

Community Based Experiential Learning in Economics (2011-2019):
Benefits and Challenges

A Report Submitted to the Vancouver School of Economics,
University of British Columbia¹

Authors:

Catherine Douglas
Vancouver School of Economics
University of British Columbia
Catherine.Douglas@ubc.ca

Kyle Nelson
Centre for Community Engaged Learning
University of British Columbia
kylen@ubc.ca

Gaëlle Simard-Duplain
PhD Candidate
Vancouver School of Economics
University of British Columbia
simardduplain@gmail.com

June, 2019

¹ We would like to acknowledge the assistance of Vinicius Peçanha, current CBEL Teaching and Research Assistant at the Vancouver School of Economics, for his assistance with data analysis and graphical layout.

EXPERIENTIAL LEARNING AT UBC'S VANCOUVER SCHOOL OF ECONOMICS, 2011-2019

A BRIEF SUMMARY

This report provides an overview of an Experiential Education program that has been implemented in several undergraduate courses at UBC's Vancouver School of Economics since 2011. The aim of the program is to enhance students' learning through Community Based Experiential Learning partnerships with non-profit organizations both regionally and abroad, as well as through course relevant field trips to sites in the Vancouver region. We also provide evidence about the benefits and challenges of this pedagogical approach to students, to community partners and to faculty members integrating this approach in their courses. We also include results of a survey of UBC faculty about the motivations, challenges and supports associated with the implementation of Experiential Education in their courses. The survey was designed, implemented and evaluated by a collaborative team of faculty, staff and graduate students in association with UBC's Centre for Teaching and Learning Technology and UBC's Centre for Community Engaged Learning.

WHAT IS EXPERIENTIAL EDUCATION?

Experiential Education takes a variety of forms, including **Work Integrated Learning** (e.g. Co-op), **Field and Outdoor Education** (e.g. field trips), **Community Based Experiential Learning**, and **International/Intercultural Immersion**². The emphasis of this report is on Community Based Experiential Learning (CBEL), although reference to other forms of Experiential Education at the VSE will also be discussed.

CBEL is a model of Experiential Education that combines classroom learning with service or research responding to community-identified goals. As part of their participation, students link their experience to academic content through critical reflection, small group discussions, presentations and written reports.

WHY COMMUNITY BASED EXPERIENTIAL LEARNING IN ECONOMICS?

In the course of their studies, undergraduate students of economics are expected to gain mastery over particular disciplinary learning outcomes. These outcomes include the ability to access, interpret and apply existing disciplinary knowledge; to apply the basic empirical tools of economics; and to create new knowledge³. When students transition to the labour market, they are expected to demonstrate additional discipline-specific skills such as:

- Practical knowledge of data handling;
- Understanding of the relevance of economic modeling and methodology, and its limitations;

² Brown et al (2019).

³ Hansen (2001)

- Capabilities in both inductive and deductive reasoning; and
- Awareness of history and/or real-world contexts of economic problems.

They will also require “soft skills” said to be necessary to function in a work environment that increasingly demands innovative thinking, flexibility and the capacity to work collaboratively with others. These are capabilities that Community Based Experiential Learning is thought to help foster. In particular:

- Well-developed communication skills, including the ability to communicate technical results to non-economists, personal management, team-work skills, problem-solving skills, ability to contextualize facts and theories;
- Creativity, flexibility, ability to form ideas, discernment, ability to read and write extensively.

BRIDGING GAPS

Deep integration of disciplinary skills and knowledge requires a level of student engagement that can be challenging in the traditional passive lecture-based learning environment, especially in large classes. Community Based Experiential Learning can help bridge this gap, by helping students:

- Recognize the relevance of course content;
- Develop critical thinking, leadership and interpersonal skills;
- Deepen their knowledge of complex problems in community;
- Gain knowledge of problems in the regional, national and/or international community;
- Work with diverse people;
- Explore different career options; and
- Learn how to become more engaged citizens.

Specifically, experiential learning achieves these outcomes by establishing a bridge between students’ academic scholarship and their real-world observations; by providing hands-on learning and thereby strengthening long-term knowledge retention; and by stimulating more integrative processes of life-long learning.

These benefits, articulated in the education literature, are further echoed when students are surveyed. For instance, the *2017 National Survey of Student Engagement* (NSSE) in the United States has found that students who had participated in community engaged learning:

- Considered the views of others and themselves more often; and
- Were more likely to have reconsidered their views about a particular issue or concept in light of their participation in a community-based project.

Similarly, UBC's 2016 *Undergraduate Experience Survey* (UES) concluded that students who participated in community engaged learning were more confident than their peers when:

- Communicating with others; working in team settings; and; acting in a leadership role.

Finally, community organizations and faculty benefit from the integration of Experiential Education in their work. Community organizations benefit through the energy and knowledge students bring to the partnership, as well as by gaining access to the academic community. By acting as co-educators, they contribute to students' knowledge of community problems and disrupt stereotypes on the role of organizations in responding to social and economic challenges. As for faculty, they may benefit from working with more engaged and interested students, and from the opportunity to link course content to specific economic problems and similarly to be both more engaged and challenged in their teaching.

EXPERIENTIAL EDUCATION AT THE VSE IN NUMBERS

- **Eight years of experience: since January 2011.**
- **Four types of Experiential Education:**
 - Community Based Experiential Learning:
 - Community Based Research (CBR); and
 - Community Service Learning (CSL).
 - International Service Learning (ISL).
 - Educational field trips.
- **Seven different courses**
 - Four courses integrating CBEL
 - Five courses involving educational field trips
 - One course integrating ISL
- **1751 students**
 - 581 of whom engaged in CBEL projects
 - 1,170 participated in course-based field trips
- **42 community partners.**
 - 25 local partners
 - 17 global partners in Central and South America, East Africa and India

COMMUNITY BASED EXPERIENTIAL LEARNING AT THE VSE: SUPPORTS AND CHALLENGES

The Community Based Experiential Learning program at the VSE is part of a larger commitment to student learning, research and community engagement on UBC's part, as expressed in its 2018 Strategic Plan, *Shaping UBC's Next Century*, and its previous Strategic Plan, *Place and Promise*. The program has also benefited from concrete support from the Centre for Community Engaged Learning (CCEL), and from direct funding from the VSE for additional

Teaching and Research Assistants, administrative support, honoraria, and end of term receptions. UBC's Centre for Teaching and Learning Technology (CTLT) has also been a valuable resource for professional development.

Even with this support, the implementation of Community Based Experiential Learning at the VSE has presented non-negligible challenges and additional time commitments, including:

- Commitment required for the development of community partnerships, including co-design of projects in advance of each academic year;
- Ongoing development of protocols, assessments, timelines, communication templates;
- Coordination, training and mentorship of the graduate student Teaching and Research Assistants;
- Organization of partner presentations at beginning of term;
- Organization of student community presentations and reception at end of term;
- Ongoing program and project evaluation with community partner debriefs at the end of term.
- Ongoing professional development in relation to the pedagogy of community engaged learning through reading of scholarly literature, attendance and participation in CTLT sessions, the UBC Community Engagement Scholars Working Group, conferences, and other events.
- Quality control of student projects.

THE UBC CONTEXT: FACULTY EXPERIENTIAL EDUCATION SURVEY 2018

The challenges of integrating CBEL at the VSE are common to faculty integrating this approach in their teaching practice across UBC campus, as is evident in the results of the 2018 UBC Faculty Experiential Education Survey. While any one faculty member may be quite aware of the extra time requirements and challenges associated with the program, until now we did not have evidence to determine if this is an isolated problem or experienced more generally by faculty across UBC campus. The recent UBC Faculty Experiential Education Survey was intended to address this gap in our knowledge. The survey is based upon a snowball sampling methodology, starting from a set of faculty members known by staff at UBC's Center for Teaching and Learning Technology and the Centre of Community Engaged Learning to integrate Experiential Education in their teaching.

ABOUT THE SURVEY:

- 54 faculty members answered the survey, representing 30% of the individuals the survey was originally sent to. Research and teaching faculty members were

approximately equally represented in the original snowball sample as well as among survey respondents. Nearly three quarters of teaching faculty reported Community Engaged Learning as the Experiential Education that best reflects their experience, compared to half of research faculty.

HIGHLIGHTS:

- **The top three reasons reported by respondents for engaging in Experiential Education were:**
 - It is an effective way to teach course content, skills, and competencies;
 - It is an effective way to teach attitudes, values, and interpersonal behaviours; and
 - It is an effective way to teach about structural inequalities and diverse lived experiences.
 - For research faculty, the three teaching outcomes were roughly equally important, whereas teaching faculty were more likely to have elected Experiential Education as an effective way of teaching content.
- **The top two challenges faced by respondents who had engaged in Experiential Education were:**
 - Lack of time required to do it effectively and/or sustainably; and
 - Lack of financial resources needed to do it.
 - Among teaching faculty, the lack of resources on the part of community and workplace partners was also a frequently identified challenge.
- **The top three sources of support identified by survey respondents were:**
 - Community or workplace partners;
 - Funding; and
 - Support or office staff within the faculty.
 - The kinds of supports that faculty identify as important differ based upon the different forms of Experiential Education programs.
- While the motivations of faculty members were largely similar across Experiential Education types, the challenges and supports reported by survey respondents differed across types.
- Regardless of motivation for engaging in EE, the time required to do it effectively and sustainably was a major challenge faced by faculty.
- Those for whom time was the top-1 challenge identified support staff within the Faculty and funding as the main sources of support. Conversely, those for whom resources were lacking reported that their community partner was their main source of support.

In brief, the results of the UBC faculty survey are in line with the VSE faculty member's experience with respect to the importance of the additional time commitment that Experiential Education requires of those who implement it. However, it appears that the VSE is ahead of several other departments and faculties here at UBC, and at other post-secondary institutions for that matter, in terms of the longer-term commitment and financial support provided for the program. It is this support that has been of critical importance in sustaining the CBEL program in Economics courses to this point.



1. INTRODUCTION

Students of economics are provided with a strong grounding in both formal reasoning and technical methods as part of their undergraduate education, a foundation that aims to provide them with the skills and knowledge to understand and potentially respond to challenging economic problems in the economy. Yet, students may find it difficult to gain a realistic understanding of the experience and decision-making behavior of economic agents in a complex world beyond the classroom (Coyle, ed. 2012; Frank et al., 1996). Pedagogical research suggests that this knowledge gap can be bridged through a variety of applied methods in economics courses (Hansen, 2001; Watts and Becker, 2008; Ziegert and McGoldrick, 2008). Experiential Education is a broad category of approaches that aim to provide enriched learning experiences for undergraduate students. The focus of one such approach involves student participation in Community Engaged Learning experiences. Community Engaged Learning is an umbrella term that encompasses various learning opportunities that involve students applying their academic learning within or in close collaboration with a community context, emphasizing mutual benefit, civic engagement and all parties sharing in the teaching and learning process. Community Based Experiential Learning, including both Community Service Learning, and Community-Based Research is an example of community engaged learning.

While Community Engaged Learning can have a wide variety of forms and motivations, Community Based Experiential Learning (CBEL) at the VSE, whether in terms of Community Based Research (CBR) or Community Service Learning (CSL), is motivated by particular disciplinary learning goals. Other forms of experiential learning, such as field trips, can also contribute to desired learning outcomes in courses with less obvious means to integrate community-oriented approaches, or as part of broader undergraduate learning opportunities, including Co-op placements and internships, amongst others⁴. The VSE's recent Scholarship of Teaching and Learning grant proposal to establish a working relationship with an intermediary project matching service like Riipen would be in line with the skills-oriented goals of work integrated programs, but designed to allow for student involvement in empirical research projects for business organizations and with completion goals set within a termly time frame⁵. Altogether, the integration of experiential learning at the VSE is meant to complement classroom teaching and disciplinary research by providing students with an enriched education, one that deepens their understanding of economic theory, practice and problems in the broader community.

The focus of this report is on the implementation of a Community Based Experiential Learning program in several undergraduate courses, although other applications of experiential learning pedagogy will be discussed. Community Service Learning (CSL) refers to a model of Experiential Education that combines classroom learning with service responding to community-identified goals. It is that ethical foundation of community engaged learning that

⁴ See Brown et al (2019) for a summary report on the results of a survey of UBC faculty who are integrating Experiential Education and its implications. Additional sources on Experiential Education and its definitions may be found at <https://blogs.ubc.ca/experiential/ubc-examples-3/>.

⁵ Communications from Jonathan Graves, Instructor at the Vancouver School of Economics.

distinguishes the approach from a transactional view of partnerships as market-based relationships of exchange as in Riipen. While there is a sense of reciprocity built into both types of programs, the two types of experiential learning would not be thought of as substitutes for each other, but are rather complements in terms of alternative options for effective teaching and learning opportunities for faculty and students.

Community Service Learning projects are designed with pedagogical goals in mind so that students are able to draw links between what has been discovered during the partnership and the course content. More specifically, experiences gained through participation in a project based in the community are linked to academic content through processes of critical reflection, small group discussions, presentations, and written reports. This deliberate integration of learning is of importance in Community Based Research (CBR) as well. While similar to Community Service Learning in terms of its motivation, CBR involves students undertaking a focused research project responding to a question the community has identified as important to furthering their organizations' goals. Students apply academic knowledge and critical thinking to such problems with the goal of providing the community partner with a better understanding of the issue and to inform the organization's future direction.

International Service Learning (ISL) involves service as its name indicates, but in the context of the VSE program involves student contributions to a specific research project for an organization situated in one of several developing regions that the Faculty of Arts' Office of Regional and International Community Engagement (ORICE) has established partnerships. The key assumption in International Service Learning is similar to that of other CBEL programs in that the projects respond to the concerns and goals identified by the community partner rather than being driven principally by research priorities: but in this case with the partnership being situated in a developing country. That said, the projects are designed so as to be relevant to the course themes and to take into consideration students' specific abilities, whether in terms of their learning from economics courses, personal character and interests, or broader skills gained as part of their undergraduate education altogether. In addition to providing an enriched learning experience for students, whether in the local or international context, community organizations are thought to benefit through the energy and knowledge that students bring to their work, as well as through their engagement with students and scholars in the academic community. This paper provides an account of the introduction of such experiential learning in several undergraduate economics courses at the University of British Columbia.

2. MOTIVATION

Many scholars contributing to the literature on economics education have called for a re-thinking of the traditional "chalk and talk" approach to the teaching of economics (Watts and Becker, 2008). Hansen (2001, p. 231) argues in favour of adopting a proficiencies approach to undergraduate education, an approach that focuses "... on what graduating majors should be able to do with the knowledge and skills they acquire in the major, that is, their ability to demonstrate their learning in practical ways". He identifies five desirable proficiencies, including the ability to: access existing knowledge; display a command of existing knowledge;

interpret existing knowledge; interpret and manipulate economic data; apply existing knowledge; and to create new knowledge (ibid., p. 233). Coyle (2012, p. 1) and the contributing authors of her edited volume on economics education include these as well as additional skills in a list of recommendations by professional economists, policy makers and bankers about what they would wish to see in newly hired economists, including:

- Practical knowledge of data handling,
- Ability to communicate technical results to non-economists,
- Understanding of the limitations of modeling and economic methodology,
- Openness to insights from other disciplines and perspectives,
- Capabilities in both inductive and deductive reasoning,
- Greater awareness of history and/or real-world contexts

Altogether these frameworks can be thought of as emphasizing proficiencies that not only benefit students, but that also bring broader benefits to society through the application of economic theory and methods to complex problems in the community, whether situated locally or globally.

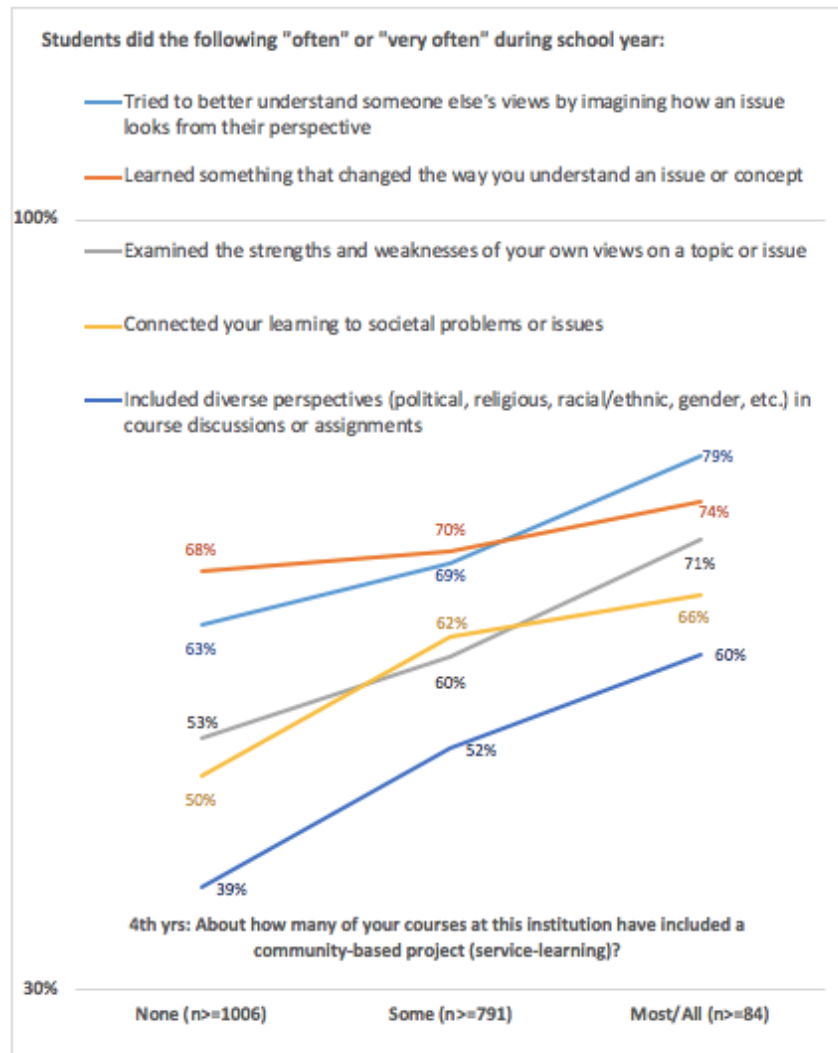
Nonetheless, deep integration of disciplinary skills and knowledge requires a level of student engagement that can be challenging in the traditional passive lecture-based learning environment.⁶ Experiential learning, especially “hands-on” learning opportunities are said to be beneficial in terms of the retention of knowledge for a longer time period. If done well, it may stimulate a more integrative process of life-long learning in contrast to a “banking” approach to teaching and learning (Freire, 1974 cited in Kolb, 1984, p. 27). For this integration to manifest, however, it is necessary that students are able to make explicit the linkage between experience and cognitive processes that serve to deepen and enrich human learning (see Kolb, 1984; Bloom et al, 1956). There are a variety of channels through which such disciplinary learning can be enhanced through enriched classroom activities as well as applied learning programs. Experiential Education is one such approach. More particularly, Community Based Experiential Learning, whether community service learning or community-based research has been promoted as providing opportunities to enhance student’s learning, particularly in relation to intellectual development, personal growth, and civic engagement (Ash and Clayton, 2009, p. 29).

2.1 Anticipated Benefits to Students, to Community Partners, and to Faculty

Community Engaged Learning, is widely seen as an effective approach to teaching and learning in higher education in Canada and the United States. The Association of American Colleges and Universities sees it as one of ten “high impact” practices (Kilgo et al, 2015). As a high impact educational practice, Community Engaged Learning is a means by which educators can design courses and programs to support their graduates’ ability to achieve disciplinary, personal, and career related outcomes.

⁶ See Hervani and Helms, 2004 for a brief literature review.

Figure 1. NSSE Findings - Learning Experience as a Function of Community-based Projects.



Source: CCEL, 2019

In addition, findings from the 2017 *National Survey of Student Engagement (NSSE)*⁷ in the United States, illustrated in Figure 1, suggest that students who have participated in CEL have a richer learning experience, engaging in deeper, more complex learning. The findings indicate that students considered the views of others and themselves more often the greater the frequency of participation in Community Based Experiential Learning, and were more likely to have reconsidered previously held views about a particular issue or concept in light of their experience participating in a community-based project.

⁷ Source (CCEL, 2019) (http://nsse.indiana.edu/NSSE_2017_Results/pdf/NSSE_2017_Annual_Results.pdf).

Results from surveys of undergraduates at the University of British Columbia find similar patterns. Table 1 shows findings from the *2016 Undergraduate Experience Survey* (Source: CCEL, 2019). The responses suggest that students who have participated in community engaged learning have better learning outcomes. In the UES survey, undergraduates indicated whether or not they had participated in a community engaged learning project, community-based research, and other enhanced learning opportunities (e.g., Co-op placements, international education and work learn experiences) at UBC. Students who self-reported in the survey that they had participated in a community engaged learning project and/or were involved in community-based research were more confident in skills such as communicating with others, working in team settings and acting in a leadership role.

Table (1) More confident in skills not necessarily taught in classroom settings.

2016 Undergraduate Experience Survey (UES) 2016	Community Engaged Learning/Community Based Research	Difference from those without CEL Experience
Ability to communicate with others	74%	+9%
Ability to work in a team setting	72%	+6%
Ability to act in a leadership role	65%	+13%

Table (2) More confident in applying their skills to societal issues and to everyday life

2016 Undergraduate Experience Survey (UES) 2016	Community Service Learning/Community Based Research	Difference from those without CEL Experience
During my time at UBC, I've gained skills that help me apply my academic learning to wider societal issues	65%	+14%
During my time at UBC, I've gained skills that help me apply my academic learning into every-day life	59%	+9%

Source: (CCEL, 2019)

The percentages reported in both Tables 1 and 2 refer to the share of students who responded to the prompts with the top two favourable options (*Excellent* or *Very Good*) on a 6-point scale: *Excellent, Very Good, Good, Fair, Poor, Very Poor*. Only 4th year undergraduates are reported in these survey results to control for the influence of year of study on student perception of their abilities and to assess perception of skills gained at UBC prior to graduation. All the differences presented above in Tables 1 and 2 are statistically significant at a 95% level, based on mean comparisons using independent samples t-tests.

Although not reported here, the UBC undergraduate survey findings also indicate that students involved in community-based projects believe that their time at the university has

contributed to their understanding of people of other backgrounds, improved their skill in solving complex real-world problems, and enhanced their development as informed and active citizens. More generally, anticipated student outcomes of CBEL partnerships include the integration of "...experiences in community with academic content and [the development of] new ways of approaching academic learning" (CAS, 2008; Eyster, 2002; and Hahn and Hatcher, 2013 cited in CCEL, 2017, p. 17). Other outcomes that are often highlighted include the ability to apply learning to community issues and to contribute toward their resolution, the development of interdisciplinary skills, critical thinking skills, social responsibility, and a better understanding of the complexity of community, especially in relation to intercultural understanding (CCEL, *ibid.*).

In addition to the survey evidence included above, there is a body of scholarly literature that provides analysis and evidence about the benefits of community-based experiences to the learning of economics students more specifically (For example, see Elliot, 2009; Lopez, 2009; Mungaray et al, 2008; and Zeigert and McGoldrick, 2008). These potential benefits are in line with the general findings in relation to undergraduate students from a variety of disciplines, and are summarized below in Table 3. In particular, the table outlines the outcomes that are seen to emerge from curricular CBEL programs and highlights key benefits to faculty, to community organizations and to students.

In addition to providing an enriched learning experience for students, community organizations are also thought to benefit through the energy and knowledge that students bring to their work, as well as through the organizations' increased engagement with students and scholars in the academic community (Furco, 1996 cited in Govekar and Meenakshi, 2007, p. 4). Community partners may also see themselves as co-educators by contributing to students' knowledge of community problems, the disruption of stereotypes and their role in responding to social and economic challenges (Basinger and Bartholomew, 2006, Sandy and Holland, 2006; Blouin and Parry, 2009 cited in CCEL, 2017, p. 2).

However, what needs to be considered toward the achievement of value is the nature and, especially the intention, of the relationship. UBC's principles of community engagement are driven by an imperative to consider a set of beliefs, values and ethics in each practitioners' approach to community partnerships and collaboration. These considerations are meant to ensure that community organizations' priorities and values are supported through the partnership and that motivations are acknowledged and transparent. While student learning and other faculty or institutional goals are important and part of that consideration of beliefs, values and ethics, they are not meant to supersede the priorities of the community partner. In essence, the relationship between the community partner and the students and faculty participating in the project is meant to be one of reciprocity.

Table 3: Benefits of Community Based Experiential Learning Programs

FACULTY	COMMUNITY	STUDENTS
BENEFITS		
<ul style="list-style-type: none"> • Work with students who are more engaged and inquisitive • Increase relevance of course content • Explore meaningful ways for students to demonstrate their learning • Build stronger links between research, teaching, learning, and community issues • Motivate students to “make a difference” • Be involved in community service 	<ul style="list-style-type: none"> • Enhance existing programs • Develop new programs • Help to educate future leaders • Access research expertise • Increase human resources 	<ul style="list-style-type: none"> • Develop critical thinking, leadership and interpersonal skills • Increase the relevance of course content • Gain real-world experience and work with diverse people • Explore different career options • Learn how to become an engaged (global) citizen
OUTCOMES		
<ul style="list-style-type: none"> • Increase faculty satisfaction with student learning • Affect instructors’ approach to teaching and interactions with students, as well as departmental curriculum development, inter-and intra-department relations, and faculty commitment to research • Opportunity to approach theories, methods in new ways, to integrate knowledge from community, 	<ul style="list-style-type: none"> • Increased resources come to the community organization (e.g., labour, training, funds) • CBEL projects help organizations meet their strategic goals • Involvement with a university leads to benefits such as an increased profile in the community and the creation of new networks involving other organizations • Increased knowledge flows 	<ul style="list-style-type: none"> • Improve student learning outcomes, including contributing to the understanding of how to apply course material to the “real world” • Build students’ capacity for understanding complex issues • Improve students’ interpersonal skills, including communication and leadership skills • Contribute to students’ clarity about their educational and career goals • Increase social responsibility and develop citizenship skills

Source: Adapted from resources provided by the UBC-Centre for Community Engaged Learning resources. (<http://www.students.ubc.ca/communitylearning/faculty/csl-cbr>).

Faculty may similarly benefit from the integration of community engaged learning in their courses. There are a number of ways that this pedagogy can be seen as of value to an educator. It would complement a faculty members’ motivation to link course content to specific economic problems, and provide opportunities to work with students who are more engaged and interested in the course. This in turn helps make the course content more relevant and spur a faculty member to consider new ways of linking disciplinary research, teaching, and learning to community problems. In addition, the development of a CBEL program may be seen as a benefit if the faculty member gains value in being able to engage in community service themselves through the development of the program for students, and in partnership with community organizations (CCEL, *ibid.*, p. 4).

All three of the dimensions of benefit discussed above were highlighted when the CBEL program was first introduced to one of the co-authors of this report in the fall of 2010. While the

manifestation of benefits to both students and community partners were identified as the primary goal, the faculty member also found the challenge of integrating the experiential component of the partnerships with disciplinary insights related to the course learning goals to be stimulating. While there were often cases where the links seemed quite weak, as the program developed the faculty member and partners came to understand more clearly where there was complementarity and the possibility of meaningful collaborations toward partners' goals and student learning outcomes. We also learned that partnerships sometimes ebb and flow, especially as community partner priorities change or teaching schedules changes due to changing departmental or university priorities. However, the impact of the latter of these two factors was less of a concern for the development of the program at the Vancouver School of Economics.

3. EXPERIENTIAL LEARNING AT THE VANCOUVER SCHOOL OF ECONOMICS: FOCUS ON COMMUNITY ENGAGEMENT

3.1 Goals and Framework

The Community Based Experiential Learning program at the Vancouver School of Economics is part of a larger commitment to student learning, research and community engagement on the part of University of British Columbia. It is highlighted in UBC's 2018 Strategic Plan, which lays out the university's vision and purpose for 2018-2028. Community-based learning and research is explicitly included as part of Strategy 16, public relevance, which recognizes that relevance requires exchanges with local and global communities, to ensure that work done at the university is aligned with priority issues and can be accessed by these communities. It is also closely related to the plan's three central themes, inclusion, collaboration and innovation. In particular, in highlighting the importance of collaboration, UBC formally prioritizes partnerships not only within the university, but with the broader community, and commits itself to supporting and encouraging these relationships. Generally, the Strategic Plan formally recognizes that the university is not confined to its two campuses, but spans all places where research, learning and exchange take place, including the "numerous sites of community-based research and learning throughout British Columbia" (UBC, 2018).

Three types of community engaged Experiential Education have been offered at the Vancouver School of Economics: field trips to sites of significance to course content; International Service Learning (ISL), and Community Based Experiential Learning (CBEL). The focus of this paper is on the last of these approaches, but discussion of the others will be included. From a pedagogical perspective, the primary motivation for offering Experiential Learning in Economics is to provide students with the opportunity to consider and to apply theories and methodologies learned in their economics courses to real situations in the local, regional and global community. At the same time, it is the view of the authors that knowledge is situated in the community as well as in the Academy, knowledge that may provide new and significant insights about economic challenges. In graduating potential policy-makers, business leaders, community members, and citizens, the aim is to ensure that what our students take away with them in terms of their undergraduate education in Economics is based upon realistic

conceptions of the world around them. Of course, such conceptions are often contested: there is disagreement both within and without the discipline, and the academy more generally, about the causes of particular economic problems and their solutions. It is the acknowledgement of that complexity that community engaged learning, at least in part, is meant to address.

Whether in terms of participation in community engaged learning locally, regionally or internationally, the CBEL program in Economics at the University of British Columbia targets the following key student learning outcomes, much in line with other programs:

- A deeper understanding of the theories and methodologies presented in class, especially as they relate to the circumstances of individuals and groups in the local, regional and global community;
- Exposure to the complexity and ambiguity inherent in the day to day work of community organizations responding to social problems;
- A greater knowledge, beyond the scholarly readings and lecture material presented in the classroom about how economic issues are explored and dealt with by those working in the field;
- The opportunity to reflect on their experience and to gain insight about how their experience altered or confirmed their prior beliefs and their understanding of classroom and textbook teachings;
- An enriched educational experience that involves the exchange of ideas and experiences in the classroom with other students, with the instructor, and with the community partners;
- To contribute to students' capacity for civic engagement

3.2 Implementation of the Program: Students and Community Partners

In Tables 4 and 5, we summarize the history and scope of the integration of Experiential Education at the VSE (courses, student participation, and type of program). Community Engaged Learning was first integrated into the course on poverty and inequality (ECON 317), and has been progressively incorporated into six additional courses since then. Altogether, 1751 students have engaged in experiential learning activities in a variety of economics courses at UBC. Of these, 581 have participated in community service learning, community-based research, or international service learning projects since January of 2011 and 1170 have participated in field trips. Participation in community-based learning programs has been optional in all of the courses in which it was a component. In contrast, the field trips are required and linked directly to course content and assignments.

Overall, the community service learning and community-based research components of the courses have received very positive feedback from participating students and the various community partners. The general impression is that students felt fortunate to have had the option to participate in community service learning or community-based research in an economics course and, for the most part, they were quite enthusiastic about both their coursework and community engagement. Students who alternatively chose the term paper option over the community projects have communicated that they felt the necessary

engagement with community partner and with other students would provide challenges that would interfere with their work and other study commitments.

Table 4: CBEL at Vancouver School of Economics 2011 - 2019

ECON Course Number and Name	Academic Year	Class Size	CBEL Participation	Description
ECON 317: <i>Poverty and Inequality</i> (January – April)	2010-2011	69	56	CSL/CBR Option (instead of term paper)
	2011-2012	67	44	
	2012-2013	63	48	
	2013-2014	64	50	
	2014-2015	61	37	
	2015-2016	55	31	
	2017-2018	88	8	
ECON 335: <i>Fertility, Families, and Human Migration</i> (September – December)	2012-2013	64	52	CSL/CBR Option (instead of term paper)
	2013-2014	65	37	
	2014-2015	62	42	
	2015-2016	60	36	
	2017-2018	87	57	
ECON 490: <i>Seminar in Applied Economics</i>	2011-2012	18	4	Community Based Research Option
	2017-2018	20	4	
ECON 364A/B formerly ECON 492a/c (3/6) ISL Course – <i>The Economics of Sustainable Development: Communities, Markets and Technology</i> (Note: this course received Senate approval in 2017.)	2012-2013	11	11	International Service Learning Placements: Bolivia, Costa Rica, India, Kenya, Mexico, Rwanda, Swaziland, Uganda
	2013-2014	9	9	
	2014-2015	15	15	
	2015-2016	9	9	
	2016-2017	11	11	
	2017-2018	12	12	
	2018-2019	8	8	
Totals:	21 Classes	918	581	

Table 5: Experiential Learning at Vancouver School of Economics 2011 – 2019: Educational Field Trips

ECON Course Number and Name	Academic Year	Class size	Field Trip Participation	Description
ECON 336: <i>Economic History of Canada</i> (September - December)	2011-2012	82	80	Field Trip to Fort Langley Historic Site. <i>Institutions in History: Economic and Social Relations between Hudson's Bay Company Traders and Canada's Indigenous people.</i>
	2012-2013	64	59	
	2013-2014	94	92	
	2014-2015	91	90	
	2015-2016	47	46	
	2016-2017	63	60	
	2017-2018	55	52	
	2018-2019	50	48	
ECON 339: <i>Economics of Technological Change</i> (September – December)	2012-2013	75	74	Field Trip to Gulf of Georgia Cannery Historic Site: <i>The Social, Economic and Ethnic Implications of Technological Change in the British Columbia's early Salmon Canning Industry.</i>
	2013-2014	76	74	
	2014-2015	73	72	
	2015-2016	55	47	
	2016-2017	60	58	
	2017-2018	66	62	
	2018-2019	94	86	
ECON 317: <i>Poverty and Inequality</i>	2014-2015 Term 2	59	54	Field Trip to Musqueam First Nations' Indian Reserve: <i>Musqueam Through Time</i>
ECON 335: <i>Fertility, Families and Human Migration</i>	2013-2014	62	3	Attendance at the Opening of the West Coast Truth and Reconciliation Commission Event (optional).
	2014-2015 Term 1	58	58	Field Trip to Musqueam First Nations' Indian Reserve: <i>Residential Schools: Inter-Generational Impacts, Stepping Toward a Healthier Future</i>
ECON 234: <i>Wealth and Poverty of Nations</i>	2018-2019	60	58	Qeqen: Walking Tour of Musqueam Posts on UBC Campus: <i>Considering Indigenous Institutions of Property Rights and Resistance to Colonization</i>
Totals:	17 Course Sections	1222	1170	

During informal discussions with alumni, students report benefits in terms of their critical thinking skills and increased understanding of problems in the community as well as the related course content. Students who engaged in the CBEL program seemed to be more motivated and engaged in the course, most worked well in groups, and some chose to work with the partner outside of the explicit demands of the course. They were also quite enthusiastic about presenting the results of their work to classmates and to community partners. Many of the students who participated in the program remarked in their reflective essays that they had learned a lot about the social issues in their communities, and that they felt more engaged as citizens as a result. A number indicated that they would like to find ways to continue to contribute to community organizations on their own time once the course is completed. Some indicated that they were considering a re-focusing of their career goals in light of what they had learned.

A more formal Community Based Research option was also introduced as a pilot project in the capstone course *Seminar in Applied Economics* in 2013 and again in September of 2017. Only eight of forty students in the two sections opted to undertake research on behalf of a community partner. Students provided two main reasons for their hesitation. Firstly, the specific projects in that course did not involve active engagement with the community partner and secondly that the research questions proposed by the organizations were more complex than students felt capable of addressing in a one term time frame. CBR is also a challenge from a pedagogical perspective given the requirement for the capstone course that students undertake empirical research that involves econometric methodology as part of the analysis. Nonetheless, there were meaningful outcomes from some of the students that did participate. For example, two students in the capstone course *Applied Methods in Economics* (Econ 490) partnered with the B.C. Federation of Foster Parent Associations (BCFFPA) to undertake research related to particular challenges faced by their members. The students helped design and then implemented a survey of foster parents about the costs of supporting children in their care. In addition, they engaged in additional research about cost of living differentials across British Columbia as part of their analysis. The students' research and the resulting report is credited by the community partner with having provided evidence that led to a significant policy change in relation to foster care support payments at the provincial level⁸. In light of the potential benefits of such student research, further thought is being given to how CBR might be integrated into the program in the future if the right partner is found with research needs that complement the goals of this course⁹.

⁸ Communications with the community partner, Michelle Relevante of BCFFPA. See also: https://archive.news.gov.bc.ca/releases/news_releases_2017-2021/2019PREM0023-000294.htm

⁹ One approach would be to focus on analysis of data emerging from Canada Census files. Some non-profits would like to have a better sense of the socio-economic context of the communities they work with. We have an example of this type of research from 2011 when a group of students in Econ 317 (Poverty and Inequality) produced a comprehensive report for one of the Neighbourhood Houses in Vancouver. The information was highly valued by the partner and included GIS mapping of particular key variables. Of crucial importance is the capacity to ensure quality control in such projects.

3.2 Community Partners and Projects

Twenty-three local and regional community organizations have partnered with UBC's Vancouver School of Economics over the eight years of the CBEL program, with nine focusing on issues related to local employment, housing, poverty and inequality; five on environment or sustainability issues; six centering on international development issues and programs but situated locally; and three associated with Indigenous perspectives. The increased emphasis on the integration of Indigenous perspectives both in relation to course content and Experiential Learning partnerships emerged out of the events and initiatives associated with UBC's Year of Reconciliation in 2013, as well as participation in CTLT's Indigenous Initiatives program, Classroom Climate series, and membership in the Indigenous Initiatives Learning Community. Indigenous perspectives have been implemented in several Economics courses, including *The Economic History of Canada, Poverty and Inequality, Fertility, Families and Human Migration* and *The Wealth and Poverty of Nations* and are relevant to several of the community partners in the CBEL program as well.

Another seventeen community organizations located in Bolivia, Costa Rica, India, Mexico, Kenya, Rwanda, Swaziland and Uganda have been involved as partners through the International Service Learning program since 2013. The focus of the projects that students have been involved in for these organizations relate broadly to income generation and sustainable livelihoods in relation to poor individuals and communities that the organizations work with. All of the partners are listed in Appendix 3. There has been a diverse set of projects, all reflecting different goals and values of the community partners but designed so as to link to economic questions and concerns of relevance to the course themes. Like the students, the community partners have generally communicated their appreciation of the partnership and were generally impressed with the work and effort of the students. That has not to say there have not been failures. We have learned from these and integrated protocols to help ensure that the project is suitable for students and is achievable in the time frame of the course.

As an additional point, it has been our policy that students are not expected to participate in CBEL projects that would require them to act as advocates on the part of any organization or to share the same values as a requirement of a project. Rather, the role of students involved in the program is to support the goals of the organization through either service or research or, as is usual, both. That said, if the student does choose to take on an advocacy role, especially after the completion of the course, it is not discouraged.

3.3 CBEL Project Evaluation Criteria

CBEL course assignments initially varied between 30 and 45 percent of the overall grade as part of a process of experimentation with incentives and the determination of appropriate evaluation strategies. They now account for 40 percent of their overall mark in each of the courses, and include the project proposal, mid-placement report, group presentation, peer

review and an individual reflective essay¹⁰. Our experience is that it is best practice to ask student to submit a short reflective essay two thirds of the way through the project if teaching support is available to assist the faculty member. The interim reflective essay is not graded, but feedback is provided about the extent to which the student shows a critical approach to the reflection and their capacity to draw connections between the project and course content. This exercise is thought to be beneficial as part of the experiential learning process, especially given that many students, if not most, have not engaged in critical reflective writing previously.

This emphasis on reflection and reflective writing is a central pedagogical component of experiential learning altogether. We have followed on the work of Ash and Clayton (ibid.) in relation to the DEAL model for critical reflection (Describe, Examine, and Articulate the Learning). Students are asked to describe the experiences associated with the project in an objective and detailed manner; to examine the experiences in the context of the learning objectives of the course, as well as their own role or their impact on the situation; and to articulate their learning so as to bring any improved practices and learning to their coursework or in terms of possible future actions (ibid., p. 41). The purpose of such reflection is to not only deepen students' understanding of economics and the world that the discipline seeks to explain, but to raise students' awareness of their capacity to learn, to be more purposeful about the process of creating and integrating knowledge more generally (ibid. p. 41). Prompts are provided that may direct the student to consider the experience in light of personal growth or civic/social engagement as well as academic learning.

For those who chose not to participate in CBEL, the equivalent percent of their overall grade is assigned to a term paper. The remaining allocation of the students' grade is derived from quiz results, exams, lab assignments, and/or discussion participation depending on the course. The CBEL grade itself is based upon the evaluation of a combination of both individual and group performance in the CBEL components of the course, each type accounting for 20 percent of the overall course grade. The group evaluation grade is based upon the project proposal, mid-placement report, end of term presentation, and final report. Each student is evaluated individually on the basis of their reflective essay at the end of term and peer review by their group members.

3.4 Designing for Success: Addressing Challenges for Faculty, Students and Community Partners

The successful implementation of the CBEL program at the VSE was in large part due to the support and guidance of staff in the Centre for Community Engaged Learning (CCEL). Initially this was through the support of the Faculty of Arts CBEL Officer and CCEL Director. The role of this staff-person and others at CCEL, is to provide faculty with the resources, insights and introduction to community organizations that are necessary for successful partnerships and projects. For example, information was provided early on detailing how other departments implemented CBEL in their programs and supporting documents developed by other faculty

¹⁰ See Appendix 4 for the evaluation criteria for the CBEL grade.

were made available along with other resources that helped to ease the implementation process¹¹.

Even with such supports, a significant challenge of the program is the time and intellectual commitment necessary to coordinate so many students working on a variety of projects with up to eight different community organizations. This intensity has eased somewhat with experience but nonetheless seems to be an inherent feature of the program given class sizes; complexity due to participation being optional and its being a complement to the main academic component of the course; the fact that students do not make their choice until the second or third week of term after presentations from community partners; and that not all students choose the projects for which they are best suited and so faculty and/or community partners often have had to do some re-sorting or adjusting of the project parameters. The result of this delay is that the projects sometimes did not really start in earnest until the fourth or fifth week of term.

Efforts were made to address such issues in subsequent years of the program, with faculty meeting with the community partner's representative weeks before the start of the semester to develop well-defined projects that can be presented to students at the start of the semester. Now we are generally able to have students allocated into projects and partnerships by the third week of term. Additionally, a broad time line for the CBEL component of the course is handed out to all students, with the aim of providing them with a better understanding of the time commitment and expectations throughout the term prior to making a commitment to the CSL option. The project proposal and mid-placement report assignments have also added more coherency to the projects and greater capacity to monitor for problems as they arise. Transparency about time commitments are offered to students from the start, with an added recommendation that student with a heavy course load, significant hours of employment or other commitments would be advised not to participate in the program.

Another strategy was introduced in the second year of the program to ease coordination and information problems given the absence of additional TA support at that time. This initiative involved students who had participated in the previous year acting as Student Mentors to the current cohort of CBEL students. Five student mentors were chosen from among respondents to an email call to students who had participated in the program in a previous economics course. The mentors were responsible for ensuring that students contacted the community partners to coordinate an initial meeting; read the interim reflective essays for their group of students and provide feedback and suggestions for improvements in anticipation of the final reflective essay; provide guidance to their assigned groups related to project planning; and to monitor students' communications and progress reports over the term so that, ideally, any problems could be addressed as they arise. Each mentor was responsible for assisting with ten to twelve students and received a small honorarium. While a benefit in terms of providing participating students with feedback from experienced peers and in terms of developing alumni leadership, in the end it became clear that the student mentor role was insufficient in terms of

¹¹ See Appendices 1 and 2 for information about the role of UBC's Centre for Community Engaged Learning and its contribution to community engagement and learning outcomes.

addressing the extra time involved in managing the program and in fact added to the faculty member's burden of coordination tasks. It became clear at that point that what was needed to support the program and to ensure its sustainability was a CBEL Research and Teaching Assistant, whether half time or full time depending on the size of the class and extent of the program in each term. The VSE has funded this role most years since 2012 once the initial seed money from UBC's Faculty of Arts was no longer available.

The time challenge identified in the previous section can be a significant obstacle to the longer-term viability of a CBEL program in Economics. As discussed previously, the benefits of community engaged learning are recognized by students and faculty who participate in such programs, by community partners and by many staff and administrators at the University. However, for those faculty who integrate this pedagogy into their teaching it soon becomes clear that there are costs as well. These challenges are principally in relation to time and energy, but also risks. An additional problem that was identified early on in the VSE program was the possibility that the project goals were beyond the capacity of the undergraduate students to achieve. Despite their enthusiasm, students may not be aware that they do not have the skills or experience to provide the partner with the results that were intended. The faculty member as well may be overly optimistic and so the projects and partnerships need to be carefully designed before the start of term and calibrated to the level of the students' capacity. This is often unobservable but some general principles can be considered in developing the specific projects.

While some of challenges and risks can be addressed through improved program design and protocols there are some that are more challenging. In this section of the paper, we first discuss costs from the perspective of participating students and community organizations, then focus particularly in section 4.2 on the challenges of Experiential Education programs such as CBEL for faculty.

Whether or not they participate in a CBEL program as part of a course, students usually face significant time constraints as they navigate the required assignments, tests, attendance at lectures and attention to other course content during a standard term. CBEL may add to those time constraints for a variety of reasons that is best made clear to students at the start of the program. One of the main reasons for this added time requirement is the fact that the projects usually involve group or team work and the necessity to meet, coordinate and communicate effectively with team-mates and, at certain points, the community partner. These meetings generally occur outside class time. Furthermore, to be effective, they must thoughtfully consider the goals of the community partner, as well as the roles of each of the team members toward the achievement of those goals. A plan for the project will need to be developed with anticipated activities, needed resources, and timelines. Students will likely be asked to report back to the course instructor and CBEL Assistant about progress during the term and when the project is complete. They will also be expected to submit reflective activities during and after the project is completed.

Community organizations also face constraints along with the benefits of a partnership with faculty and students. There is the added time of coming up with a project idea, identifying priorities and then meeting the faculty member to discuss the project, the goals for the organization, and the roles that students might play. Depending on how the program is designed, they may also be asked to write up a project description and to give a presentation to the class about their work and the project the students would be working on. Once the project is under way, there may be a visit by the student to the organization's office or a meeting with students either on or off campus elsewhere to discuss the details of the project. The focus of this initial meeting will be to discuss the project goals with the students and perhaps for the partner to provide their expertise and guidance to them as they move forward on the project. In the case of the VSE program, the community partners are invited to attend the end of term presentations by the students and to join in the reception afterward. After the end of the term, the partner and faculty member will discuss any feedback about the program and take steps to either develop and maintain the partnership for the next term, or a decision is made that the goals have been achieved (CCEL, *ibid*, 2017).

4. CHALLENGES OF CBEL PROGRAMS TO FACULTY: RESULTS OF THE FACULTY SURVEY ON EXPERIENTIAL LEARNING AT UBC

In Section 3 we briefly discussed the many challenges that have been faced at the VSE in the implementation of a CBEL program. However, they reflect the experience of a single faculty member with a full teaching load of six courses as well as an additional International Service Learning course in the summer session. In this section, we contrast her experience with the results of a survey that asked a larger and more varied sample of UBC faculty about their motivations, challenges and supports with respect to the implementation of Experiential Education. As mentioned before, this is particularly relevant, given the emphasis that the university has placed on Experiential Education in its latest Strategic Plan.

4.1 Methodology and profile of surveyed sample

In the summer of 2018, a collaborative team composed of faculty, staff and graduate students whose work involves the integration of Experiential Education at UBC prepared a short survey to be distributed among faculty members at the University of British Columbia¹². The purpose of the survey was to learn more about the characteristics of those who implement experiential learning across the university, and to gain insights about their motivations, the challenges they have faced, and the support structures they have been able to take advantage of. The survey was distributed in October 2018 using a snowball sampling methodology starting from a set of faculty members who were known by staff at UBC's Center for Teaching and Learning Technology (CTLT) to integrate Experiential Education in their teaching. The choice of a sampling methodology was motivated by the absence of a comprehensive list of faculty

¹² The faculty survey research team included Ryan Brown (UBC Community Engagement), Catherine Douglas (Economics), Kari Grain (Centre for Teaching and Learning Technology), Kyle Nelson (Centre for Community Engaged Learning), Vinicius Peçanha (Economics) and Gaëlle Simard-Duplain (Economics).

members who use one or another sort of experiential learning in the classroom. While key results are presented here, a summary of the findings are discussed in Brown et al, 2019.

The survey focused on Experiential Education as “a set of intentional experiences and focused reflections that optimize knowledge acquisition, develop life and work skills, clarify values and interests, build meaningful connections, and create opportunities for community engagement on and off campus” (Stanford University, 2018 cited in Brown *et al*, 2019). More specifically, it identified four broad categories:

- a. **Community Engaged Learning** (Encompasses various learning opportunities that involve students applying their academic learning within or in close collaboration with a community context, emphasizing mutual benefit, civic engagement and all parties sharing in the teaching and learning process. E.g. service-learning, community-based research projects, international service-learning, community-based courses, etc.);
- b. **Work Integrated Learning** (“Encompasses various learning opportunities centred on the integration of academic learning and practical application in a chosen work environment” [Sattler, 2011], E.g. Co-op, internship, clinical placement, social entrepreneurship, etc.);
- c. **Environmental and Outdoor Education** (Encompasses learning opportunities that integrate outdoor expeditions, and project- and place-based learning that involves environmental awareness and attention to environmental sustainability. E.g. place-based learning, environmental field schools);
- d. **International and/or Intercultural Immersion** (Encompasses learning opportunities that involve immersion in a culture or context that is different than that of the institution. This immersion can be local but is most often international. E.g. international seminars, international service learning, international and/or regional community-based research, some field schools, language studies abroad, etc.);

The original sampling methodology reached 180 faculty members, over half of whom hold tenure-track research positions. Twenty-four percent of the starting sample reported being Associate Professors, 17 percent full Professors, and another 14 percent Assistant Professors. Approximately 30 percent were in teaching-oriented positions, including Instructors (12%), Lecturers (7%), and the remainder including other teaching positions (CCEL data).

Of the 180 faculty members who received the survey, 54 (30%) provided at least partial answers. As shown in Table 4.1, tenure-track researchers represent approximately 45% of survey respondents, roughly in line with the original sample. Notably, Assistant Professors were somewhat under-represented among respondents, relative to the original sample (6 vs. 14%). While not shown here, the survey results indicate that teaching staff with more secure positions were slightly more likely to answer the survey than those without such security. We also found that the years-of-experience variable highlights another of the relevant divides in the sample of faculty integrating CBEL: on the one hand, respondents with fewer years of

experience were typically teaching faculty, while those with more years of experience were more likely to be research faculty¹³.

Almost two thirds of survey respondents identified Community Engaged Learning as the type of Experiential Education that best reflects their experience, and a little under 20% reported International Service or Intercultural Immersion (Table 4.2). In other words, the experience at the VSE situates itself well within the “norm” of what is being done university-wide (conditional on the particular sample).

Table 4.1 – Survey Sample, by Faculty Rank

Faculty rank	Freq.	Percent	Cum.
Professor of Teaching	3	5.66	5.66
Full Professor	11	20.75	26.42
Associate Professor	11	20.75	47.17
Assistant Professor	3	5.66	52.83
Sr. Instructor	6	11.32	64.15
Instructor	6	11.32	75.47
Lecturer	5	9.43	84.91
Sessional Lecturer	3	5.66	90.57
Sessional Lecturer, continuing status	1	1.89	92.45
Other	4	7.55	100.00
	53	100.00	

Table. 4.2 – Distribution of Experiential Education Among Respondents

Experiential Education type	Freq.	Percent	Cum.
Community Engaged Learning	33	61.11	61.11
Work Integrated Learning	4	7.41	68.52
Environmental and Outdoor Education	5	9.26	77.78
International and/or Intercultural Immersion	10	18.52	96.30
Other	2	3.70	100.00
Total	54	100.00	

¹³ This difference may be due to different incentives for teaching and research faculty. CBEL is promoted as a high value teaching and learning approach that would appeal to teaching oriented faculty. While Assistant Professors in earlier stages of their career may also be interested in adopting this approach, they will necessarily need to focus on research and publishing. Research faculty in later stages of their career may have greater latitude and preference to integrate CBEL.

4.2 Survey Results

Table 4.3 shows the breakdown of survey respondents by rank. Research and teaching faculty are equally represented. However, the table also shows that research and teaching faculty who participated in the survey engage in different types of Experiential Education: while Community Engaged Learning (CEL) is the most common for both types of respondents, nearly three quarters of teaching faculty reported CEL as the Experiential Education that best reflects their experience, compared to only half of research faculty. Another third of research faculty reported engaging in International and Intercultural Immersion forms of programs.

Table 4.3 – Type of Experiential Education, by Faculty Rank

Faculty rank	Community Engaged Learning	Work Integrated Learning	Environmental and Outdoor Education	International and/or Intercultural Immersion	Other	Total
Research	12 <i>48.00</i>	2 <i>8.00</i>	2 <i>8.00</i>	8 <i>32.00</i>	1 <i>4.00</i>	25 <i>100.00</i>
Teaching	17 <i>70.83</i>	2 <i>8.33</i>	3 <i>12.50</i>	2 <i>8.33</i>	0 <i>0.00</i>	24 <i>100.00</i>
Total	29 <i>59.18</i>	4 <i>8.16</i>	5 <i>10.20</i>	10 <i>20.41</i>	1 <i>2.04</i>	49 <i>100.00</i>

Respondents were then asked about their motivations for engaging in Experiential Education, the challenges they faced, and the forms of supports they benefited from. For each of the three questions, they were presented with a list of possible answers, and asked to identify and rank the top three options that corresponded to their experience. The findings are summarized in the following section 4.2.1.

4.2.1 Evidence about Faculty Motivation

Table 4.4 below indicates the number of times each rationale was reported as the first, second and third most important, and the total number of times it was included in respondents' top three sources of motivation. Overall, the three most important reasons for engaging in Experiential Education, irrespective of rank were: (1) It is an effective way to teach course content, skills, and competencies (39 responses); (2) It is an effective way to teach attitudes, values, and interpersonal behaviours (35 responses); and (3) It is an effective way to teach about structural inequalities and diverse lived experiences (24 responses). A large number of respondents also identified that they engaged in experiential learning because it fit with their values (18 responses). The same ordering held for top-1 motivations, with teaching content, skills, and competencies gathering more than twice as many top-1 responses as the next most frequently identified motivation.

Table 4.4 – Ranking of Respondents’ Motivations for Engaging in EE

Motivation for engaging in EE	Top 1	Top 2	Top 3	All
It is an effective way to teach course content, skills, and competencies.	21	10	8	39
It is an effective way to teach attitudes, values, and interpersonal behaviours.	10	14	11	35
It is an effective way to teach about structural inequalities and diverse lived realities.	8	9	7	24
It fits with my values.	7	5	6	18
It is required or encouraged as part of students’ programs/courses.	6	3	2	11
There is a student demand for it.	1	3	5	9
I believe students enjoy it.	0	1	6	7
It is required or encouraged as part of my professional responsibilities.	0	4	2	6
It is enjoyable for me.	0	3	2	5
It is something I have always done.	1	0	2	3
It contributes to my professional advancement.	0	1	1	2
Other	0	1	2	3

Figure 4.1 shows that there were also substantial differences in respondents’ motivations for engaging in Experiential Education, depending on the type of education they engaged with most often. A few things are worth noting. First, across all EE types, teaching content and skills was the most reported reason for partaking in EE. However, in two groups, Community Engaged Learning (CEL) and International or Intercultural Immersion (III), it was *ex aequo* with teaching attitudes and values. CEL faculty members were far more likely to report engaging in EE because it fit their values, compared to faculty members who used other forms of EE. In contrast, faculty members integrating Work Integrated Learning (WIL) programs were the only ones for whom teaching values and attitudes wasn’t among the top three reason for using EE. Over 20% of WIL respondents reported engaging in EE because it was a requirement of their students’ program, whereas in other types of EE programs, this was not a major motivator. This contrast reflects differences in the institutional setting in which faculty members engage in different types of EE.

Figure 4.2 illustrates the motivations for engaging in EE by faculty type. For research faculty, the three teaching outcomes are roughly equally important, whereas teaching faculty are more likely to have elected EE as an effective way of teaching content. Furthermore, research faculty were approximately twice as likely as teaching faculty to report engaging in EE because it fit their values, and about half as likely to do it because it was a requirement for their students’ program.

Figure 4.1 – Motivations for Engaging in EE, by Type of Experiential Education

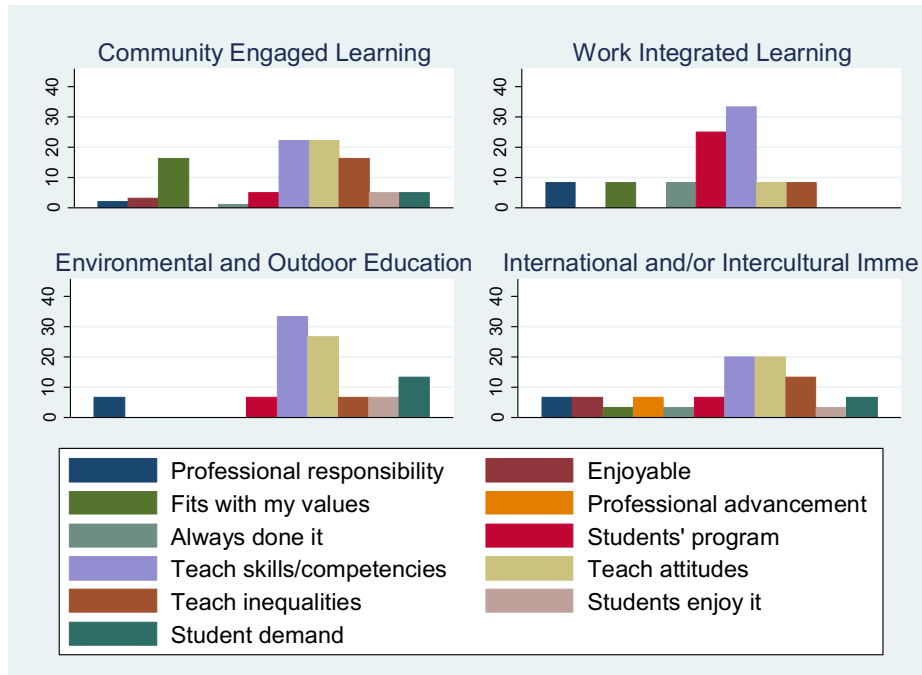
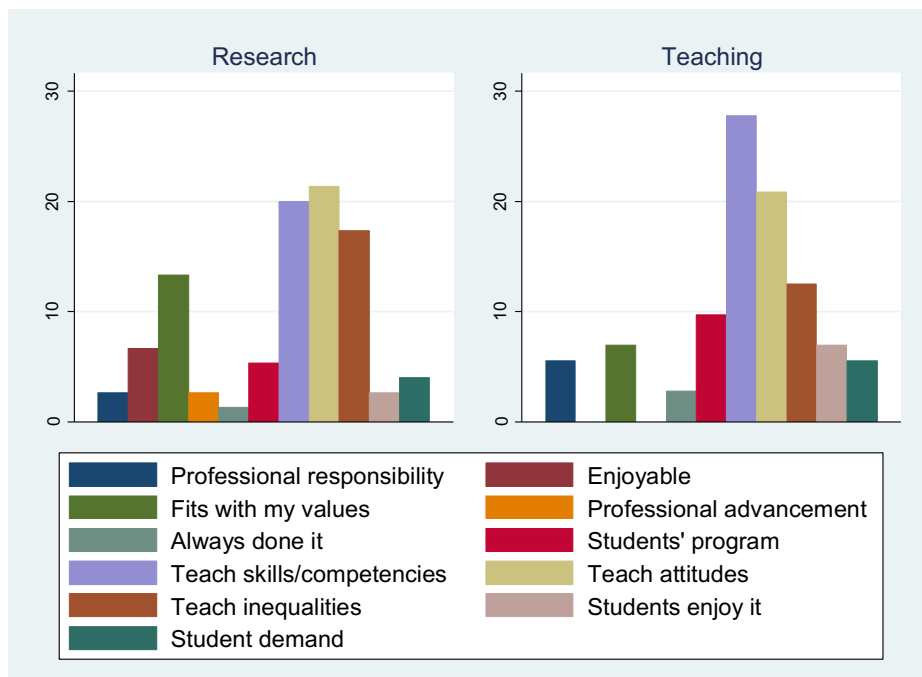


Figure 4.2 – Motivations for Engaging in Experiential Education, by Faculty Type



4.2.2 Challenges of Experiential Education Faced by Faculty

Faculty also indicated the kinds of challenges they face integrating EE in their courses. Table 4.5 indicates that the most often reported challenge in engaging in EE was the time required to do it effectively and/or sustainably (33 responses, irrespective of ranking; 16 top 1s). The next most important challenge was the lack of financial resources (21 responses; 7 top 1s). A high number of respondents also reported having faced challenges that were not included in the item list (20 responses, 6 top1's).

Table 4.5 – Respondents’ Ranking of Challenges

Challenges in engaging in EE	Top 1	Top 2	Top 3	All
I do not have the time required to do it effectively.	16	6	11	33
I do not have the financial resources I need to do it.	7	9	5	21
Some students do not have the time to participate.	2	5	7	14
Some community or workplace partners do not have the finances or other resources to take part.	3	8	2	13
Some community or workplace partners do not have the time to take part.	4	2	5	11
Some students do not have the finances or other resources to participate.	5	3	2	10
I have difficulty establishing or maintaining relationships with community partners.	3	3	3	9
My department leadership is not supportive.	2	3	2	7
I am doubtful about its impact on community.	3	3	0	6
I am doubtful about its effectiveness as a pedagogy.	1	0	0	1
My Faculty leadership is not supportive.	1	1	2	4
My colleagues are not supportive.	0	1	0	1
Community / workplace partners are doubtful of its impact.	0	2	0	2
Other.	6	6	8	20

Furthermore, Figure 4.3 shows that the type of Experiential Education program presents different kinds of challenges for faculty. For example, we can see that the survey findings indicate that for CEL faculty, the main challenge is the time required to do it effectively and sustainably, while for WIL faculty, it is the lack of resources or financial ability of some community or workplace partners. Among IIL engaged faculty, resources and financial ability of faculty members themselves and of their students constitute the most important challenges. Finally, EOE faculty report a wide range of challenges, with no one standing out significantly more than the others. In brief, while the motivations of faculty members exhibited several

similarities across EE types, the challenges reported by survey respondents appear to reflect in large part the type of EE they engage in.

Figure 4.3 – Faculty Challenges by Type of Experiential Education

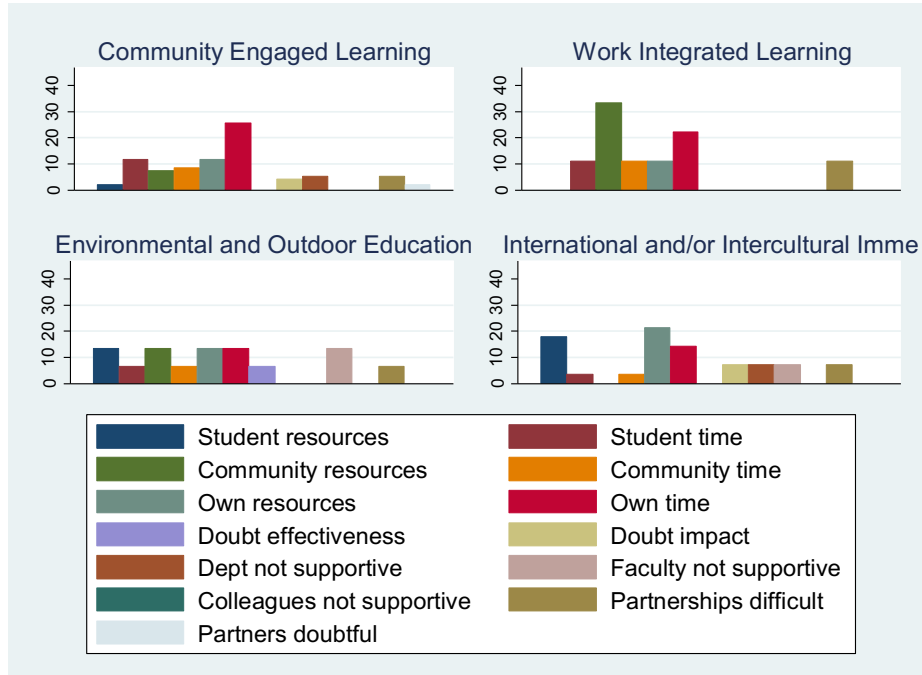
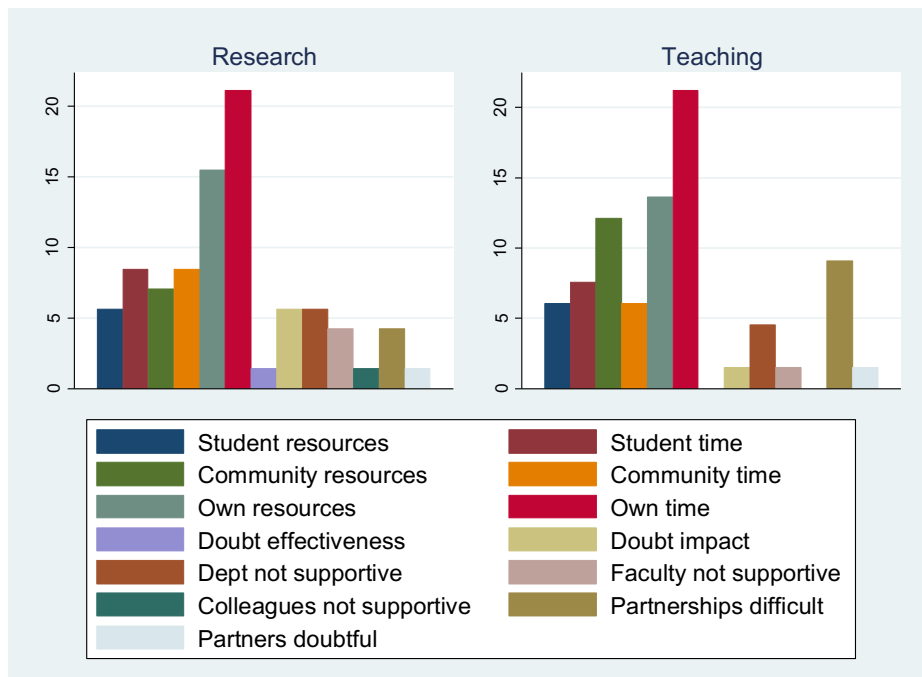


Figure 4.4 – Views of Challenges by Faculty Type



For both research and teaching faculty, the time necessary to do Experiential Education properly emerged as the number one challenge. The next most frequently cited constraint for both types of faculty was the lack of financial resources necessary to effectively implement the program. Among teaching faculty, the lack of community and workplace partners' resources was also a frequently identified challenge. This may explain the fact that teaching faculty were more likely to report difficulties in establishing and maintaining partnerships (Figure 4.4).

4.2.3 Respondents' Views about Sources of Support for Experiential Education

Survey respondents were also asked about key supports that had helped them to successfully integrate EE (Table 4.6). Many of the respondents identified their community or workplace partners as their most important sources of support (31 responses). The second and third most frequently reported supports were funding (22 responses) and support or office staff within the faculty (20 responses)¹⁴. It is telling that community partners were reported as the top source of support for a quarter of survey respondents given that CBEL aims at least in part to offer support to community partners.

Table 4.6 - Ranking of Sources of Support for Experiential Education

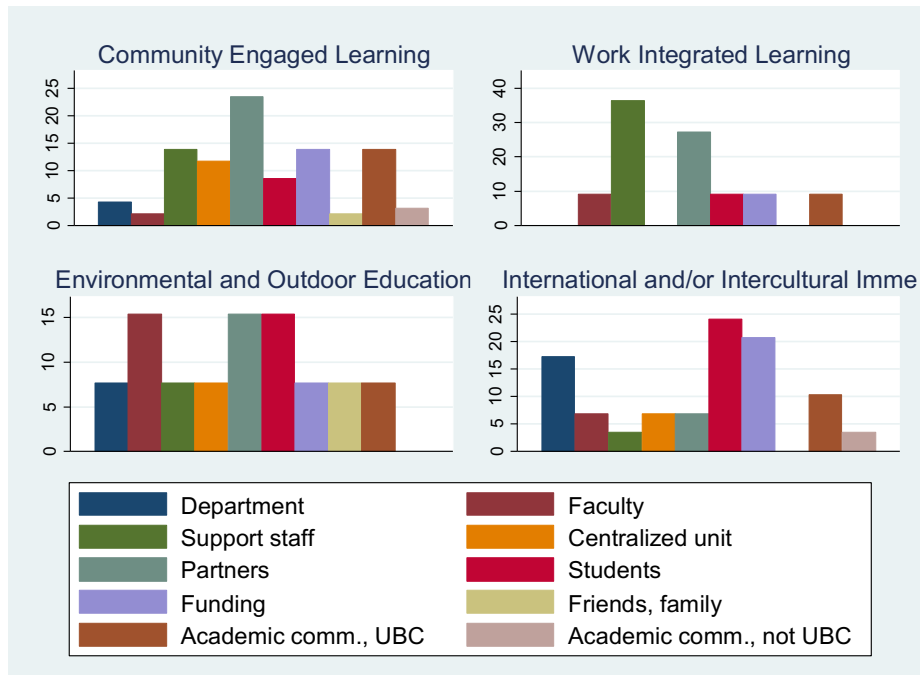
Support when engaging in EE	Top 1	Top 2	Top 3	All
My department or department leadership.	5	5	1	11
My Faculty or Faculty leadership.	3	2	3	8
Support staff / offices within my Faculty.	5	10	5	20
Centralized Units at UBC.	5	5	4	14
My community partners or workplace partners.	13	9	9	31
My students.	4	7	7	18
Funding.	9	6	7	22
My friends, family, and community.	1	1	1	3
An academic community within UBC.	7	5	6	18
An academic community beyond UBC.	1	0	3	4
Other.	1	2	1	4

Once again, we see that the kinds of supports that faculty identify as important differ based upon the different forms of Experiential Education programs. The graphs in Figure 4.5 illustrate these distinctions as indicated by the survey responses. It shows that the preponderance of community partners as a support comes in great part, although by no means exclusively, from CEL faculty. It is also a common response among Environmental and Outdoor Education faculty, *ex aequo* with the faculty and students. While it is important for Work Integrated Learning faculty as well, they identify support staff/office within their Faculty as the primary source of support. This may reflect the fact that work-integrated programs are typically more

¹⁴ Some respondents included reference to specific sources of funding: TLEF grants, CCEL, Go Global, Vancouver Foundation, Arts Research Abroad Award, Dean of Arts, SSHRC, and departmental funds.

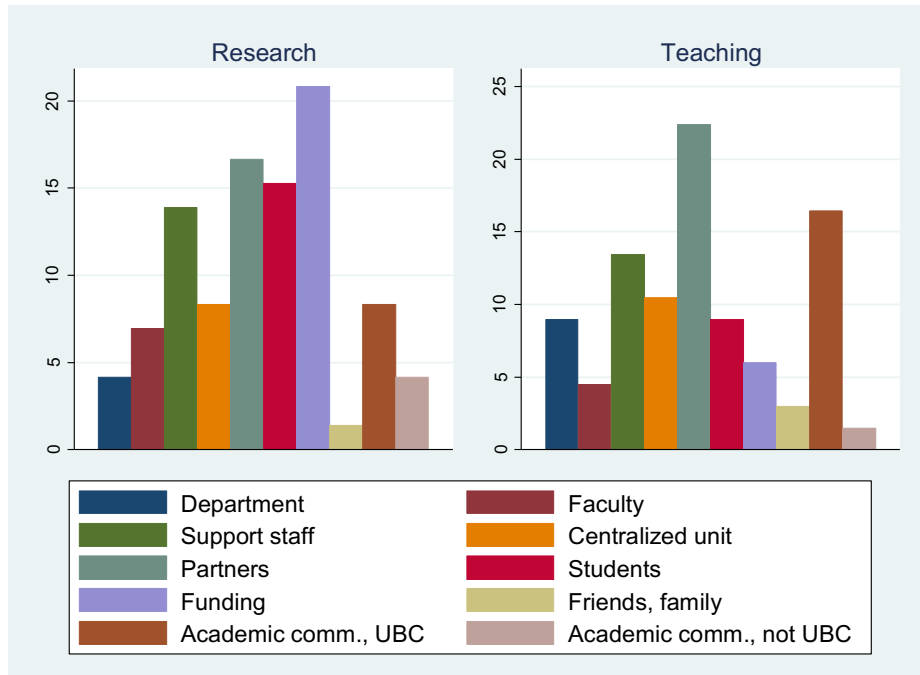
institutionalized than other forms of Experiential Education, with support structures built into the faculties that adopt them. Finally, faculty integrating International and/or Intercultural Education show a different pattern altogether: students, funding, and their departments are the most important sources of support.

Figure 4.5 – Sources of Support, by Type of Experiential Education



Finally, Figure 4.6 presents the differences in the supports that help both research and teaching faculty to be successful in their experience with EE. While motivations and challenges were quite similar across the two groups, sources of support show substantial disparities. Funding is the most frequently reported source of support for research faculty, followed by their community and workplace partners, and their students. As for teaching faculty, community partners make up the most significant form of support. They also draw substantially from support in the academic community at UBC, and from support staff/office within their faculty. Notably, only 6% of teaching faculty report funding as a source of support, compared to 21% of research faculty. Although without further information we can only speculate as to why this difference arises, we point out that it may in part reflect different opportunities for funding across the two groups.

Figure 4.6 – Sources of Support, by Faculty Type



4.2.4 Balancing Faculty Motivations with Challenges and Supports

Finally, we look at the correlation between the top-1 motivations and challenges reported by survey respondents, illustrated in Figure 4.7. We grouped some categories that were under-represented. Regardless of motivation for engaging in EE, the time required to do it effectively and sustainably is a major challenge faced by faculty. Interestingly, that challenge is most prominent for those whose motivation to engage in this pedagogy highlights the perceived benefits to students in terms of the opportunity to learn about values and about inequalities.

In Figure 4.8, we present the top-1 sources of support that faculty deemed helpful, by top-1 challenge faced. Recall that the time required and the lack of financial and other resources were the top two challenges reported by respondents overall. However, people who face these challenges report very different sources of support. Those for whom time was the top-1 challenge reported support staff within the faculty and funding as the main sources of support. Conversely, those for whom resources were lacking reported their community partner as their main source of support. Interestingly, respondents who voiced concern that some community or workplace partners lacked the time or resources to participate in EE were also most likely to report their partner as their main source of support. Faculty who felt that the biggest challenges they faced concerned the time and resources of students found support in their department or faculty; and finally, respondents who felt that the lack of support from their department, faculty or colleagues, reported members of an academic community within UBC as their main source of support.

Figure 4.7 – Challenges Faced, by Motivation for Engaging in EE.

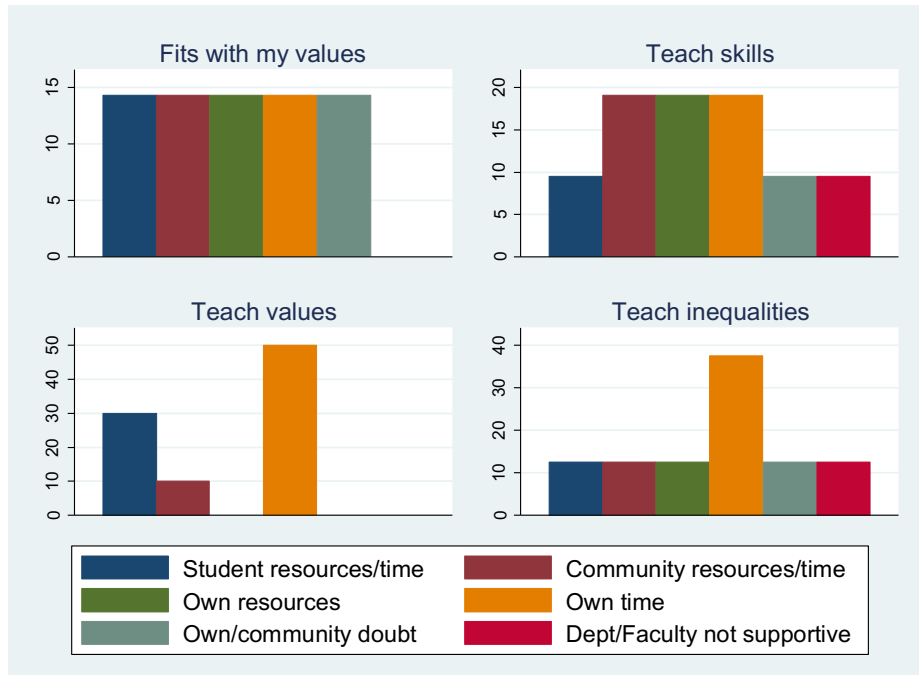
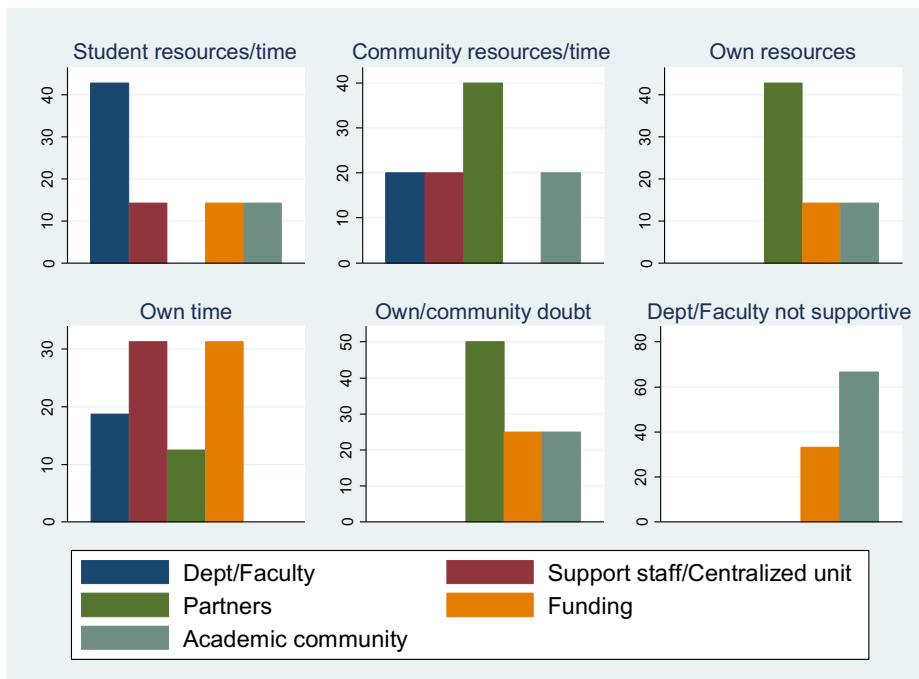


Figure 4.8 – Sources of Support, by Challenges Faced Engaging in EE



5. Parallels between the VSE and the Broader University Faculty Experience: Concluding Remarks and Recommendations

The overall experience introducing a CBEL program at the Vancouver School of Economics has been positive. In general, experiential learning activities, especially the community service learning, community-based research and international service learning components of the courses have received quite positive feedback from participating students and the different community partners, whether located locally or internationally. The general impression is that students were enthusiastic about having had the option to participate in this type of learning and community engagement in an economics course. They also seemed quite eager to present the results of their work to classmates and to community partners at the end of the course. In their reflective essays and in conversation, students report benefits in terms of their increased understanding of the problems faced by community organizations as well as the related course content. Students working on the CBEL program seemed to be more motivated and engaged in the course, most worked well in groups (although there does tend to be some 'free-riding' by a small number of students each term), and some students over the years chose to work with the partner outside of the explicit demands of the course.

We have also found that many of the students who participated in the program were able to draw connections in their reflective essays between the issue being addressed by the community partner and relevant disciplinary insights from the course and economics discipline more generally. Furthermore, responses to the reflection prompts indicated that students had learned new perspectives about social and economic issues in the community and some wrote that they were motivated to be more engaged as a result. A number indicated that they would like to find ways to continue to contribute to community organizations on their own time once the course is completed. Likewise, the community partners generally communicated their gratitude for the partnership and were impressed with the work and effort of the students. In at least one case, the results of student research had significant impacts as discussed earlier in relation to the project on behalf of the B.C. Federation of Foster Parent Associations.

While these benefits to students and to community partners are what drive the program, there remain challenges. The findings from the UBC faculty survey discussed in this report provide further insights into some of the key challenges faced by faculty integrating Experiential Education at the University of British Columbia. These findings are not surprising. That time constraints came out as a leading challenge for UBC colleagues integrating this pedagogy is a validation of the experience of the faculty member who is a co-author of this paper. Over the eight years that the CBEL program has been integrated into economics courses at the VSE, many of the same challenges cited by the UBC colleagues responding to the faculty survey have become apparent and solutions sought. Staff from UBC's Centre for Community Engaged Learning have been of crucial support, providing resources and workshops for both faculty and students that help support ongoing professional development that supports the program. The Centre for Teaching and Learning Technology is also of benefit through workshops oriented forward pedagogical topics of interest to faculty teaching CBEL courses.

Nonetheless, time constraints remain the significant unresolved problem for faculty members. While the qualitative evidence from the survey include comments about the ambivalence or lack of support by their department or Faculty, that has not been the case at the VSE. Supports have been provided in response to annual reporting about the program to the VSE Director at the end of each academic year¹⁵. These supports have been important in addressing these challenges. For example, both the UBC Faculty of Arts and the Vancouver School of Economics provided funding that was crucial to the introduction at the start and the VSE has continued that funding since. In particular, resources were made available to hire an extra Teaching Assistant early on to support the instructor in the CBEL component of the courses. The role of this CBEL Teaching and Research Assistant (TRA) has developed over time and is specifically dedicated to the Community Engaged Learning program, while the primary TA supports the more traditional aspects of the course such as helping with the marking of non-CBEL assignments, exams and term papers.

In particular, the VSE funded the hiring of a Ph.D. student as a Teaching and Research Assistant during the second year of the program. Her role was to help document and evaluate the program during its first two years from the point of view of the instructor, community partners, and students, as well as providing other support for CBEL as required. This contribution was of particular value given the graduate student's research background, previous experience with policy evaluation, and interest and engagement in the program. The continuation of that support has been of great value. In fact, a co-author of this paper contributed to the VSE program as a graduate student TRA from 2013 to 2018. Another Ph.D. student was funded on an ad hoc basis at one point to assist with several student projects that were particularly research intensive. Given that many organizations look to economics students to participate in research-oriented projects, this funding toward oversight is of particular importance in facilitating the sustainability and effectiveness of the program.

Additionally, funding has been provided for the end of term reception for students and community partners following the students' CBEL presentations in the community. This event provides students with the opportunity to present an overview of the projects they have worked on throughout the term along with any research findings, and for community partners to see the outcomes of the projects undertaken on their behalf. Finally, funding was allocated to offer a small honorarium for new partners as a token of appreciation and as an acknowledgement of the time spent working with students throughout the term. This was thought to be particularly important during the start-up phase of the program when community partners were involved in the development of the partnerships with our School. In future, we might consider providing honoraria to longer term partners at a particular point to acknowledge their contribution and co-education of Economics students. Other types of support were more structural, but no less beneficial to the development of the program. They include administrative factors such as reduced class sizes and the re-scheduling of CBEL oriented courses to the end of the day to better facilitate student meetings and accommodate community partner schedules.

¹⁵ See Appendix 5 for VSE budget information.

All of the resources described above, whether in terms of staff time or financial support have been crucial to the continuation of the program. Still, the one part of the program design that has not been resolved as yet is resolving the question of faculty time constraints. This remains a significant challenge to the long-term sustainability of the CBEL program at the VSE, and at UBC more generally. Adopting a community-based learning program is not costless as has been discussed. In fact, as Lawson (2007) shows, the fixed costs are high and for faculty, incorporating CBEL into courses requires additional time and energy. While the activities involved in the program may in some cases substitute for time spent on other traditional classroom activities, the additional supervision of students, coordination, and administration both inside and outside of the classroom add to the faculty members' responsibilities. This added faculty engagement is necessary to ensure that the pedagogical rigour and thus the value of CBEL to students is manifested.

Along those lines, it would be beneficial toward the future of the program if the faculty member and/or graduate students were to be able to engage in research to determine the extent to which learning outcomes and learning goals are achieved for Economics students who participate in this program. Reflective essays provide an opportunity for such evaluation since they document the students experience and the specific means by which a student is able to link their experience to the disciplinary theories, methods and empirical content in the course. Some content analysis has been undertaken to identify any evidence of learning outcomes as revealed in reflective essays as part of a longer-term evaluation strategy¹⁶. One would expect that this research would complement anecdotal and impressionistic evidence if combined with surveys and other evidence from the relevant scholarly research on applied and experiential learning more generally. While the preliminary evidence from that study suggests that students studying economics at the Vancouver School of Economics have learning outcome benefits from course-based community engagement, the analysis has had to be put aside due to its time intensive nature.

Pedagogical research does not fit into the schedules of most teaching faculty, especially those employed on a contract basis. A significant proportion of undergraduate students are taught by contract faculty, whether Lecturers or Sessional Lecturers. Their teaching load and class sizes are generally such that evaluative research would be difficult, if not impossible. There is just insufficient time to engage in this type of valuable and relevant research. The estimation of specific time constraints is necessarily impressionistic, at least to some extent. Without an in-depth time-use study, it is impossible to precisely estimate the extra faculty time input needed to run a successful CBEL program. However, after eight years of experience the VSE faculty member co-authoring this paper has estimated that the additional involvement is significant, approximately one third beyond the time requirement for a standard course. That estimate would of course vary depending on the class size, the rate of student participation in the program, the number community partners, and the type of projects. Whether or not that estimate is in line with the experience of other faculty members is yet to be determined. Moreover, it seems that at a time when resources allocated to teaching are constrained at many colleges and universities, institutional pressures are toward the creation of more intensive and

¹⁶ See Jameson et al (2008) for a proposed methodology and findings.

precarious working conditions for teaching faculty. Thus, it may be a continued uphill struggle before we see meaningful acknowledgement of the added costs to faculty of this enhanced learning opportunity for students. While there is some momentum in that direction at UBC, institutions often move slowly. The benefits of intellectual stimulation, the opportunity for gaining new and deeper insights about community problems and organizational constraints, and the satisfaction of interacting with enthusiastic, engaged students and community partners will, for the present, remain the basis for the continued offering of this program.

Works Cited

- Ash S.L. and Clayton, P.H. (2009) 'Generating, Deepening, and Documenting Learning: The Power of Critical Reflection in Applied Learning,' *Journal of Applied Learning in Higher Education* Vol. 1, Fall 2009, pp. 25-48.
- Bloom, B., Englehart, M. Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York, Toronto: Longmans, Green.
- Brown, R., Douglas, C., Grain, K., Nelson, K., and Pecanha, V. (2019) *Executive Summary: Findings from a Faculty Survey on Experiential Learning at UBC Vancouver* (Unpublished).
- Centre for Community Engaged Learning (CCEL) *CBEL Theory of Change – Large Map of Inputs, Activities and Outcomes*, Draft - June, 2017.
- Coyle, Diane et al (2012) *What's the use of Economics? Teaching the Dismal Science After the Crisis*. (London, London Publishing Partnership).
URL:<http://londonpublishingpartnership.co.uk/whats-the-use-of-economics-teaching-the-dismal-science-after-the-crisis/>
- Elliott, D. R. (2009) 'What is the Comparative Advantage of the Service Learning Pedagogy? Insights from Development Economics,' *Forum for Social Economics* 38(2): pp. 263-278.
- Frank, Robert H., Thomas D. Gilovich, and David T. Regan (1996) 'Do Economists Make Bad Citizens?' *Journal of Economic Perspectives* 10(1): pp. 187-192.
- Govekar, M. A. and Meenakshi, R. (2007) 'Service-Learning: Bringing Real-World Education into the B-School Classroom,' *The Journal of Education for Business* 83(1): pp. 3-10.
- Hansen, W. L. (2001) 'Expected Proficiencies for Undergraduate Economics Majors,' *Journal of Economic Education*, vol. 32 (3), pp. 231-242.
- Jameson, J. K. et al (2008) 'Investigating Student Learning Within and Across Linked Service-Learning Courses,' in Melody Bowdon, Shelley Billig, Barbara A. Holland (eds.) *Scholarship for Sustaining Service-learning and Civic Engagement* (Charlotte, N.C.: Information Age Publishing).
- Johnston, Nancy and Sator, Andrea J. (2017) *Experiential Education in B.C. Post-Secondary Institutions: Challenges and Opportunities* (British Columbia Council on Admissions and Transfer, URL: <http://www.bccat.ca/pubs/expeducation.pdf>).
- Hervani, A. and M.M. Helms (2004) 'Increasing Creativity in Economics: The Service Learning Project,' *Journal of Education for Business* 79(5): pp. 267-274.
- Kilgo, Cindy A.; Ezell Sheets, Jessica K.; Pascarella, Ernest T. (2015, April) The Link between High-Impact Practices and Student Learning: Some Longitudinal Evidence. *Higher Education: The International Journal of Higher Education and Educational Planning*, v69 n4 p509-525.

Kolb, D.A. (1984) *Experiential Learning: Experience as the Source of Learning and Development* (Englewood Cliffs, Prentice Hall, Inc.).

Lawson, L. L. (2007) 'The Economics of Experience-Based Higher Education,' *Atlantic Economic Journal* 35(1): pp. 23-31.

Lopez, M. (2009) 'Incorporating Service-Learning into the Economics Curriculum,' *Review of Black Political Economy* 36(2): pp. 137-149.

Mungaray, Alejandro, Martin Ramirez-Urquidy, Michelle Taxis, David Ledezma and Natanael Ramirez (2008) 'Learning Economics by Servicing: a Mexican Experience of Service-Learning in Microenterprises,' *International Review of Economics Education*, vol. 7(2): pp. 9-38.

National Survey of Student Engagement. (2017). *Engagement Insights: Survey Findings on the Quality of Undergraduate Education – Annual Results 2017*. Bloomington, IN: Indiana University Center for Postsecondary Research

Taylor, A., Butterwick, S., Raykov, M., Glick, S. Peikazadki, N. and Mehrabi, S. (2015, October). *Community service learning in Canadian higher education. SSHRC Knowledge synthesis report*.

UBC Undergraduate Experience Survey (UES) 2016.

University of British Columbia (2012) *Place and Promise: the UBC Plan* (Available online at <http://strategicplan.ubc.ca/the-plan/download-pdf-of-the-plan/>).

University of British Columbia (2013) *Place and Promise Annual Report: Student Learning Abroad* (Available online at annualreport.ubc.ca/files/2013/03/Student-Learning-Abroad.pdf)

University of British Columbia (2018) *Shaping UBC's Next Century*. URL: <https://strategicplan.ubc.ca/>

Watts, M., & Becker, W. E. (2008). 'A Little More than Chalk and Talk: Results from a Third National Survey of Teaching Methods in Undergraduate Economics Courses,' *Journal of Economic Education*, vol. 39 (3), pp. 273-286.

Ziegert, Andrea L. and Kim Marie McGoldrick (2008) 'When Service is Good for Economics: Linking the Classroom and Community through Service-Learning', *International Review of Economics Education*, vol. 7(2): pp.39-56.

APPENDIX 1: About UBC’s Centre for Community Engaged Learning

Building respectful relationships between communities and UBC is core to the University’s mission and foundational to excellent teaching, learning and research. Community engagement brings the full force of our combined experiences, expertise and knowledge to bear on the salient questions of our time. The Centre for Community Engaged Learning (CCEL), recognized as a leader in community engaged learning, built its approach through a commitment to service excellence and in consultation with those in the community and academia.

CCEL delivers a broad array of interdependent and interconnected programming. Together this programming supports the catalyzing, design, and implementation of opportunities for the application of disciplinary knowledge to societal issues that require multiple perspectives; are not easily solved; are situated and contextual within a place-based setting; and for which the process and outcome of the engagement are beneficial to all stakeholders.

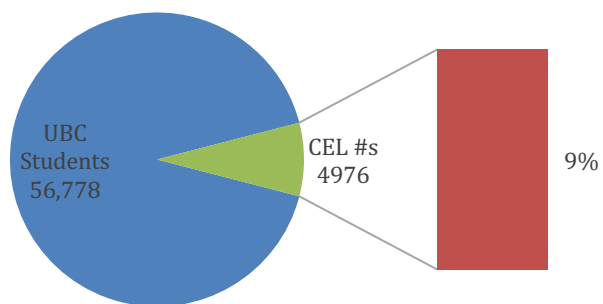
The Centre’s core organizing principles drive toward community-university engagement efforts with a focus on societal challenges that are:

- Ill-defined, complex, and require multiple perspectives;
- Not easily solved and require innovative to address;
- Situated and contextual within a place-based setting; and
- Engagement in the process and outcome are beneficial to all stakeholders.

The Centre works closely with Faculty and Faculties’ to support the integration and delivery of community engaged learning. The Centre has partnerships across the university. Recent numbers can be found below to indicate the level of scale community engaged learning has currently at UBC.

Students engaged in course-based community engaged learning at UBC by faculty 2018/2019		
Faculty	# Courses	# Students
Applied Science	8	572
Arts	33	1367
Dentistry	2	49
Education	4	770
Land and Food Systems	9	812
Pharmaceutical Sciences	1	224
Science	4	1172
Medicine	1	10
Total	62	4976

UBC Students Engaged in Course-Based CEL in 2018-19



**APPENDIX 2: COMMUNITY ENGAGEMENT OUTCOMES FOR STUDENTS,
COMMUNITY PARTNERS AND FACULTY**

STUDENTS	COMMUNITY PARTNERS	FACULTY
OUTCOMES		
Improved employment skill development through hands-on, project-based experiential learning opportunities	Increased capacity to achieve organizational goals	Increased understanding of the five core principles of community engaged learning (CEL)
Increased ability to analyze complex social issues using aspects of ethical engagement, reciprocity, asset-based community development, and/or systems thinking	Increased ability to access and educate learners about the complexity of working within an organization’s specific sector (i.e. nonprofit, for-profit, government, education), including skill development and community-specific knowledge	Increased understanding of how community engaged learning adds value to community partners, the university and student learning
Increased awareness, interest and/or participation in community engagement opportunities in both personal and academic/professional endeavours	Increased connection to a network of community engaged learning practitioners, including other community partners, faculty, staff, and organizations	Increased ability to guide students toward the successful accomplishment of disciplinary learning outcomes through the use of community engaged learning pedagogical practices
Increased awareness of, and/or retention in, CCEL’s learning opportunities and programs	Greater opportunities to take risks and try new ideas	Increased connection to a network of community engaged learning practitioners, including other faculty, staff, community practitioners and organizations
		Increased interest and/or participation in community-driven opportunities for collaboration relevant to teaching, research or service

Source: Kyle Nelson, CCEL Resources

APPENDIX 3: COMMUNITY PARTNERS, 2011-2019

1. Experiential Learning Partners, CBEL and Field Trips¹⁷

Community Partner Organization	Community Partner Organization
Amnesty International (Canada)	Lotus Outreach Canada
BC Council for International Cooperation	Musqueam First Nations Community
BC Federation of Foster Parent Associations	Oxfam Canada (B.C. Office)
Canadian Centre for Policy Alternatives	Richmond School Board, Kingswood School
City of Vancouver, City Studio – Deconstruction Hub; Zero Waste Program	South Vancouver Neighbourhood House
Clayoquot Biosphere Trust (UNESCO Site)	Trans-Himalayan Aid Society
David Suzuki Foundation	UBC Learning Exchange
First Call Child and Youth Advocacy Coalition/Living Wage Campaign	SEEDS/UBC Sustainability Initiative
Fort Langley Historic Site	Vancouver East-side Educational Enrichment Society
Frog Hollow Neighbourhood House	Vancouver Rent Bank
Gulf of Georgia Cannery Historic Site	Village Vancouver
Inland Refugee Society	YMCA Harvest Share Network
Justice for Girls	

2. International Service Learning Partners, 2013-2019.

Community Partner Organization	Country	Community Partner Organization	Country
Cobagual	Bolivia	Ministry of Agriculture	Rwanda
Jarana	Bolivia	SOS Children's Villages	Swaziland
ASVO/ASVPA	Costa Rica	Afripads	Uganda
Megshala	India	Good Samaritan School for the Deaf	Uganda
Selco Solar Light	India	Kitengesa Community Library	Uganda
Carolina for Kibera	Kenya	Salama Shield	Uganda
Kekenya's Dream	Kenya	TASO	Uganda
<i>Little Rock Early Childhood Development Centre</i>	Kenya	<i>Tekera</i>	Uganda
<i>Tsomanotik</i>	Mexico		

¹⁷ Organizations indicated in bold text are partners for the 2018/19 academic year.

APPENDIX 4: SAMPLE OF CBEL ASSIGNMENT EVALUATION CRITERIA

Economics 364A The Economics of Sustainable Development: Communities, Markets and Technology

CBEL Project Evaluation Criteria

The Community Based Experiential Learning (CBEL) component of this course will account for 40 percent of the overall grade. A CBEL Handbook with guidelines and grading rubrics for each assignment associated with this program is posted on Canvas. The following activities will be the basis for the evaluation of each student's performance:

1. First meeting with Community Partner prior to submission of a **Project Proposal** with agreed roles, an agreed timeline and list of proposed outcomes (one page **plus timeline**) is due **January 29th in class**. A digital copy is to be sent to the TA RA for the course, Vinicius Peçanha and copied to your community partner and Professor Douglas – **5 percent**.
2. **Mid-placement meeting and progress report** (1 page plus any changes to the timeline) – 5 percent. Due **March 7th in class (Partner meeting beforehand)**. A digital copy is to be emailed to the RA for the course, and copied to your community partner and Professor Douglas – **5 percent**.
3. A **short interim reflective essay of 400-500 words** related to the individual's CBEL experience at mid-term. Students will make use the "DEAL" model to articulate learning gained from participating in this community project to date.

Feedback will be provided but no grade assigned. The assignment is submitted in hard copy and **due March 12th in class**.

4. **Final Output and Presentation** – Students will provide an overview of their experience in a presentation near the end of term. The presentation will include information about their community partner; the issues that the partner is working to resolve; how the project aimed to resolve the problem; and what has been achieved. The roles of each member of the group should be highlighted. Each student should also include a short discussion about the connections between what has been learned in the class (or in other economics courses) and lessons learned from the CBR experience - what were the highlights, what worked, what didn't work so well? A brief written report summarizing the above should be submitted to Professor Douglas, the community partner, and the CBEL TA/RA (**no more than 4-5 pages**). The project output itself should be submitted to Professor Douglas, the CBEL TA/RA, and the community partner.

The final output and group presentation will account for **20 percent** of your grade (**10 percent** for the report and **10 percent** for the presentation).

Due date April 5th

5. Students will submit an 850-1000 word **reflective essay** about their CBEL experience during the term. It will be an expanded version of the short practice reflection submitted mid-term, again making use of the "DEAL" model of reflective writing (**10 percent**). **Due Monday, April 8th by 5pm in hard copy and on Turnitin**.

APPENDIX 5: SAMPLE BUDGET FOR COMMUNITY ENGAGED LEARNING (2018-2019)

Resources/Budget Request for Academic Year 2018/2019

(Submitted May 2018)

Summary:

\$500	ISL Symposium October, 2018
\$300	Honoraria for Homelessness Teach-in Term 2
\$500	International Development Week Conference, (Collaboration with UBC Master of Public Policy and Global Affairs Program, BC Council for International Development, amongst others Feb, 2019)
\$600	VSE CBEL Receptions in Terms 1 and 2 at UBC (\$300 ea.)
\$110	Student Poster costs for City of Vancouver Hubbub presentation, Term 1 and Term 2

Additional funding for half time (six hour/week) CBEL TA/RA

Total: \$2010 plus TA/RA funding, possible faculty honorarium

Details:

- \$300 for Homelessness Teach-in Term 2 (reduced from the \$500 funded by the VSE previously since the facilitator is now employed by the City of Vancouver). Honoraria paid to individuals with lived experience of homelessness
- \$500 contribution to ISL student/community global poverty and development symposium in October. This is the venue for students returning from their placements to share knowledge and insights gained through their work with the community partner.
- \$500 contribution toward community based conference on development themes in February, likely related to a theme connected to the UN Sustainable Development Goals (SDGs). This is a more broad-based conference/symposium in collaboration with the B.C. Council for International Cooperation as well as other institutions and organizations, including UBC's School of Public Policy and Global Affairs.
- \$300/term for CBEL community presentation and celebration at the UBC Learning Exchange – total \$600.
- \$50 /term funding to cover student poster costs for the City Studio team chosen to present their project at the City of Vancouver's Hubbub event at the end of term in each of Term 1 and Term 2.
- Funding for a CBEL Research Assistant/Teaching Assistant in both Term I and Term 2
 - Assist with development and confirmation of community partnerships for upcoming academic year, documentation and logistics (ideally from August 15th)
 - Assist with matching students to projects

- Assist with guiding students in identifying data sources, methodology of analysis and ongoing evaluation of student work through the term
- Assisting with liaison between students, community partner and faculty member in terms of the specifics of any research projects
 - Also, monitor communications between students and community partners to ensure it is flowing as anticipated and as needed
- Assisting with evaluation of student projects before presentations and before students sign off on the projects at the end of term. This is crucial for quality control.
- Assist with end of term evaluation and documentation related to CBEL and Experiential Learning activities, student participation and partnerships, as well as evaluation of learning and project outcomes (to May 31st).
- Assist with development of CBEL and ISL Student Handbook
- Future, assist with development of CBEL Faculty Handbook
- Additional: staff administrative time to assist with year-to-year record-keeping, correspondence, documentation, contact details for partners, Student Mentors, and others involved in VSE CBEL and Experiential programs, as well as other administrative tasks.
- This budget does not include additional faculty time spent developing projects and engaging with community partners before, during and after the end of term (and through the summer); recruiting, training and supporting TA/RA; working with the Research Assistant to evaluate progress of projects and outcomes at the end of term; participation in meetings related to community engaged teaching, learning and research; co-design and support of faculty survey on Community Engaged Teaching Experience to be undertaken across UBC campus in September, 2018; reporting to CCEL and the VSE; organizing the end of term events on campus and at the UBC Learning Exchange.
- **Total requested funding 2018/2019 if CBEL in both Terms 1 and 2 (includes returning ISL student activities and conference preparation, October 2019):**
 - \$2010 CBEL activities as noted above.
 - Half RA/TA (six hours per week in Winter 2018/19 to May 31st)
 - Additional half RA for work on the VSE CBEL Report to be presented to VSE Director, Professor David Green (six hours per week January to May, 2019).
 - Faculty member honorarium reflecting additional work involved with the integration of CBEL and International Service Learning pedagogy in Economics courses, including time involved if faculty member participates in community partner site visits and the in-session workshop with ISL students and ORICE staff.