Service-Learning Grant & Designation Program
Thayne Center for Service & Learning
Request for Proposal-Spring 2015

The Thayne Center for Service & Learning establishes capacity-building relationships with community organizations, facilitates service-learning development opportunities for faculty, and coordinates service leadership programs for students who are out to change the world. The service-learning program of the Thayne Center supports faculty who engage in this high-impact pedagogy and collaborates on an institutional level to create engaged departments/programs.   The program is open to faculty who are designating for the first time as well as faculty who have previously designated but would like to revamp elements of their class. It is also open to departments/programs creating engaged pathways.

Service-learning is an innovative teaching and learning tool; a pedagogy that combines service to the community with academic instruction, reciprocal community partnerships, and a focus on critical reflective thinking, and personal and civic responsibility.

The goals of the Service-Learning Grant & Designation (SLG&D) program are to:
- Allow innovative practitioners to develop experiential, community-based, creative approaches to teaching and learning.
- Support faculty and departments with professional development opportunities and funding.
- Benefit students by supporting faculty and departments in their commitment to provide high-quality educational opportunities.
- Create mutually beneficial, sustainable college-community partnerships.
- Disseminate innovations and best practices to the greater college community with the intention that successful methods be adopted by others.
- Support SLCC's Core Theme of Community Engagement and support SLCC's pursuit of the Carnegie Classification for Community Engagement.

Program Guidelines

Eligible Applicants
- The SLG&D program is open to any department/program that wants to pursue the Engaged Department designation, and to individual full-time and adjunct faculty members in all departments/programs. It is open to faculty who are currently designated and would like to revamp the service-learning experience, as well as faculty designating their class with service-learning for the first time.

Categories of Supported Projects
Engaged Department:
- The creation of engaged departments/programs are facilitated individually. Up to $5,000 of funding may support: faculty payments for course development and research, professional development, or publications and other academic resources. Matching funding required.

Service-Learning Course Development:
- Service-Learning New Course Development **
  (*"New Course" refers to an existing SLCC course never taught using service-learning. It does not refer to an entirely new course never offered at SLCC.*)
  Faculty restructure the pedagogy of an existing SLCC course that is not currently utilizing service-learning. Faculty incorporate partnerships with nonprofit organizations whose mission and projects correlate to course learning objectives. Faculty and community partners also facilitate critical thinking and reflection assignments that connect students' work in the community to

course content and civic engagement. Some instructors currently teach courses that informally include experiences similar to service-learning, but have not yet refined and designated the course. They are encouraged to do so. Faculty receive $1000 *(less applicable FICA and tax withholdings)* upon completion of the course evaluation process.*
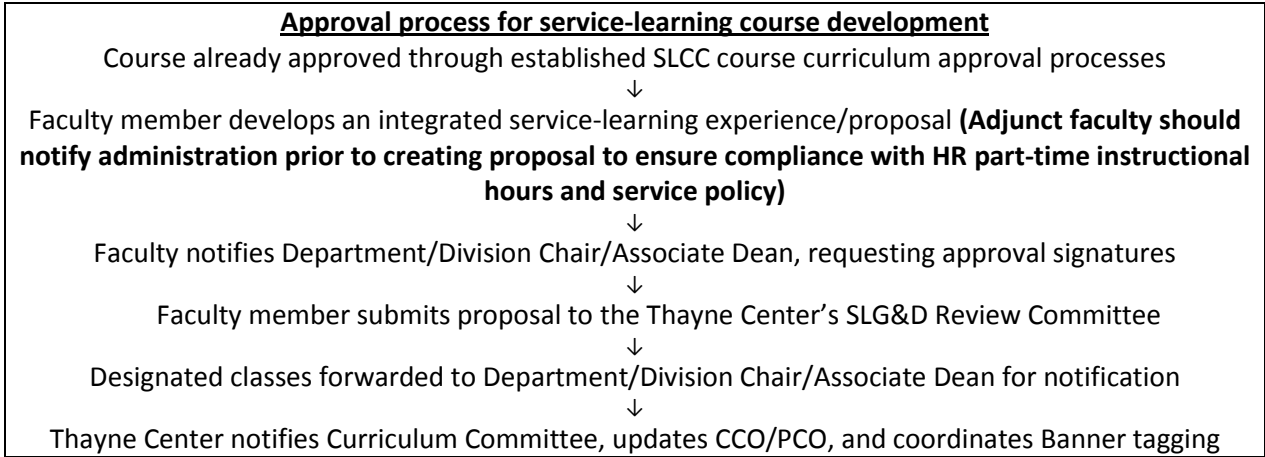
- Modification of Existing Service-Learning Course **
  Instructors who have already designated their course may benefit from additional support to revamp the service-learning experience. To be eligible for a modification grant, faculty must have taught the course with service-learning for at least three semesters prior to re-applying. Faculty are encouraged to take advantage of this opportunity to refine elements of the service-learning experience. Faculty receive $500 *(less applicable FICA and tax withholdings)* upon completion of the course evaluation process.*

*Funds for adjunct faculty are transferred to the department for processing. Adjunct faculty must submit a timesheet for the hours spent on the SLG&D syllabus revision process at the hourly training rate of $21.33. Adjunct faculty may submit up to 23 hours for a modification grant and up to 46 hours for a new designation grant. Money is awarded only for time spent revising the pedagogy, not for teaching the course.

** NOTE: One of the following sub-categories must be selected.
- **"Service-Learning Course"** designation: **Every instructor** teaches the course with service-learning and **every section** of that course offers a service-learning experience to student s. In some cases, the department will create a standard service-learning syllabus template. A service-learning course may be designated with some sections meeting the "Service-Learning Class" criteria and other sections meeting the "Service-Learning Component Class" criteria, or with all courses meeting one of these characteristics. Department/ Division Chairs/Associate Deans must be aware of and supportive of the designation and the sustainability of the pedagogy.

- **"Service-Learning Class"** designation: **Every student** is required to participate in the service-learning experience. This designation is a **per-section/instructor** designation and interested students seek out a specific service-learning section/instructor.

- **"Service-Learning Component Class"** designation: **Students may choose** to opt into the service-learning experience. This designation is a **per-section/instructor** designation and interested students seek out a specific service-learning section/instructor.

Processes for Individual Course/Class Designation and Engaging Departments

Approval process for service-learning course development
Course already approved through established SLCC course curriculum approval processes
↓
Faculty member develops an integrated service-learning experience/proposal **(Adjunct faculty should notify administration prior to creating proposal to ensure compliance with HR part-time instructional hours and service policy)**
↓
Faculty notifies Department/Division Chair/Associate Dean, requesting approval signatures
↓
Faculty member submits proposal to the Thayne Center's SLG&D Review Committee
↓
Designated classes forwarded to Department/Division Chair/Associate Dean for notification
↓
Thayne Center notifies Curriculum Committee, updates CCO/PCO, and coordinates Banner tagging

Process for Engaged Departments
Administrators and/or faculty expresses interest in creating an engaged department/program and discussions begin with stakeholders
↓
Department/program completes the Engaged Department Rubric, (Kecskes, 2008) and identifies an engaged pathway (for courses already approved by the curriculum committee)
↓
Thayne Center facilitates department-wide training and one-on-one faculty mentoring
↓
Individual faculty members submit SLG&D award proposals to the Thayne Center and SLG&D Review Committee
↓
Designated classes forwarded to Department/Division Chair/Associated Dean for notification
↓
Thayne Center notifies Curriculum Committee, updates CCO/PCO, and coordinates Banner tagging
↓
Courses are designated until an engaged pathway is created. Designation cycle and funding may occur again if additional courses are added and/or additional steps are taken.

Proposal Outline and Requirements

Proposal outline for individual course designation

Proposals must adhere to the following outline:

1. **Cover Page**, including all required signatures in *Appendix A*.
2. **Syllabus**, applicant must submit a course syllabus as it stands at the time of the proposal deadline.
3. **Proposal Narrative**, (see *Appendix C* for guidelines for course proposals):
    a. How will course learning outcomes be met through service?
    b. What service-learning activities and community partnerships will you incorporate to meet course outcomes?
    c. What types of critical thinking and structured reflection assignments will be created?
    d. How will you address civic engagement?
    e. How will you disseminate your work?

Proposal outline for an engaged department

Proposals must adhere to the following outline:

1. **Cover Page**, including all required signatures in *Appendix B*.
2. **Proposal Narrative**, (see *Appendix C* for guidelines for course proposals):
    a. How will you engage faculty and other stakeholders in completing the Engaged Department Rubric, (Kecskes, 2008)?
    b. What courses will be included in the engaged pathway?
    c. How will you utilize strategic community partners to meet learning objectives?
    d. Please provide an outline of proposed costs, including payments for faculty and match.

Proposal Submission

All proposals must be submitted electronically. The title of both electronic documents must indicate the last name of the applicant and the course seeking designation and/or department name. **The cover page must include original signatures** and can either be campus mailed (STCS-Thayne) or delivered in person. Please direct any questions and submissions to: Lucy Smith, Service Learning Coordinator, Thayne Center for Service & Learning at 801-957-4688 or lucy.smith@slcc.edu.

Deadlines & Approval Process
- **27 August 2014**—Request for Proposals released college-wide
- **15 October 2014**—Deadline to submit proposals to the Thayne Center
- **10 November 2014**—Awards announced
- **Between 11 November and 17 December 2014**—Awarded faculty members or administrators meet at least once with the service-learning coordinator to refine syllabus and/or discuss department/program plan
- **January 2015** — Awarded courses taught Spring semester and/or department implementation begins.

Project Assessment and Evaluation
Every designated service-learning class is required to conduct a three-fold evaluation at the end of the semester in which the designation is first awarded. Evaluation forms are distributed to students, community partner(s), and the instructor. After the semester in which the designation is first awarded, standardized evaluation instruments remain available for faculty to use. All designated courses will be evaluated in 2016, allowing for a large data set and program-wide assessment.

Consulting Opportunities

Service-Learning Designation Roundtables
Attendance is optional and roundtables are offered as a consulting service for faculty and administrators who wish to brainstorm elements of their designation proposal. Five bonus points are added to the proposal score of those who participate in either roundtables or individual consultations.

Lucy Smith, Service-Learning Coordinator, and Sean Crossland, Community Partnerships Coordinator, will also work individually with anyone who wishes to discuss service-learning design. Individual appointments made by request.

- **15 September 2014**— Service-Learning Designation Optional Roundtable
  - Redwood Campus STC 217, between 3:30-4:30 pm
- **16 September 2014**—Service-Learning Designation Optional Roundtable
  - Jordan Campus Health Sciences blg. Room 238 between 1:30-2:30 pm

Evaluation Criteria & Procedure

All course proposals are competitively reviewed and judged as per the evaluation criteria stated in *Appendix C*. Engaged department proposals are judged on a case-by case basis. An unlimited number of service-learning course designations are awarded to viable proposals; however, only a limited number of service-learning grants are awarded for exemplary proposals. The SLG&D review committee reviews all service-learning course proposals and awards grant funding and designations. The SLG&D review committee is comprised of full-time and adjunct service-learning practitioners who have significant knowledge of service-learning pedagogy, and in addition to community partner organization representatives. Reviewers are not applicants and do not hold a vested interest in the proposals.

Disclaimer Regarding Curriculum
The purview of the SLG&D committee is to verify that a proposed service-learning experience is a viable experience; meaning it is academically rigorous, beneficial to students and community partner organizations, and is in line with best practices of the pedagogy. It is the decision of departments and divisions, in partnership with faculty members, to support these teaching practices and to support the creation of service-learning courses and engaged departments. Courses must already be approved by the Curriculum Committee before they can receive service-learning designation.

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THAYNE CENTER
FOR SERVICE & LEARNING
AT SALT LAKE COMMUNITY COLLEGE

Appendix A: Service-Learning Designation Proposal Cover Page

Applicant Name: _____ **Department:** _____

Applicant Title: ☐ Full-time faculty   ☐ Adjunct faculty   **S#:** _____

Applicant Phone(s): _____   _____
                        (campus extension)   *(alternative number)*

Applicant E-mail: ☐   SLCC Outlook email account   _____
                                                          (alternative account)

Proposal Category (select one category & one sub-category):

Service-Learning New Course Development*
___ Service-Learning Course (every instructor and every section of a course are taught with service-learning)
___ Service-Learning Class (per section/instructor designation and service-learning is required for all students)
___ Service-Learning Component Class (per section/instructor designation service-learning is optional for students)

Modification of Existing Service-Learning Course*
___ Service-Learning Course
___ Service-Learning Class
___ Service-Learning Component Class
___ Previously Designated Course (Revamp)

* Course name: _____

* Course abbreviation (and CRN, if known): _____

If awarded, I understand the service-learning experience in my course will be fine-tuned, in coordination with the Thayne Center, (between 11 November 2014 and 9 January 2015). My course will be taught spring semester 2015.

Signature of Applicant: _____   _____
                                                                    (date)

By signing this I acknowledge that the department receives the funding that adjunct faculty are awarded. The department is responsible for processing adjunct faculty payments on an hourly timesheet. Adjuncts are paid the standard hourly rate for training per HR procedure for part-time instructional hours and service.

Required Approvals:

_____   _____
(Department/Division Chair/Associate Dean)   *(date)*

_____   _____
(Department/Division Chair/Associate Dean)   *(date)*

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Appendix B: Service-Learning Engaged Department/Program Designation Proposal Cover Page

Department or Program _____

Applicant Name: _____

Lead Applicant Title: _____   **S#:** _____

Applicant Phone(s): _____   _____
                        (campus extension)   *(alternative number)*

Applicant E-mail: ☐   SLCC Outlook email account   _____
                                                            (alternative account)

Proposal Details:

   Engaged Department rubric review team

   _____
   _____
   _____
   _____

   List of proposed engaged pathway courses. Indicate which are currently designated with service-learning.

   _____
   _____
   _____
   _____

If awarded, I understand the departmental/program plan will be fine-tuned, in coordination with the Thayne Center, (between 11 November 2014 and 9 January 2015).

Signature of Applicant: _____   _____
                                                                (date)

By signing this, I acknowledge that the department receives the funding that adjunct faculty are awarded. The department is responsible for processing adjunct faculty payments via an hourly timesheet. Adjuncts are paid the standard hourly rate for training per the new HR procedure for part-time instructional hours and service.

Required Approvals:

_____   _____
(Department/Division Chair/Associate Dean)   *(date)*

_____   _____
(Department/Division Chair/Associate Dean)   *(date)*

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Appendix C: Guidelines for a Service-Learning COURSE Designation Proposal

Refer to the guidelines below to inform your proposal.

Criteria of an Integrated Service-Learning Experience
Integrated Service Work   • Identify one or more course learning objectives that is addressed through service work in the community. Service-learning must serve as the primary pedagogical method for the specified course objective(s).   • Explain how service-learning activities are integrated into course content and how they inform course assignments.   • Describe how projects and activities also connect service to civic and community engagement, within the framework of your discipline.   • Indicate the total number of hours that students are required to serve in the community. While there is no formal requirement, a 15 hour minimum is encouraged.   • If service-learning is optional for students, demonstrate that it is not in addition to all other course work. The service-learning experience must be a viable alternative to other assignments with a similar time commitment and rigor.
Community Partnerships   • Identify a possible community partner organization (you are encouraged to use the Thayne Center Community Partner Database).   • Explain how parties (faculty, students, and community organizations) are involved in the planning and evaluation of the service-learning experience. Partnerships are respectful and mutually-beneficial.   • Select and identify community partner organizations that offer projects and experiences that address course learning objectives.   • If students are responsible to select their own community partner, justify how this is linked to course learning objectives. Indicate how you will provide resources and guidance to students to assist them as they form community partnerships.
Critical Thinking & Structured Reflection Assignments   • Create critical thinking exercises and reflection assignments that are connected to the service-learning experience. The reflection assignments must create a connection between service work, course objectives, and student learning outcomes.   • Structure reflection assignments to guide students to think specifically and critically about civic participation, civic responsibility, and/or community engagement, and how this relates to course objectives.   • Analyze how reflection assignments will serve as the evaluative (graded) measure of students' learning. Keep in mind that grades are assigned based on the learning that occurs because of the service experience not for the service hours themselves.
Evaluation & Dissemination   • Articulate a plan for sharing your service-learning experience with colleagues, the greater college community or the community at large. Examples may include; annual faculty convention or adjunct convention, during a FTLC teaching circle, and/or present the experience to department/division colleagues.

Other items to note:
 	
 • Explain that the course is a service-learning course and include a definition of service-learning in the syllabus.
 • Criteria and guidelines for critical reflection assignments will need to be included in the syllabus, in addition to the percentage those assignments represent on the final grade.
 • Every designated service-learning course is required to utilize a standard evaluation at the end of the semester in which the designation is awarded.
    o Describe the course evaluation requirement in the syllabus.
    o At the end of the course, distribute the survey instrument to your students.
    o Keep track of the total number of service-learning hours your students perform throughout the semester, as this information will be requested in the evaluation.