SAFAB
Student Affairs Fee Advisory Board

Budget Request Form FY2018
Department should complete one form for each individual request

Department: Student Activities

Program, Service, or Operation Requested
Student Development Specialist II – Service Coordinator

SAFAB Use Only	
YES	NO

General Description:
The Leadership and Service Center (LSC) strives to be the clearinghouse for TAMU volunteerism and service-learning efforts. We are proposing a Student Development Specialist II position that will allow us to expand our service focused offerings, assist in launching a comprehensive needs-based database in partnership with faculty partners within academic affairs (SOLVED database), launching the President's Volunteer Service Award at A&M, and advising the Peer Leadership and Service Program.

Request Type: ☒ Full ☐ Increase ☐ One-Time ☐ Partial/Matching

Type of Funds Requested ☒ UAF ☐ Other

General Questions:
How does this address an important need and positively impact students?
In 2012, we redirected an LSC Student Development Specialist III position to fill a needed marketing position within the Department. As such, service-learning initiatives were moved to the Assistant Director position, an advising assignment moved externally from the department, and some volunteerism efforts were moved to the LSC Administrative Coordinator. This decentralized approach to providing student services has proven that it does not maximize the strength of our service efforts.

Texas A&M students want to make a difference and embrace the Aggie Core Value of Selfless Service. The needs in local, state, and global communities are vast. With our current infrastructure within the LSC and at Texas A&M, we are only able to do so much. We are currently included in a Tier 1 grant that focuses on expanding interdisciplinary service-learning. In years two and three of this grant, the LSC has been included as a partner, with a focus on training faculty about how to integrate service-learning in their course curriculum

and assist in the creation of a comprehensive service database (SOLVED Portal) that allows current students to tackle real problems in our local and global communities.

What department/Division Strategic Plan item does this support?
Department: Our core purpose is centered on leadership and involvement. From an involvement standpoint, we contribute to a culture of involvement by encouraging active civic engagement.

Division: Goal 3 - Create an inclusive environment that develops global citizens and leaders who productively engage in a wide spectrum of ideas, perspectives, and cultures.

What is the impact if not funded?
Needs will go unmet in the local community, opportunities will be lost to integrate rich learning experiences for our students between the in and out of classroom experience, the university's collective narrative of service will continue to be disjointed, and our partnership with faculty within academic affairs would weaken.

Please provide any data, evidence, input (student, faculty, staff, other) you gathered to help you determine the need for additional resources.
The Leadership and Service Center, the Public Partnership and Outreach Office, and the Center for Teaching Excellence collected data in the following arenas:
- Needs assessment with local non-profits
    - 50 non-profits completed survey
    - 92% shared that they are interested in working with student groups to create processes, procedures, and plans that increase the efficiency and/or effectiveness of their agency.
    - *Note: Full report available upon request*
- Focus groups with faculty regarding needs they have in managing service-learning experiences in the classroom
    - Faculty expressed logistical challenges, risk mitigation issues, and finding the appropriate match for the classroom learning aspect when coordinating service-learning projects.
    - *Note: Full report available upon request*

Institutionally, there is still a consistent focus on transformative learning experiences (high-impact practices) as an educational practice for our students. Service-learning is a key high-impact practice that fosters a deep learning experience to aid in solving today's problems. The faculty and partners working on the SOLVED effort/Tier 1 grant seek to institutionalize service-learning to be a leading institution that engages students in solving real needs.

Numerous faculty have contacted the LSC in recent years regarding our ability to certify service hours for the (United States) President's Volunteer Service Award. Furthermore, our institution contributes an estimated 6.5 million service hours annually (as reported in the President's Higher Education Community Service Honor Roll for the July 1, 2014 – June 30, 2015); thus, it would be an honor to recognize our students' service on a national scale.

What actions have you implemented internally to address the identified need?
Since the Spring of 2015, the LSC has partnered with Public Partnership and Outreach and the Center for Teaching Excellence to explore creating a comprehensive needs-based database that matches faculty, non-profits, and students in solving problems. Additionally, the LSC has facilitated the Service-Learning Faculty

Fellow (SLFF) program in partnership with the Center for Teaching Excellence and Undergraduate Studies since 2013. Several faculty who completed this program applied for a Tier 1 grant ($97,000 over 3 years) to move toward institutionalizing service-learning. Through this grant they are earmarking $16,000 in faculty stipends for service-learning (year two & three) and the LSC will be able to reinvigorate the SLFF program to continue to train faculty in how to integrate service-learning. These increased resources and momentum will open new doors and ideas for our area to continue to expand our outreach to students and the community.

Generally, what assessment tools will you use to evaluate this program/service?

The SDS II position will be charged with evaluating the SOLVED database, launching the President's Volunteer Service Award, and advising the Peer Leadership and Service Program.

- The SOLVED database will be evaluated by frequency of use through Google Analytics, a user-survey (faculty, non-profits, and students), and measure impact through service hours contributed.
- The President's Volunteer Service Award recognition process will be measured by the number partners we can train within colleges to approve hours and the number of awards given.
- The Peer Leadership and Service Program will be measured through student learning assessment and connections with local non-profits.
  - *Moving this current program off of the SDS III job description would be beneficial. This would allow the current SDS III to focus their entire attention on the DSA Maroon and White Leadership Society, which is in alignment with the proposal shared with the VPSA in December 2013 and accommodates the growth of the program.*
- For the new SDS II staff member, assessment tools will largely align with the Human Resource metrics of Annual Evaluations, goal achievements, and weekly supervisor meetings to oversee progress.

How have other sources of funding (fundraising, sponsorship, reserves, etc.) been considered? Please explain.

We currently have programmatic funds identified for the SLFF program administration for FY18 & FY19. Additionally, other grants are being explored to support the potential growth of this innovative approach to institutionalizing service-learning and engaging students in solving real-life needs in our local and global community.

Funding Description:

	Dollar Amount
Total Estimated Cost	
SDS II Salary	$38,000.00
Benefits (30%)	$11,400.00
Professional Development	$1,400.00
Less Estimated Partial/Matching Funds (if applicable)	
TOTAL INCREASE REQUESTED	**$50,800.00**

SAFAB Comments/Notes: