



INSTITUTE FOR CIVIC & COMMUNITY ENGAGEMENT  
1600 Holloway Ave. HSS 206  
San Francisco, CA 94132-4027  
Tel: 415/338-6419 | Fax: 415/338-0587 | icce.sfsu.edu

***CALL TO SERVICE INITIATIVE***  
**MINI-GRANTS: APPLICATIONS NOW OPEN!**  
**Funds to be allocated spring 2017 for activities to take place any time during the current calendar year 2017 (March – December 15, 2017)**

ICCE is pleased to announce our 2017 *Call to Service* mini-grants to support SF State faculty and staff in providing service-learning opportunities to students and in disseminating service-learning knowledge, research or findings. Civic engagement, which is part of ICCE's mission and statement of shared values, focuses on the opportunity to make a personal connection to complex social problems in our communities.

Service-learning is recognized as one of the high-impact initiatives for student success, which also aligns with the University's strategic plan. Service-learning also creates or enhances campus-community partnerships, uses civic involvement to meet specific learning objectives of an academic course, engages students and invigorates teaching, and creates research and publishing opportunities for faculty.

Faculty Review, Tenure and Promotion (RTP): These opportunities include the pillars of *Teaching, Service, and/or Research* through the scholarship of engagement. An ICCE Mini-Grant award can support outcomes and results of faculty/staff, and student experiences that generate, transmit, apply, and preserve knowledge for the direct benefit of varied audiences in ways that are consistent with SF State and department RTP objectives. The culture of service-learning and community engaged scholarship can enhance faculty RTP in ways that are both rigorous and impactful.

The *vision* of this grant program is to cultivate and sustain strong, collaborative partnerships designed to model excellence in University and community engagement. Our office serves as a bridge between SF State and the surrounding San Francisco communities, emphasizing partnerships that value and respect the assets and diversity of both. Funding is provided through the CSU Chancellor's Office *Call to Service Initiative*.

**AVAILABLE GRANTS**

1. Community Engaged Scholarship Faculty Mini-Grant
2. Department/Program Mini-Grant
3. Partnerships in Service Mini-Grant
4. Service-Learning Student Assistant(s) Mini-Grant

## TO APPLY FOR ALL GRANTS

- Please visit ICCE's website: <http://icce.sfsu.edu/content/mini-grants> for more information and grant applications.
- Questions? Contact Jen Gasang at [jlgasang@sfsu.edu](mailto:jlgasang@sfsu.edu) or (415) 338-6419

## IMPORTANT DATES

**Request for Proposals Deadline (for all four grant categories):**

Friday, February 24, 2017 by 5pm

**Winners Announced/Notified:**

Wednesday, March 8, 2017

**Awardees Submit Award Agreement:**

Friday, March 10, 2017

**Grantee Workshop:**

spring 2017 – Date to be determined

**Final Report**

No later than December 15, 2017

## COMMUNITY ENGAGED SCHOLARSHIP FACULTY MINI-GRANT

*(Add Service-Learning as an Option to a Course)*

### **Purpose:**

This mini-grant funds faculty members' efforts to modify the curriculum of an established course or create a new course to include a service-learning component. Service-learning allows students an alternative mode for exploring the course topic by providing a minimum of 20 hours of service during the course duration that meets an identified community need combined with reflective exercises to connect the service and need to the learning objectives for the course.

### **Eligibility:**

Awards are open to all part-time and full-time faculty members of all ranks (faculty members on early retirement (FERP) are not eligible).

**Award amount: \$4,500 per grant**

### **Grant proposals will be reviewed according to the following criteria:**

- Quality: Degree to which service *and* reflection are integrated into course curricula, and not as extra credit or a side project in the class.
- Community Needs/Engagement: Degree to which the service component addresses community-identified needs/issues/goals.
- Sustainability: Degree to which the course can be used as a model for successful service-learning course integration in the disciplinary area and the expansion of the CSL initiative across campus.
- Evaluation: Intention to evaluate impact and outcome of service-learning as effective pedagogy.

All faculty are encouraged to apply yet preference will be given to applicants who will offer service-learning opportunities to lower-division students.

## DEPARTMENT/PROGRAM MINI-GRANT

(Service-Learning, Program/Department Level Grant)

**Purpose:** To support departments/programs that wish to develop or strengthen service-learning opportunities for faculty and students. Grants will be awarded to plan, establish, and implement strategic initiatives to further advance the integration of service-learning into the department/program.

**Eligibility:** Individual departments and/or programs may apply for these funds to develop, strengthen, and integrate service-learning into their programs more broadly.

**Award Amount: \$8,000 per grant**

- **Funding will be transferred to the department/program.**

**Grant proposals will be reviewed according to the following criteria:**

- Service-Learning Description/Design:

Beyond a general description of the service-learning component, project, or initiative, the proposal must address best practices of service-learning. Proposals must clearly address the integration of academic concepts with the service experience. In other words, how does the service component bring depth to your department and/or program? How are the threshold concepts in your discipline/program strengthened and deepened by service-learning?

- Student Learning Outcomes:

The service-learning component must have well-defined student learning outcomes, service project/activity objectives, and student engagement in ongoing critical reflection. Projects should realistically be achieved within the semester timeframe. The proposal should also detail a plan to assess the effectiveness and impact of the service-learning component.

- Community Needs/Issue:

Community engagement/service-learning projects must have a public purpose or results in a benefit to the community. Proposals must state how the service component addresses community-identified needs/issues/goals.

- Integration of Best Practices for Service-Learning:

The project must demonstrate how the principles of Service-Learning (e.g., reciprocal relationship building with community partner, opportunities for student reflection and incorporation of academic concepts into service experience) will be integrated into the department/program.

- Demonstrates a *timeframe for implementation* of the funded service-learning initiative.
- Clarity and adequacy of *budget*.

## PARTNERSHIPS IN SERVICE MINI-GRANT

*(Funding to strengthen and deepen relationships with community partners)*

### **Purpose:**

These grants will provide financial support to SF State faculty and/or staff members who are initiating or deepening relationships with community members/organizations to support high-quality service-learning courses. Must result in an implemented project.

Two types of funding categories are available—*New Partnership Funding* and *Established Partnership Funding*.

### **Eligibility:**

Faculty who have taught, or is currently teaching, an official SF State designated service-learning course are eligible to apply. The grants are also available to staff members involved in the administration of service-learning courses, course components, or service-learning initiatives.

### **Award Amount:**

**The funding amount for both categories is up to \$3,000 per application.**

- *New Partnership Funding* is available to service-learning instructors who have a specific plan for working with organizations to co-develop a new service-learning project or to expand an existing service-learning class to include a new service site or service project.
- *Established Partnership Funding* is available to service-learning instructors who have already established a service-learning partnership with individuals/organizations and would like to expand or deepen their partnership to include scholarship or other high-level collaborative activities.

### **Grant proposals will be reviewed according to the following criteria:**

- Merit and feasibility of proposed project to establish or deepen a sustained service-learning partnership.
- Evidence of mutual benefit and mutual contributions between the service-learning instructor and community partner.
- Clear description of the specific deliverables that will result from the project as well as the impact on stakeholders.
- Clarity and adequacy of budget.

## **SERVICE-LEARNING STUDENT ASSISTANT MINI-GRANT**

*(Assistance to support the implementation of high quality SL opportunities)*

### **Purpose:**

Whether you are managing an on-going service-learning course/course component or developing a new service-learning course/course component, it is often helpful to have assistance with some of the unique aspects of service learning. The funds are geared toward the salary of a Service-Learning Student Assistant (SLA). For up to 20 hours per week for one-term (maximum of 16 weeks), the SLA must be a current undergraduate or graduate SF State student.

Note: Typical pay range is \$15–17 per hour. Amount of hourly pay rate is decided by the faculty member and merely needs to be reflected in the budget.

The SLA will assist in the development and growth of community partnerships, the development of service-learning support materials, and the facilitation of service-learning opportunities. Some examples of student responsibilities may include:

- Delivering presentations to communicate the purpose, logistics and context of service learning.
- Leading in-class and on-site orientations with the community partner.
- Assistance with the coordination of student placements.
- Ongoing problem-solving, mentoring and logistical support for student peers.
- Collection and documentation of relevant service learning course documents (acknowledgement forms, timesheets, etc.)
- Assistance with planning and facilitating reflection activities.
- Analysis of community partner, student, and faculty mid and end of semester evaluations

### ***SLAs are not:***

- Teaching Assistants
- Allowed to grade papers or reflections.
- Expected to enroll in the service-learning course (although they may if they choose to).
- Allowed to approve new partners or activities without your consent and ICCE risk management & liability processes.
- Intended to help develop special projects outside of the scope of normal course coordination.

### **Eligibility:**

Faculty of all ranks who have taught or are teaching an officially designated SF State service-learning course are eligible to apply. The grants are also available to staff members involved in the administration of service-learning courses, course components, or service-learning initiatives.

### **Award Amount: Mini-grants up to \$3,000 per application.**

- Applicants can request to fund more than one student assistant.
- Applicants must indicate in budget proposal, desired hourly pay and number of hours to justify requested award amount.

*Service-Learning Student Assistant Mini-Grant (cont'd)*

**Grant proposals will be reviewed according to the following criteria:**

- Evidence that the SLA role focuses on supporting a service-learning component while also developing career related employability skills such as communication (oral and written), collaboration, and critical thinking.
- Clarity of the activities the faculty/staff member has planned for the SLA.
- Outline of the potential benefits and learning of proposed experiences for the SLA, including descriptions of the mentoring and supervision that the faculty/staff member will provide the SLA
- Evidence that SLA support will aid the faculty/staff member to improve the quality of or build capacity to expand existing service learning activities/components.