



Campuses for Environmental Stewardship (CES)

REQUEST FOR PROPOSALS

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

A four-State Campus Compact Coalition is seeking proposals from member institutions for grants of up to \$4,000.

A four-state Campus Compact coalition has been awarded a \$168,000 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 18 sub-grants to 4 year, baccalaureate granting Campus Compact member campuses in Maine, Massachusetts, New Hampshire, and Vermont who recognize the importance of addressing important societal issues, in this instance 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 4 related service-learning courses, each partnering with community organizations to address environmental challenges. 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 further define and move forward the role of higher education in addressing this region's most pressing issues.

Campus proposals due April 13th, 2015

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.

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 Maine, Massachusetts, New Hampshire, and Vermont 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; and
- to create a strengthened and replicable model for interdisciplinary approaches to service and problem-based learning.

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.

GRANT BASICS

18 sub-grants will be awarded across the four states.

- Maximum grant will be \$4,000
- Cost-share requirement: at least 25% of the budgeted amount
- No campus may receive more than one award
- Funds will be disbursed at the beginning of the grant period upon receipt of project budget and action plan.

ELIGIBILITY

1. Proposals may only be submitted by 4 year, baccalaureate granting member campuses of ME, MA, NH, or VT Campus Compacts.
2. Applicants must have at least 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 4-5 or November 5-6, 2015.

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 state's Experiential Field Seminar in summer 2016 and are required to participate in a Best Practices Showcase in September 2016.

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 curriculum specialist 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.

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 (time, expertise, and dollars) 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.

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 the opportunity to present curricula and outcomes to peers after delivery of environmental service-learning course and share best practices.

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**

Spring 2015	
Mid-February (date varies by state)	Interested Campuses Send Representative to State Specific Info Session
March 9	Campus Letters of Intent Due
April 13	Campus Proposals Due
April 24	Campus Sub-grantees Announced
Summer 2015	
June 4-5	Regional Training & Faculty Development Institute #1 (location: southern Maine or NH)
July – August	Campuses from June Institute prepare action plans and budgets, faculty prepare courses
August 14	Sub-grant budgets and Action Plans due to state Compacts
Fall 2015	
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
November 5-6	Regional Training & Faculty Development Institute #2 (location: southern Maine or NH)
December	Student-led community presentations delivered Student and Faculty Post-Surveys Completed Faculty Group #1 Completes Delivery of Courses (December 18) Faculty Reports from Fall courses due, including syllabi and products Campuses from November Institute prepare action plans and budgets, faculty prepare courses

Spring 2016	
January	(January 15) Sub-grant budgets and Action Plans due to state Compacts Sub-grants issued to Campuses that attended November Institute 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 (May 20) Faculty Reports from Spring Courses due, including syllabi and products
Summer 2016	
Summer	Experiential Field Seminars (one per state)
Fall 2016	
September TBD	Best Practices Conference
September 30	Campus Final Reports Due to State Compacts

**HOW
TO
APPLY**

1. Download an application cover sheet from <http://www.mainecompact.org/ces.php>
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 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 Campus Compact environmental grant before? If so, does this build upon that? How?
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 13th, 2015.** Please label the proposal file with your state abbreviation and campus name (i.e. *ME-UnityCollegeProposal.pdf*).

Maine: submit proposals to heather@mainecompact.org
New Hampshire: submit proposals to tierno@compactnh.org
Vermont: submit proposals to cwilliamshow@smcvt.edu
Massachusetts: submit proposals to bcanyes@masscampuscompact.org

Original proposal, with original signatures, must be submitted via USPS to your state Campus Compact office postmarked no later than April 13th, 2015):

Maine Campus Compact
Attn: Heather Craigie
220 College St. #2
Lewiston, ME 04240

Massachusetts Campus Compact
Attn: Barbara Canyes
45 Temple Place, 4th Floor
Boston, MA 02111

Campus Compact for New Hampshire
Attn: Ann Tierno
3 Barrell Court
Concord, NH 03301

Vermont Campus Compact
Attn: Carrie Williams Howe
Hosted by: St. Michael's College
One Winooski Park, Box 289
Colchester, VT 05439

**REVIEW
PROCESS**

All proposals will be read and scored by a team of external reviewers (experienced faculty and community partners). 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 April 24th, 2015.**

**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: Heather Craigie
220 College St. #2
Lewiston, ME 04240
heather@mainecompact.org
207-786-8346

Massachusetts Campus Compact
Attn: Barbara Canyes
45 Temple Place, 4th Floor
Boston, MA 02111
bcanyes@masscampuscompact.org
617-553-5530

Campus Compact for New Hampshire
Attn: Ann Tierno
3 Barrell Court
Concord, NH 03301
tierno@compactnh.org
603-223-2302 x311

Vermont Campus Compact
Attn: Carrie Williams Howe
Hosted by: St. Michael's College
One Winooski Park, Box 289
Colchester, VT 05439
cwilliamshow@smcvt.edu
802-654-2092