https://bennioncenter.org/faculty/professional-development/faculty-awards.php>

## FACULTY DEVELOPMENT and ASSISTANCE

**Introduction to CEL Instructor Workshops** - Offered 2X each semester, contact [amy.sibul@utah.edu](mailto:amy.sibul@utah.edu) for more info

**Bennion Center Faculty Lunch & Learns** - Offered 2-3X each semester, contact [amy.sibul@utah.edu](mailto:amy.sibul@utah.edu) for more info

**Annual Bennion Center Next Practices Faculty Retreat**, May 4-5, 2020

**1-on-1 Faculty Consultations**

**Bennion Center Faculty Learning Community**

Contact Andi Wiczak (5-9100; [andi.wiczak@utah.edu](mailto:andi.wiczak@utah.edu)) or Amy Sibul (5-7472; [amy.sibul@utah.edu](mailto:amy.sibul@utah.edu))

**COMMUNITY ENGAGED LEARNING:**

- ⇒ meets instructional learning objectives through course content, faculty-structured service, engagement, and critical reflection and is meant to prepare students to be civically responsible members of the community
- ⇒ generates and applies academic knowledge in a community-based setting; student service and engagement address the needs of the community as identified through mutually beneficial collaboration with community-partners
- ⇒ helps our University anchor itself in the public square by providing meaningful connections between our teaching, research, and service, and the issues our community is grappling with everyday

**3 Core Traits of a CEL Course**

1. Course design incorporates community engagement to **facilitate and/or enhance student learning**
2. The course clearly identifies **learning outcomes** that address **both academic understanding and community needs** identified in partnership with the community
3. **Reflection** is utilized throughout the course to enhance learning, understanding, and **broader connections to society**

**CEL Learning Outcomes**

Students will:

1. Develop and apply the abilities needed to influence positive community change including research skills, project management, leadership, critical thinking, communication skills and/or intercultural competence
2. Increase their awareness of and reflect on the interconnectedness between individuals, society, and public policy
3. Develop habits related to ongoing community engagement
4. Articulate an increased sense of responsibility and commitment to the public purpose of their chosen discipline
5. Enhance awareness of their sense of place in and ownership of community issues, especially issues of diversity, justice, environmental sustainability, and/or equality.
6. Further develop professional life skills: showing up, being reliable and punctual, keeping colleagues “in the loop”, maintaining project deadlines, etc.

**CEL Reflection activities should go beyond contemplating student performance and:**

1. provide students with the opportunity to examine their assumptions, beliefs, opinions, and values
2. incorporate the opportunity to document what has been learned during CEL activities, assess the quality of work, and aim for improved outcomes for students **and** community partners by the end of the semester
3. foster introspection, empathy, socioeconomic and cultural sensitivity, environmental awareness, and/or personal responsibility toward the community
4. Allow students to contemplate the bigger, societal issues facing the discipline. What “wicked problems” are we collectively trying to address within the framework of this field?