REQUEST FOR PROPOSALS
The Belonging Project

Goal of the Pilot: To help students achieve a sense of social and academic belonging through community building pedagogical practices, essential first year academic skills, and High Impact Practices. HIP are “teaching and learning practices that have been widely tested and have been shown to be beneficial for college students from many backgrounds, especially historically underserved students.” (AAC&U, 2013). The project is designed to explore models for integrating and emphasizing community building, essential first year academic skills, and HIP in lower-division General Education course work.

Goal of the Course(s): to provide a foundation for student success (measured by retention, satisfactory academic progress, student self-assessment) and to create a stronger sense of community and academic belonging.

We are soliciting proposals from faculty who are willing to redesign an existing 100/200 level General Education Core course to include the following:

1. Educational pedagogy aimed at building community, specifically activities that involve collaboration (student to student, teamwork, small group).

2. A focus on these academic skills, in the context of the specified General Education course subject:
   - Critical thinking (problem-solving, expansion of perspective, logical reasoning, analysis)
   - College Reading
   - College Writing
   - Effective Learning Strategies (such as how to approach assignments)

3. At least one of the following High Impact Practices:
   - Diversity – The course does not have to be a designated diversity course. AACU defines the High Impact Practice of diversity as studies that “often explore ‘difficult differences’ such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community”
   - Undergraduate research
   - Service Learning/Community-Based Learning

Faculty who are selected for this pilot will agree to:

- participate in two days of summer workshops (near the beginning of summer)
- participate in three to four faculty cohort meetings during the semester
- participate in assessment of the pilot’s effectiveness (see Goal of the Course(s) above)
- participate in one faculty cohort meeting post-semester to review the pilot
- become champions for the Belonging Project on campus

Stipend
• Faculty will receive $2000.00 for their participation in this project, with 50% of the stipend payable upon completion of the summer workshops and submission of the course redesign elements and the remaining 50% payable upon completion of the Fall semester and the post-semester meeting. Funding is contingent upon satisfactory completion of all requirements.

PROPOSALS due to the School of Liberal Arts and Sciences office by February 1, 2019 in hard copy or electronically (lasdean@lcsc.edu). Review will be conducted by faculty reviewers, including members of the General Education Committee; Mary Flores will make the final determination on how many proposals to fund.
PROPOSAL
The Belonging Project

Your Name: ________________________________

Course*  
prefix  #  sec.  title  credits

*You must be scheduled to teach this course Fall 19 to be eligible to participate in this pilot.

What activities do you currently use in your classes to promote a sense of community? How do you envision adding or redesigning those activities for the pilot project?

Briefly describe how you might emphasize the academic skills outlined in #2, page 1, in the course listed above:

Briefly describe which High Impact Practice(s) you would like to incorporate into the course listed above:

What weekdays between May 13 and June 30 are you NOT available?

___________________________________________________________  

Faculty Signature  Date

Division Chair Signature  Date

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