

Center for Community Engagement, Learning, and Leadership (CCELL)

Fall 2025 Service-Learning Faculty Scholars Program

A CCELL committee will select a limited number of faculty members to participate in the Service-Learning Faculty Scholars Program for the Fall 2025 semester. We encourage applications from faculty in all disciplines. If accepted, each Faculty Scholar will receive a total stipend award of \$1,500 (\$500 at the completion of a 5-week seminar and approval of a service-learning syllabus, and \$1,000 after submitting a short report at the end of the semester in which the service-learning class is taught).

Faculty Scholars Expectations:

- 1) Attend a weekly 90-minute seminar for 5 weeks discussing and planning with other faculty scholars. Discussion topics will include course design to meet academic and civic learning goals; civic responsibilities of universities; community-university partnerships; and liability, assessment, and reflection as they relate to service-learning courses.
- 2) Develop a service-learning course syllabus during the seminar series.
- 3) Commit to integrating service-learning into course taught in 2026.
- 4) Submit a short report regarding the service-learning course (or related article for publication) after teaching the course. The report is due within a semester of when the service-learning course was completed. For example, if one taught the service-learning course in Fall 2026, the report would be due by the end of Spring semester 2027.

The application cover page and required documentation are due electronically by 11:59 p.m. on Friday, August 15th, 2025 to ccell@lsu.edu.

Service-Learning Definition:

Service-Learning is a credit-bearing, educational experience in which students participate in organized service activities that meet identified community needs and reflect on the service activities in such a way as to gain further understanding of course content, broader appreciation of the academic disciplines, and an enhanced sense of civic responsibility. [Adapted from Robert G. Bringle and Julie A. Hatcher (1995). Implementing Service-Learning in Higher Education. *Journal of Higher Education*, Vol. 67, No. 2.]

Goals:

(1) Encourage service-learning courses with lasting impact on students, (2) Promote institutionalization of service-learning course offerings, and (3) Advance objectives of the LSU Scholarship First Agenda.

Selection Process and Timeline:

Full-time and part-time faculty members at the rank of instructor or above are eligible. We seek faculty representing a variety of disciplines and areas of expertise, with varying degrees of familiarity and experience with service-learning. Applicants will be notified of their selection for the program by the end of August 2025.

Service-Learning Faculty Scholars Program Application Cover Sheet

Name: _____ Email: _____

Department: _____ Phone: _____

Rank: _____

Course number, title, and number of students typically enrolled for the course(s) you are interested in adapting to include a service-learning experience: _____

Application packet should include the following:

1. 2-page vita highlighting teaching accomplishments and endeavors
2. 1-page teaching philosophy
3. A copy of the syllabus of the course you are considering adapting to include a service-learning component, or description of a new service-learning course (Scholars may incorporate service-learning into a previously designed course or develop a new course that includes service-learning.)
4. A copy of your general weekly schedule of availability for Fall 2025 (M-F)
5. An additional sheet with answers to the following questions:
 - a. Have you used service-learning in the past? If yes, describe your course(s).
 - b. What kind of service might your students offer that would serve the common good?
 - c. How would you envision service-learning enhancing the goals of the course?
 - d. How might your proposed project be sustained with the same partner over time?
 - e. Why do you want to participate in the Service-Learning Faculty Scholars Program?

Applications will be evaluated using the following considerations:

- Feasibility of service-learning in the course
- Number of students impacted
- Potential for a sustainable service-learning partnership versus a one-time project
- Extent that the proposed idea will contribute to the common good
- Thoroughness and quality of reflection of the application

I authorize that all information provided on this form, including any and all personal and academic data may be shared with the Center for Community Engagement, Learning, and Leadership (CCELL) to evaluate my application status for this program. The data will be securely retained indefinitely. To learn more about privacy at LSU, please visit the LSU Privacy Statement at www.lsu.edu/privacy

Faculty: _____ Date: _____
(signature)

Department Chair: _____ Date: _____
(name) (signature*)

**signature attests to teaching assignment consistent with course planned*