



2019 CALL TO SERVICE GRANTS

- **Funding now available thru ICCE** for class/teaching, service-related, and/or research or scholarship activities (includes planning) and events to take place during calendar year 2019 (January 1–December 15, 2019)
- **Deadline for proposals: Nov. 30, 2018** (no extensions will be permitted)
- Applicants may submit up to two proposals (must be for two different categories)
- Funding is provided from the CSU Chancellor’s Office *Call to Service Initiative*

Grants are available to encourage community engagement in the form of:

Add service learning (SL) to a course (individual course instructor)	Program/Department/School Level Service Learning Grant
Partnerships in Service Learning	Conference Travel (relating to civic engagement and/or service learning)
Student Assistant(s) for SL courses	Civic Engagement/Civic Learning

Eisman Award for Engaged Scholarship

[**SUBMIT A PROPOSAL**](#)

IMPORTANT DATES:

Information Session

CSL 101 Workshop: (Friday, Oct. 26th, 10a-12pm | Location TBA)

Final date that proposals will be accepted (for all grant categories):

Friday, November 30, 2018 by 5:00pm

Grantee/Recipient Workshops:

Spring 2019 – Dates to be determined and will be individual/program specific

Final Report

Due to ICCE no later than January 15, 2020

ADD SERVICE-LEARNING AS AN OPTION TO A COURSE

Purpose: This grant funds faculty members' efforts to modify the curriculum of an established course or create a new course to include a service-learning component.¹ Service learning is a high impact practice that allows students an alternative mode for exploring course topics, and supplement professional development, by providing a minimum of 20 hours of service that meets an identified community need. Efforts are 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/lecturers and full-time faculty members of all ranks (faculty members on early retirement [FERP] are not eligible). All or any portion, of the funds may be used to compensate the faculty member who develops and implements the grant-funded activity.

Award amount: Four grants for up to \$3,500 per application will be awarded

Use of Funds

- Faculty Compensation: Funds may be used to compensate the faculty member who develops and implements the grant-funded activity. All or a portion of the grant may be used for this purpose. Compensation is subject to taxation and tax withholding.
- [View additional allowable & non-allowable costs](#)

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.
 - Describe the types of service activities that students will engage in. Include brief description of potential service assignment(s), plus specifics on expected work products and an explanation of how students will be prepared for their service placement.
 - How will this type of service promote student understanding of community engagement in relation to course topics and concepts?
 - What is the total number of hours of service to be required and why? (20 hrs. is minimum). How many students will be able to participate, given this requirement?
 - Explain the reflection techniques used in the course as part of student assessment.
- Community Needs/Engagement: Degree to which the service component addresses community-identified needs, issues, and/or organizational goals.
- Sustainability: Degree to which the class can be used as a model for successful service-learning course integration in the discipline this proposal is focused on;

¹ Service learning offers students the chance to link academic study and course credit with community involvement and critical reflection. Students enrolled in a course offering a community service learning opportunity split their time between classroom instruction, service in the community, and reflection upon the service experience. Service learning is an instructional method that combines formal coursework with thoughtfully organized community service experiences and utilizes the service experience as a course “text” for both academic learning and civic learning. Service-learning courses address community-identified needs while helping students meet academic, social and civic learning goals.

additionally, if expansion of the community service learning (CSL) initiative across campus is also part of the goals, explain components.

- *Evaluation*: Intent to evaluate impact and outcome of service learning as effective pedagogy. (Note: Indicate if you are willing to use, and help pilot, any of the new interdisciplinary service learning outcomes, not required. See [ICCE 2.0 Strategic Plan](#), p. 8. A student survey has been created via Qualtrics for this purpose and is being reviewed/finalized to launch starting spring 2019.
- Preference will be given to applicants who will offer service-learning opportunities to lower-division students.

Note: In alignment with University course revision deadlines, if your course is currently not, “[CSL designated](#)”, the earliest to obtain this designation is summer 2019. An “[officially designated CSL course](#)” is defined as a course that has an approved CSL designation on file with the University Curriculum office and is stated in the SF State Bulletin as “[CSL may be an option]”.

DEPARTMENT/PROGRAM/SCHOOL LEVEL SERVICE LEARNING GRANT

Purpose: This initiative seeks 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 program/department/school, overall.

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: One grant up to \$7,000 will be awarded

- *Funds will be transferred directly to the department/program/school awarded*

Use of Funds

- [View allowable & non-allowable costs](#)

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 that will be utilized. Proposals must clearly state the integration of academic concepts with the service experience. That is, how does the service component bring depth to your department and/or program?
- *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 one semester timeframe. The proposal should also detail a plan to assess the effectiveness and impact of the service-learning component. (Note: Indicate if you are willing to use and help pilot any of the new CSL interdisciplinary service learning outcomes. See [ICCE 2.0 Strategic Plan](#), p. 8. A student survey has been created via Qualtrics for this purpose and is being reviewed/finalized to launch starting spring 2019).

- Community Needs/Issue: Community engagement/service learning projects must have a public purpose or result in a benefit to a specific community of interest. Proposals must state how the service component addresses community-identified needs, issues, and/or organizational goals.
- Integration of Best Practices for Service-Learning:
The project must demonstrate how the principles of service learning will be integrated into the department/program/school (e.g., reciprocal relationship building with community partner, opportunities for student reflection, incorporation of academic concepts into service experience, etc.).
- Provide a timeframe for implementation of the service learning initiative being funded through this grant.
- Clarity and adequacy of budget.

PARTNERSHIPS IN SERVICE LEARNING

(Funding to strengthen and deepen relationships with community partners)

Purpose:

- These grants will provide financial support to SF State faculty and staff members, in collaboration with community organizations, who are initiating or deepening relationships to support high-quality service-learning courses. Must result in an implemented project with projected completion date included in the proposal.
- Two types of funding categories available: 1) New Partnership Funding, and 2) Established Partnership Funding.

Eligibility:

Faculty who are currently teaching, have taught, or will be teaching an official SF State community service-learning (CSL) course. Already designated courses are eligible. The grants are also available to staff members involved in the administration of CSL courses, service-learning related course components, or service learning initiatives.

Award Amount: Two grants per category up to \$2,000 will be awarded

- Note: applicants should focus on one category or the other but cannot submit for both.
- New Partnership Funding is available to CSL instructors who have a specific plan for working with organizations to co-develop a new service-learning project or to expand an existing CSL class to include a new service site or service project. Funds can be used for community partner honorarium (funds will be paid directly to the organization, not the individual).
- Established Partnership Funding is available to CSL 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. Funds can be used for community partner honorarium.

Use of Funds

- Faculty Compensation: Funds may be used to compensate the faculty member who develops and implements the grant-funded activity. A portion, but not all of the grant may be used for this purpose. Compensation is subject to taxation and tax withholding.
- [View additional allowable & non-allowable costs](#)

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 with organization or agency in the community.
- *Evidence of mutual benefit and mutual contributions* between the service-learning instructor and community partner. At least one letter of support from partner organization confirming both the need for the project and the partner organization's interest in collaborating with the applicant is highly recommended; while not required, letter(s) are a key consideration in the grant review process.
- Clear *description of the specific deliverables* that will result from the project as well as anticipated impact on stakeholders.
- Clarity and adequacy of *budget*.

STUDENT ASSISTANT(S) for CSL Courses

(Assistance to support the implementation of high quality CSL opportunities)

Purpose: Whether faculty are managing an on-going CSL course/service-learning component, or developing a new CSL course/service-learning course component, it is often helpful to have assistance with some of the unique aspects of service learning. The funds are targeted toward the salary of a Service-Learning 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 student at SF State. (*Note:* Standard pay range is \$15–17 per hour and rate for student hire through this grant can be decided by faculty member).

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.

Examples of student responsibilities may include, but are not limited to:

- Delivering presentations to communicate the purpose, logistics, and context of service learning
- Leading in-class and on-site orientations with the community partner
- Assist with 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.)
- Assist with planning and facilitating reflection activities
- Analysis of community partner, student, and faculty mid and end of semester evaluations

Service Learning Assistants are **not**:

- Teaching Assistants
- Allowed to grade papers or reflection assignments
- Expected to enroll in the service-learning course (although this is certainly optional)

- Allowed to approve new partners or activities without instructor consent and ICCE risk management & liability processes completed
- Permitted to help develop special projects outside of the scope of normal course coordination

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

Award Amount: Three grants up to \$2,500 will be awarded

- Applicants can request to fund up to two student assistants only. SLAs hired must be a currently enrolled SF State student.
- Applicants must indicate in budget proposal the desired hourly pay and number of hours to justify requested award amount.
- *Funds will be transferred the applicant's department/program/school*

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 effective communication (oral and written), collaboration, problem solving, and critical thinking;
- Clarity of activities the faculty/staff member has planned for the SLA;
- Outline of the potential benefits and learning outcomes of proposed experiences for the SLA, including descriptions of the mentoring and supervision that the faculty/staff member will provide the SLA; and
- 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.

CONFERENCE TRAVEL

(relating to civic engagement and/or service learning)

Purpose: Support for a faculty member (with or without student co-presenters) who will participate in a professional, academic, and/or service-learning conference to present a paper or attend a session(s) specifically about service learning. Evidence of attendance or presentation at service-related session(s) required for reimbursement.

Eligibility:

Faculty who are teaching or have taught an officially designated SF State CSL course are eligible to apply. Evidence of attendance or presentation at service-related conference is required for final report.

Award Amounts:

- **Faculty: Up to \$1,500** toward registration and/or related CSU-allowed travel expenses.
- **Students: Up to \$1,000 per student** toward CSU-approved travel, (maximum of three students will be awarded this grant). Students must be listed as co-presenters and attend the event along with co-presenting faculty member.
- *Note: Funds will be transferred to the applicant's department/program/school.*

Grant proposals will be reviewed according to the following criteria:

- *Quality*: The degree to which course-related service is evident in the conference theme and/or session(s).
- *Innovation and Replicability*: The participation in the conference advances the faculty member's knowledge of, or preparation for, integrating service into the curriculum.
- *Sustainability*: If a paper is published in the conference proceedings, or other pertinent publication, this will be shared with colleagues and ICCE. Alternatively, we encourage sharing of results/outcomes with community partners.

CIVIC ENGAGEMENT / CIVIC LEARNING

Purpose: The purpose of this initiative is to support programs/centers in their capacity building (e.g., planning, organizational development) leading to the implementation of a service-related project with goal of increasing civic-minded individuals, or a specific civic engagement project, and/or related civic learning effort.

Eligibility: Individual programs/centers within ASI/Student Affairs and student organizations within, fiscally sponsored, or supervised by a department/college working for justice in any way (such as social, economic, political, environmental, etc.) may apply for this grant. *Note:* Please contact ICCE **before** proposal submission to ensure that funds can be transferred to the applying program/center, and/or department/college.

Award Amount: Two grants up to \$2,500 will be awarded

- *Funds will be transferred to the applying program/center/department/college.*

Use of Funds

- Faculty Compensation: Funds may be used to compensate the faculty member who develops and implements the grant-funded activity. A portion, but not all of the grant may be used for this purpose. Compensation is subject to taxation and tax withholding.
- [View additional allowable & non-allowable costs](#)

Grant proposals will be reviewed according to the following criteria:

- Outline and describe how your project/initiative serves to strengthen capacity building, develop civic-minded individuals, and elevate student leadership opportunities.
- Explain how funds will be used to express thoughtful, or mindful, democratic discourse leading to potential action.
- Describe how the intended efforts will become sustainable over time and lead to institutionalizing civic engagement into your program/center.
- Preference will be given to programs that show indication of off-campus, student involvement in community-based efforts/initiatives.
- *Community Needs/Issue*: Community engagement projects must have a public purpose or result in a benefit to a specific community. Proposals must state how the service component addresses community-identified needs, issues, and/or goals.

EISMAN ENGAGED SCHOLARSHIP AWARD



NEW

Purpose: This award provides university-wide recognition of highly engaged community-based scholarship collaborations that positively impact both the community and research/creative works endeavors. Priority will be given to T/TT faculty who exhibit commitment to civic engagement and/or community service learning as part of their professional achievement and growth. This award will recognize the exemplary engaged scholarship with a community partner or across units at SF State (on-campus collaboration or “campus community”). In honor of Dr. Jerry Eisman, the recipient should apply best practices of SF State as an engaged institution and demonstrate inspiration to building—or enhancing—community or campus relationships through advancing their scholarship and contributing to the body of knowledge in their field of study.

Eligibility:

- Academic appointment of T/TT faculty or lecturer/adjunct that includes research or creative scholarship as part of essential assigned duties is required (Note: individuals with designations of emeritus, visiting, or clinical are not eligible).
- Faculty/lecturers could be either a seasoned professional or early career faculty displaying potential.
- The recipient should embody the ideals, vision and success of community-campus partnerships and show experience or promise as a researcher in one’s discipline.

Award Amount: \$5,000 (one award per year).

- *Funds will be transferred to the recipient’s department or unit for disbursement.*

Grant proposals will be reviewed according to the following criteria:

- Either all, or a major portion, of the engaged scholarship will be/have been accomplished while the nominee serves as a faculty member here at SF State University.
- Proposal content must explicitly illustrate either a new project or an ongoing one that seeks funding support.
- The focus of this award relates to collaboration yet recipients may conduct research that is not specific to an identifiable community partner but projects must be community-based. In this case, content of the nomination must be explicit regarding impact to a specific community of interest regarding benefits, values, contributions to change, progress, etc. (direct or indirect).
- Impact is an important criteria in determining the recipient of this award. For this reason, nominations reflecting collaborations with longer track records are preferred over those of shorter duration.
- Except in cases of extraordinary demonstrable impact over a shorter period, it is preferred that nominees have collaborated with their partner(s), to some extent, for a minimum of 2 years.
 - Proposed budget items: funds should support research/creative work endeavors. Faculty Compensation: Funds may be used to compensate the faculty member who develops and implements the grant-funded activity. Compensation is subject to taxation and tax withholding. [View additional allowable & non-allowable costs](#)