

**The Center for Community Engagement, Learning, and Leadership (CCELL) presents
2019 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 spring 2019 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 conclusion of the semester in which the service-learning class is taught.

Faculty Scholars Expectations:

- 1) Attend a weekly seminar one hour per week for 5 weeks consisting of discussion 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 a course taught during summer 2019, fall 2019, or spring 2020.
- 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 2019, the report would be due by the end of spring semester 2020.

**The application cover page and required documentation are due electronically by
11:59 p.m. on Friday, March 1, 2019 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:

The goals of the Faculty Scholars Program are to (1) encourage the development of service-learning curricula that will have lasting impact on instruction, (2) promote the institutionalization of service-learning courses, and (3) advance the 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.

Service-Learning Faculty Scholars Program Application Cover Sheet

Name: _____ E-mail: _____

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:

Your application 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 choose to incorporate service-learning into a previously designed course or to develop a new course that includes service-learning.)
4. A copy of your fall schedule including classes, reoccurring meetings, and any conferences you are planning to attend.
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 do 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: _____
(signature attests to teaching assignment consistent with course planned)