

Center for Community Engagement, Learning, and Leadership (CCELL) Fall 2021 Service-Learning Faculty Scholars Program

A committee of service-learning faculty, community partners, and CCELL staff will select a limited number of faculty members to participate in the Service-Learning Faculty Scholars Program for Fall 2021. We encourage applications from faculty in all disciplines. If accepted, each Faculty Scholar will receive a total stipend award of \$1,500, \$500 at the completion of a 5-week seminar and approval of a service-learning syllabus, and \$1,000 after submitting a short report at the end of the semester in which the service-learning class is taught.

Faculty Scholars Expectations:

- 1) Attend a weekly 90-minute Zoom seminar for 5 weeks in October / November discussing and planning with other faculty scholars. Discussion topics will include course design to meet academic and civic learning goals; civic responsibilities of universities; community-university partnerships; and liability, assessment, and reflection as they relate to service-learning courses.
- 2) Develop a service-learning course syllabus during the seminar series.
- 3) Commit to integrating service-learning into course taught in 2022 or 2023.
- 4) Submit a short report regarding the service-learning course (or related article for publication) after teaching the course. The report is due within a semester of when the service-learning course was completed. For example, if one taught the service-learning course in Fall 2022, the report would be due by the end of Spring semester 2023.

The application cover page and required documentation are due electronically by 11:59 p.m. on Friday, September 17th to ccell@lsu.edu.

Service-Learning Definition:

Service-Learning is a credit-bearing, educational experience in which students participate in organized service activities that meet identified community needs and reflect on the service activities in such a way as to gain further understanding of course content, broader appreciation of the academic disciplines, and an enhanced sense of civic responsibility. [Adapted from Robert G. Bringle and Julie A. Hatcher (1995). *Implementing Service-Learning in Higher Education. Journal of Higher Education*, Vol. 67, No. 2.]

Goals:

(1) Encourage development of service-learning curricula with lasting impact on instruction, (2) Promote institutionalization of service-learning courses, and (3) Advance objectives of the LSU Flagship Agenda.

Selection Process and Timeline:

Full-time faculty members at the rank of instructor or above are eligible. We seek faculty representing a variety of disciplines and areas of expertise, with varying degrees of familiarity and experience with service-learning. Applicants will be notified of their selection for the program by the end of the first week of September.

Service-Learning Faculty Scholars Program Application Cover Sheet

Name: _____ Email: _____

Department: _____ Phone: _____

Rank: _____

Course number, title, and number of students typically enrolled for the course(s) you are interested in adapting to include a service-learning experience: _____

Application packet should include the following:

1. 2-page vita highlighting teaching accomplishments and endeavors
2. 1-page teaching philosophy
3. A copy of the syllabus of the course you are considering adapting to include a service-learning component, or description of a new service-learning course (Scholars may incorporate service-learning into a previously designed course or develop a new course that includes service-learning.)
4. A copy of your weekly schedule of availability for October and November 2021 (M-F)
5. An additional sheet with answers to the following questions:
 - a. Have you used service-learning in the past? If yes, describe your course(s).
 - b. For your proposed course, what kind of service might your students offer that would serve the common good?
 - c. How would you envision service-learning enhancing the goals of the course?
 - d. How might your proposed project be sustained with the same partner over several semesters?
 - e. Why do you want to participate in the Service-Learning Faculty Scholars Program? Please be reflective.

Applications will be evaluated using the following considerations:

- Feasibility of service-learning in the course
- Number of students impacted
- Potential for a sustainable service-learning partnership versus a one-time project
- Extent that the proposed idea will contribute to the common good
- Thoroughness and quality of reflection of the application

Faculty: _____ Date: _____
(signature)

Department Head:

_____ Date: _____
(name) (signature*)

**signature attests to teaching assignment consistent with course planned*