Grand Rapids Community College
Faculty Equated Overload/Release Time

End of Semester Report
(revised July 2013)
Instructional Support & Interdisciplinary Studies

Summer, 2013

Name: Leigh Kleinert  Faculty Assignment: Academic 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

<table>
<thead>
<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>
</tr>
</thead>
</table>
| Working in collaboration with the Associate Director of DEL and the Director of the CTE to provide a range of quality faculty professional development and effective technical | • Worked closely with Mike, Jeremy, and Dillon to create, set dates, obtain space and resources for six consecutive ASL faculty professional development (FPD) sessions facilitated through the CTE for the 2013-2014 academic year. Completed curriculum development and power-point | • I feel very positive about not only the curriculum I developed for the ASL FPD sessions, but especially the collaborative efforts with Mike and Jeremy to promote these sessions and generate excitement and participation.  
• A positive unforeseen consequence of attending the 4th Annual Collegiate Network Summer Summit at GVSU was the Q & A session with the non- | • No barriers to this point in any tasks.                                                                                                        |

ISIS/SAS
Leigh Kleinert
Summer 2013
Dean’s / Supervisors’ Comments:
- Reviewing and making recommendations for program improvement in terms of policy, processes, and procedures related to service-learning.
- Cultivating a campus culture that values service-learning.

<table>
<thead>
<tr>
<th>assistance. presentations for 3 of the six sessions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per program review- Through my work on the curriculum development for the CTE ASL sessions, I have come across a few policies and procedures that were unclear. I was able to work with Mike to clarify these for current and future ASL faculty. In addition, I participated in two ASL professional development opportunities this summer (the Michigan Campus Compact Summer Retreat at Hope College and the 4th Annual Collegiate Network Summer Summit at GVSU) which not only gave me a chance to network, but also provided our program with some terrific benchmarking and best practices, new ideas and insights into policies and procedures, and feedback from the non-profits (what they need from faculty and students and how to profits in attendance. The information I took away from them (how to advertise their needs, how to communicate more effectively with them, how faculty can better prepare students for service) has been essential for the curriculum of several of the six ASL CTE sessions for this academic year. In preparing the curriculum for the ASL CTE sessions, I came across a few gray areas, which likely would have gone unnoticed. I am glad they were brought to light for clarification – especially for faculty that may not take a formal CTE session, but opt for FPD on their own using our ASL on-line faculty resources. For example - number of hours required/credit hour for an ASL transcript designation or what is the timeline for submitting a curriculum integration plan (CIP) and the approval process. Dillon and I met with Carmela for an informal training session on the CIP and integrating SL in July. Carmela plans to implement ASL this fall. I was pleased at not only the way Dillon and I were able to work well together as a team, but also at Carmela’s revelation that FPD...</td>
</tr>
</tbody>
</table>
Section 2 – Reflect on your EOL/Release work this semester and respond to the three items below.

<table>
<thead>
<tr>
<th>Please list and describe no more than three activities or events</th>
<th>Since I already showcased my significant activities and accomplishments above, I will take this space to add two that were not indirectly related to my EOL responsibilities per my assignment:</th>
</tr>
</thead>
</table>
| better prepare our students for SL).  
- Per cultivating campus culture – I worked with Melanie Schiele-Gady this summer, who will be leading the ASL Task Team this academic year. She has played a part in curriculum feedback with me on the upcoming CTE ASL sessions; in addition, she will assist with some presentations this fall. We faculty working with the DEL this academic year met in July with Mike and Jeremy to discuss promotion of our programs to all faculty and brainstormed some great ideas to entice faculty to engage in experiential learning.  
- Report due August 23, 2013 – submitted on time! 😊 | for ASL was not difficult. She expressed her disinterest in ASL training previously because she was under the impression that it was far too time-consuming. She found it succinct, clear, and she felt supported now and for the future. I told her to pass this new attitude on to colleagues who may have felt dissuaded in the past as well.  
- Finally, in my work to cultivate a culture that values ASL, I continue to serve on the Armen Awards Committee. It was a huge success for GRCC, the community, and ASL, but there are some areas for improvement (like inclusion of adjuncts, interdisciplinary ASL collaborations, number of finalists) on which I will continue to advise. |

ISIS/SAS  
Leigh Kleinert  
Summer 2013  
Dean’s / Supervisors’ Comments:
| accomplishments that went particularly well. | 1. I was contacted at the end of winter semester 2013 by Stefanie Hosford at South End Community Outreach Ministries. She had researched us and knew GRCC had a great reputation for service-learning. She contacted me because I was listed as the ASL Faculty Liaison and she wanted me to learn about their organization and help me connect faculty to her needs for service-learning. I was finally able to meet with her the end of May. She made me aware of a large variety of areas of need within her organization. I then e-mailed six faculty whom I knew to use SL and with curriculum that matched SECOM's areas of need. I am happy to say that at least one successful partnership came from that (and possibly more I am unaware of) – Sherry Knoppers from Nursing will have students serve at SECOM this fall to fulfill course outcomes. 

2. I was very happy to meet and begin sharing the ASL work with Dillon and Melanie. Both bring such varied experiences and perspectives, which will enhance our services as well as no doubt entice new groups of faculty to ASL. Sandy, Sherry, and I worked so collaboratively (and had a lot of fun) these past few years in this work, but when we each branched off into different DEL programs last year, it was me alone doing the ASL Faculty Scholar work. Not only is it nice to share this work with two other colleagues for man-power (Mike and I have long requested more resources for ASL), but it has been refreshing to get to know colleagues in other disciplines and gain their insights for this work. This is not only beneficial for me (us) in developing policies and procedures for ASL, but also for reaching and then training faculty about ASL. |

| Please list and describe how your particular efforts could have been better supported. | I felt completely supported this summer. Since my work was mostly preparation of the faculty professional development sessions for the upcoming academic year, it was largely independent work. I felt that when I did require feedback from Mike or Jeremy, they were responsive and extremely helpful. I also really appreciated the opportunities and support for my own professional development in ASL; it has been immediately beneficial! |

| Please use this space to document any other concerns, suggestions, or | We (DEL staff and Jeremy) had a few terrific brainstorms this summer that I am hoping we can follow through with this upcoming academic year: creating ‘symbols’ for the CTE catalogue that correspond with |

ISIS/SAS  
Leigh Kleinert  
Summer 2013  
Dean’s / Supervisors’ Comments:
| comments. | the areas of the FPE. This way, when faculty are lacking in an area of their FPE, say College Service, they can look for the ‘college service symbol’ in the catalogue and see what CTE offerings they can sign up for to meet that specific need. Also, within the DEL, we are thinking to create certificates for people’s portfolios and/or FPE reports for their efforts during the year in experiential learning. Finally, I am bringing to the ASL task team in September a proposal for a "Raider Day of Service." I would like to not only use this as a personal substantive project (pending approval 😊), but also use it recruit other faculty that need a service learning project for students or fulfillment of hours on their FPE. Although this event is separate from my EOL responsibilities, it will bring significant awareness and excitement for ASL! |