The Center for Community Engagement, Learning, and Leadership (CCELL) presents
2015 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 2015 semester. We encourage applications from faculty in all disciplines.

If accepted, each Faculty Scholar will receive a total stipend award of $2,000, the first half at the completion of a 10-week seminar and approval of a service-learning syllabus, and the second half 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 1½ hours per week for 10 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 spring 2016, summer 2016, fall 2016, or spring 2017.
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 2016, the report would be due by the end of spring semester 2017.

The original and three (3) copies of the application cover page and required documentation are due by Friday, September 4, 2015 (firm) to:
Marybeth Lima, CCELL Director
240C Thomas Boyd Hall 578-9264

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:
Selections will be made by the CCELL advisory council. 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.
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. 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)