Guiding Questions for Service-Learning Partnership Meetings

A service-learning experience is a collaborative partnership between a faculty member and a community organization(s). The faculty member and community organization(s) together identify a project or activity that addresses a community need or contributes to the necessary work of the organization. The service-learning project is directly related to learning goals that the students are already working to achieve. The project contributes to their understanding and knowledge of academic concepts or skills. Service-learning students participate in a structured reflection or assessment process which facilitates the integration of the service experience and course content (learning).

These questions are meant to be a guide to discuss the objectives and details of the project and establish partnership expectations. This is a working document and as such, the Center for Community Engagement welcomes your feedback and ways to improve upon this stakeholder resource.

Meeting Date:
Faculty Member's Name:
Community Organization(s) Name:
Community Partner(s') name, phone number and email:

Course Name:

Community issue or need being addressed by students/project:

COURSE LEARNING OUTCOMES: What do all stakeholders want students to learn from this service-learning course (academic content, professional application, service/social justice/civic engagement skills, leadership, etc.)?

- Faculty member discusses course goals and objectives of the course, shares course syllabus.
- Community partner shares information about their history, mission, client-base, and goals of your organization; and a list of essential procedures and guidelines for working with your agency or organization.

SERVICE OUTCOMES:
- What do all the stakeholders (especially people working most closely with the service learners) want the impact of the student service to be in the community)?
- What do stakeholders want students to learn as a result of their service?
- How does the service connect to the course content?

SERVICE-LEARNING PROJECT DESCRIPTION: Describe the service-learning project(s) students will be involved in at the partner site(s)

PREPARING FOR SERVICE increases the likelihood that there will be positive outcomes for all stakeholders, including students. What kinds of preparation are needed for students to be engaged in service and reflection, and what preparation activities will be the responsibility of the faculty member, students or community partners?
- How many students will/can be placed at the community partner site?

- What times and dates are available?
- Is there a certain number of hours students will serve?
- When will students begin their service-learning? When will they end it?
- Will students be working in groups?
- How many students will it realistically require to complete the project?
- How many students can we handle at once?
- What staff members will supervise and coordinate student work?
- Does the student need training? When/where will the training take place?
- What types of orientation occur prior to service?
- Who will supervise the students? How can this person be contacted? Is there a backup supervisor?
- Who should students call if they will be absent or late?
- Do students need to be fingerprinted or have a background check?
- Is there a dress code students should adhere to?
- Discuss any important dates:
  - In-class orientation date: o Mid-semester check-in date:
  - End of semester presentations/posters:
- What is the protocol for discussing any concerns? Who should the community partner contact with student issues?
- What is the best way to get in touch with faculty member/community partner?
- Will the faculty member check-in during the semester?
- What are some potential physical accessibility barriers at the community partners site? Consider items broadly, such as stairs (including public transportation), required mobility ("walking") distances, air quality, heat, etc.
- What might be ways to ameliorate or overcome physical accessibility barriers? Are there alternative ways to participate to reach the same service/learning outcomes?

REFLECTION establishes connections between students' service experience and the academic curriculum. The most effective system is to have participant's reflection occur before, during, and after their service-learning experience.
- What type(s) of structured reflection will be integrated into the course? The service site(s)?
- How will the partners be involved in designing, implementing, evaluating and benefiting from on-going reflection activities?

ASSESSMENT AND EVALUATION built into the initial design of the service-learning project is essential so the impact on students, faculty, and the community can be measured and reevaluated for the remainder of the present, and for the next, semester.
- How will student learning and the value of the service to the community be assessed (e.g. presentations, evaluations, papers, etc.)?
- How will stakeholders assess the partnerships and identify strategies for improvement? Will there be an end of the semester meeting?
- What steps will be taken if students are unable to finish the project or neglect their project responsibilities