

# INTRODUCING THE FACULTY RESOURCE GUIDE (FRG) & TEACHING TOOLKIT

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CREATING THE NEXT®

# Introducing the Faculty Resource Guide (FRG)

## WHAT IS THE FACULTY RESOURCE GUIDE (FRG)?

- The starting point in our Faculty Teaching Toolkit—the FRG is a robust online document
- A collection of resources divided by sections meant to help you easily engage in community engaged learning with students and partners
- Something that has evolved from faculty input at a variety of SLS events



- **Provide Ways for Faculty to Develop and Expand Community Engaged Learning Projects and Courses**
- **Provide Useful Strategies for More Effective Partnerships**
- **Provide Answers to FAQs about Community Engaged Learning**



# Previewing the Faculty Resource Guide Sections (FRG)

The FRG is currently divided up into 9 easy to access sections. We'll soon be adding a 10<sup>th</sup>, which is a link to the Teaching Toolkit itself.

## Sections include:

1. Introduction to SLS
2. Community Engaged Learning Basics
3. A Guide to Community Engagement
4. Additional Faculty Guidance for Community Engaged Learning
5. Off-Campus Community Engagement
6. Ways to Document Your Event
7. Sharing Your Research and Pedagogy
8. Bibliography
9. Contacts

# Faculty Resource Guide

Use this resource guide to learn more about service learning and community partnership opportunities. The guide is divided into sections designed around key questions that faculty may have about service learning, and there is also a list of [Frequently Asked Questions](#) to help get you started.

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## Introduction to SLS

Learn more in this section about the Georgia Tech Center for Serve-Learn-Sustain (SLS), our mission and vision, history, our key personnel, benefits to collaborating with us, and our learning outcomes.

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## Service Learning Basics

In this section we introduce the idea of service learning, [discuss ways to enhance your own course with SLS content and partnerships](#), share best practices for service learning, and present ways to factor assessment practices related to service learning in your course.

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## A Guide to Community Engagement

Find out more about inviting elected officials and partners to campus, ways to get involved at community or government meetings, [strategies for hosting sustainable events](#), and tips for actively listening to community partners.



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## Additional Faculty Guidance for Community Engaged Learning

Information about getting started with community partnerships, [strategies for building grant applications with community partners](#), tips for getting started with Community Benefit Agreements and Memos Of Understanding, [ways to collaborate effectively with community partners on research](#), how to get started with the Institutional Review Board (IRB) process, and basic intellectual property concerns faculty members may face as they get underway with service learning projects. We've also included a FAQ section.

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## Off-Campus Service Learning

You've decided to get started with service learning, but what steps come next? In this section, learn more about [how to transport students off campus for service learning opportunities](#), safety tips for traveling with student groups, basic liability issues and required waivers, and [review a checklist for planning, implementing, and evaluating service learning in your classrooms](#).

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## Ways to Document Your Event

In this section we share several techniques for documenting and sharing your service learning event. We've gathered tips on videography and photography, [ways to get students to record field notes](#), and details on getting started with podcasts. Feel free to use these techniques to gather and record data about your event!

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## Sharing Your Research and Pedagogy

Find out more about [conferences and organizations](#) that SLS and our faculty partners already participate in. We've also gathered [a list of publishing outlets](#) where you can share your research about service learning.

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## Bibliography

Want to keep up with your reading about service learning? Check out [this list](#) from SLS.

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## Contacts

Here, we've gathered a partial [list of partners](#) with direct or indirect contacts to SLS, our [industry partners](#), and [important Georgia Tech contacts](#) for you to make contact with as you plan and execute your project.

### Georgia Tech Resources

Offices & Departments

News Center

Campus Calendar

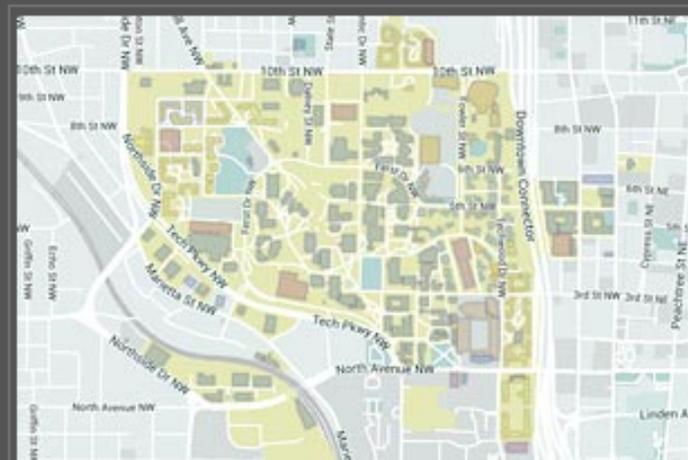
Special Events

GreenBuzz

Institute Communications

### Newsletter

Keep in Touch



# Expanded View: Additional Faculty Guidance for Community Engaged Learning

## Strategies for Building Grant Applications with Community Partners

### Phase I. RESEARCHING AND PREWRITING ACTIVITIES

Before writing the grant application:

- 1) Identify the problem/ goal area for which funds will be sought.
- 2) Develop relationships with grantmakers when possible. Communicate with grantmakers about your work periodically, even when you are not in the process of submitting an application.
- 3) Thoroughly search for relevant grant opportunities (the SLS staff may be able to help. The Provost's Office also will be able to help you with this process.) Think about approaching government agencies, private foundations or donors, or corporate foundations.

Note: The Provost's Office regularly offers workshops on the grant application process. Please consult with their office for the latest schedule. Georgia Tech also subscribes to databases that will aid your grant search process, including Pivot.

- 4) Consider the proposed project/goal's fit with the identified funder(s).
  - Learn the funder's grantmaking philosophy, program interests, and criteria.
  - Does the funder make grants that meet your needs?

## CBA and MOU Distinctions

### What is a CBA?

Community Benefit Agreements (CBAs) are incredibly useful documents for guiding public/private partnerships. They can be legally enforced and are typically made up of agreements between developers, local governments, community organizations, and residents (Public Law Center, 2011) that try to address the needs of all four interest groups. The general idea of a CBA is that the developer will grant concessions to the local community, which will then support the local developer's requests for governmental permits, subsidies, etc. A local example of an effective CBA, the Atlanta Beltline resolution (see bibliography), for instance asks developers to be attentive to mixed-income housing, green space, and alternative transportation opportunities. Depending on the project that you wish to embark on with your community partner, you may find it more useful to construct a CBA than a Memo of Understanding (MOU), discussed elsewhere in this resource guide.

Note: Because CBAs are frequently legally enforced, it is a good idea to discuss your options with members of the SLS staff, the Georgia Tech Research Corporation, the Legal Affairs Department, and your own legal counsel.

### History of CBAs

CBAs have significantly evolved since the late 1990s in an effort to try to add inclusiveness and accountability to the development process. CBAs evolved as a way to fight economic injustice (including low-paying jobs and gentrification) in newly developed/redeveloped urban areas. The Public Law Center at Tulane University, in their Summary and Index of Community Benefit Agreements pamphlet (2011), includes more information

## What is a MOU?

A Memorandum of Understanding, or MOU, is a way for you and your community partner to clearly articulate your shared goals, expectations, and responsibilities for your project. MOUs are generally not considered binding agreements; instead, they are letters of intent meant to document crucial particulars of your partnership including roles and responsibilities. In other words, MOUs clearly articulate expectations regarding your service learning project or other forms of research.

For more information on the MOU process at Georgia Tech, please refer to the [Georgia Tech Research Corporation's discussion of MOUs](#). You should also plan to consult with both the SLS staff and the Georgia Tech Legal Affairs department for further assistance in developing your MOU.

## Benefits

MOUs can benefit you by:

- Clearly identifying exactly what your students will be responsible for during any off-campus activity hosted by the community partner
- Clearly identifying whether you or the community partner are responsible for covering any specific costs associated with the event
- Establishing communication protocols between you and any specific individuals operating on the behalf of the community partner
- Indicating who the responsible individuals are and what their responsibilities are
- Allowing you to develop a list of outcomes for the activity
- Allowing you and your partner to generate a timeline for the project

## A Template

Note: You should also consult the Georgia Tech Research Corporation website for a more formal template, found [here](#).



- Offer faculty an easy way to learn about and introduce topics relating to sustainable communities into their classrooms
  - Overview cards clearly provide information about the tool, required steps, whether or not it's suitable for an individual or group assignment, and learning outcomes. All tools are easily adaptable—you can either use outright OR tailor to your specific discipline.
  - Provide instructions and materials for facilitation in one readily accessible location
- Create a learning environment where faculty and students can learn alongside each other
- Aid faculty in feeling comfortable as they begin a new prep
- Serve as a supplement to raise awareness of sustainable communities in the classroom

# WHAT TYPES OF TOOLS YOU CAN EXPECT TO SEE



## Main Categories:

- 1) Intro to SLS and Creating Sustainable Learning Communities
- 2) Socio-Technical Approaches
- 3) Community Engagement
- 4) Equity, Social Sustainability, & Justice
- 5) Using Data: Equity & Sustainability Exercises
- 6) Climate Adaptation & Resiliency
- 7) Assessment

## Types of Tools:

- Slide decks
- Case studies
- Writing Assignments
- Infographics/Posters
- Quizzes
- Videos
- Discussion Assignments
- Blogs
- Timelines

We've included the following categories:

- Overview
- Instructions
- Audience
- Tools
- Time
- Materials
- Keywords
- SLS Big Ideas
- Learning Outcomes

- 1) Overview Card
- 2) Course Planning Guide
- 3) Individual and Small Group Assignments
- 4) Resource Guide
- 5) Additional SLS Readings  
(<http://serve-learn-sustain.gatech.edu/environmental-justice-resources>)
- 6) PowerPoint on Native American Rights