

## **Service-Learning Grant & Designation Program**

Individual Course Designation Request for Proposal (RFP) Summer/Fall 2018

The Service-Learning Grant & Designation (SLG&D) program supports faculty who engage in high-impact pedagogies, specifically service-learning. The SLG&D program also collaborates on an institutional level to create engaged departments/programs (*see engaged department RFP for guidelines*). 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 service-learning class.

Service-learning is a [high-impact practice](#) that enhances course learning outcomes and student engagement while also addressing community-identified needs. Service-learning incorporates critical reflective thinking and civic engagement into academic coursework by means of integrating service opportunities with nonprofits, governmental, and/or educational community partners. Service-learning involves students in activities that attend to local needs while developing their academic skills, increasing their subject matter knowledge, and commitment to their communities.

The goals of the SLG&D program are to:

- Attract and retain students by supporting faculty in their commitment to offer high-impact practices.
- Allow innovative practitioners to develop service-learning courses as a way of teaching and learning that leverages "community-based public problem solving that not only generates new knowledge and higher order cognitive outcomes, but develops the civic skills of critical thinking, public deliberation, collective action and social ethics" (Saltmarsh, 2002, p. viii).
- Support faculty and departments with professional development opportunities and funding.
- Support mutually beneficial and sustainable college-community partnerships.
- Support SLCC's community engagement efforts and the Carnegie Classification for Community Engagement goals.

### **Program Guidelines**

#### **Eligible Applicants**

- The SLG&D program is open to individual full-time and adjunct faculty members (note: additional requirements exist for adjunct faculty) in all departments/programs including applied technologies and technical specialties. This RFP is for faculty designating their class with service-learning for the first time and for those who are currently designated and revamping the service-learning experience. Individual faculty may also submit a course designation proposal as a part of an engaged department proposal and funding.

#### **Categories of Supported Projects**

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 (i.e. civic/community engagement/social change is not a focus or not formalized). Faculty incorporate partnerships with nonprofit or educational organizations whose mission and projects correlate to course learning objectives. Faculty and partners also facilitate critical reflection assignments that connect students' work in the community to course content. Faculty using an existing course template are not eligible for funding but are still eligible for designation.

**Full time** Faculty receive \$1000 (*less applicable FICA and tax withholdings*) upon completion of the course evaluation process.\* Note: programs that contain a course and clinical component are eligible for \$1,000 for the course and may be eligible for up to \$500 for clinical.

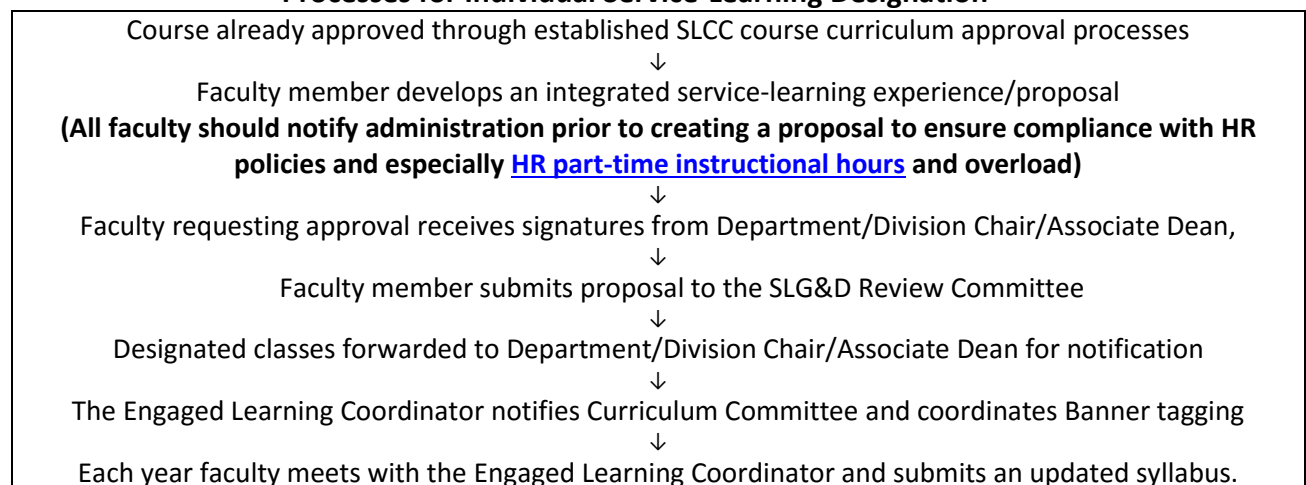
- **Modification of an Existing Service-learning Course \*\***  
Instructors who have already designated their course can benefit from additional support to refresh the service-learning experience. To be eligible for a modification grant, faculty must have taught the course with service-learning for at least four semesters prior to re-applying. Faculty may also refine the experience as a part of a five-year course review. **Full time** Faculty receive \$500 (*less applicable FICA and tax withholdings*) upon completion of the course evaluation process. \*

\* New adjunct faculty are required to take the Service-Learning Professional Development Series (SLPDS) and will get paid for time spent participating in the course and in mentoring. During the course, faculty will create SLG&D proposal which they can then submit for approval. If the course is approved faculty receive the designation but not additional pay since they have already been paid for participating in the SLPDS. Adjunct faculty must submit a timesheet (time and effort log) for the hours spent on SLG&D professional development and any formal corresponding meetings. Funds for adjunct faculty are transferred to the department for processing. Adjunct faculty may only submit one SLG&D RFP per year.

**\*\* 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 students. Department/ Division Chairs/Associate Deans must be aware of and supportive of the designation and the sustainability of the pedagogy.
- **“Service-Learning Class”** designation: This designation is a **per-section/instructor** designation and interested students seek out a specific service-learning section/instructor.
- **“Service-learning Component Class”** designation: This designation is a **per-section/instructor** designation and interested students seek out a specific service-learning section/instructor. Service-learning may not be a requirement for all students; **however, a strong argument must be made for why some students would be allowed to opt out of the service-learning project.** A service-learning optional component course that is approved must use SLCCsync to track student service hours and must fully integrate a service-learning requirement within two years.

### Processes for Individual Service-Learning Designation



## Proposal Outline and Individual Course Designation Requirements

Proposals must adhere to the following outline:

1. **Cover Page**, including all required signatures in *Appendix A*.
2. **Syllabus**, applicant must submit a proposed course syllabus.
3. **Proposal Narrative**, see rubric in *Appendix B* for detailed guidelines. Proposals must generally fall in the medium or high impact categories to be approved:
  - a. A course learning outcome, instructor philosophy or methods should focus on the use of service-learning and/or civic/community engagement within the course.
  - b. A [definition of service-learning](#) must be inserted in the syllabus.
  - c. Reciprocal partnerships and processes shape the community activities and course design. Explain what community partnerships have been developed.
    - You are required to use Thayne Center for Service & Learning (TC) official community partners, or have an affiliate agreement or other type of contract on file. To find TC partners log into [SLCCsync database](#) (use MySLCC credentials). There are [benefits to using TC partners](#).
  - d. Describe how community activities enhance academic content, course design, and assignments.
    - Please note; **a minimum of 15 hours of service per semester is considered best practice**. However a project-based model is also acceptable.
  - e. Outline how civic competencies (i.e., knowledge, skills, disposition, and behavior) are integrated into student learning.
    - Please note that at least one of the signature/key assignments posted in ePortfolio must have a civic engagement element.
  - f. Explain how a diversity of interactions and dialogue with others across experience occurs regularly in the course.
  - g. Critical reflection is well integrated into student learning. Include critical [reflection prompts](#).
  - h. Describe how assessment is used for course improvement.
  - i. How will you share your service-learning experiences within your scholarly discipline?

### Proposal Submission

Proposals are submitted electronically or via hard copy but the cover page must include original signatures and can be delivered to CT 252/254. Please direct questions and submissions to: Lucy Smith, Engaged Learning Coordinator, at 801-957-4688 or [lucy.smith@slcc.edu](mailto:lucy.smith@slcc.edu).

### Deadlines & Approval Process-

- **November 2017**—Request for Proposals released
- **February 5, February 26, March 26, 2018**—Deadlines to submit proposals
- **April 9**—Final deadline for proposals
- **Awards announced** on a rolling basis
- **Between April-August**—Faculty members meet at least once with the Engaged Learning Coordinator to discuss the course and SLG&D committee suggestions
- **Summer/Fall 2018** —Designated courses taught

### Project Assessment and Evaluation

Every designated service-learning class is required to conduct a two-fold evaluation at the end of the semester in which the designation is first received. Evaluation forms are distributed to students and the instructor. After the semester of the first designation, standardized evaluation instruments remain available for faculty to use. All designated courses will then be evaluated on a rotating basis.

## **Events, and Consulting Opportunities**

### **Service-Learning Professional Development**

Professional Development events are offered for faculty who want to gain more knowledge about the integration of service in the academic curriculum and/or develop/deepen additional partnerships. Attendance is optional. The Engaged Learning Coordinator, and the Community Partnerships Coordinator are also available for individual appointments. Faculty register for events and training via MySLCC/Employee/Register for Training/Office of Learning Advancement.

- **Service-Learning Professional Development Series (SLPDS)** course from January 22 through April 2, 2018. Once registered via employee training, an invitation to access course content is sent through Canvas.
- **Engaged Learning Community Partner Speed Networking**-February 27, 2018 from 3:30 p.m.-5:00 p.m. at Redwood Campus TBD

### **Evaluation Criteria & Procedure**

All course proposals are competitively reviewed and judged by the SLG&D review committee as per the evaluation rubric outlined in *Appendix B*. Viable proposals receive an unlimited number of service-learning course designations; however, only a limited number of service-learning funding grants are given for exemplary proposals. Proposals are based on available funding. The SLG&D review committee is comprised of service-learning practitioners, community partner representatives, and staff who have knowledge of service-learning pedagogy.

### **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, domestic off-campus programs and engaged departments. Generally, courses are already approved by the Curriculum Committee before they receive service-learning designation but in some circumstances service-learning designation can be sought concurrently with curriculum committee approval.

**Service-Learning Grant & Designation Program**

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 or \_\_\_\_\_  
*(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)
- \_\_\_ Service-learning component Class (per section/instructor designation service-learning is optional for students)

**Modification/Revamp of Existing Service-Learning Course\***

- \_\_\_ Service-learning course
- \_\_\_ Service-learning class
- \_\_\_ Occurring as a part of a five-year course review

**\* Course name:** \_\_\_\_\_

**\* Course abbreviation (and CRN, if known):** \_\_\_\_\_

**Signature of Applicant:** \_\_\_\_\_  
*(date)*

I understand the service-learning experience in my course will be fine-tuned, in coordination with the Engaged Learning Coordinator. The course will be taught Summer/Fall semester 2018.

**By signing this I acknowledge that if the course is approved, faculty will receive individual funding and faculty load has been considered.** The department receives the funding that adjunct faculty are given. 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)*

**Appendix B: Service-Learning Grant & Designation Program Service-Learning Course rubric – Course Design Centric**

SL Course Attributes	Low Intensity	Medium Intensity	High Intensity
<p><b>1) Reciprocal partnerships and processes shape the community activities and course design</b> (usually nonprofit, government or educational institutions are utilized).</p>	<p>The instructor contacts a community organization to host students and provides a brief overview of the course (e.g., learning outcomes, syllabus) and the purposes of the community activities.</p>	<p>The instructor meets with the community partner(s) to discuss the course (e.g., preparation/orientation of students, learning outcomes, syllabus), and to identify how the community activities can enrich student learning and benefit the organization. Official community partners utilized or an affiliate agreement or contract exists.</p>	<p>The instructor collaborates with and learns from the community partner(s) as co-educator in various aspects of course planning and design (e.g., learning outcomes, readings, preparation/orientation of students, reflection, assessment) and together they identify how the community activities can enrich student learning and add to the capacity of the organization. Official community partners utilized or an affiliate agreement or contract exists.</p>
<p><b>2) Community activities enhance academic content, course design, and assignments.</b></p>	<p>The instructor includes community activities as an added component of the course but it is not integrated with academic content or assignments. The syllabus may not address the purposes of the community activities.</p>	<p>The instructor utilizes the community activities as a “text” to provide additional insight into student understanding of academic content and ability to complete assignments. The syllabus describes the relationship of the community activities to learning outcomes.</p>	<p>The instructor integrates the community activities and relevant social issue(s) as critical dimensions for student understanding of academic content and ability to complete assignments. The syllabus provides a strong rationale for the relationship of the community activities to learning outcomes.</p>
<p><b>3) Civic competencies (i.e., knowledge, skills, disposition, behavior) are well integrated into student learning.</b></p>	<p>The instructor focuses on discipline-based content with little attention/priority given to civic learning or development of civic competencies.</p>	<p>The instructor focuses on discipline-based content and connects to civic learning and civic competencies when relevant to the community activities.</p>	<p>The instructor focuses on the integration of discipline-based content with civic learning and civic competencies and emphasizes the relevance of the community activities to the public purposes of the discipline in society.</p>

<b>4) Diversity of interactions and dialogue with others across experience occurs regularly in the course.</b>	The instructor and the course and community activities offer students limited opportunities for interaction and dialogue with others across difference.	The instructor and the course and community activities engage students in periodic interactions and dialogue with peers across a range of experiences and diverse perspectives.	The instructor and community partner(s) engage students in frequent interactions and dialogue with peers and community members across a range of experiences and diverse perspectives.
<b>5) Critical reflection is well integrated into student learning.</b>	Students' reflections occur sporadically (or not at all) and are loosely connected the service experience to course learning outcomes. Students mostly graded for the hours of service, not the learning demonstrated.	Students critically think, share, and produce periodically throughout the experience. Reflection is linked to the service. Students are graded based on demonstration of knowledge.	Students engage in critical reflection based on their service throughout the experience. Students are graded based on demonstration of knowledge. Reflection is linked to service and course learning objectives.
<b>6) Assessment is used for course improvement.</b>	The instructor articulates student learning outcomes but no measurement tool is in place for assessing the service-learning component of the course.	The instructor articulates student learning outcomes and uses a measurement tool to assess the service-learning component of the course.	The instructor and community partner(s) articulate student learning outcomes, and use measurement tools to assess the service-learning component of the course and impact of the community activities.
	The instructor does not seek community feedback on student learning or how students' presence in the community affected the communities or organizations visited by students.	The instructor seeks informal feedback from community on student learning and how students' presence in the community affected the communities or organizations visited by students.	The instructor seeks formal, systematic feedback from community on student learning and how students' presence in the community affected the communities or organizations visited by students.

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