



FACULTY LEADERS FOR ACCESS & SUCCESS 2009-2010 REQUEST FOR PROPOSALS

INTRODUCTION

Rhode Island and Massachusetts Campus Compacts have received a no cost extension grant from Learn and Serve America to continue to increase and enhance service-learning and civic engagement activities through faculty leadership that have a direct impact on disadvantaged youth in Massachusetts and Rhode Island. Rhode Island (RICC) and Massachusetts (MACC) Campus Compacts plan to identify and assemble Faculty Leaders committed to advancing the understanding of **access and success and retention** in higher education. As a measure of success, youth need access to high quality K-12 education, comprehensive after-school and other educational activities to succeed in school, and the pathways to postsecondary education. Colleges and universities are uniquely positioned to form partnerships with community organizations and schools to address these needs. Service-learning provides an excellent platform for these partnerships.

Colleges and universities in RI and MA struggle with the reality of a changed world and the impact of poverty on youth, which translates into challenges such as **access to higher education, student success and retention in higher education, and civic engagement**. This presents an opportunity for campus-community partnerships that simultaneously address the needs of disadvantaged youth and related institutional challenges. Colleges and universities are positioned for these partnerships through their locations in under resourced communities, their educational missions, their capacity for community-based research efforts, and their educated, creative and energetic volunteer base of students and faculty that can be mobilized to support curriculum development, after school enrichment programming, tutoring, mentoring and more.

RICC and MACC are part of a national coalition of more than 1,100 college and university presidents — representing some 6 million students — who are committed to fulfilling the civic purposes of higher education. As the only national higher education association dedicated solely to campus-based civic engagement, Campus Compact promotes public and community service that develops students' citizenship skills, helps campuses forge effective community partnerships, and provides resources and training for faculty seeking to integrate civic and community-based learning into the curriculum.

PROGRAM OVERVIEW

RICC and MACC will award **up to seven (7)** Learn and Serve Faculty Leaders for Access & Success for the 2009-2010 academic year. The main goals of the program include:

- Deepen the understanding of issues surrounding college access and success while building capacity on campuses to support and provide effective programs and systems, which in turn increase the number of disadvantaged youth that attend and are successful in college.
- Deepen the commitment of the individual faculty involved in the program and create an ongoing and sustained faculty network between Massachusetts and Rhode Island that serves as a platform to share best practices and resources regionally and nationally.

Selected Faculty Leaders will have the opportunity to network with other faculty across the two states, contribute to a publication that may influence access and success work on a national level, and create stronger practices and partnerships with K-12 schools and community based organizations. Institutions will receive exposure and recognition from the Faculty Leaders work and benefit from the new relationships and best practices for college access and success. Professor

John Reiff of UMASS Amherst and Professor Richard Battistoni of Providence College will serve as Lead Faculty Consultants and work closely with the Faculty Leaders to ensure that all faculty responsibilities are met.

FACULTY LEADER RESPONSIBILITIES

- Build, create or enhance a service-learning course *or* civic engagement project/research that has a direct impact on K-12 youth's educational access and success in higher education.
- Create a local leadership team on his/her campus made up of key individuals who are interested in college access and success and who will be involved in the defined project as well as attend the regional access and success summit to share ideas and best practices with other campuses.
- Select a community based partner that will be fully engaged and involved in the implementation of the service-learning course or civic engagement project and will attend the access and success summit.
- Write a section of a white paper on their findings of using service-learning and/or civic engagement as tools to increase access and success in higher education.
- Attend two faculty meetings (November 23 and February 8) to share projects, progress and build relationships with other Faculty Leaders.
- Work with the Lead Consultants and staff at RICC and MACC to plan and lead a regional Access and Success Summit where their projects and the content of the white paper will be vetted to other campuses and community organizations interested in access and success.

SELECTION CRITERIA

Content

- Quality of the project that is directly linked to access and success in higher education.
- Strength of participant, community, and institutional commitment in the project.

Capacity

- Evidence that the applicant comes with a foundation of service-learning and/or civic engagement knowledge and is already a leader on his/her campus in the area of college access and success.
- Evidence of the ability to deliver leadership development outcomes in modeling best practices, building capacity on your campus, and sustaining the work beyond funding.
- Potential for improving and advancing service-learning and civic engagement practice and/or research related to access and success in higher education.

Collaboration

- Evidence of strong relationships with one or more community based organizations that will advance the work in access and success.
- Evidence of the desire to build and form new relationships on campus to integrate and share best practices across the institution. This includes forming a leadership team with key stakeholders such as admissions, financial aid, student affairs, student organizations and others that are involved with access and success initiatives on campus.
- Evidence of the desire to collaborate and deepen the collective understanding with other faculty in the Faculty Leaders program, creating a network of engaged faculty in access and success across the region of MA and RI.

Commitment

- Institutional commitment to service-learning and civic engagement, including full presidential support of the Faculty Leader program.
- Evidence that the applicant will continue to model the integration of civic engagement into teaching, research, and professional service beyond the Faculty Leader program period.

Program diversity and strength

- RICC and MACC will consider institutional type, size and location in building a diverse group of faculty members.
- RICC and MACC will consider diversity of projects that are submitted to strengthen the overall Faculty Leader program.
- RICC and MACC will give preference to colleges that are able to match some or the entire award amount.

REPORTING REQUIREMENTS

- Completing Budget Status Reports, according to timeline.
- Tracking progress and complete an evaluation tool and provide feedback to independent evaluator.
- Submitting a White Paper as a Faculty Leader by June 15, 2010

AWARD AMOUNT

The Faculty Leader award amount will be **between \$2,000 to \$2,500**. Funds can be used for a faculty stipend to support course or project development and implementation, faculty assigned time, and honoraria for community partners. Additional **allowable** costs include such items as the direct costs associated with the development or implementation of the project such as printing and postage, site visit travel and related conference fees. Funds could be used to hire an undergraduate or graduate student to **do some of the work of the project**. Funds **cannot be used for indirect costs** such as durable equipment costing more than \$100, payment for participants to do service, fundraising activities, clothing, or cash incentives. Preference will be given to those institutions that can match the Faculty Leader award amount.

AVAILABILITY

Up to seven (7) Faculty Leader awards will be competitively selected.

PERFORMANCE PERIOD

The Faculty Leaders commitment period is **8 months from November 1, 2009 – June 30, 2010**.

ELIGIBILITY

Faculty from all disciplines and professional schools at RICC and MACC member campuses are eligible to apply. Faculty must have the full support from their president/chancellor or Chief Academic Officer to become a Faculty Leader.

PROPOSAL DEADLINE

On or before **November 1, 2009**. Applicants should submit one (1) electronic copy and one (1) hard copy that must be received by the deadline. Faxed applications will not be accepted.

MAIN CONTACT

Marisa Petreccia, Associate Director, RICC, mpetrecc@risd.edu or 401-427-6924.
Rhode Island Campus Compact, c/o RISD, 2 College St., Providence, RI 02903

TIMELINE

Proposals due:	November 1, 2009
Award Notification:	By November 6, 2009
Fellowship Period Begins:	November 2009
Fall Faculty Leader Meeting:	November 23, 2009
First Budget Report (if applicable):	January 30, 2010
Spring Faculty Leader Meeting:	February 8, 2010
Faculty Fellowship Summit:	April 2010
White Papers submitted:	June 15, 2010
Fellowship Period Ends:	June 30, 2010
Final Budget Report:	June 30, 2010

PROPOSAL COMPONENTS

A. Title page: Use the attached form (page 5). **Complete ALL of the information on the page.**

B. Abstract: Write a **brief, clear description** of the content of the proposal (double-spaced, one page).

C. Commitment to the Faculty Leader meetings and Regional Access & Success summit: Due to the importance of participation in the meetings and summit, a statement of commitment to attend all three dates must accompany the proposal. **If you cannot commit to these dates, please explain why.**

D. Project narrative: Use the following components as **narrative outline headings** (double-spaced, four to six pages), pick one option (Teach, Research or Project) to explain your approach to increasing **access to higher education, student success and retention in higher education, and civic engagement.**

- ❑ **Community Engagement:** Identify a community organization or k-12 public school with which you will work toward identifying and addressing a community issue or stated need around access and success in higher education. Describe the extent to which you have been involved with the organization.
- ❑ **Teaching (Option 1):** Describe how service to the community organization or k-12 school mentioned above will be integrated into your course(s), and how the service-learning component will enhance your students' learning.
- ❑ **Research (Option 2):** Describe the disciplinary research or creative activity that you will be engaged in as a Faculty Leader. Show how community engagement will be incorporated.
- ❑ **Project (Option 3):** Describe the organizing project that you will carry out to enhance college access and success on your campus or in a broader arena. Show how community engagement will be incorporated.
- ❑ **Faculty Recruitment:** Describe the strategies you will use in recruiting other faculty members to develop service learning courses, research or campus organizing projects, and their own civic engagement activities aimed at college access and success.
- ❑ **Professional Commitment:** Describe how you will continue to model the integration of civic engagement in your teaching, research, and service beyond the Faculty Leader year, including any conference presentation and professional development activities.
- ❑ **Anticipated Impact:** Describe estimated type and number of participants that will be involved (college students, K-12 students, college faculty and administrators, K-12 faculty and administrators, community members).

E. Letters of support:

- ❑ **Community Commitment:** Include a letter from the appropriate person at the K-12 school or community organization where you will be involved indicating the agency's willingness to work with you during the full duration of the Faculty Leader program.
- ❑ **Institutional Commitment:** The President/Chancellor or Chief Academic Officer of your institution **must** sign off of the submitted proposal. An **optional** letter of support may come from your chair, dean or chief academic officer. If there is an **institutional match**, this should be stated in a letter of support as well.

F. Syllabus: for the course that will be the focus of the service learning component or civic engagement project should be attached to proposal (only if you select Option 1, Teaching).

G. Implementation Timeline: This implementation timeline should indicate target dates for completion of proposed service, research, and other activities planned for the fellowship year.

H. Budget Worksheet: Complete the worksheet with proposed grant expenditures and any match support (Page 6). Preference will be given to those proposals that indicate matching fund support.

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TITLE PAGE

Applicant Name & Title: _____

Institution: _____ School or Department: _____

Mailing Address: _____
Include Street Address, City, AND Zip Code

Campus Address: _____

Telephone: (work) _____ (home) _____

Fax: _____ E-mail: _____

Option Proposed (1 = Teaching, 2 = Research, 3 = Project): _____

Course Title(s): _____

Name of Collaborating Community Organization(s): _____

I give permission to RICC/MACC to use photos submitted with reports and to quote from such documents
Yes ___ No ___

I commit to attending two Faculty Leader meeting and Regional Access & Success Summit
Yes ___ No ___

Certifications The application must be signed by the applicant, the person authorized on campus to accept external contracts and grants, and President/Chancellor or Chief Academic Officer.

Applicant Signature

Signature: _____ Date: _____

Authorized Fiscal Agent Contact Information & Signature This application must be signed by the person authorized on campus to accept external contracts and grants.

The signatory certifies to the best of his/her knowledge that the data in this application is true and correct.

Printed Name: _____ Title: _____

Phone: _____ Fax: _____ Email: _____

Signature: _____ Date: _____

President/Chancellor or Chief Academic Officer Signature

Printed Name: _____ Title: _____

Signature: _____ Date: _____

2009-2010 FACULTY LEADERS FOR ACCESS & SUCCESS Budget Form

INSTRUCTIONS

Complete the worksheet grid indicating direct grant expenditures and any proposed match expenses below. Total direct grant expenses should be between the amounts of \$2,000 to \$2,500, not to exceed \$2,500.

An authorized fiscal agent should review proposed budget worksheet and sign off of Title Page (page 5). The authorized fiscal agent of your institution will be responsible for submitting periodic Budget Status Reports which will be used for the disbursement of Faculty Leader awards. Budget Status Reports will be sent out to successful applicants once award decisions are made.

Grant funds will be disbursed to the Faculty Leader's host institution on a reimbursement basis only. The host institution will be responsible for keeping all related fiscal paperwork, including receipts, time logs, etc, at the host site level to justify any payments made to the institution.

	Grant Expenditures	Matching Funds	Description
Program Staff			
Salaries			
Benefits			
Student Staff			
Student FICA/Benefits			
Operating Costs			
Faculty Stipends			
Dissemination			
Materials & Supplies			
Evaluation			
Training			
Travel			
Other			
Total			