Service-Learning Faculty Fellows
Request for Proposals
2019-2020

The Service-Learning Faculty Fellows program provides support for TU faculty who are interested in incorporating a significant service-learning component into a course.

Interested faculty members should propose a service-learning initiative that meets the university’s established Service-Learning Course Criteria on page 4. Proposals will be evaluated based on whether the service-learning project advances course learning objectives, includes meaningful student interaction with the community, and addresses real community needs. No previous experience in teaching or creating a service-learning course is needed to apply.

Selected Service-Learning Faculty Fellows are expected to:

- Attend monthly workshops starting in September
  - September- Kick-off Meeting and Curriculum Review
  - October- Course Development
  - November- Attend the annual Campus Compact Mid-Atlantic Service-Learning and Civic Engagement Conference
  - December- Student Experience: Preparation and Reflection and Community Partnerships
  - January- Winter Break
  - February- Starting the Semester off Right! (Service-Learning Course Begins)
  - March- Moving Beyond the Classroom, using journals and conferences to promote your service-learning work
  - April- Attend the BTU Showcase and/or the BTU awards dinner
  - May- Service-Learning wrap-up meeting
- Implement the newly developed service-learning initiative in the 2019-2020 academic year
- Present/disseminate information about their service-learning project to the campus and/or outside communities
- Formally assess and evaluate the service-learning course

Selected Faculty Fellows will be awarded a $1,500 stipend for their participation in the program.

For more information, visit www.towson.edu/servicelearning or contact Stephanie Easterday at seasterday@towson.edu or 410-704-2082.

The deadline to submit proposals for the 2019-2020 academic year is May 24, 2019. Electronic submission of materials is preferred. Please submit proposals, with appropriate attachments, to servicelearning@towson.edu.

Selection of Service-Learning Faculty Fellows will be made by the Service-Learning Subcommittee.

Service-Learning Faculty Fellows is a program of Towson University’s Office of Civic Engagement & Social Responsibility in collaboration with the Office of Academic Innovation.
Service-Learning Faculty Fellows Proposal Guidelines
2019 - 2020

All TU faculty in any discipline are eligible to apply for this program. Proposals must be for a new service-learning initiative to be incorporated into a course. Applicants must commit to attend all Faculty Fellows monthly workshops. Applicants must also commit to teaching the developed service-learning course during the 2019-2020 academic year. In order to allow ample time for course planning, proposals should be for spring or summer courses.

Proposal Content
The review committee does not expect all details of the proposed course to be finalized, as the purpose of the Faculty Fellows program is to help develop the proposed course. However, all of the following should be clearly addressed, with as much detail as possible:

- Brief description of the service-learning project and an explanation of how the project relates to course learning goals/objectives
- Statement of how the course and service-learning project address issues of diversity (age, class, gender, race, religion, disability, sexual orientation, etc.)
- Statement of potential value of the project to faculty, students and community
- If community partner has already been identified, include an explanation of how the partnership was developed and how the community needs were identified
- Proposed methods for evaluating the service-learning course
- Proposed methods for disseminating information about the service-learning experience

If possible, please include the following:

- Explanation of how students will be prepared for and supported during the service-learning experience
- Explanation of how the course will incorporate structured opportunities for students to analyze and reflect on the service-learning experience
- Explanation of how the service-learning course will be sustained over time

In addition, please include the following items in your proposal:

- Preliminary timeline for plan of action
- Draft of any anticipated costs associated with implementing the project
- List of potential community partners if not identified

Format
The proposal should be:

- No more than five (5) pages in length, not including attachments
- No smaller than 12 point font
- 1 inch margins

Attachments
The following items must accompany the proposal (excluded from page limit):

- Cover sheet including name, title of department and signature of Department Chairperson and College Dean (see page 3)
- Course syllabus, a new course does not need to submit syllabi.
- Current Curriculum Vitae, number of years at TU, areas of expertise
Cover Sheet

Candidate Name

Title

Department

Proposed Course Number and Title

By signing this, you are indicating that you have read and agree to comply with the listed expectations for the 19-20 Service-Learning Faculty Fellows program.

Signature of Candidate

By signing this, you are indicating that you have read and approved this faculty member’s proposal for the 19-20 Service-Learning Faculty Fellows program. Furthermore, you agree to allow this faculty member to teach his/her service-learning course during the 2019-2020 academic year, provided it is approved and requested.

Signature of Department Chair

Date

Signature of College Dean

Date

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Service-learning courses at Towson University should meet the following criteria:

I. Meaningful Connection to Discipline
The service-learning experience is explicitly related to course content and discipline. Students are exposed to an array of diverse perspectives that exist beyond the confines of the university. A service-learning course receiving grant funding should include a minimum of 15 hours of service to the community partner (CP).

II. Preparation
Faculty will prepare students for the service-learning experience. This preparation may include research on the mission of the community partner and/or the population to be served. Preparation will include a thorough explanation, also included in the syllabus, of service-learning expectations and requirements. In-class preparation will include discussion of the value of the service-learning experience.

III. Partnership and Reciprocity
The service project is mutually beneficial to the University and community partner as it meets an existing need for the CP and enhances student learning. The faculty member and CP agree upon project details and timelines prior to the start of the course. There should be a written agreement between the university and CP with course and project specific information, including project goals and any deliverables expected of students. The faculty member and CP should be in continuous contact throughout the semester to ensure that the needs of both parties are being met.

IV. Reflection
Meaningful and structured student reflection occurs throughout the service-learning experience. Through reflection students demonstrate an understanding of the connection between course content and the service-learning experience. Reflections may include journaling, discussions, presentations, periodic logs, and/or other forms as stipulated by the faculty member.

V. Assessment and Evaluation
Evaluation of the service project is included in the project plan and is completed by the CP, faculty member and students in order to determine the project’s effectiveness in meeting stated goals. Community partners also assess student performance based on measures agreed upon with the faculty member. This assessment should be reflected in the grading matrix. Some form of evaluation should occur halfway through the project to allow time for improvements if necessary. Evaluations should be reviewed to make future improvements in the service-learning experience.

Service-Learning Course Designation
Faculty who have a service-learning component in their course can have class note #24 added to their course. Class note #24 states: Class note #24: “This section contains an experiential education opportunity in which students connect concepts learned within the classroom to practical situations within the surrounding communities. Service-learning courses require a minimum of 10 hours of service (up to 30 hours of service), outside of scheduled class sessions, dispersed throughout the semester. Please contact the instructor for additional information.”

These criteria were approved by the University’s Service-Learning Subcommittee in December, 2008 and updated in March 2009.