

GUIDELINES

COMMUNITY OF SERVICE LEARNING FACULTY FELLOW GRANT PROGRAM

Goal: The overall program goal is to build on Purdue University's 2002 Strategic Plan by institutionalizing Service Learning into the academic fabric of the campus. To accomplish this we propose the creation of a community of experienced faculty members who have demonstrated their commitment to extensively expanding Service Learning assignments, projects, courses and curricula throughout the campus. Those selected will be known as *Service Learning Faculty Fellows*.

These *Service Learning Faculty Fellows* will have demonstrated leadership and advocacy for Service Learning in their discipline. Once selected, they will take their leadership and advocacy roles to a campus-wide level, ultimately becoming campus-wide Service Learning resources themselves. They will have contributed to the Scholarship of Teaching and Learning (SoTL)* in the area of Service Learning, and will be expected to use their expertise to enable other Purdue faculty to make the same contributions.

We plan to select a maximum of five faculty fellows each year for a period of four years at this time. We envision that the Community of Service Learning Faculty Fellows will continue to be funded by the Office of the Provost for many years to come.

*SoTL: *Applying and making public, assessment and/or research on one's classroom teaching and students' learning.*

Plan: During the spring 2007 semester, a request for applications will be disseminated by the Service Engagement Advisory Board (SEAB) on all Purdue campuses. Up to five, \$5000 grants will be awarded. Those chosen will be known as *Service Learning Faculty Fellows* and will make up the *Community of Service Learning Faculty Fellows* program. In return for the \$5000 stipend, *Faculty Fellow awardees* will participate in both campus and off-campus workshops and/or seminars, ultimately facilitating faculty development Service Learning workshops and seminars themselves. They will be expected to provide 1:1 consultation with newly awarded *Service Learning Faculty Development* awardees as well as with faculty interested in this pedagogy.

The basis for the selection of *Fellows* will be documentation of significant contributions to the pedagogy of Service Learning along with evidence, i.e., peer and/or student evaluation results, of sound teaching. These contributions must demonstrate the academic and pedagogical rigors of Service Learning as advocated in the national and statewide *Campus Compact* guidelines** as well as those from the campus Service Engagement Advisory Board (SEAB). Priority will be given to applications from faculty who are tenured or on the tenure-track.

The Service Engagement Advisory Board and the Center for Instructional Excellence (CIE) will manage the program and coordinate the activities of the *Faculty Fellows*, providing them a 'home base' in CIE for the work that they do.

* It is not expected that the criteria for selection will be changed during the four years, though the SEAB reserves the right to make that judgment.

Grant Levels:

Grants will be \$5000 apiece and will be awarded to applicants during the 2004, 2005, 2006, and 2007 spring semesters.

Expected Uses of Funds:

1. Funds may be used for salary buyout, e.g., summer salaries and TAs in return for development of Service Learning instructional components, as well as honoraria for guest speakers.
2. Funds may be used for travel needed to provide the Service Learning activities of the *Faculty Fellows*.
3. Funds may be used for materials, supplies, publicity, printing and postage for the Service Learning activities of the *Faculty Fellows*.
4. Refreshment costs may be allowed when justified as a specific activity of the Service Learning undertaken.

****“Principles of Good Practice for Service Learning Pedagogy”**

Principle 1. Academic Credit is for Learning, Not for Service

Principle 2. Academic Rigor has Not been Compromised

Principle 3. Academic and Civic Learning Objectives have been Established

Principle 4. Criteria for Selecting Service Placements have been Established

Principle 5. Educationally Sound Learning Strategies to Harvest Community Learning and Realize Course Learning Objectives have been Provided

Principle 6. Students have been Prepared for Learning from the Community

Principle 7. The Students’ Community Learning and Classroom Learning Roles are Minimized

Principle 8. The Faculty Instructional Role has been Rethought

Principle 9. Variation in, and Some Loss of Control with, Student Learning Outcomes have been Planned for

Principle 10. The Community Responsibility Orientation of the Course has been Maximized

