

MANSFIELD INSTITUTE FOR SOCIAL JUSTICE AND TRANSFORMATON

2013-2014 McCormick Tribune Foundation Transformational Service Learning Grant REQUEST FOR PROPOSALS

Introduction

Do you send your students into the community through transformational service learning, as interns, or in other ways? If so, we may have support for you. Faculty members from across Roosevelt University are invited to submit proposals to support the development, teaching, and administration of transformational service learning courses.

What is transformational service learning?

Transformational service learning is a teaching technique that has the following elements: (a) students serve in their communities in ways that closely relate to course material and learn how it applies to the work in these settings; (b) the work is sustained, meaningful, and meets the needs of the community partner and the student; (c) students reflect on and apply what they have learned in the community through course assignments to further their personal and professional development; and (d) students have the opportunity to interact with people who have been underprivileged and learn how to make a difference individually or on a broader level through social or civic action.

Our unique and innovative model of service learning at Roosevelt University presents opportunities for personal and social transformation, as students become engaged citizens who create change. Specifically, we encourage faculty members to address social justice themes through service learning in ways consistent with their discipline.

Not sure if what you do is transformational learning? Please contact us and let's talk about it.

How we can help: All faculty who use transformational service learning can receive up to \$2,000 in financial assistance and support (i.e., course design, teaching assistance, student placement) through the Mansfield Institute.

Encouraged Focus on Mansfield Initiative: The Mansfield Institute welcomes proposals that address the cradle-to-prison pipeline. This emphasis involves collaborations between faculty and students at Roosevelt University with community partners whose work broadly addresses the reasons behind the disproportionate and mass incarceration of people of color. Transformational learning projects that are especially relevant to this initiative allow students to understand and help remedy the scope of inequalities related to education, race, poverty, and criminal justice. *Importantly, transformational learning projects that address social justice in other ways are fully encouraged as well.*

Awards

We welcome proposals that support the modification of existing courses or the development of newly approved courses that will incorporate transformational service learning. The maximum amount of these grants is \$2,000, and are generally used for expenses in the following areas:

a. Personnel assistance. Hiring undergraduate or graduate teaching assistants (compensated at the university-specified pay rate and following university guidelines for student employment). Expenditures for other personnel costs (e.g., guest speakers, collaborators for study abroad coursework) will be considered as well.

b. Instructional materials. Purchasing equipment integral to teaching the transformational learning class. Faculty should first try to use materials and equipment currently owned by the university when possible.

c. Professional development. Attending conferences or institutes that allow faculty members to share their transformational learning work or to gain relevant skills to enhance their implementation of transformational learning. Most recipients seek complementary funding from their department and college as well.

d. Incentives for service partners. Purchasing items that the service site requires that will facilitate students' work in the community. This also includes funding for food expenses related to transformational learning events.

e. Transportation. Arranging periodic transportation through the university van or other means. Please be aware that students arrange their own transportation to and from the service-learning site in the majority of transformational learning classes, and all Chicago campus students have a U-Pass for CTA access.

Proposal Timeline

The proposal application consists of the questions below. Your responses should be submitted in an MS Word document that is sent as an attachment to Heather Dalmage, hdalmage@roosevelt.edu by Friday, April 26, 2013. Applicants will be notified about the decisions regarding all proposals by May 10, 2013.

Questions and assistance in preparing proposals

We are ready and able to help faculty as they prepare their grant proposals and use transformational learning. The Mansfield Institute has two web pages with useful information about transformational learning: <http://misjt.blogspot.com/> and <http://roosevelt.edu/MISJT/TransformationalLearning.aspx>.

Please contact Heather Dalmage at hdalmage@roosevelt.edu if you have any questions.

Transformational Service Learning Grant Application Questions

Directions: Please complete the form below and email it to Heather Dalmage, Director, Mansfield Institute at hdalmage@roosevelt.edu. Answers should be typed directly next to or under the questions.

Name of applicant:

College:

Department:

Email address:

Telephone number:

Course/section number and name:

Semester when the course will be offered:

Has the class been placed on the Fall 2013, Spring 2014, or Summer 2014 schedule by your department with you listed as the instructor (or has your department chair formally agreed for you to teach the course if it is in Spring/Summer)?:

1. In approximately 100 words, describe the transformational learning course you will be teaching during 2013-2014 and your learning objectives for the class.
2. Transformational learning involves connecting your course material with related work in the community. Please describe service sites for students (or the kind of sites that you will seek and the Mansfield Institute will help you find them). Describe the activities that students will perform at the site and how these connect with your course topics and goals.
3. Transformational learning, in particular, connects service learning with Roosevelt's social justice mission. Will your service learning course do this, and how? Please describe specific actions your students will take to address or ameliorate injustice (e.g., do advocacy work, create materials for a community partner, design a database or website, hold a science fair).
4. One important ingredient in transformational learning is student reflection. These assignments can take many different forms, such as journaling (see <http://www.compact.org/disciplines/reflection/structuring/continuous.html>), group discussion, experiential research papers, class presentations, essays, interviews, or electronic student portfolios. Describe the reflection assignments you will give and verify that you will evaluate them for credit.
5. Provide a budget with a narrative explaining the expenses (i.e., an itemized list of expenses with an elaboration of each).