Grand Rapids Community College
Faculty Equated Overload/Release Time
End of Semester Report
(revised July 2013)
Instructional Support & Interdisciplinary Studies
Summer 2013

Name  Dillon Carr  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.

Section 1: Report of Accomplishments

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<tr>
<th>Assignment</th>
<th>Accomplishments</th>
<th>List and briefly describe the most significant impact of your accomplishments.</th>
<th>List and briefly describe any barriers you encountered.</th>
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<td>Summer 2013 was the first semester working with Service Learning. Because of this my accomplishments were primarily related to getting oriented with Service Learning here at GRCC and developing a philosophical rubric to guide my work. This orientation process included attending regional and campus wide meetings focused on experiential learning and co-developing curriculum for a CTE series to be implemented this fall.</td>
<td>The most significant impact of the accomplishments is a greater appreciation for how service learning connects students, faculty, and community. This has resulted in the ability to provide consulting for GRCC faculty looking to add service learning to their coursework.</td>
<td>The most significant barrier has been learning what has already taken place with Service Learning here at GRCC. Overcoming this knowledge barrier is important to better understand how to think forward on improving relationships between GRCC and its surrounding communities.</td>
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Instructional Support & Interdisciplinary Studies
Dillon Carr
Summer, 2013
Dean’s / Supervisors’ Comments:
Section 2 – Reflect on your EOL/Release work this semester and respond to the three items below.

| Please list and describe no more than three activities or accomplishments that went particularly well. | • Co-development of CTE curriculum materials has been progressing well and has helped in the formation of a philosophical rubric for implementing Service Learning in the classroom.  
• Advising fellow faculty members on implementing Service Learning was successful and grew out of the curriculum development process.  
• Collaborating with fellow Service Learning faculty members has been helpful to draw from critical institutional memories regarding the effectiveness of past projects. |
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<td>Please list and describe how your particular efforts could have been better supported.</td>
<td>Overall my efforts have been well supported.</td>
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<td>Please use this space to document any other concerns, suggestions, or comments.</td>
<td>Service Learning is a de-centered effort here at GRCC that utilizes faculty liaisons. This works well and I think is probably the best model for implementing service into the classroom. However, some consolidation of the disparate faculty, student, and community partner experiences would be helpful for new faculty to better appreciate the range of activities that are occurring. One suggestion is a Blackboard page to serve as a clearinghouse of information for faculty engaging students through Service Learning.</td>
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