

Office of Service Learning 2016 Course Development Grants



The Office of Service Learning (OSL) invites applications for the 2016 Course Development Grants. Up to five grants will be awarded to fund faculty time and/or resources for projects such as:

- Developing a new course using service-learning pedagogy
- Transforming an existing course by integrating service-learning pedagogy
- Significantly enhancing the community-based dimensions of an existing service-learning course in collaboration with particular community partners

The ultimate goal of the program is to support faculty in their efforts to develop service learning courses and departmental plans that are grounded in best practices and aligned with the goals of the university strategic plan and mission, and the values of liberal education in the Jesuit tradition. While applications from full-time faculty will have priority in the selection process, applications from adjunct faculty will be considered based on evidence of long-term commitment to the institution.

The following elements of best practices in service-learning are offered as guidelines:

- Integration of service experience to strengthen student learning of disciplinary and course concepts
- Commitment to community partnership building and collaboration in teaching & learning
- Critical reflection integrated throughout course and intentionally designed to enhance academic, civic and personal learning
- Integration of civic education with course content and related to service components
- Intentionality toward increasing student diversity awareness and skills
- Rigor of methods for evaluating student learning outcomes and community impact
- Effort by faculty member to accompany students in service or community-based research, or incorporation of more advanced students as peer mentors or project leaders

Applications for Summer 2016 Awards are due Friday, April 1, 2016 and are to be submitted electronically to servicelearning@fairfield.edu Recipients are awarded a stipend of \$1,500 for time in summer committed to course development work and an additional \$1000 for participation in a year-long co-mentoring group (CMG)¹ and \$250 for project expenses.² Outcomes for grant recipients are detailed on page two.

¹ Interdisciplinary Co-Mentoring Group, made up of grant recipients, will meet regularly to explore elements of service learning practice, select and review bibliographic resources in support of course development, and share reflections and feedback.

² Project expenses can include travel, relevant materials, celebration event with community, support for student teacher assistant, etc.

Timeline for Service-Learning Course Development Grants:

This application and timeline reflects the time, care, and coordination with the community that is necessary for the development of quality service-learning experiences in relation to the best practices literature.

Applications due: Friday, April 1, 2016 (see pg. 3 for application)

Notification: On or before Friday, April 15, 2016

Approx. timeline: Co-Mentoring Meetings:

- 1 meeting May/June 2016: form Co-Mentoring Group
- 2 meetings *Summer 2016: Community partnership building
- 2 meetings Fall 2016: Professional Development
- 2 meetings *Spring 2017: Professional Development

*Avg. meeting time is 2 hours. One meeting in each summer and spring may be longer to accommodate a community immersion and syllabus workshop.

Expected Outcomes

- Completed syllabus
 - There needs to be a plan in place and commitment to teach the course either during the 2016-17 or 2017-18 academic year.
 - New courses will need to be submitted to appropriate curriculum committees for approval on a timeline consistent with plans to offer the course.
- Reflective portfolio
 - This narrative documentation tracks the grant recipient's journey during the year-long experience by bringing together objects/artifacts with readings, discussions, and other pertinent materials. This project engages co-mentors in a process of reflection and assessment characteristic of service-learning pedagogy.
- University presentation
 - These presentations will be part of, though not limited to, the Service Learning Celebration event in April 2017.

Final reflection and meeting:

- May or June 2017

OSL staff and Advisory Committee members are available to work closely with faculty throughout the application process. Be sure to consult the OSL website at www.fairfield.edu/servicelearning for a variety of resources including opportunities to work on your application as part of an interactive professional development workshop.

We expect to be involved with you, through the Co Mentoring Group and 1:1 consultation, in developing community partnerships for your course, managing course logistics (e.g., transportation), and helping you facilitate the critical reflection, civic learning, and personal growth of your students.

Contact [Melissa Quan](#), Director of Service Learning or [Jocelyn Boryczka](#), Faculty Chair of Service Learning with any questions or concerns

APPLICATION - 2016 Service Learning Course Development Grants

I. NAME:

II. DEPARTMENT:

III. TITLE OF COURSE:

IV. ABSTRACT (100 word limit):

N.B. Please limit your responses to items V through IX to three pages (12 point font).

V. RATIONALE:

Offer rationale for awarding funds for this project, such as pressing community needs, appropriateness of service-learning pedagogy to the course or academic department/program, relation of the work to your scholarship, or need for special assistance in service learning course development and/or pedagogical practice.

VI. OUTCOMES FOR STUDENTS, PROGRAM/DEPARTMENT, GRANT RECIPIENT AND COMMUNITY:

Discuss how you expect the integration of service learning will enhance student learning. Indicate how you see this course fitting into your department and/or program curriculum, including when you plan to teach it, how often you expect to teach it and how you expect it will enhance the development of your own teaching and scholarship. Note if/how this course may facilitate any of the goals of the University strategic plan. If this is a new course, please indicate whether or not it has already gone through the necessary curriculum review committees. If it has yet to be approved, please describe your plan and timeline for submitting the course to the necessary processes. Comment on how the plan/course will account for community assets and needs.

VII. RESOURCES REQUIRED FOR THIS PROJECT

Indicate your prior knowledge of service-learning pedagogy and literature (it is not a pre-requisite for the award) and the areas of professional development you anticipate needing to develop in order to support this course. Describe the kinds of community engagement that you anticipate as part of your course. Do you have potential community partners in mind? If yes, describe your own contacts with these organizations or communities and/or the level of assistance you anticipate needing to help establish community partner relationships.

VIII. EVALUATION:

Describe, depending on the stage of your course's development, how you plan to assess the effectiveness of your course in terms of student learning, community impact (could include community partnership development, outcomes for communities, outcomes for organizations, etc.) and your own professional development. Please include 2 to 3 indicators of success for each area of impact; for community outcomes, describe how you might work with the community to determine appropriate outcomes. Describe how you envision sharing the project with others, both on and off campus, keeping in mind that all co-mentors will present at the April 2017 Service Learning Appreciation event. Consider what you hope to gain as a teacher, learner and scholar.

IX. PROJECT BUDGET

Please provide a brief description of how you anticipate using \$250 allotted for project expenses.

IX. LETTER OF SUPPORT FROM DEPARTMENT CHAIR:

Chair's letter should speak to the value of the course in the department's curriculum, and the appropriateness of your approach to the course in relation to department objectives. If this stipend relates to curriculum-wide changes achieved through service learning, the letter should indicate the degree of department consensus for that goal.

X. COURSE OUTLINE OR SYLLABUS

Course outlines must include a draft of learning objectives for the course proposed.

XI. CURRENT C.V.

*Submit applications electronically to servicelearning@fairfield.edu by **Friday, April 1, 2016***