Leadership & Student Involvement

Service-Learning Instructional Mini-Grants

REQUEST FOR PROPOSAL

The Office of Leadership & Student Involvement is pleased to announce the availability of Service-Learning Instructional Mini-Grant Awards for courses offered in either or both of the Fall 2016 and Spring 2017 semesters. Applicants may request between $500 and $1,000 per course for local, state-wide, or international service-learning support.

Old Dominion University faculty members of all career tracks (full- and part-time), staff, or teaching graduate students are eligible to receive these mini-grants.

The goal of service-learning at ODU is to educate, engage, and equip our campus community with unique skills and experiences that connect rigorous academic curriculum with meaningful and tangible community service and civic engagement experiences to strengthen our students and communities for a sustainable future.

Submissions from all course structures will be reviewed according to the same criteria outlined below. Additionally, at the end of this document please find the AAC&U Civic Engagement VALUE Rubric for clarification of student learning outcomes, definitions of key terms and concepts, and a list of relevant resources and literature.

The purpose of these Service-Learning Instructional Mini-Grants is to encourage and support faculty in engaging their students with our greater community through academic service-learning, by integrating community-based experiences and learning as part of the course curriculum, thereby contributing to stronger, healthier communities and civically responsible, engaged ODU graduates.

Please submit all materials in a single PDF document. A complete application will include the following information and documentation when submitting:

1. Completion of the Submission Form below with relevant signatures (A scanned and emailed copy with signatures is fine. Original signatures are not required.)
2. Written proposal addressing required and any preferred selection criteria (3 pages maximum)
3. Optional supplemental documents (e.g. list of collaborators, evidence of collaboration with community partner(s), course syllabus, draft of service-learning project plans, if applicable)

Please submit proposals by 5:00 p.m. on Monday, July 13, 2016 to:

Emily Eddins, PhD
Assistant Director, Service-Learning
Office of Leadership & Student Involvement, 1071 Webb Center
757-683-3065 eeddins@odu.edu
Leadership & Student Involvement

Service-Learning Instructional Mini-Grant Application

SECTION I: PROPOSAL CRITERIA

Required Criteria

Grant proposals will be reviewed according to the following criteria. Please limit the proposal to three pages or less.

1) 3-4 Sentence Summary: This must contain the title of your project and/or course, your community partner(s), and any expected outcomes or products. Summaries will be used for news release and publicity materials, so please write them for a lay audience.

2) Service-Learning Best Practices and Project Description: In this section, please describe:

   a) the service-learning course project/activities as well as project goals and expected outcomes for the semester,

   b) how the service-learning project/activities brings depth to course theories and themes,

   c) the service project/activities objectives, and

   d) your ideas for engaging students in ongoing critical reflection.

Projects should realistically be achieved within the semester timeframe, unless otherwise noted in a service-learning course sustainability plan (see Preferred Criteria). Measurement of outcomes is highly encouraged and should include communication with and feedback from the partnering organization(s) for clarification of goals met or unmet and how best to proceed moving to the next semester and/or course section.

3) Student Learning Outcomes: The service-learning component must have well-defined student learning outcomes. Select at least three of the following AAC&U Civic Engagement VALUES Rubric criteria and describe how the service-learning course fulfills those learning outcomes. Please use the full AAC&U rubric to guide your answer, found at the end of this document.

- Diversity of Communities and Cultures
- Analysis of Knowledge
- Civic-Identity and Commitment
☐ Civic Communication
☐ Civic Action and Reflection
☐ Civic Contexts/Structures

4) Community Partner Collaboration, Community Needs, and Outcomes: Service-learning courses must have a positive impact on the community and target a specific unmet need defined in collaboration with community partner(s). In this section, please describe:

a) the community need the service-learning project/activity will be addressing,

b) how the service-learning project/activity addresses that need, and

c) your plan for student-community partner interactions, reflections, and/or collaboration.

An initial meeting with community partner(s), and ideally other stakeholders (e.g. receivers-of-service), is recommended to establish reciprocal relationships based on mutual understanding and to outline project logistical details before the submission of the proposal.

5) Budget and Budget Justification: Budgets should be proposed using the template below in addition to 3-4 sentences justifying the budget included in the text of the written proposal. Funding must be spent by the end of the Fiscal Year 2017 and conform to guidelines for the use of state funds. These funds come directly from student activities fees. Therefore, funds should be directly tied to students’ experiences and learning.

Examples of proper use of funds include: supplies for student projects, student transportation, student background checks, materials for community partner agencies for student projects, and community-based research or outreach activities connected to service-learning projects. Examples that cannot be funded: indirect costs, food (unless it’s part of the service-learning project, ex: Farm to School, nutrition education, etc.), payment to participants, supplemental faculty pay, entertainment, clothing, cash incentives or awards.

Service-Learning Instructional Mini-Grant Budget Template

<table>
<thead>
<tr>
<th>Name of applicant:</th>
<th>Email address:</th>
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**Services** (e.g. communications, copying/printing, background checks, etc.)

<table>
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<tr>
<th>(text)</th>
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<tr>
<td><strong>Subtotal</strong></td>
<td><strong>$0</strong></td>
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**Materials** (e.g. field supplies, equipment, educational/program materials, etc.)

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<tbody>
<tr>
<td>(text)</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td><strong>$0</strong></td>
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**Transportation** (please note mode of transportation and associated costs)

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<thead>
<tr>
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<tbody>
<tr>
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<td>$0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>$0</strong></td>
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</tbody>
</table>

**Total** | **$0**
Preferred Criteria

Preference will be given to those proposals that clearly indicate how the service-learning course meets the following criteria in the written portion of the proposal. It is understood that not all of these preferred criteria are applicable to every course, and are meant as encouragement to take the service-learning course to the next level if possible. If none of the preferred criteria are applicable, please indicate one or more of the preferred criteria you intend to incorporate for your next application for the mini-grants.

Preference will be given to applications that:

a) directly impact the development or expansion of academic service-learning opportunities,

b) are interdisciplinary in nature,

c) integrate engagement with diversity and inclusive excellence in service-learning activities, critical reflection activities, and broader course curriculum,

d) support service-learning for a distance learning course (synchronous, asynchronous, or hybrid online courses),

e) are executed in conjunction with the integration of another high-impact practice (e.g. study abroad, learning communities, undergraduate research, among others),

f) include a sustainability plan outlining the continuation of the course’s service-learning projects and activities beyond one semester’s timeframe, and/or

g) provide supplemental evidence of collaborative partnership and shared understanding with proposed community partner(s) of community needs, goals, and/or outcomes (e.g. letter or email from community partner, draft of project plans, etc.)

for ODU students addressing critical community needs.
1. **Service-Learning Course Student Evaluation**: Recipients must distribute an end-of-semester service-learning course evaluation to all students, provided by Leadership & Student Involvement.

2. **Service-Learning Faculty Report**: Recipients must complete a year-end Service-Learning Faculty Report, including review and outcomes of service-learning projects and/or activities, how funds were spent, and provide a photo if applicable.

3. **Student Written Assignment Artifact Submission**: Faculty recipients must select one written assignment for which to submit all written papers turned in by your students enrolled in the course. These papers will be submitted to ODU Institutional Assessment, and the student artifacts will then be read and reviewed according to criteria outlined at the end of the document.

   **Note**: We’ve teamed up with the review process that is part of ODU’s Quality Enhancement Plan, intended to improve undergraduate students’ disciplinary writing – that is, writing that demonstrates a reasoning process supported by research and reflection on a problem, topic or issue. Preferably, the assignment of your students’ writing that you choose to submit will be the written reflection of service-learning activities, but not necessarily so if all reflection activities are discussion-based. If you have additional questions about this portion of Service-Learning Recipient Responsibilities or want to learn more about the student artifact review process, please contact Dr. Emily Eddins or the Office of Institutional Assessment.

4. **Publicity and Reporting**: Include the statement below in any project publicity as appropriate:  
   *This project is supported by an ODU Leadership and Student Involvement Service-Learning Mini-Grant.*
Service-Learning Instructional Mini-Grant Application

SECTION III: Submission Form

Project Title: ____________________________________________________________

Course Name: ___________________________________________________________

Course Number: __________________________ CRN Number: ____________________

Amount Requested: $_________________________ Semester Term: ______________

Target Student Enrollment for the Course: _______

Person(s) Responsible for Service-Learning Course:

Name: ________________________________ Title: ______________________________

Department: __________________________ Program (optional): __________________

Campus Address: _______________________

Email: ________________________________ Phone: ____________________________

Your Unit Budget Manager: ___________________ Unit Budget Code: _____________

If funding is awarded, I agree to the following:

☐ Funds will be used for the below-described project/use only

☐ Funds will be spent by the end of the fiscal year

☐ Fund use will conform to guidelines for the use of state funds

☐ I will distribute the ODU Service-Learning Student Course Evaluation in the final weeks of the term, provided by Leadership & Student Involvement

☐ I will submit the final Faculty Report Form and photo (if applicable) documenting how the funding was used, no later than May 31, 2017
Please mark all that apply. For ODU students addressing critical community needs through academic service-learning, this funding request:

- supports the development of a new service-learning opportunity
- supports the expansion or continuation of existing service-learning opportunities
- relates to a service-learning course
- is for an international project or activity
- is a distance learning course
- is interdisciplinary in nature
- integrates engagement with diversity and inclusive excellence
- supports service-learning in a distance learning course
- is in conjunction with the integration of another high-impact practice
- includes a sustainability plan outlining the continuation of the course’s service-learning projects and activities beyond one semester’s time frame
- includes supplemental evidence of shared understanding with proposed community partner(s) of community needs, goals, and/or outcomes

**Applicant:** By signing below, you certify to the best of your knowledge that the information contained in this application is true and correct, that the filing of this application has been duly authorized by your governing body and that you have all knowledge of this proposed service-learning course if the proposal is approved.

Printed Name: ________________________________  Title: __________________________
Signature: ________________________________  Date: __________________________

**Department Head / Dean:** By signing this application, you certify that you have read the contents and are in full support of the service-learning course, its development, implementation and outcomes.

Printed Name: ________________________________  Title: __________________________
Signature: ________________________________  Date: __________________________
CIVIC ENGAGEMENT VALUE RUBRIC
for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 13 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition
Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Framing Language
Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action.
- The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Civic identity: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- Civic life: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- Government: "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts." (Retrieved from the Center for Civic Engagement website, May 5, 2009.)
- Civic/community contexts: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.
**Civic Engagement VALUE Rubric**

**for more information, please contact [value@aacu.org](mailto:value@aacu.org)**

**Definition**

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Evaluators are encouraged to assign a zero to any work, sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th>Capstone</th>
<th>4</th>
<th>Milestones</th>
<th>3</th>
<th>Benchmark</th>
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<tbody>
<tr>
<td><strong>Diversity of Communities and Cultures</strong></td>
<td>Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.</td>
<td>Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.</td>
<td>Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.</td>
<td>Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.</td>
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<tr>
<td><strong>Analysis of Knowledge</strong></td>
<td>Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.</td>
<td>Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.</td>
<td>Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.</td>
<td>Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.</td>
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<tr>
<td><strong>Civic-Identity and Commitment</strong></td>
<td>Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her/himself as it relates to a reinforced and clarified sense of civic-identity and continued commitment to public action.</td>
<td>Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her/himself as it relates to a growing sense of civic-identity and commitment.</td>
<td>Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic-identity.</td>
<td>Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic-identity.</td>
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<td><strong>Civic Communication</strong></td>
<td>Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.</td>
<td>Effectively communicates in civic context, showing ability to do all of the following: express, listen and adapt ideas and messages based on others' perspectives.</td>
<td>Communicates in civic context, showing ability to do more than one of the following: express, listen and adapt ideas and messages based on others' perspectives.</td>
<td>Communicates in civic context, showing ability to do one of the following: express, listen and adapt ideas and messages based on others' perspectives.</td>
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<td><strong>Civic Action and Reflection</strong></td>
<td>Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.</td>
<td>Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.</td>
<td>Has clearly participated in civically-focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.</td>
<td>Has experimented with some civic activities but shows little internalized understanding of its aims or effects and little commitment to future action.</td>
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<td><strong>Civic Contexts/Structures</strong></td>
<td>Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.</td>
<td>Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.</td>
<td>Demonstrates experience identifying intentional ways to participate in civic contexts and structures.</td>
<td>Experiments with civic contexts and structures, tries out a few to see what fits.</td>
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**Evaluators are encouraged to assign a zero to any work, sample or collection of work that does not meet benchmark (cell one) level performance.**