

Request for Proposals: Community Engaged Learning (CEL) Project Development Grants for Faculty

Exploration (\$500-1,000):

Faculty (FT or PT) with an idea for a new or re-developed CEL project to add to an existing or developing credit-bearing course.

Implementation (\$1,000-2,000):

Faculty (FT or PT) with a new or re-developed CEL project ready to launch in an existing credit-bearing course.

Grants are intended to “buy time” for faculty members, all of whom are assumed to have too-full work lives already, to do work that should lead to long-term relationships that benefit the faculty, students and community partners. The benefits of such partnerships in terms of faculty job satisfaction, student learning and community-campus resource exchange are well documented. It is equally well known that it takes time, especially in the start-up phase, to build partnerships that are intentional, meaningful, and reciprocal in their planning, implementation and assessment.

In keeping with the [Philosophy Statement for Community Engaged Learning](#), proposals will be evaluated according to their:

- Potential to engage the interests, needs and resources of the community partner and the college, collaboratively and reciprocally
- Potential to contribute to students’ learning in the course, with clearly articulated connections between academic content and community engagement
- Potential to contribute to students’ development as Changemakers, including reflection assignments that challenge students to be aware of their growth and their limitations
- Potential to engage with college-wide goals around diversity, equity and inclusion
- Potential to produce a long-lasting and sustainable campus-community partnership

Regarding the last element on that list, it is important both to community partners and the College that such partnerships are sustainable. To that end applicants should consult with their department chair or program director to ensure the proposed or existing course is one that can be offered in the near future and regularly thereafter. Applicants will be asked to provide contact information for that person so that we may confirm they are confident in the feasibility of the course.

Proposals will be reviewed each semester by a panel with significant experience of community engaged teaching and learning **beginning Oct.1 in the fall and Feb. 15 in the**

spring until available funds for that semester (the outlay of an endowment for CEL) are exhausted. Unfunded proposals will be regarded as projects needing additional development, with the Faculty Scholar for CEL available for support for re-application. Grantees will form a community of practice, collaborating with colleagues who are also developing and implementing CEL projects.

[Exploration grants](#) are for early-stage thinking about how an academic course might benefit from a community engagement project, and how a (perhaps not yet identified) community partner might benefit from a relationship with the college and its faculty and students. Thus the project description is inherently *provisional*, given the importance of reciprocity in planning with the community partner. The award range is intended to allow faculty to propose greater or lesser degrees of collaboration and engagement for their students, always recognizing that other kinds of course content must be shifted in its delivery or cut to make time for students and faculty to participate in a community project.

[Implementation grants](#) are for projects that are ready or nearly ready to launch. As such, project descriptions should be co-created with the community partner. Here too, the award range is intended to allow faculty to propose greater or lesser degrees of collaboration and engagement for their students, always recognizing that other kinds of course content must be shifted in its delivery or cut to make time for students and faculty to participate in a community project.

It is hoped that faculty receiving Exploration grants will follow up with an application for an Implementation grant, though faculty who are ready may elect to jump straight to the Implementation phase. The funds are not expected to support CEL projects on an ongoing basis. While additional labor is necessary to design and launch a project, once they are implemented *the best-designed CEL projects ask of faculty and students not more work but different work*. The Faculty Scholar for CEL will be eager to support colleagues seeking to create such projects in their courses.

Finally, it is expected that all newly developed CEL projects will fulfill the Experiential Learning requirement in the core curriculum; hence, grant applicants should plan in the implementation phase to complete [that application](#).