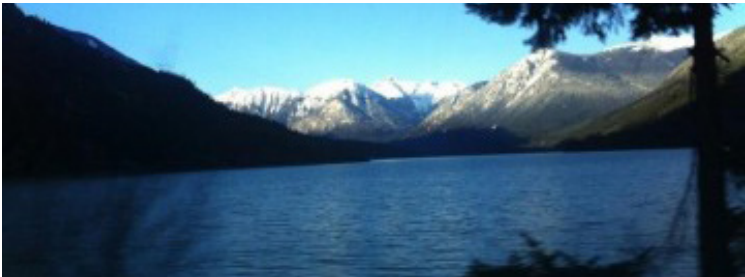


REMOTE COMMUNITY BASED LEARNING FUND

The Irving K. Barber Learning Centre and the Centre for Community Engaged Learning are pleased to offer funding to faculty members creating remote community based experiential learning (CBEL) opportunities for their students. This funding is intended to support collaborations between UBC students and organizations located in BC communities outside of the Lower Mainland.

The Remote Community Based Learning Fund enables students to apply discipline-specific skills and knowledge by working in partnership with organizations based in remote communities to address complex community challenges. Through CBEL experiences in remote communities, students have the opportunity to learn about community priorities outside of urban centres, while also testing their own assumptions and developing teamwork and communication skills.

Past recipients



Course
SOWK 415, Field Education

Applicant
Natalie Clark, Faculty and Chair of Field Education, School of Social Work

Community Partners
Ministry of Family and Child Development, Gibsons and Pemberton Intensive Integrated Care Management, Home and Community Care, Nanaimo

Amount awarded
\$4950

The Remote Community Based Learning Fund supported student accommodation and travel for Bachelor of Social Work rural field practicum placements in Gibsons and Pemberton.

The experience gave students insights into both health priorities and the way health services are provided in rural communities. As a result, they are better placed to evaluate post-graduate work opportunities in rural communities. Their contributions were hugely valued by their community partners.



Course
FRST 424, Sustainable Forest Management

Applicants
Dr. Gary Bull, Professor, Faculty of Forestry
Dr. Verena Griess, Assistant Professor, Faculty of Forestry

Community Partners
Maiyoo Keyoh Society, George Joseph Keyoh Family

Amount awarded
\$5000

Fourth year students in FRST 424 work with community forests across BC to develop sustainable forest management plans.

In 2014/15 the Remote Community Based Learning Fund made it possible for two teams of students to travel to work with First Nations community partners whose forest holdings are located east of Fort St James. Travelling to the communities enabled the students to meet those responsible for the forest's management, to visit the forests, and to develop their understanding of the values of the nearby community.

The students working with the Maiyoo Keyoh Society prepared a scenario analysis to assist in future development within the Keyoh area, as well as show the impacts that future forest harvesting would have on the local landscape. The student group working with the George Joseph Keyoh Family developed a management plan that demonstrated the possible outcomes of different forest management practices, while maintaining alignment with the values of the George Keyoh Family.



Course
LFS 350, Land, Food and Community II

Applicant
Dr. Will Valley, Instructor, Faculty of Land and Food Systems

Community Partners
Gambier Island Sea Ranch, Galiano Club Community Food Program, Tinka Community Supported Orchard

Amount awarded
\$5000

In LFS 350, students work in interdisciplinary teams to respond to questions posed by community organizations. They seek to answer questions focused on the issues of food security and food system sustainability.

In 2014/2015, the Remote Community Based Learning Fund funded four teams of LFS 350 students to work with remote community partners. Two teams worked with the Gambier Island Sea Ranch (GISR) conducting research on crop selection, agricultural techniques, and predator control options that would be suitable for GISR's particular environmental context and business model. One other team worked with the Galiano Club Community Food Program to assess the environmental sustainability of new farming techniques introduced to the island to increase agricultural yields and decrease labor costs. The fourth team worked with the Tinka Community Supported Orchard in the Okanagan to understand how the orchard and its members are benefitting from the Community Supported Agriculture model.

Apply now

Faculty who teach courses in which students engage with remote communities are invited to apply for up to \$5000 per course for the 2015/2016 academic year to support this student engagement.

Funding is intended to cover:

- Student travel to remote locations
- Student accommodation in remote locations
- Community events related to student projects (ex: catering or venues for consultation)
- Events or workshops
- Stipends for community partners who offer their time to support the student projects
- Project supplies
- Other costs directly related to the remote CBEL collaborations

Funds are not intended for capital investments such as the purchase of teleconferencing equipment.

Applications are welcomed on a rolling basis until the funding is exhausted. Please note there is a total of \$30,000 in funding to be awarded in the 2015/16 academic year.

Faculty members interested in applying for funds should complete the online application form here: <https://forms.students.ubc.ca/ccel/remote-cbel-fund>

Have Questions? Please review our 'Frequently Asked Questions' page or email the Centre for Community Engaged Learning at: community.learning@ubc.ca



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THE UNIVERSITY OF BRITISH COLUMBIA

Centre for Community Engaged Learning



IRVING K. BARBER LEARNING CENTRE

REMOTE COMMUNITY BASED LEARNING FUND - FREQUENTLY ASKED QUESTIONS

What is the Definition of Remote and Rural?

For the purposes of this funding 'remote' communities are defined based on their proximity to, and accessibility from, UBC. For a community to be considered 'remote' it must either be outside of the Lower Mainland, or not directly accessible from UBC via car. This means that students working in areas such as the Sunshine Coast and certain gulf islands that do sit within the Lower Mainland, but must be reached by boat or plane, are eligible for this funding.

In addition, 'rural' communities are defined as being outside what Statistics Canada refers to as 'population centres'. 'A population centre (is) an area with a population of at least 1,000 and a density of 400 or more people per square kilometre.' There are some rural areas within the Lower Mainland. Students working with communities in these areas are eligible for funding.

What is the Definition of Community Partner?

The intention of this funding is to enable students to work with organizations that are embedded within a remote/rural community context, and that bring value to the local community. Community partners are not defined based on their organization 'type'. Non-profits, for-profit, government agencies and other organization types are all appropriate partners. The critical factor is that the project that the students are completing will contribute to the local community in some way. For small local organizations or businesses, this will be simple to assess. For larger government agencies or corporate entities, it will be important to demonstrate how the student project or placement will bring value to the local community, and also how it will enable student learning about this particular remote or rural context. It must be clear from the course learning objectives that there is a desire for students to learn about the community context as part of this experience.

Are We Able to Receive Multiple Years of Funding?

This funding pool is not intended to be seen as a permanent component of the resourcing for courses that engage students in working with remote and rural communities. It is intended to be a short term support over 1-3 years to enable faculty to:

- build relationships with remote and rural community partners who offer robust learning opportunities for their students
- understand the true costs associated with engaging with remote and rural communities in the context of a particular course
- demonstrate the value of the remote and/or rural CBEL component of their course to decision-makers in their department or faculty.

In cases when courses do receive funding for three years, the Centre for Community Engaged Learning, and the I K Barber Learning Centre will request that the faculty member meet with them at the conclusion of the third year of funding to discuss ongoing sustainability of the course. This discussion will include consideration of:

- the student and community partner experience over the three year period – for example is the student learning robust, and is there a clear benefit to the community?
- what other funding sources, both internal and external to UBC might be available to support this engagement?
- would there be value in advocating to decision-makers within the course's home department or Faculty for ongoing financial support for the CBEL component?

What are the Funding Reporting Expectations?

All funding recipients are required to report back to the Remote Community Based Learning Fund Panel on the student project/experience that received funding. This includes, but is not limited to, providing any final student project outputs. We are looking to demonstrate how funding this student project or placement has brought value to the local community, and also how it will enable student learning about this particular remote or rural context.

Those who are awarded funds are required to report on the impact of this funding by the end of the funded term. The panel will use this reporting to demonstrate how the student project or placement brought value to the local community, and also how it enabled student learning about this particular remote or rural context. All successful applicants are required to agree to submit a copy of student final deliverable for course to Centre for Community Engaged Learning (e.g. poster, report, video, presentation, etc.).

Do you still have a question? Please email the Centre for Community Engaged Learning at community.learning@ubc.ca.



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