



## CENTER FOR COMMUNITY RESEARCH AND ENGAGEMENT

### Seton Hall Experiential Learning and Leadership through Service (SHELLS)

## Faculty Stipends

Request for Proposals – 2009-2010

**Deadline for submission: October 10, 2008**

### *Overview*

The Center for Community Research and Engagement is pleased to announce the availability of stipends for curricular development in the area of service learning. To support sustainability, awards will be given over two years. Stipends of \$2,000 for the first year and \$1,000 for the second year will be awarded to full-time faculty on the South Orange campus to develop courses which will integrate service-learning as a teaching methodology in content-based courses that will begin in the Spring 2009 semester.

### *What is Service Learning?*

Service Learning is a form of experiential education in which students engage in activities that address human and community needs together *with* structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service-learning. (Jacoby, 1996)

The activities of students in the field are purposefully developed and assigned to assist the instructor in achieving the course goals and objectives. Service-learning enhances the content of the course through comparison of real world experiences with theoretic ideas and concepts. Reflection provides students with the opportunity to think about their experiences, drawing connections between their service and course objectives. Service learning is also a reciprocal activity between the student and the community served. Service activities are developed together with members of the community to be served and reflect the needs are identified by that community. Finally, service learning strengthens both the instruction and content of the courses in which it is employed. It serves as a powerful pedagogy illuminating concepts and ideas which may have previously eluded the grasp of students, while at the same time providing an avenue through which students and faculty can continually refine and revise these concepts and ideas as dictated by the reality of these shared experiences. Service learning is a value-oriented approach to learning that invites students to explore their vocation through service

### *Criteria*

The Center for Community Research and Engagement encourages proposals from all full-time faculty who wish to integrate service learning activities into the academic curriculum. The service learning component must be a significant portion of the proposed coursework. If the service project is optional, 40% of students must participate; and students must spend at least 20 hours on the service-based assignment.

**Faculty will be encouraged to utilize proposals for student assistance that have been submitted to the Center by local nonprofit organizations.** In the past proposals have included designing marketing campaigns, website redesign, literature review and research, direct service/implementing a program, needs assessments and surveys, among other nonprofit management topics.

Proposals should show how applicants intend to:

- Increase their knowledge of, or become familiar with the theory and practice of community service learning,
- Integrate service into the course, identifying the types of service which might be utilized, drawing connection between the service and relevant course content and texts,
- Work with the Center for Community Research and Engagement, and other campus based programs such as DOVE, and Student Affairs, in developing appropriate service activities for students in the communities adjacent to the South Orange campus,
- Structure opportunities for student reflection as a component of the student's learning experience through journals and papers,
- Evaluate, assess and grade student performance.

### ***Process***

Proposals must be submitted by **October 10, 2008**. Please include the following with your proposal:

1. An emailed two-page description of the course, including a discussion of how service might be integrated into the curriculum. The criteria outlined above should be addressed in this section.
2. An emailed copy of the proposed syllabus.
3. An emailed letter of support from the department chair indicating the willingness of the department to accept the course with a service learning component.
4. An emailed curriculum vitae of the proposing faculty member.

All faculty receiving a stipend must attend a training session to be held early in January and a Spring 2009 event. Faculty grantees will also be required to submit a report at the end of their course.

### ***About the Center***

The Center for Community Research and Engagement, formerly the Institute for Service Learning, was established in 1997 to support the activities of Seton Hall University, as it implements service learning on campus. The mission of the Center is to develop partnerships that integrate Seton Hall University faculty, students, and our neighboring communities through applied research, active learning, and action projects, aimed at enhancing both the learning environment and community capacity.

Designed to introduce students to the complexity of social issues and community decision making, students participate both in class and on-site on projects in volunteerism, community development, and nonprofit management. Service learning affords the student the opportunity to explore the causes of community problems, to clarify her or his values, to consider social service as a career choice, and to become a more informed citizen and decision maker.

### ***Proposal Preparation and Support***

We are prepared to assist with the preparation and support of proposals. Please contact Saul Petersen (tel: 973-275-5882; [peterssa@shu.edu](mailto:peterssa@shu.edu)), Director of the Center with any questions you may have.

