

Provost's Committee on Service Learning

Twelfth Annual Fellowships in Service Learning (2005-2006)

REQUEST FOR PROPOSALS

Funding is available for four Community Service Learning grants and awards.

For:

Unit CSL Planning Grants
Unit CSL Implementation Grants

From:

Colleges, Departments, Centers,
and Interdisciplinary Programs

For:

CSL Teaching Awards
CSL Research Awards

From:

Individual Faculty or Teams of
Faculty

Community Service Learning (CSL) *integrates* community service with learning to *enhance* both service and learning. Over 100 of your colleagues have done it as Service Learning Faculty Fellows since 1994. CSL works in any discipline. Disciplines at UMass Amherst have included nuclear physics, archaeology, visual arts, history, marketing, and many others.

CSL Unit Grants and Teaching Awards are designed to support sustainable structural change that increases or improves CSL opportunities on campus. The Committee seeks proposals from units and faculty that are planning to build CSL into a course, a major, or into other parts of their curriculum. Department chairs must commit to offering on a continuing basis CSL courses supported by a grant or award. Faculty from various departments are encouraged to partner in developing new CSL courses.

Provost's Committee on Service Learning
Twelfth Annual Fellowships in Service Learning (2005-2006)

REQUEST FOR PROPOSALS

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Overview

The Provost's Committee on Service Learning was created in 1994 to improve and expand community service learning as a vital component of UMass Amherst's land grant mission. The Committee hopes that the units and courses selected to receive awards will become models for others at UMass Amherst. CSL Fellows are recognized annually at the Chancellor's Community Service Awards luncheon in the late spring. In order to promote community service learning (CSL) as a core component of curricula in colleges, departments, centers and interdisciplinary programs, the Provost's Committee on Service Learning will award for the 2005-2006 academic year the following:

For Colleges, Departments, Centers, or Interdisciplinary Programs:

- 1) **Up to \$10,000 each for up to two unit implementation grants to the colleges, departments, centers, or interdisciplinary programs that submit the strongest proposals.**

In most cases, successful applicants will have successfully completed a planning grant.

*Please note that successful completion of a planning grant, however, does **not** guarantee later reception of an implementation grant.*

- 2) **Up to \$2,000 each for up to five unit planning grants to the colleges, departments, centers or interdisciplinary programs that submit the strongest proposals.**

For Individuals or Teams of Faculty:

- 1) **\$2,000 each for up to five faculty teaching awards for faculty who are developing new CSL courses or revising and/or sustaining current courses that include significant community service.**

The primary purpose of the fellowship is to foster the integration of direct student service to the community into the curriculum, and the use of students' service experience to enhance their learning. Faculty from all departments are encouraged to apply, whether or not their department applies for a unit grant. Faculty sharing the teaching of a course may apply jointly to share a teaching award.

- 2) **Up to \$1,000 each for up to three faculty research awards for individual faculty or teams of faculty who have taught courses with CSL components.**

These grants are designed to support faculty who are proposing to do research leading to publication on their CSL work, or to present the results of their CSL research at a national conference. Previous recipients of faculty teaching awards are encouraged to apply, but this award is open to all CSL instructors.

Deadlines:

APPLICATION FOR ALL AWARDS
NOTIFICATION

Monday, March 21, 2005
by Wednesday, April 27, 2005

***Additional funding towards a unit implementation grant (up to \$2,000), a unit planning grant (up to \$500), and a faculty teaching award (up to \$500) is available from **UMass Extension** (www.umassextension.org) to promote a working relationship between Extension and the recipient department and faculty member. See proposal guidelines below for details.

Commitments

Faculty involved in unit grants, teaching awards, or research awards agree to:

1. Participate in a day-long CSL workshop to be held on **Friday, September 16**, and participate in monthly luncheon seminars held on **the first Friday of each month** beginning in October through the remainder of the academic year.
2. Submit a report at the end of the fellowship period on the progress toward the integration of CSL into their course or their unit's curriculum.
3. Be available for future CSL initiatives such as assessment and evaluation efforts, conference presentations, or contributions to publications on CSL-related teaching practices, innovations, and lessons learned.

Department chairs and faculty agree that CSL courses supported by these awards will be offered at least three of the next four years.

Criteria for Community Service Learning (CSL) Courses

The Service Learning Fellows Program was initiated in 1994 as part of an effort to promote Community Service Learning (CSL) at the University. In general, community service learning courses act to:

1. Enhance teaching and learning by connecting theory and practice,
2. Make disciplines visible and relevant to the public,
3. Promote informed and active citizenship,
4. Facilitate greater interest and engagement with the subject matter, and
5. Increase cooperation and communication between the university and the community.

CSL courses meet the following 5 criteria:

1. They include substantive, ongoing community service activity by students that is directly integrated into the curriculum in a significant way.
2. They require systematic and regular reflection, reporting and assessment of the service experience—both with faculty and with other students (e.g., oral presentations, submitting a journal or a final paper that synthesizes the service experience and reading assignments).
3. They meet community needs and develop the service component cooperatively with community partners. (The UMass Office of Community Service Learning at Commonwealth College assists faculty in identifying community needs and securing linkages with community service organizations).
4. They encourage interaction between students and members of the community.
5. They assess the impact of the CSL component.

For More Information Contact:

John Reiff, Community Service Learning
577-1207 or jreiff@comcol.umass.edu
Art Keene, Anthropology
545-0214 or keene@anthro.umass.edu
David Schimmel, School of Education
545-1529 or schimmel@educ.umass.edu

Submit Proposals To:

**PROVOST'S COMMITTEE ON
SERVICE LEARNING**
C/O John Reiff
UMass Office of Community Service Learning
at Commonwealth College
610 Goodell Building - UMass Amherst

**2005-2006 Unit CSL Implementation Grant (up to \$10,000)
for Colleges, Departments, Centers and Interdisciplinary Programs**

GUIDELINES

The purpose of this grant is to support a college, department, center, or interdisciplinary program as it builds CSL into the unit's curriculum.

Proposal Requirements

Units must submit a complete proposal to the Committee by **MONDAY, MARCH 21, 2005**. The proposal must consist of the following components:

1. A two to four page narrative outlining how CSL will become institutionalized in its curriculum. Possible approaches might include the integration of CSL into two or more major departmental or program courses. The narrative must show :
 - A. What courses and faculty will be involved,
 - B. How the development of CSL fits into the unit's master plan and
 - C. How these courses will meet the **five CSL criteria** below:
 - i. Include substantive, ongoing community service activity by students that is directly integrated into the course content in a significant way.
 - ii. Require systematic and regular reflection, reporting and assessment of the service experience—both with faculty and other students (e.g., oral presentations, submitting a journal or a final paper that synthesizes the service experience and reading assignments).
 - iii. Meet community needs and develop the service component cooperatively with community partners. (The Office of Community Service Learning assists faculty in identifying community needs and securing linkages with community service organizations).
 - iv. Encourage interaction between students and members of the community.
 - v. Assess the impact of the CSL component.
 - D. How these courses will be sustained with unit resources after the period of the CSL fellowship.
2. A completed Budget Form (form is included in this RFP).
3. Endorsement of the department chair, program director, or equivalent administrator **AND** of the dean (signatures from both). The department chair/program director is expected to attend the day-long CSL retreat on September 16, 2005.

The unit receiving the award must:

1. Require at least **two** faculty members to be centrally involved in the project. These faculty members shall each:
 - Participate in a day-long CSL retreat scheduled for **September 16, 2005**;
 - Beginning in the month of October, participate in a monthly luncheon/seminar on the first Friday of each month for the remainder of the 2005-2006 academic year; and

- Be available for future CSL initiatives such as assessment and evaluation efforts, conference presentations, or contributions to publications on CSL-related teaching practices, innovations, and lessons learned.
2. Submit a brief report at the end of the fellowship period on the progress toward integrating CSL into the unit's mission and curriculum.

Award

The unit fellowship can be used for a variety of purposes including ad comp or partial course buyout for faculty, development of site placements and supervision, travel to CSL conferences, and TA or staff assistance.

Additional Funding Opportunities

1. Additional funding towards a unit implementation grant (up to \$2,000), a unit planning grant (up to \$500), and a faculty teaching award (up to \$500) is available from **UMass Extension** (www.umassextension.org) to promote a working relationship between Extension and the recipient department and faculty member. UMass Extension, an academic unit reporting to the Vice Provost for Outreach, addresses critical issues in Massachusetts through applied research and education to communities in issues related to health, youth development, nutrition and food safety, natural resources conservation and development, and agriculture and food systems. If the theme of your course or courses support these issue areas, please call the Acting Director of UMass Extension, Bob Schrader, 413-545-0143, to learn more about how an Extension program could function as a service site for your students, and how an Extension faculty member or educator could work with you to enrich your students' classroom experience.
2. The University of Massachusetts **Public Service Endowment Grant** (PSEG) program provides competitively awarded financial support for University outreach activities that address community-defined needs. An endowment has been created by the University to encourage and support the outreach and community engagement activities of University faculty and staff. On the University's Amherst campus, PSEG is administered by the Office of Industry Liaison and Economic Development. (For more information on PSEG, see <http://www.umass.edu/oed/pseg.html>.) If your proposed community service fits PSEG guidelines, you may want to submit a proposal to them, also.

Selection Criteria

1. The number of faculty involved in planning and teaching new CSL courses.
2. The involvement of faculty who have successfully taught CSL courses before.
3. The number of courses and/or students affected.
4. The degree to which the proposal addresses each of the five CSL criteria listed in this RFP.
5. The degree to which the proposal shows promise of leading to a sustained structural change.
6. Preference will be given to units that leverage the grant with other unit or university resources, e.g., matching funds or TA time.
7. Preference will be given to units that have successfully completed a planning grant.
8. Preference will be given to units that have not received this award previously.

2005-2006 Unit CSL Implementation Grant (up to \$10,000)
for Colleges, Departments, Centers and Interdisciplinary Programs

APPLICATION COVER SHEET

Name of College, Department, Center, or Interdisciplinary Program:

Faculty members submitting this proposal (at least two):

Name: _____ Title: _____

Phone: _____ Email address: _____

Name: _____ Title: _____

Phone: _____ Email address: _____

Unit Administrator/Department Chair's Statement of Support:

I support the attached proposal for implementing a broader use of CSL in the curriculum of our unit, and I will attend the September 16, 2005 workshop to facilitate my unit's work in this implementation. I agree that CSL courses supported through this grant will be offered at least three of the next four years.

Name (Typed or printed): _____

Signature: _____ Date: _____

Dean's Statement of Support:

I support the attached proposal for implementing a broader use of CSL in the curriculum of the college/department/center/interdisciplinary program.

Signature: _____ Date: _____

UNIT IMPLEMENTATION GRANT

**2005-2006 Unit CSL Planning Grant (up to \$2,000)
for Colleges, Departments, Centers and Interdisciplinary Programs**

GUIDELINES

The purpose of this grant is to support a college, department, center, or interdisciplinary program in a year of planning for ways to integrate CSL into the unit's curriculum. Units that successfully complete a planning grant will receive preference when applying for Unit Implementation Grants of up to \$10,000 the following year. Please note, however, that successful completion of a planning grant is not a guarantee that the unit will receive an implementation grant the following year.

Proposal Requirements

Units must submit a complete proposal to the Committee by **MONDAY, MARCH 21, 2005**. The proposal must consist of the following components:

1. A two to three page narrative outlining:
 - A. The goals for institutionalizing CSL in its curriculum,
 - B. The courses that are candidates for developing CSL,
 - C. The kinds of community service that are being considered,
 - D. How this proposal matches each of the **5 CSL criteria** below:
 - i. Include substantive, ongoing community service activity by students that is directly integrated into the course content in a significant way.
 - ii. Require systematic and regular reflection, reporting and assessment of the service experience—both with faculty and other students (e.g., oral presentations, submitting a journal or a final paper that synthesizes the service experience and reading assignments).
 - iii. Meet community needs and develop the service component cooperatively with community partners. (The Office of Community Service Learning assists faculty in identifying community needs and securing linkages with community service organizations).
 - iv. Encourage interaction between students and members of the community.
 - v. Assess the impact of the CSL component.
 - E. How this proposal fits into the unit's master plan,
 - F. The faculty who will be involved in the planning,
 - G. How this initiative will be publicized to all faculty within the unit, and
 - H. The process for planning over the year.
(Possible approaches might include planning for the integration of CSL into two or more major departmental or program courses or a year-long committee of three or more faculty to develop a plan to broadly integrate CSL into the unit's curriculum.)
2. A completed Budget Form (form is included in this RFP).
3. Endorsement of the department chair, program director, or equivalent administrator **AND** of the dean (signatures from both). The department chair/program director is expected to attend the day-long CSL retreat on September 16, 2005.

The unit receiving the award must:

1. Require at least **two** faculty members to become centrally involved in the project. These faculty members shall each
 - Participate in a day-long CSL retreat scheduled for **September 16, 2005**;
 - Beginning in the month of October, participate in a monthly luncheon/seminar on the first Friday of each month for the remainder of the 2005-2006 academic year; and
 - Be available for future CSL initiatives such as assessment and evaluation efforts, conference presentations, or contributions to publications on CSL-related teaching practices, innovations, and lessons learned.
2. Submit a brief report at the end of the fall semester documenting the process of development to that point. Guidelines will be provided.
3. Submit a report at the end of the fellowship period on the progress toward the integration of CSL into the unit's curriculum.

Award

The unit planning grant can be used for a variety of purposes including ad comp or partial course buyout for faculty, development of site placements and supervision, travel to CSL conferences, and TA or staff assistance.

Additional Funding Opportunity

Additional funding towards a unit implementation grant (up to \$2,000), a unit planning grant (up to \$500), and a faculty teaching award (up to \$500) is available from **UMass Extension** (www.umassextension.org) to promote a working relationship between Extension and the recipient department and faculty member. UMass Extension, an academic unit reporting to the Vice Provost for Outreach, addresses critical issues in Massachusetts through applied research and education to communities in issues related to health, youth development, nutrition and food safety, natural resources conservation and development, and agriculture and food systems. If the theme of your course or courses support these issue areas, please call the Acting Director of UMass Extension, Bob Schrader, 413-545-0143, to learn more about how an Extension program could function as a service site for your students, and how an Extension faculty member or educator could work with you to enrich your students' classroom experience.

Selection Criteria

1. The number of faculty involved in planning and teaching CSL courses.
2. The number of courses and/or students affected.
3. The degree to which the proposal addresses the five CSL criteria listed in this RFP.
4. The degree to which the proposal shows promise of leading to a sustained structural change.
5. Preference will be given to units that leverage the grant with other unit or university resources, e.g., matching funds or TA time.
6. Preference will be given to units that have not received this award previously.

2005-2006 Unit CSL Planning Grant (up to \$2,000)
for Colleges, Departments, Centers and Interdisciplinary Programs

APPLICATION COVER SHEET

Name of College, Department, Center, or Interdisciplinary Program:

Faculty members submitting this proposal (at least two):

Name: _____ Title: _____

Phone: _____ Email address: _____

Name: _____ Title: _____

Phone: _____ Email address: _____

Unit Administrator/Department Chair's Statement of Support:

I support the attached proposal for implementing a broader use of CSL in the curriculum of our unit, and I will attend the September 16, 2005 workshop to facilitate my unit's work in this implementation. I agree that CSL courses supported through this grant will be offered at least three of the next four years.

Name (Typed or printed): _____

Signature: _____ Date: _____

Dean's Statement of Support:

I support the attached proposal for implementing a broader use of CSL in the curriculum of the college/department/center/interdisciplinary program.

Signature: _____ Date: _____

2005-2006 Faculty CSL Teaching Award (\$2,000)
for Individual Faculty Members or Teams of Faculty

GUIDELINES

The purpose of this grant is to support a faculty member—or a team who share a course—in developing a new CSL course or redesigning an existing course to incorporate student service to the community.

Proposal Requirements

Faculty must submit a complete proposal to the Committee by **MONDAY, MARCH 21, 2005**. The proposal must consist of the following components:

1. An application cover sheet.
2. A two to four page description of the proposed course (examples of CSL course syllabi are available at the Office of Community Service Learning) that
 - A. Identifies the learning goals that you expect community service to facilitate,
 - B. Describes what service students will do,
 - C. Lists tentative sites for students' activities, and
 - D. Addresses how the **five criteria for a CSL course** will be incorporated into the context of this class
 - i. Include substantive, ongoing community service activity by students that is directly integrated into the course content in a significant way.
 - ii. Require systematic and regular reflection, reporting and assessment of the service experience—both with faculty and other students (e.g., oral presentations, submitting a journal or a final paper that synthesizes the service experience and reading assignments).
 - iii. Meet community needs and develop the service component cooperatively with community partners. (Assistance will be provided to help faculty in identifying community needs and securing linkages with community service organizations).
 - iv. Encourage interaction between students and members of the community.
 - v. Assess the impact of the CSL component.
3. A completed Budget Form (form is included in this RFP).
4. Letter of Support from the department chair **AND** dean clearly stating a commitment from the department to offer the course once a year for at least three of the following four years.

The award recipient(s) must:

1. Participate in a day-long CSL retreat scheduled for **September 16, 2005**;
2. Beginning in the month of October, participate in a monthly luncheon/seminar on the first Friday of each month for the remainder of the 2005-2006 academic year;
3. Assess the impact of his/her/their CSL course on the student learning experience and on the community, providing a report to the Committee at the end of the year; and
4. Be available for future CSL initiatives such as assessment and evaluation efforts, conference presentations, or contributions to publications on CSL-related teaching practices, innovations, and lessons learned.

Award

The faculty teaching award can be used for a variety of purposes, including ad comp or partial course buyout for faculty, development of site placements and supervision, travel to CSL conferences, and TA or staff assistance.

Selection Criteria

- The extent to which the proposal meets each of the 5 CSL criteria listed in this RFP.
- Preference will be given to courses that show promise for continuing in a long-term relationship with a community-based organization.
- Preference will be given to courses that maximize the number of student and community participants, or that show promise of deep impacts on students and community.

Additional Funding Opportunities

1. Additional funding towards a unit implementation grant (up to \$2,000), a unit planning grant (up to \$500), and a faculty teaching award (up to \$500) is available from **UMass Extension** (www.umassextension.org) to promote a working relationship between Extension and the recipient department and faculty member. UMass Extension, an academic unit reporting to the Vice Provost for Outreach, addresses critical issues in Massachusetts through applied research and education to communities in issues related to health, youth development, nutrition and food safety, natural resources conservation and development, and agriculture and food systems. If the theme of your course or courses support these issue areas, please call the Acting Director of UMass Extension, Bob Schrader, 413-545-0143, to learn more about how an Extension program could function as a service site for your students, and how an Extension faculty member or educator could work with you to enrich your students' classroom experience.
2. The University of Massachusetts **Public Service Endowment Grant** (PSEG) program provides competitively awarded financial support for University outreach activities that address community-defined needs. An endowment has been created by the University to encourage and support the outreach and community engagement activities of University faculty and staff. On the University's Amherst campus, PSEG is administered by the Office of Industry Liaison and Economic Development. (For more information on PSEG, see www.umass.edu/oed/pseg.html.) If your proposed community service fits PSEG guidelines, you may want to submit a proposal to them, also.

2005-2006 Faculty CSL Teaching Award (\$2,000)
for Individual Faculty Members or Teams of Faculty

APPLICATION COVER SHEET

Name

Title

Department

Telephone

Email

Proposed course number

Proposed course title

Credits

Anticipated enrollment

Approximate number of hours each student will spend in the community

Submit proposal to:

PROVOST'S COMMITTEE ON SERVICE LEARNING
C/O John Reiff
Office of Community Service Learning
610 Goodell Building
University of Massachusetts
Amherst, MA 01003
jreiff@comcol.umass.edu

FACULTY TEACHING AWARD

2005-2006 Faculty CSL Research Award (up to \$1,000)
for Individual Faculty Members or Teams of Faculty

GUIDELINES

The purpose of the faculty research fellowship is to support faculty in designing and implementing a research or evaluation project related to CSL work in which the faculty member(s) is or has been engaged, and in writing up the findings for publication.

Proposal Requirements

Faculty must submit a complete proposal to the Committee by **MONDAY, MARCH 21, 2005**. The proposal must consist of the following components:

1. A two to four page narrative that contains:
 - A. The name(s) and department(s) of the faculty member(s) making the proposal,
 - B. The goal of the research or evaluation project,
 - C. The central question or questions to be answered by the research,
 - D. The CSL course(s) from which data will be analyzed,
 - E. The methods for collecting and analyzing data,
 - F. A timeline for the central tasks of the project,
 - G. The journal(s) or other venues for publication to which this project will be directed, and
 - H. The potential significance or usefulness of this project.
2. A completed Budget Form (form is included in this RFP).

The award recipient(s) must:

1. Participate in a day-long CSL retreat scheduled for **September 16, 2005**;
2. Beginning in the month of October, participate in a monthly luncheon/seminar on the first Friday of each month for the remainder of the 2005-2006 academic year;
3. Be available for future CSL initiatives such as assessment and evaluation efforts, conference presentations, or contributions to publications on CSL-related teaching practices, innovations, and lessons learned.

CSL Criteria

CSL courses:

1. Include substantive, ongoing community service activity by students that is directly integrated into the course content in a significant way.
2. Require systematic and regular reflection, reporting and assessment of the service experience—both with faculty and other students (e.g., oral presentations, submitting a journal or a final paper that synthesizes the service experience and reading assignments).
3. Meet community needs and develop the service component cooperatively with community partners. (The Office of Community Service Learning assists faculty in identifying community needs and securing linkages with community service organizations).
4. Encourage interaction between students and members of the community.
5. Assess the impact of the CSL component.

Award

The research fellowship can be used for a variety of purposes including ad comp or partial course buyout for faculty, travel to CSL conferences, and student or staff assistance.

Additional Funding Opportunity

The University of Massachusetts **Public Service Endowment Grant** (PSEG) program provides competitively awarded financial support for University outreach activities that address community-defined needs. An endowment has been created by the University to encourage and support the outreach and community engagement activities of University faculty and staff. On the University's Amherst campus, PSEG is administered by the Office of Industry Liaison and Economic Development. (For more information on PSEG, see <http://www.umass.edu/oed/pseg.html>.) If your proposed community service fits PSEG guidelines, you may want to submit a proposal to them, also.

Selection Criteria

1. The feasibility of the project.
2. The potential for this project to highlight significant CSL work for audiences both on and off campus.
3. The potential for this project to contribute to a national awareness and understanding of CSL.
4. Preference will be given to proposals that involve two or more faculty in a collaborative project.
5. Preference will be given to proposals that leverage matching funds from other sources.

2005-2006 Fellowships in Service Learning

Budget Form

BUDGET FORM

Type of Expenditure	Amount Requested	Amount of Match From Unit*	Purpose of Expenditure
1. Faculty Compensation			
2. Staff			
3. Graduate Assistant			
4. Travel to CSL meetings			
5. Other costs (please specify)			

***Note: Matching funds are not required for any proposal. However, proposals which leverage matching funds will receive preference.**

Fellowships in Service Learning

CHARACTERISTICS OF FUNDED AND UNFUNDED PROPOSALS

Nine Characteristics of Funded Proposals

1. The proposal shows the integration of service and learning goals—how service will support learning that is viewed as critical for the students, and how student learning can be applied to guide and improve service.
2. The proposal shows that community stakeholders have already been consulted and have begun to define what they would need or seek through a partnership with a CSL instructor—and that this relationship will be maintained through the CSL experience.
3. Both the instructor and appropriate community advisors will be involved in preparing students for their service and in supervising them and helping them problem-solve during their service.
4. The proposal shows planning for getting students to think critically about their service experiences.
5. The proposal includes a clear plan for assessing outcomes, both for students and for the community.
6. Both the faculty member(s) and the department chair or other unit administrator have made commitments for the course(s) to be offered at least three of the next four years.
7. For unit proposals, it is clear that both faculty and administrators see the proposal as advancing the unit's mission, developing its curriculum in valued ways, and that sufficient resources are available to continue the initiative beyond the year of funding.
8. Proposals for unit implementation grants include faculty who have already successfully taught CSL courses.
9. Research proposals address questions of importance (for CSL nationally and on this campus) and show the procedure through which results will be achieved.

Eight Characteristics of Unfunded Proposals

1. The relationship between service and learning in the proposed course(s) is weak or unclear.
2. It is unclear whether the proposed service actually responds to needs or goals of community members, and it is unclear whether community members have had or will have sufficient voice in defining the service.
3. It is unclear whether students will have sufficient preparation for their service roles, or sufficient supervision and support during their service.
4. It is unclear how the course will get students to think critically about their service experience.
5. It is unclear how outcomes will be assessed, either for the students or for the community.
6. It is unclear whether the faculty member(s) will be able to teach the course for at least three of the next four years.
7. For unit proposals, it is unclear whether the proposed changes can be sustained within the unit's curriculum.
8. For research proposals, the plan has too little detail to provide confidence that it will yield results of any value.

Fellowships in Service Learning

PAST FELLOWS AND GRANTEES

2004-2005	
Unit Fellows:	Education: Cynthia Rosenberger, Bob Maloy
Unit Planning Grants:	Architecture and Design: Joseph Krupcynski, Max Page Biology: Steven Brewer, Zane Barlow Colema, Joe Kunkel Commonwealth College: Ashley Kalus, Brooks Williams Information Technology: Glen Caffery Landscape Architecture and Regional Planning: Richard Taupier, Jerry Schoen Veterinary and Animal Science: Suzanne Mente, Carrie Chickering-Sears
Teaching Fellows:	Communications: Mari Castañeda Paredes Sociology: Millie Thayer
Research Fellows:	Anthropology: Julie Hemment
2003-2004	
Unit Fellows:	Anthropology: Art Keene, Julie Hemment, H. Martin Wobst Elizabeth Chilton, Elizabeth Krause, Lynette Leidy Seivert, Jean Forward, Ventura Perez
Teaching Fellows:	Anthropology: Elizabeth Chilton Plant and Soil Science: John Gerber Communication Disorders: Sarah Poissant, Shelley Velleman English: Flourney Holland
Research Fellows:	Political Science: Brenda Bushouse Public Health: Dan Gerber Communications: Leda Cooks, Erica Scharrer
2002-2003	
Unit Fellow:	Sports Studies: Todd Crosset Polymer Science: Greg Dabkowski, Bryan Coughlin Social Justice Education: Maurianne Adams
Unit Planning Grant:	Communication Disorders: Shelly Velleman, Sarah Poissant
Teaching Fellows:	History: Alice Nash, Marla Miller Education: Nola Stephen
Research Fellow:	Education: Nola Stephen
2001-2002	
Unit Fellows:	Legal Studies: Peter d'Errico, Judith Holmes
Unit Planning Grant:	Sports Studies: Todd Crosset
Teaching Fellows:	Sports Studies: Carol Barr, Stephen Jefferson
2000-2001	
Unit Fellows:	Marketing: William Diamond, Easwar Iyer, George Milne, Vanitha Swaminathan Communication: Leda Cooks, Erica Scharrer, Anne Ciecko
Teaching Fellows:	Psychology: Marian MacDonald
1999-2000	
Teaching Fellows	Political Science: Brenda Bushouse Plant and Soil Science: Anne Carter HRTA: Judy Flohr Anthropology: Jean Forward School of Education: Sally Habana Hafner Geosciences: James Hafner School of Management: Sara Ann McComb History: Carl Nightingale Biology: Sandra Petersen

PAST FELLOWSHIPS

	School of Nursing: Karen Plotkin, Joan Roche
1998 – 1999	
Teaching Fellowships:	Sports Studies: Todd Crosset Community Health Studies: Daniel Gerber History: David Glassberg Geosciences: Julie Graham LARP: Patricia McGirr Economics: Russell Janis HRTA: Rajiv Kashyap Forestry & Wildlife Mgt: Timothy Randhir School of Education: Patricia Silver Psychology: Susan Whitbourne
1997-1998	
Teaching Fellowships:	Legal Studies: Stephen Arons Community Health Studies: David Buchanan English: Judith Davidov LARP: Ellen Pader School of Education: Cynthia Rosenberger Physics & Astronomy: Kandula Sastry Theater: Roberta Uno Biostatistics/Epidemiology: Edward Stanek Psychology: Bonnie Strickland
1996 – 1997	
Teaching Fellowships:	Anthropology: Arthur Keene Environmental Sciences: Guy Lanza School of Education: Howard Peelle Sociology: Deidre Royster Entomology: John Stoffolano Sociology: Gordon Sutton
1995-1996	
Teaching Fellowships:	School of Nursing: Micheline Asselin School of Education: Robert Colbert School of Management: William Diamond Communication Leda Cooks Theater: Harley Erdman Anthropology: Ralph Faulkingham School of Nursing: Maureen Groden Sports Studies: Laurie Gullion HRTA: Linda Lowry School of Education: Sonia Nieto Chemistry: Richard Stein
1994-1995	
Teaching Fellowships:	Philosophy: Ann Ferguson School of Education: Atron Gentry School of Nursing: Eileen Hayes English: Anne Herrington Consumer Studies: Warren Schumacher Community Health Studies: Paula Stamps Art: Martha Taunton School of Nursing: Eleanor Vanetzian

PAST FELLOWSHIPS