Grand Rapids Community College  
Faculty Equated Overload/Release Time  
End of Semester Report  
Summer, 2014  
Fall, 2014  
Winter, 2015  

Name:____John Rumery_______  
Faculty Assignment: Service Learning Faculty Scholar  

Note: Please take a moment to review the letter you received from the Office of the Provost. That letter describes your faculty assignment in detail. As you complete this document, please refer to the specific tasks that you were asked to complete.  

Under the auspices of Instructional Support and Interdisciplinary Studies, the Department of Experiential Learning is charged to create and sustain systems that support innovative curriculum and teaching/learning practices leading to student success focused on three forms of experiential learning (service learning, honors and study away).  

The Department of Experiential Learning is held accountable for administering the following institutional processes. The processes represented the fundamental work and role of the department. The department is charged with reporting the results of this work as part of the annual Teaching and Learning Quality Model report. For each process data is collected and analyzed.  

**PROCESS MEASURES:**  
1. Faculty are introduced, trained and consulted in experiential learning methods and practices.  
Faculty are introduced and trained by Faculty Scholars within the Department who have experience in experiential learning. Each program has a specific faculty member who provides program-specific professional development.  

2. Courses that offer service learning, are taught as Honors or have a study away experience are designated appropriately.  

3. All stakeholders follow risk management procedures.  
To ensure the safety of faculty and students and overall protection of the College, stakeholders work through the Department of Experiential Learning to ensure College policy and procedures are followed.
# Part 1: Documentation of Activities

## Assignment 1

Work in collaboration with the Associate Director of Experiential Learning and the Director for the Center for Teaching Excellence to provide a range of quality faculty professional development and effective technical assistance.

- Work through the **Center for Teaching Excellence** to offering workshops throughout Summer, Fall and Winter semesters.
- Create, manage and market resources available through a **Blackboard** community organization page.
- Create, manage and market **tips sheets**.
- Provide **consultation** to faculty and track your service.

## Results

<table>
<thead>
<tr>
<th>A.</th>
<th>List the professional development activities offered.</th>
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<tr>
<td>B.</td>
<td>How many faculty were supported through these activities?</td>
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<thead>
<tr>
<th>A.</th>
<th>Assisted in the review and revision of service learning “tip sheets”. Focus was on the tip sheets for legal/risk management and finding a community partner.</th>
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<tr>
<td>B.</td>
<td>Reviewed and suggested improvements (submitted to Mike) for SL website.</td>
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<td>C.</td>
<td>Reviewed and submitted feedback for student brochure.</td>
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<td>D.</td>
<td>Scheduled two meetings in September for faculty to learn about service learning.</td>
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<td>E.</td>
<td>Faculty attendance will be noted in next documentation.</td>
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## Assignment 2

Review and make recommendations for program improvement in terms of policy, processes, and procedures related to the Honors Program.

- Assist in the facilitation of the **Service Learning Task Team**.
- Attend monthly service learning **EOL update meetings** with department staff.
- Assist in the implementation of the new **Service Learning Designation form**.
- Review and make recommendations to the **service learning “faculty resources” web page**.
- Review and make recommendations to the **Service Learning Faculty Guide**.
- Receive **professional development** to strengthen program integrity.
- Research best practices among peer institutions and awareness of scope.
- Assist in the review of program data for internal improvement and external promotion (student success data...
and student satisfaction surveys).

| Results | A. List the recommendations for program improvement and why.  
|         | B. How would these recommendations be implemented? |
|         | A. There are still opportunities to organize and simplify the content for S.L. on the web pages.  
|         | B. Revisit the site in W15 after revisions have been made (based on SS14 recommendation)  
|         | A. Opportunities exist to engage more adjunct faculty with service learning.  
|         | B. Challenges are the late assignment of classes but creating some type of reward/recognition program specifically for adjunct might help. Ideally, if an adjunct faculty successfully recruits a service learning partner and creates an awesome student experience, that faculty would be “*guaranteed” to be assigned to the class on an ongoing basis. (*Guarantee might be a preferred status for open classes). |

| Assignment 3 | Cultivate a campus culture that values the service learning.  
|             | • Promote and attend the Armen Awards Celebration event. |

| Results | A. Describe what actions you took to cultivate this culture. |
|         | A. I was a first time attendee at the Armen Awards. It was impressive and helped me understand the breadth and depth for service learning opportunities. |
### Part II: Reflection

| Reflections on effectiveness of current assignment | It was a great introduction to service learning for me. I have a much better understanding the program(s) and the objectives of the EL/SL. As part of my assignment I reviewed service learning programs at other colleges and now have a greater perspective on how it can fit into a student experience. |
| Suggestions for future work | I think it would be awesome if the GRCC SL program could work towards national recognition as the model for the most innovative service learning experience in the country. Perhaps we should identify conferences and/or journals and then highlight the Armen Award winners. |