

Faculty Development and Indiana Connections Grant

Grant Overview

In accordance with the Lilly Foundation's funding of initiatives to address the "Brain Drain" within the state, the Faculty Development and Indiana Connections Grants focus on connecting students to Indiana-based experiential learning opportunities. The grants are an initiative of the Cross Currents Program developed out of a sustaining grant received by the Lilly Foundation for the period of November 2008 through December 2013. The Cross Currents Program is a collaborative and integrated advising approach at the College which includes a variety of programs and activities representative of all divisions to help students explore four critical questions throughout their development at Saint Mary's:

- Why am I here?
- What are my gifts and passions?
- What do my community and the world need from me?
- How can I make a difference in the world?

Academic experiential education involves interaction with people or settings beyond the Saint Mary's College community¹ which helps students "to bridge classroom study and life in the world"² by transforming classroom-based knowledge "into knowledge-in-use. It rests on theories of experiential learning, a process whereby the learner interacts with the world and integrates new learning into old constructs."³

To support the further integration of experiential education into the curriculum and promote service learning, volunteer, internship, and career opportunities within Indiana, faculty are invited to submit proposals for the Faculty Development and Indiana Connections Grants. These competitive grants are for faculty to develop partnerships with Indiana employers, organizations, and agencies in an effort to develop meaningful, academically-based experiential learning opportunities that correlate with the Cross Currents initiatives allowing students to explore the answers to the four critical questions. **These grants support supplemental training, professional development, course development, and collaborations with Indiana partners.** They will also generate connections within the community that they can use to inform their teaching and advising.

Application Guidelines

Eligibility:

- Full-time faculty members are eligible
- Part-time faculty members who have taught at least 4 semesters are eligible
- Faculty should not be receiving any other SMC grants or related funding sources for this course or project
- Course or project must provide or create Indiana connections for students

¹ By the "Saint Mary's College community," we mean all and only those students enrolled and those faculty and staff employed at Saint Mary's College or the University of Notre Dame. Based upon this membership, individuals or groups such as the Sisters of the Holy Cross, the Early Childhood Development Center, or South Bend community members coming to our campus would be considered beyond Saint Mary's College community. The same would be true of off-campus individuals with whom our students interact technologically or virtually. As we will say below, however, our strong recommendation is that at least one of the two "E" units required in the new Sophia Program should take place physically off campus. Note too that the reference to Notre Dame represents an addition to how the Saint Mary's community was described in the General Education *Curriculum Guide* (p. 41).

² Janet Eyler, "The Power of Experiential Education," *Liberal Education*, Vol. 95, No. 4, Fall 2009, p. 24.

³ Mother M. Pauline O'Neil, first president of Saint Mary's College, *Saint Mary's College Bulletin*, 1911-1912, p. 4.

Funding:

- Up to thirteen (13) grants will be awarded each academic year
- Each grant is worth a taxable faculty stipend of \$3,650 (after FICA)

Time Frame:

- Each accepted proposal is expected to be implemented by the end of the academic year following the award (i.e. grants awarded in fall 2013 will need to be implemented by no later than the end of the 2014 – 2015 academic year)

Deadline:

- Submissions due by **5 p.m. on Monday, October 28, 2013** to the Cross Currents Program at ccpsmc@saintmarys.edu. Hardcopy materials may be submitted to the Career Crossings Office, Spes Unica, Room 114.
- **Faculty who submit their applications early will be notified within two (2) weeks of their submission.**
- Grants will be awarded before December 31, 2013.

Administration and Review:

- Guidelines and application forms are reviewed annually by the Faculty Development and Indiana Connections Grant Committee consisting of: the Assistant Director of the Career Crossings Office, the Director of the Center for Academic Innovation, the Associate Dean of Faculty, the Director of the Office of Civic and Social Engagement/representative of the Division of Mission, Associate Director of the Center for Women's Intercultural Leadership, and 2 faculty representatives (one appointed by the Senior Vice President and Dean of Faculty and one elected by faculty assembly). Faculty among this group above who wish to submit applications must recuse themselves from the review during this period.
- Grants are awarded by the FDIC Grant Committee after recommendations are brought to the Cross Currents Program Committee which manages the Lilly Foundation, Inc. grant which supports this program.
- Grants are specifically awarded for purposes described in the proposal and may not be used to support unrelated activities. If substantial changes are made to the course/project or the timeline for implementation, please report them to the FDIC Grant Committee. This is a Lilly Foundation, Inc. funded project and may not depart from its commitment to support projects that strengthen connections in Indiana.

The Application Process

Completed Application Form**Proposal - please address the following:****1. For course proposal**

- a. Description of course (*if restructuring or updating a course, the previous syllabus must be included for comparisons to be made on the update*)
- b. Course learning outcomes and aims (*please review the Learning Outcomes which are included at the end of this document*)
- c. Description of community partner
- d. How proposal will form a mutually beneficial relationship with a community organization and develop Indiana connections for students
- e. How course will assist students' exploration of the four critical questions (*listed above*)
- f. Plan for sustaining this course upon completion of the grant (*include any costs that may be related to this course*)
- g. Assessment plan for learning outcomes and course effectiveness
- h. Timeline for implementation of this new or revised course

2. For project proposal

- a. Description of project
- b. Expected learning outcomes and aims for students participating in this project (*please review the Learning Outcomes which are included at the end of this document*)
- c. Description of community partner
- d. How proposal will form a mutually beneficial relationship with a community organization and develop Indiana connections for students
- e. How project will assist students' exploration of the four critical questions (*listed above*)
- f. Plan for sustaining this project upon completion of the grant (*include any costs that may be related to this project*)
- g. Assessment plan for learning outcomes and project effectiveness
- h. Timeline for implementation of this project

Recommendations

- a. Letter of recommendation from your community partner who can speak most authoritatively and enthusiastically to the merit of this proposal

- b. Demonstrated departmental support of the proposal in the form of a brief letter of recommendation from your department chair or director and a signed endorsement from your department chair or director (*see the FDIC Grant application form*)

Guidelines for Evaluating Grant Proposals

Each proposal is read by the committee stated above. When evaluating proposals, the committee will place emphasis on the following areas:

Specific Aims:

- How well conceived, defined, and organized is the proposal itself?
- Has a community partner been identified?
- Has the connection been made between the course/project and the Indiana community?
- Does the proposal meet the Criteria for Academic Experiential Learning, as recommended by the Academic Experiential Education Working Group? (*see below*). If not, please explain.
- Are there well defined learning outcomes and aims for this proposal?
- In what ways does the proposal address students exploring the answers to the four critical questions?

Significance of the proposal:

- Will Indiana be a focus of the course/project and will the community partner chosen benefit from the relationship?
- Are the benefits clearly stated in the proposal?
- Can the benefits be assessed and is the assessment explained?

Pertinent Recommendations:

- Is this proposal supported by the department in which it will reside?
- Is there a community partner who will vouch for the significance of this proposal?

Sustainability:

- Is there a plan to sustain this type of course/project that is attainable (*which addresses any ongoing related expenses*)?
- Have sustainability issues been addressed in the proposal?

Responsibility Upon Receiving Grant

- Two reports must be submitted: one within the first year related to the progress of the grant and one upon completion of first course/project to be included in the annual report to the Lilly Foundation. These reports should provide a general update on the project and address how goals and outcomes are being/were achieved.

Criteria for Academic Experiential Learning

- interaction with people or settings beyond the Saint Mary's College community;
- active and unscripted experience of a phenomenon being learned or examined;
- formal and focused reflection on that experience through discussion or writing;
- interpretation of that experience using theory purporting to explain, account for, or describe it;
- opportunity to demonstrate deepened insight about either the original subject matter, a social context, or oneself as a result of this engagement;
- a link to academic credit or fulfillment of a requirement within a particular program of study; and
- achievement of the learning outcomes set forth in the next section.

Learning Outcomes

- A Saint Mary's student applies particular theories or concepts (such as from readings, lectures, or discussions) to an analysis of her lived experiences in the settings provided by the course or program of study.
- A Saint Mary's student articulates the impact of her experiential learning on her understanding of her education, her decision-making or problem solving, or her place in the world.
- A Saint Mary's student demonstrates professional and ethical behavior appropriate to her experiential context.