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LEDUC CENTER FOR CIVIC ENGAGEMENT

## Service-Learning Faculty Fellows REQUEST FOR PROPOSALS

The primary purpose of the UMD Faculty Fellows program is to foster the integration of service-learning into our curriculum. **Service-learning** is a pedagogical method used in credit bearing courses that is designed with the dual mission of:

- a) Student attainment of discipline-specific knowledge through creatively designed active learning community-based projects and
- b) Community benefit through the thoughtful identification and completion of community-based service.

The Fellows program is designed to be a long-term commitment to the development of a community of teachers/scholars knowledgeable in service-learning pedagogies and community-based assets and needs. Fellows are expected to make a two-year commitment to the program.

Year 1 – (Fall/Spring) Service-learning Fellows are awarded a \$1,000 stipend. Fellows will be charged with developing and designing service-learning courses or, more likely, revising current courses to include service-learning methodologies. Fellows will also be expected to attend Faculty Fellows workshops and seminars. These seminars will take place the last Friday of each month from 12-1:30pm. Year 1 is used to plan your course and develop relationships with community-based organizations that will underlie successful student placements.

Year 2 – (Fall/ Spring) Second-year Fellows are awarded a \$1,000 stipend and \$1,000 for travel to service-learning conferences or purchasing books, videos, and supplies. Second-year Fellows are expected to teach their service-learning course(s) and then begin the process of publishing community-engaged scholarship. Second-year Fellows are also expected to mentor first-year Fellows as well as attend Faculty Fellows workshops and seminars. Year 2 is used for implementation and sharing of lessons learned with colleagues at UMD (mentoring) and in the research community (publishing).

Both first- and second-year Faculty Fellows are expected to do the following:

- a) Be a resource for their College with respect to service-learning pedagogies;
- b) Maintain regular office hours designated for service-learning questions and discussions;
- c) Attempt to recruit other faculty to use service-learning in their classes;
- d) Attend all service-learning workshops and presentations;
- e) Submit a brief report at the end of the year; and
- f) Commit to teaching the course developed for the next 4 years.

Questions can be directed to Matthew Roy at [mroy@umassd.edu](mailto:mroy@umassd.edu).



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## SL FACULTY FELLOWS PROGRAM APPLICATION PROCESS

The Service-learning Faculty Fellows Grant proposal must consist of the following components:

1. A two page narrative addressing:
  - A. Your experience with or desire to learn about service-learning pedagogies;
  - B. Kinds of community service being considered;
  - C. The course(s) in which you plan to incorporate service-learning; and
  - D. How your fellowship will help your department or college expand the opportunity for students to be exposed to service-learning pedagogies.
2. A completed Application Cover Sheet
3. Endorsement of the department chair **AND** the dean (signed Cover Sheet)

### **Faculty receiving a Service-learning Fellowships must:**

- Commit to two years as outlined in the RFP;
- Participate in service-learning discussions and workshops on the last Friday of each month from 12-1:30 p.m. (Fall and Spring semesters). Please keep your schedule free during this time frame;
- Submit a brief report at the end of each year on your progress toward integrating service-learning into the unit's mission and curriculum and publishing community-engaged scholarship; and
- Commit to teaching the course(s) developed under the grant for the next four years.

### **Selection Criteria**

1. Understanding of service-learning and its integration with community-based assets and/or needs.
2. The number of courses and/or students affected.
3. The degree to which the proposal exposes new students to service-learning pedagogies.
4. The community need being addressed.
5. Preference will be given to faculty members who are teaching courses in clusters 2, 3, or 4 under the University Studies curriculum that are open to all students or majors who presently have limited service-learning course options.

**Service-learning Faculty Fellows**  
APPLICATION COVER SHEET

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Phone: \_\_\_\_\_ Email address: \_\_\_\_\_

Dept.: \_\_\_\_\_ College: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Department Chair's Statement of Support:**

I support the attached Service-Learning Faculty Fellows grant proposal. This individual will assist in meeting our unit's goal of expanding service-learning options for students. This faculty member will be free from other duties the last Friday of each month from 12-1:30 p.m.

Name (Typed or printed): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Dean's Statement of Support:**

I support the attached Service-Learning Faculty Fellow grant proposal. This Fellow will assist in implementing a broader use of service-learning in the curriculum of the college/department/ interdisciplinary program.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_