Center for Community Engagement, Learning, and Leadership (CCELL)
2020 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 the fall 2020 semester. 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 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 2021.
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 Spring 2021, the report would be due by the end of summer semester 2021.

The application cover page and required documentation are due electronically by 11:59 p.m. on Friday, August 21, 2020 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 classes (August 28th).

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 fall schedule including classes, reoccurring meetings, and previous obligations.
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