



Office of Community Engagement

## *Faculty Engaged Scholars Program* 2014-2015

### **APPLICATIONS DUE: April 1, 2014**

The EWU Faculty Engaged Scholars Program provides **five** faculty members each year the opportunity to deepen their understanding of the benefits and best practices associated with service-learning pedagogy and the scholarship of engagement. Participating faculty develop a community of scholarship that shares knowledge, encourages innovation, and provides mentorship and advocacy for service-learning and community engagement on our campus. Scholars receive a \$1,000 stipend (includes benefits) and up to \$500 of support for project development (includes such items as travel, conference fees, and project supplies).

### ***Program Requirements & Expectations:***

The *EWU Faculty Engaged Scholars* program is comprised of five faculty scholars from across EWU's colleges and libraries. The program is open to full-time faculty at all levels. Scholars are selected on an annual basis through an application process. Final selection of faculty scholars will be made by the Community Engagement Advisory Board with approval from the Provost.

Expectations of the Faculty Engaged Scholars:

- Engaged Scholars commit to a 2-year term that includes service as an active scholar the first year and service as a mentor in the second year.
- Scholars are required to participate in a Service-Learning Institute (SLI) **June 16-17, 2014** in Spokane, WA. The SLI introduces theory, current research, and principles of best practice of service-learning and engaged scholarship.
- Faculty Scholars will develop scholarly projects, which might include—among other possibilities—pedagogical research, course development, and professional development resources for the university. Projects should engage students, educate colleagues, and/or further research in the field of service-learning and community engagement.
- Scholars attend quarterly meetings throughout the academic year.
- Scholars (and participating students if applicable) will disseminate results from their project through such avenues as the EWU Research Symposium, scholarly publications and/or conference(s) of their choosing.

# Faculty Engaged Scholars Program Application

Applications must be submitted to the Office of Community Engagement in Showalter 117.

Name of Applicant: PATRICIA CHANTRILL

Title: ASSOCIATE PROFESSOR

Department: Graduate Studies

Phone Number: 509.359.4236

Email: [chantrill@comcast.net](mailto:chantrill@comcast.net) and [pchantrill@ewu.edu](mailto:pchantrill@ewu.edu)

Faculty Career Track Type:  Tenured  Tenure Track  Lecturer  Adjunct

I agree to:

- Attend the Service-Learning Institute on June 16-17, 2014.
- Attend quarterly Scholars' meetings.
- Develop and implement a project that engages students, educates colleagues, or furthers research in the field of service-learning and community engagement.
- Disseminate results from the Engaged Scholars project at the annual research symposium, an Engaged Faculty Forum, or through a scholarly publication/conference presentation.
- Serve as a mentor to next cohort of Faculty Engaged Scholars.

*Please attach responses to the following items (no more than 2 pages).*

**I. Project Proposal**

- Explain the proposed project and the ways in which the project will build capacity for service-learning/community engagement at EWU.

**II. Connection to EWU Strategic Priorities:**

- Student Success
- Innovation
- Community Engagement
- Visibility

**III. Dissemination Plan**

**IV. Evaluation Plan *Include project learning outcomes and assessment strategies***



04/14/2014

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Applicant's Signature

Date

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Department Chair's/Academic Leader's Signature

Date

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Dean's Signature

Date

### **THE PROCESS:**

Completed applications will be received by the Office of Community Engagement (Showalter 117). Members of the Community Engagement Advisory Board will evaluate applications and select five Scholars. The Provost's Office will review the recommendations and give final approval.

### **DEADLINES:**

April 1, 2014	Engaged Scholar applications must be submitted by 5:00 p.m. to the Office of Community Engagement (Showalter 117).
April 7-18, 2014	Community Engagement Advisory Board members will review applications.
April 21, 2014	Faculty Engaged Scholars will be announced.
June 16-17, 2014	Intercollegiate Service-Learning Institute
June 2015	Develop poster presentation of project for 2015 Intercollegiate Service-Learning Institute
June 30, 2015	Final work must be completed and a final report submitted in hardcopy and in a Word Document to Office of Community Engagement.

### **Proposal Evaluation Criteria:**

**Innovation:** incorporates new ideas ... something beyond the expected. For example, demonstrates the ways in which the project engages students using new and innovative methodologies, capitalizes on new partnerships, or enhances existing collaborations.

**Capacity Building:** project builds capacity for service-learning/community engagement initiatives within department, college and/or institution as a whole. Preference is placed on projects that will be sustainable.

**Community Impact:** project provides demonstrable impacts to the campus community and community-at-large.

**Scope or Reach:** benefits a large number of students, staff, faculty, community members and/or increases regional/national visibility for EWU.

**Broad Applicability/ Ability to Replicate:** other faculty/staff will be able to use the developed materials and concepts.

**Student Success:** extent to which project influences student success and/or retention.

**Clear deadlines are set** on starting and ending dates of the project, including dissemination and assessment activities.

**Dissemination:** project information will be widely disseminated to a variety of audiences.

**Evaluation:** clear project evaluation and assessment plan in connection with established outcomes.

## **I. Project Proposal**

To develop and implement a Graduate Certificate of Public Scholarship (GCPS) for EWU Graduate Students. The project will build capacity for service-learning/community engagement at Eastern by facilitating the integration of graduate student academic and community-based commitments and bridging their intellectual and social interests in a 15-credit program that culminates in a practicum project and portfolio. The goals of the GCPS include providing resources, cross-disciplinary networking, and training to increase the depth and impact of graduate student engagement in public scholarship --and, to offer professional development opportunities for students and faculty both inside and outside the academy.

## **II. Connection to EWU Strategic Priorities:**

- **Student Success:** Project will support student goals in home programs while also strengthening their commitment to the community
- **Innovation:** A Graduate Public Scholarship Certificate Program is unique to the region and very cutting-edge, likely to bring national esteem to the university for establishing a first-of-its-kind graduate recruitment feature.
- **Community Engagement:** Public scholarship will be a product of and presented through community engagement
- **Visibility:** Project brings visibility to EWU graduate programs and to the institution's commitment to the surrounding communities

## **III. Dissemination Plan**

The first year of the project involves bringing 5 Service-Learning Graduate Faculty (from five different disciplines) together with Community Partners to design the curriculum and establish the policies and procedures for obtaining the Certificate. Faculty will hold multiple conference calls with staff and faculty at the Stanford Haas Center for Public Service, the University of Washington's Simpson Center for the Humanities, and the few other established institutions with Graduate Public Service Components nationwide. By the end of the first year, the cohort of faculty will have developed teaching materials for the introductory course, the methods course, Portfolio Assessment tools and strategies, recruitment literature and program guidelines, (routed through CPAC and GAC), and disseminated to all graduate programs. Ultimately, the GCPS will be launched at an all-university event at the end of Year One, jointly sponsored by the Graduate Studies program and the Office of Community Engagement.

Year Two: Recruit, interview, admit and launch a cohort of 5 interdisciplinary graduate students paired with graduate faculty from their home disciplines. Once students apply to and are admitted to the Certificate of Public Scholarship Program, they are assigned a portfolio advisor (graduate faculty). The students would enroll in 5 credits per quarter: Fall Quarter, students would develop their cohort in a course that explores the philosophy and practice of public scholarship, researching case studies and best practices. This course will be co-taught by the 5 Graduate Faculty and Invited Community Partners. During the winter quarter, students would enroll in 5 credits of Public Scholarship research design and methodology, also taught by guest lecturers and graduate faculty rotations over an 8-week period. In this second course, the Public Scholarship Practicum will be jointly developed by the students in consult with Community Partners; the second course ends in week 8 of the winter quarter with the beginning of the 8-week practicum (to be extended over spring break and into spring quarter). The spring quarter involves 5 self-directed credits focused on the Public Scholarship practicum (beginning during the last two weeks of winter quarter, continuing through spring break week and 5 weeks during spring quarter) and culminating in the

achievement of a Public Scholarship portfolio. The last five weeks of the spring quarter are spent on developing the portfolio. The portfolio includes public dissemination in one of various forms (i.e., digital and multimedia publication, exhibitions, performance, and other innovative modes of disseminating scholarship to the public). The spring quarter ends with a Public Scholarship Showcase open to the public.

**IV. Evaluation Plan** *Include project learning outcomes and assessment strategies*

**Learning Outcomes: Year One** will establish “best practices” for a graduate certificate program in Public Scholarship. Faculty will survey community partners for the needs/issues/problems graduate student scholarship would be well-suited to address. They will interview graduate students for their insights about the demands of graduate scholarship and how the certificate program might fulfill their civic, career, and academic goals. The Graduate Faculty Cohort will host conference calls with faculty at the Haas Center, the Simpson Center and others to develop a viable list of learning outcomes. And, faculty will adopt and adapt the “Transformation Metric” developed for Public Scholarship Graduate Students by the University of North Carolina at Greensboro’s Office of Leadership and Service-Learning [see <https://olsl.uncg.edu/community-scholarship/public-scholarship-graduate-student-network/>):

Each student portfolio will likely address all five of the above Transformation matrices.

- Personal transformation, including self reflection and heightened political consciousness [Assessed through student surveys and reflection papers]
- Institutional transformation, including changing policies and systems [assessed through survey of institutional staff and administrators]
- Community transformation, including community capacity building [assessed through survey of community partners]
- Transformation of science and knowledge, including how knowledge is generated, used and valued and what constitutes “evidence” [assessed through student and faculty cohort survey]
- Political transformation, including social justice [assessed through student and faculty cohort survey]

**Assessment Strategies:** Building on the existing Service-Learning Evaluation Survey from the EWU Office of Community Engagement, this assessment will start by surveying the graduate students using the same tool. The series of “Transformation Surveys” will build on that initial survey. Additionally, the portfolio will also be assessed by each portfolio adviser using a flexible, adaptable series of assessment strategies developed in Year One of the project. The practicum will be documented in the portfolio with assessment aligned to the particular mode of dissemination. Year One Faculty discussion will most likely lead to various other forms of assessment.