



## Campuses for Environmental Stewardship (CES)

### REQUEST FOR PROPOSALS

A five-State Campus Compact Coalition is seeking proposals from member institutions for grants of up to \$4,500.

A five-state Campus Compact coalition has been awarded a grant from the Davis Educational Foundation to support *Campuses for Environmental Stewardship (CES)*. Through this program, CES is soliciting proposals and will award a total of 16 sub-grants to 4 year, baccalaureate granting Campus Compact member campuses in Connecticut, Maine, Massachusetts, New Hampshire, and Rhode Island who recognize the importance of addressing important societal issues, such as environmental stewardship, and who are committed to creating institutional change by embedding service-learning projects into courses, and strengthening teaching/curriculum, student learning outcomes and interdisciplinary approaches to education.

Today's students live in a time of unprecedented change. They will be facing complex issues (like environmental stewardship) in their communities and entering a highly competitive global workforce that demands a diverse skill set.

Recognizing that these capacious challenges cannot be solved through one discipline alone, the CES program aims to engage teams of faculty *from a wide variety of disciplines* in collaborative efforts to integrate service-learning into the curriculum. Selected campuses will be required to deliver a minimum of 3-4 related service-learning courses, each partnering with community organizations to address environmental challenges. A limited number of sub-grants are also available for teams with a focus area on STEM education or food insecurity. Teams will receive training in service-learning pedagogy and apply this interdisciplinary model to environmental stewardship challenges as a part of their participation in the grant.

This initiative will not end with the culmination of the environmental community projects in these courses, but will continue through cross-campus, state-wide, and regional collaboration to advance the role of higher education in addressing this region's most pressing issues and to further institutionalize support for community-engaged teaching and learning.

**Campus proposals are due April 30<sup>th</sup>, 2018**

DAVIS EDUCATIONAL FOUNDATION 

*This grant was received from the Davis Educational Foundation, established by Stanton and Elisabeth Davis after Mr. Davis' retirement as chairman of Shaw's Supermarkets, Inc.*

#### CONTENTS

- 2 Program Goals
  - Strategic Priorities
  - Grant Basics
  - Eligibility
  - General Requirements
- 3 Benefits of Participation
  - Program Timeline
- 4 How to Apply
- 5 Review Process
  - Ineligible Activities
  - Program Contacts

## PROGRAM GOALS

Now, more than ever, it is imperative that we prepare students for real-world challenges that they are already facing or will confront in the future. Equally important is giving students the critical thinking skills necessary for employment in a competitive market and for effectively collaborating across disciplinary-based sectors. Higher education plays a vital role at this intersection, with the ability to prepare students for the challenges of the future and employment as a critical economic development strategy for our region.

This initiative has several overarching goals:

- to complete service- and problem-based learning projects in Connecticut, Maine, Massachusetts, New Hampshire, and Rhode Island communities to enhance student learning outcomes, and to tie this learning to issues of civic importance and real world application;
- to create and sustain changes in campus delivery of courses for experiential and environmental education of students in all fields of study;
- to create a strengthened and replicable model for interdisciplinary approaches to service and problem-based learning; and
- to improve faculty motivation and to further institutionalize support for community-engaged teaching.

## STRATEGIC PRIORITIES

Each selected campus must have faculty participants from several disciplines who will design and implement courses which include service-learning components focused on addressing environmental issues. Some faculty may create brand new courses for this project, while others will redesign existing courses to address these issues. The faculty team must articulate a means for connecting these courses and students to each other through such components as common readings, assignments, project partners, and/or events. Each course must culminate in at least one student-led community presentation or initiative. Please note that a limited number of sub-grants will be awarded to teams focused on other interrelated critical issues such as STEM education and food insecurity.

## GRANT BASICS

16 sub-grants will be awarded across the five states.

- Maximum grant will be \$4,500
- Cost-share requirement: at least 25% of the budgeted amount
- No campus may receive more than one award
- Each team must submit a project budget and action plan.

## ELIGIBILITY

1. Proposals may only be submitted by 4 year, baccalaureate granting member campuses of CT, ME, MA, NH, or RI Campus Compacts.
2. Applicants must have at least 3-4 faculty members (more are encouraged) who have given their commitment to participate and fulfill the general requirements of the program.
3. Applicants must designate a campus project manager who will be the state Campus Compact's main contact, responsible for ensuring fulfillment of all grant requirements.

## GENERAL REQUIREMENTS

As a team, all faculty participants and designated project managers must attend one 2-day Regional Training & Faculty Development Institute to be held in June 14-15 for Region I (ME, NH) or June 28-29, 2018 for Region II (CT, MA, RI).

Each campus must commit to participating in an action planning process to support participating faculty with the goal of sustaining and increasing the number of courses embedded with environmental community projects after the grant has ended. Faculty are encouraged to attend their Campus CE Recognition Event in spring 2019 and are required to participate in a Best Practices Showcase in October 2019.

Each participating faculty member will fully develop and deliver a course embedded with environmental service-learning in the term following their participation in the Faculty Development Institute. Each state CC will support faculty participants in their course delivery through site monitoring and consulting campus visits and phone calls. A faculty coach will offer additional technical assistance to each campus. Each course must include one student-led community presentation as a component of the service-learning project.

Campus administrators will participate in trainings and site visits and work with campuses to develop Campus CE Commitment Plans. A Faculty Fellows Program will be launched in Year 3 of the grant.

Campuses will be required to submit a final report of all activities (including expenses and impact) to their state Campus Compact office following the delivery of their courses.

**BENEFITS  
OF  
PARTICIPATION**

Participating institutions will:

- Receive resources of time, expertise, and dollars (including \$4,500 sub-grant per campus, training for faculty and administrators, some limited travel funds for trainings, access to a faculty coach/TA support, \$250 per campus for CE Recognition Event, and \$500 stipends for selected Faculty Fellows) to help create institutional change by strengthening teaching/curriculum, student learning outcomes and interdisciplinary approaches to education.
- Expand the reach of the campus and the ability to address community needs through community-campus partnerships.
- Expand skill sets, civic participation and employment connections for students.
- Increase retention and engagement in courses.
- Receive opportunities for administrators to increase incentives and recognition for community-engaged teaching, including the development of a feasible CES Campus Commitment Plan to further incorporate institutional support for community-engaged learning.
- Host a Campus CE Recognition Event.

Participating faculty will:

- Receive resources (time, expertise, and dollars) to support the design and delivery of high quality environmental service-learning courses.
- Learn techniques and strategies for engaging students, working with community partners, managing student projects, and achieving course and community environmental goals.
- Have opportunities to present curricula and outcomes to peers after delivery of environmental service-learning course and share best practices.
- Have an opportunity to apply to participate in the CES Faculty Fellows Program.

Participating students will:

- Develop new skills including critical thinking, problem-solving, communications and teamwork, and learn how this knowledge can be used to address real-world problems.
- Gain greater appreciation and motivation for community/civic engagement and environmental stewardship.
- Improve leadership and public speaking skills through the required community presentation
- Expand their network and diversify their skill set for a greater chance of post-graduation job placement.

**PROGRAM  
TIMELINE**

<b>Spring 2018</b>	
March 20 or 22	Interested Campuses Participate in Info Webinar Session
April 2	Campus Letters of Intent Due
April 30	Campus Proposals Due
May 4	Campus Sub-grantees Announced
<b>Summer 2018</b>	
June 14-15	Regional Training & Faculty Development Institute #1 (location: southern Maine or NH)
June 28-29	Regional Training & Faculty Development Institute #2 (location: MA)
July – August	Campuses from June Institute prepare action plans and budgets, faculty prepare courses
August 3	Sub-grant budgets and Action Plans due to state Compacts

<b>Fall 2018</b>	
September	Sub-grants issued to Campuses that attended June Institute Faculty Group #1 Begins Delivery of Courses Campuses implement action plans, including professional development for faculty Student and Faculty Pre-Surveys Completed
October - November	Site Visits to Campuses, including sub-grant budget review
December	Student-led community presentations delivered Student and Faculty Post-Surveys Completed Faculty Group #1 Completes Delivery of Courses (January 15) Faculty Reports from Fall courses due, including syllabi and products
<b>Spring 2019</b>	
January	Faculty Group #2 Begins Delivery of Courses Campuses implement action plans, including professional development for faculty Student and Faculty Pre-Surveys Completed
March – April	Site visits to Campuses, including sub-grant budget review
May	Student-led community presentations delivered Student and Faculty Post-Surveys Completed Faculty Group #2 Completes Delivery of Courses (June 15) Faculty Reports from Spring Courses due, including syllabi and products
<b>Spring/Summer 2019</b>	
Spring/Summer	Campus CE Recognition Events (one per campus)
<b>Fall 2019</b>	
September TBD	Best Practices Conference
September 30	Campus Final Reports Due to State Compacts
<b>Fall 2019</b>	
	Faculty Fellows Program Launched, Fellows Selected and Fellows Orientation
	Campus Site Visits and Meetings with Administrative Contact
<b>Spring/Summer 2020</b>	
	Campus Fellow-Led Activities/Presentations and Work On Commitment Plans
<b>Fall 2020</b>	
	Institutional Support for CE (ISCE) Symposium (multi-state)
	Campus Commitment Plans Submitted

**HOW  
TO  
APPLY**

1. Download an application cover sheet: [http://mainecompact.org/wp-content/uploads/2018/03/Davis\\_CES\\_Cover-Sheet.pdf](http://mainecompact.org/wp-content/uploads/2018/03/Davis_CES_Cover-Sheet.pdf)
2. Assemble a proposal (not to exceed 4 pages), including:
  - a. Proposal cover sheet, which will include:
    - i. signature of approval from Chief Academic Officer
    - ii. signatures of commitment to participate from at least 3- 4 faculty
    - iii. signature of commitment from designated campus project manager
  - b. A team narrative (not to exceed three pages), to answer all following questions:
    - i. Why does your campus wish to participate, and how does this initiative fit with the overall goals of the campus?
    - ii. Who are the faculty committed to participating? What are their experiences with community-based learning? (none are required) Their reasons for participating?
    - iii. Which environmental issue(s) (i.e. water quality) will you address? How?
    - iv. Who are your anticipated community partner(s) (if known at this time)?
    - v. Brief statement of programmatic capability: *Describe the qualifications/experience of the staff member designated to serve as campus project manager.*
    - vi. Have you received a CES environmental grant before? If so, how does this build upon that?

3. **Email the entire proposal package as one document (PDF, preferably) to your state Campus Compact office at the email address indicated below, no later than April 30<sup>th</sup>, 2018.** Please label the proposal file with your state abbreviation and campus name (i.e. *ME-UnityCollegeProposal.pdf*).

**Original proposal, with original signatures, must be submitted via USPS to your state Campus Compact office postmarked no later than April 30<sup>th</sup>, 2018):**

**Maine Campus Compact**  
Attn: Pam Proulx-Curry  
51 Westminster Street  
Lewiston, ME 04240  
[pam@mainecompact.org](mailto:pam@mainecompact.org)

**Campus Compact for Southern New England (CT, MA and RI)**  
Attn: Barbara Canyes  
45 Temple Place, 4<sup>th</sup> Floor  
Boston, MA 02111  
[bcanyes@compact.org](mailto:bcanyes@compact.org)

**Campus Compact for New Hampshire**  
Attn: Ann Tierno  
3 Barrell Court  
Concord, NH 03301  
[tierno@compactnh.org](mailto:tierno@compactnh.org)

## REVIEW PROCESS

All proposals will be read and scored by a team of reviewers. The criteria used will include clarity of proposal, degree to which the campus sub-grant plan clearly identifies participating faculty and learning outcomes, environmental priorities, a feasible plan to reach objectives, and commitment to the action planning process. **Notifications will be made on May 4, 2018.**

## INELIGIBLE ACTIVITIES

**Sub grant funds may not be used for the following activities:**

- International travel
- New construction and retrofitting
- Furnishings
- Scholarships
- Indirect or overhead expenses
- Political activities and lobbying
- Capital campaigns and endowments

Related note: If Faculty participation is deemed outside their normal responsibilities, grant funds may be budgeted for faculty stipends only. Fringe benefit expenses are also treated on an actual cost incurred basis. When a stipend is paid, legally mandated taxes and insurance and sometimes retirement expenses are incurred and may be included in the grant budget. Full fringe benefit rates that include health insurance and other benefits may not be charged on stipends. Although administrators on salaried full year contracts are not eligible for grant support, their time may be included as cost share.

## PROGRAM CONTACTS

Have questions? Please contact your state's Campus Compact office:

**Maine Campus Compact**  
Attn: Pam Proulx-Curry  
51 Westminster Street  
Lewiston, ME 04240  
[pam@mainecompact.org](mailto:pam@mainecompact.org)  
207-786-8346

**CC for Southern NE (CT, MA and RI)**  
Attn: Barbara Canyes  
45 Temple Place, 4<sup>th</sup> Floor  
Boston, MA 02111  
[bcanyes@compact.org](mailto:bcanyes@compact.org)  
617-553-5530

**Campus Compact for NH**  
Attn: Ann Tierno  
3 Barrell Court  
Concord, NH 03301  
[tierno@compactnh.org](mailto:tierno@compactnh.org)  
603-223-2302 x311