



CENTER FOR SERVICE-LEARNING
AND CIVIC ENGAGEMENT

SERVICE- LEARNING TOOLKIT

A GUIDE FOR MSU FACULTY
AND INSTRUCTORS



OCTOBER 2015

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Service Learning Toolkit

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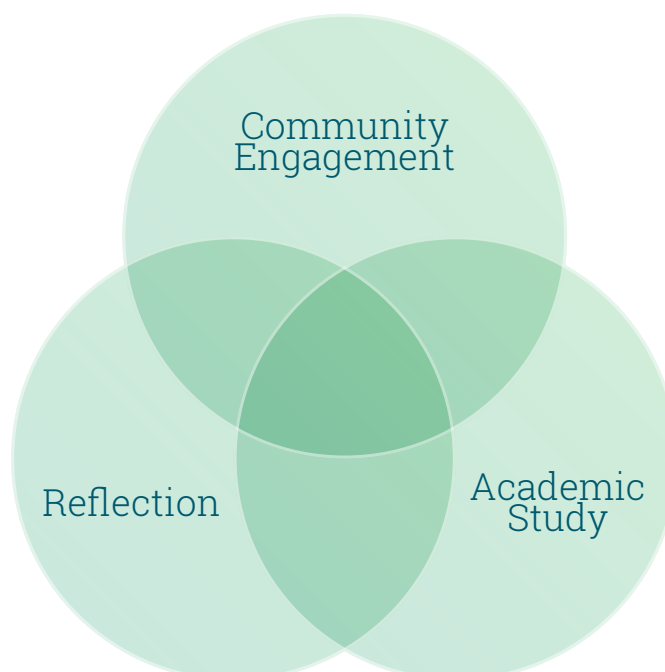
OVERVIEW

What is Service-Learning?

Service-learning is a teaching method that combines academic coursework with the application of institutional resources (e.g., knowledge and expertise of students, faculty and staff, political position, buildings and land) to address challenges facing communities through collaboration with these communities. This pedagogy focuses on critical, reflective thinking to develop students' academic skills, sense of civic responsibility, and commitment to the community.

Figure 1:

What is Service-Learning?



Academic Study

Service-learning is bound to academic coursework through its connection to a course's specific learning goals and objectives. Through community engagement, students apply their academic knowledge and critical thinking skills. Academic credit is given for the learning that takes place—not simply the completion of volunteering hours.

Community Engagement

Service-learning engages students in community engagement through a collaborative partnership between MSU and the community. Students' engagement experience addresses needs identified by the community itself. Community partners (i.e. organizations with which students serve) are considered co-educators in the learning process of students.

Reflection

Reflection is an essential element of service-learning as it facilitates connections between community engagement experiences and course content. The reflection process—whether through class discussions, reflection journals, or feedback from instructors—helps students make meaning of their community engagement experience and draw connections to course learning goals while developing critical thinking skills, communication skills, leadership, a sense of civic responsibility, and multicultural understanding (Rama & Battistoni, 2001).

Motivation for Engagement

Faculty choose to utilize service-learning in their classes for a number of reasons. In a study of faculty nominated for a prestigious service-learning award, O'Meara (2008, p. 14) found faculty motivation for community engagement fell into seven areas. These types of motivation, listed in order of prevalence, include:

1. **To facilitate student learning and growth**

Faculty reference teaching well and facilitating learning as the primary reason for using service-learning. Faculty cited service-learning as a “pedagogy for deepening understanding of content in ‘real-world settings,’ enhancing critical thinking, career development, and the development of critical consciousness” (p. 15).

2. **To achieve disciplinary goals**

When service-learning aligns with their academic discipline, faculty are motivated to employ the teaching method in the classroom. For

some faculty, they see service-learning as a means of passing on the knowledge, skills, and values of their discipline.

3. **Personal commitments to specific social issues, places, and people**
Faculty identify commitment to specific social issues (e.g. public health, education, urban planning, etc.), geographic locations, and community partner organizations and/or individuals as reasons to teach service-learning.
4. **Personal/professional identity**
Faculty connect their personal identity and experience (e.g. race, gender, sexual orientation, ability, socioeconomic class, etc.) to their rationale for employing service-learning in the classroom.
5. **Pursuit of rigorous scholarship and learning**
Research found that faculty involved in community engagement do so to be at the forefront and cutting edge of their academic discipline.
6. **A desire for collaboration, relationships, partners, and public-making**
For some faculty, service-learning can be a way of building connections with colleagues, community members, and students. In the world of academics, which can be isolating at times, service-learning can also be motivating in that it makes faculty feel more connected and in solidarity with other like-minded people.
7. **Institutional type and mission, appointment type, and/or an enabling reward system and culture for community engagement**
Institutions with preexisting missions oriented towards community engagement build a culture where service-learning is motivating. The same applies to a reward system that recognizes faculty engagement. Further, faculty who have engagement explicitly outlined in the nature of their appointments are motivated towards community engagement as well.

Resources

Check out these additional resources

[Appendix A: Service-Learning FAQs for Faculty](#)

[Appendix B: Service-Learning FAQs for Students](#)

[Appendix C: Service-Learning FAQs for Community Partners](#)

Quality Components

As highlighted in the [Benefits](#) section, service-learning has great potential to enhance outcomes for students and communities. However, these outcomes are contingent upon high quality delivery of service-learning. If not done well, service-learning can have negative impacts on both students and communities, including reinforcing simplistic understandings of social problems, ignoring community assets, and diverting resources away from community partner organizations in order to meet the needs of students (Eby, 1998).

iPERCED Model

Implementing high quality service-learning requires several key components. The iPERCED model offers a structure for service-learning that encourages thoughtful planning and execution. Outlined below are the iPERCED components.

- **Investigation** - Process of identifying community needs, exploring potential community partnerships, and determining if/how community engagement fits into course learning goals and objectives
- **Preparation** - Action steps to identify expectations, responsibilities, and to prepare faculty, community partners, and students for service-learning
- **Engagement** - Meaningful engagement with the community in a way that is of value, as indicated by community partner needs
- **Reflection and Connection** - Structured opportunities for students to think critically and make connections between their engagement in the community and course learning goals and objectives
- **Evaluation**- Methods to determine the outcomes of the community engagement experience and students' learning
- **Demonstration/Celebration** - Strategies to share the results of community engagement as well as celebrating accomplishments with community partner, and other constituents

Adapted by Renee Zientek, Diane Doberneck, Nicole Springer, and Christie Schichtel, from *Commuter Affairs and Community Service*, 1999.

Tips for using the iPERCED model are further outlined in the [Designing a Service-Learning Course](#) section.

Theoretical Framework

The iPERCED model has theoretical foundations in Taylor's learning cycle (1987), which presents a four phase model of adult learning. The four phases are detailed below, and Figure 2 portrays the overlapping categories from Taylor's learning cycle with the iPERCED model.

- **Disorientation** occurs when the learner encounters an unfamiliar and often unanticipated experience or change and is challenged to think critically about one's beliefs or values. The learner responds to the challenge with confusion, anxiety and tension. The learner leaves this phase they are able to name the central issue causing discomfort.
- **Exploration** happens after the learner is able to name the disorienting source. Next, the learner gathers new information and ideas to resolve the identified challenge.
- **Reorientation** involves the synthesis of information obtained in the exploration phase. In processing and reflecting upon this information, the learner creates new understandings.
- **Equilibrium** transpires when the learner experiences a sense of comfort with the knowledge gained. The learner is able to apply their knowledge to new situations and shares their discoveries with others.

Figure 2:
Service-learning Cycle

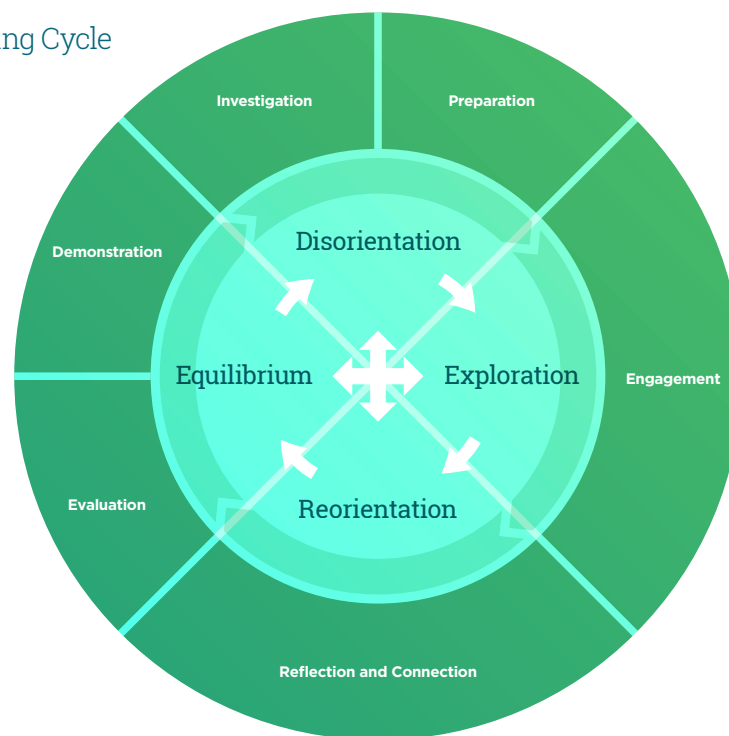


Figure created by Nicole Springer, Christie Schichtel

Supplemental Reading

Check out these additional readings

[Honnet, E.P. & Poulsen, S.J. \(1989\). Principles of good practice for combining service and learning \(Wingspread special report\). Racine, WI: Johnson Foundation.](#)

[Howard, J. \(Ed.\). \(2001\). Principles of good practice for service-learning pedagogy. In Michigan Journal of Community Service Learning Service-Learning Course Design Workbook \(pp. 16-19\).](#)

[Kiely, R. \(2004\). A chameleon with a complex: Searching for transformation in international service learning. Michigan Journal of Community Service Learning, 10\(2\), 5-20.](#)

[Kiely, R. \(2005\). A transformative learning model for service-learning: A longitudinal case study. Michigan Journal of Community Service Learning, 12\(1\), 5-22.](#)

[Mezirow, J. \(1990\). How critical reflection triggers transformative learning. In J. Mezirow \(Ed.\), Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning \(pp. 1-20\). San Francisco, CA: Jossey Bass.](#)

[Mezirow, J. \(2000\). *Learning as transformation: Critical perspectives on theory in progress*. San Francisco, CA: Jossey Bass.](#)

Benefits

Students

Students who participate in service-learning benefit in multiple ways, enriching their academic knowledge with real-world applications and developing personal, professional, and leadership skills. Through service-learning at MSU, students:

- Increase their understanding of course material
- Improve their professional skills like problem solving, communication, critical thinking, reflection, and teamwork
- Learn more about cultures different from their own
- Critically reflect on their own values and beliefs
- Understand both assets and needs in communities
- Apply what they learn in class to a real-world setting
- Meet others who enjoy serving the community and build personal networks
- Gain hands-on experience in a community setting
- Build professional connections useful for future internships or jobs

Faculty

Faculty who instruct service-learning courses also benefit from adopting service-learning as a teaching pedagogy. Through service-learning, faculty:

- Help students achieve Michigan State University's Undergraduate Learning Goals and Bolder by Design: Imperatives 1 and 2 through application of course material to community setting
- Engage students with different learning styles
- Promote students' active learning
- Encourage interactive teaching methods where students and community partners contribute to the learning process
- Gain new opportunities to further their scholarship
- Attract civic-minded students to their course
- Expand networking opportunities with other engaged faculty in disciplines across MSU

Community Partners

Community partners who engage service-learning students benefit when service-learning is organized to respond to community needs, as indicated by the community. Through service-learning community partners:

- Gain new energy and assistance to broaden delivery of existing services or to create new services
- Participate in the teaching and learning process
- Inject energy, enthusiasm, and new perspectives into their organization's work
- Leverage access to MSU resources, cutting edge thinking, and innovative practices by building relationships with faculty, staff, and students
- Open doors to new connections and partnerships with colleges and universities

Adapted from the following resources:

"Benefits of Service-Learning" by the University of Minnesota Community Service-Learning Center, n.d., retrieved from <http://www.servicelearning.umn.edu/info/benefits.html>

Service-Learning Essentials: Questions, Answers, and Lessons Learned (p. 12) by B. Jacoby, 2015, San Francisco, CA: Jossey-Bass. Copyright 2015 by John Wiley & Sons, Inc.

Research on Benefits

For faculty interested in diving into service-learning research, there are a few points to consider.

- Much of the research on the impact of service-learning is focused on student learning outcomes (Eyler & Giles, 2001). Seminal pieces in the benefits of service-learning research include:
 - Eyler, J., & Giles Jr, D. E. (1999). *Where's the learning in service-learning?* San Francisco, CA: Jossey-Bass, Inc.
 - Eyler, J. S., Giles, Jr. D. E., Stenson, C. M., & Gray, C. J. (2001). *At a Glance: What we know about the effects of service-learning on college students, faculty, institutions and communities, 1993-2000* (3rd ed.). Nashville, TN: Vanderbilt University.
- One notable observation is that foundational research on the benefits of service-learning were conducted in the 1990s and the early 2000s. Since then, studies have explored the impact of service-learning in specific courses or disciplines. Faculty interested in teaching service-learning are encouraged to search publications within their field of expertise, which often highlight strategies for implementation that are practical for their discipline.
- Few published studies investigate community impact from the perspective of community partners (Sandy & Holland, 2006). A handful of researchers are beginning to explore benefits and challenges of community partners. Find suggested resources in the [Developing Community Partnerships](#) section.

Differences from Volunteering/Community Service

The addition of community engagement into course requirements does not simply create a service-learning experience. As noted in the [Quality Components](#) section, there are many elements involved in implementing service-learning. Below, Figure 3 and Figure 4 help differentiate service-learning from volunteering/community service.

Figure 3:

Differences between Volunteering/Community Service and Service-learning

Volunteering/Community Service	Service-learning
Often aligns with service goals	Closely aligns with course learning goals
Yields service outcomes	Yields community and learning outcomes
May not emphasize reflection	Incorporates reflection as a critical component, which connects academic and community engagement and deepen learning
Experience measured by volunteer hours served	Experience measured by specific learning outcomes

Adapted from “Service-learning vs. volunteerism” by Lipscomb University, n.d.,
retrieved from <http://www.lipscomb.edu/salt/service-learning-vs-volunteerism>

Figure 4:Course-Specific Differences between
Volunteering/Community Service and Service-learning

Volunteering/Community Service	Service-learning
Students in an introductory business course volunteer in the community for 2-3 hours. Service can be of any sort. The goal of the project is to demonstrate the importance of business leaders being involved in the community.	Students in an accounting course (specifically federal tax accounting) went through training and certification by the Internal Revenue Service (IRS) then served as volunteer tax preparers with MSU Volunteer Income Tax Assistance. Students served one shift per week (approximately 2 hours) providing free tax preparation services for low to moderate income individuals in the Lansing area during the tax season. These students applied the knowledge and concepts learned in their accounting course when meeting with clients in the community. Reflection on the experience occurred in class and via written journal assignments.
Students in a human development and family studies course volunteer for 4 hours in the community. Volunteer time must be direct service hours (e.g. serving meals to homeless, weeding at community gardens, tutoring youth, etc.).	Students in a human development and family studies course serve with a human service organization of their choice, such as the American Red Cross, Boys and Girls Club, or afterschool programs, while learning about human service delivery, ethics, and community needs. Reflection on the experience occurred through in class discussions, posts in the course D2L, and via written journal assignments.



Designing a Service-Learning Course

Designing a service-learning course may include adjusting an existing course to incorporate service-learning or creating an entirely new class. While some disciplines may have more service-learning course options, the practice spans across all disciplines and can be found in each of the academic colleges at MSU.

Service-learning course design begins with aligning learning goals and objectives with community engagement activities. Minus this purposeful alignment, it is not service-learning but merely the addition of volunteering into a course (See [Differences from Volunteering/Community Service](#)).

According to Jacoby (2015, p. 100), service-learning is particularly effective in courses that are trying to achieve the following outcomes:

- Application of knowledge and concepts in practice in new situations
- Analyzing, questioning, and reconsidering prior knowledge or beliefs
- Examining causality
- Understanding the effects of power and privilege on individuals and society
- Synthesis and analysis of information to solve complex problems that have multiple solutions
- Exercise of well-reasoned judgment
- Working collaboratively with others
- Communicating with others

Resources

Check out these additional resources

To begin, see [Appendix D: Service-Learning Course Development Tool](#), which offers guiding questions to help in the course development process.

Faculty looking for course development tools with discipline-specific information should explore the [Service-Learning in the Disciplines Series](#), which features twenty-one titles and academic programs ranging from psychology to accounting to environmental studies.

Developing Community Partnerships

Campus-community partnerships are essential to quality service-learning experiences for all partners involved—faculty, students, and communities. This section will cover the principles of partnership development and put forth suggestions for exploring and initiating and sustaining community partnerships.

Before Beginning...

Building partnerships with community organizations is a new and exciting step in service-learning course development. Before jumping into the community in search of organizations, it is important to consider what a community partner is and what role they plan in a service-learning setting.

A community partner is an organization that students serve with as part of their service-learning class. Community partners help shape meaningful community engagement activities that meet needs identified in the community. These organizations serve in a role as co-educators for students, facilitating learning experiences for students in community settings and encouraging connections between classroom and community learning. To support students and the projects they are engaged in, community partners designate an on-site supervisor that students work with during the semester while serving with their organization. Community partners understand that effective partnerships “involve full collaboration of students, community partners, and faculty as co-educators, co-learners, and co-generators of knowledge” (Katz Jameson et al., 2012, p. 54).

Principles of Partnership Development

[Community-Campus Partnerships for Health](#) (2013) offers helpful guiding principles for partnerships, which can be applied to service-learning partnership development.

1. The Partnership forms to serve a specific purpose and may take on new goals over time.
2. The Partnership agrees upon mission, values, goals, measurable outcomes and processes for accountability.
3. The relationship between partners in the Partnership is characterized by mutual trust, respect, genuineness, and commitment.
4. The Partnership builds upon identified strengths and assets, but also works to address needs and increase capacity of all partners.
5. The Partnership balances power among partners and enables resources among partners to be shared.
6. Partners make clear and open communication an ongoing priority in the Partnership by striving to understand each other's needs and self-interests, and developing a common language.
7. Principles and processes for the Partnership are established with the input and agreement of all partners, especially for decision-making and conflict resolution.
8. There is feedback among all stakeholders in the Partnership, with the goal of continuously improving the Partnership and its outcomes.
9. Partners share the benefits of the Partnership's accomplishments.
10. Partnerships can dissolve, and when they do, need to plan a process for closure.
11. Partnerships consider the nature of the environment within which they exist as a principle of their design, evaluation, and sustainability.
12. The Partnership values multiple kinds of knowledge and life experiences.

Echoing the spirit of the guiding principles detailed above, the Carnegie Foundation, which administers the elective [Classification for Community Engagement](#) to institutions of higher education, strongly urges campuses to make an ongoing commitment to establish partnerships with a “high level of understanding of and intentional practices specifically directed to reciprocity and mutuality, thus initiating and nurturing collaborative, two-way partnerships.”

Exploring Community Partnership Options

During the investigation stage, faculty begin seeking out community partnerships to engage in planning the community engagement activities that both enhance course learning goals and objectives and meet needs identified by the community.

Leverage MSU's Center for Service-Learning and Civic Engagement

Faculty may also leverage community partner connections through the MSU Center for Service-Learning and Civic Engagement. Our office has a long history of building community partnerships, and we regularly work with numerous organizations in the Greater Lansing area and beyond. We would happily assist any faculty looking to identify community partners!

Explore Existing Network

As faculty explore service-learning partnerships, we recommend that they assess if there are existing community relationships within their networks. This may include their own scholarship activities or those of their respective department or college. Often, departments have interactions with community partners for programs, internships, research, etc. These offer a starting point of organizations to pursue conversations with about engaging in service-learning and have potential to strengthen university-community connections for their department or college.

Other Resources

Local volunteer centers, United Way, nonprofit associations, or coalitions of community-based organizations can be a great place to search for community partnership opportunities. These resources might provide membership lists so that faculty can browse participating organizations and get ideas of potential partners.

Student Independent Placements

Some faculty wish for their students to select their own organization with which to complete their service-learning experience. We refer to this as an independent placement. Much like an independent study, students would search for and identify a community partner that would match well with the course learning objectives. This allows students some freedom in selecting a community partner that also meets their educational and/or professional interests. Without faculty or staff support, students may be unaware of how to search for community partners and

thus experience delays in setting up a placement. A particular challenge for faculty who use this method is that they will have very little control of ensuring quality placements and thus will have greater variability in student learning outcomes.

Initiating Community Partnerships

Campus-community partnerships recognize and value the education that comes from both the classroom and community setting. Thus, community partners play the role of being a co-educator, and they contribute equally to the student learning experience.

The MSU Center for Service-Learning and Civic Engagement would like to emphasize that listening to community partners is an essential ingredient to the partnership development process. To set up a partnership, faculty may need to engage in multiple conversations with community partners. To facilitate how to initiate community partnerships, several suggestions are provided below.

1. **Learn about potential partners and their assets**

- Gather information about the mission, values, programming, and activities
- Identify who the community partner serves and what community needs the organization addresses
- Discuss university and community assets, strengths, and ways in which they would contribute to a partnership
- Learn more about past experiences with partnerships, including successes and failures

2. **Consider expectations**

- Think through the time, energy, and resources needed from faculty, students, and community partners to carry out a successful partnership

3. **Determine whether there is compatibility**

Before forging a community partnership, consider these components:

- Alignment of course learning goals and objectives and organizational/project needs
- Timing and duration of engagement
- Knowledge, skills, and abilities needed to complete engagement activities
- Organization's capacity to coordinate community engagement experience and provide adequate oversight to students during the semester

4. Take time to build relationships

Service-learning partnerships are relationships between faculty members and representatives at community organizations. Just like with any relationship, partnerships require ongoing communication and trust. Community partners seek open, regular communication with the faculty to better understand their course, the various aspects of service-learning, and to ensure expectations are being met by students and their organization.

5. Discuss expectations and establish community partner as co-educator

- Discuss roles and agree each partner has equal value
- Identify academic and practical expertise of both community partner and faculty
- Discuss and plan from the syllabus
- Identify how community partners and faculty will be involved in preparing students for community engagement
- Teach through orientations, practical experience, and reflection

6. Develop details of community engagement

In conversations together, faculty and community partners should shape the community engagement activities that respond to the community partner's needs and link to course learning goals and objectives. Clarify what students will be doing and what they will produce during their time with the community. Being clear on activities and expected deliverables up front eliminates confusion for students, faculty, and community partners. This also gets away from students simply logging volunteer hours—a situation where often a concrete achievement is not always evident.

7. Maintain communication

Determine strategies for maintaining communication before, during, and after the project. Even with a memorandum of understanding or a contract outlining roles and responsibilities, ongoing communication cannot be substituted (Tryon & Stoecker, 2008). Many community partners strongly desire faculty to visit the community site and include in-person contact as part of their communication strategy (Sandy & Holland, 2006).

8. Determine measures of success

Community partners and faculty members enter into a partnership with the intention of achieving certain goals. As part of initial conversations, discuss what success will look like for the partnership. Think about what measures might be used and what sort of assessment or evaluation will indicate success. See Evaluation section for further detail on this topic.

9. Discuss demonstration and celebration activities

Demonstration and celebration involve strategies that share the results of community engagement as well as celebrate accomplishments with community partners, students, and any other constituents. Faculty should invite community partners to help plan and shape what this will entail. Some partners may choose not to be involved, yet many will want to be part of recognizing what was achieved. See [Demonstration and Celebration](#) section for ideas and resources.

Supplemental Reading

To increase understanding of community partner perspectives in the partnership development stages, please read:

[Gerstenblatt, P. \(2014\). Community as agency: Community partner experiences with service learning. *Journal of Community Engagement and Scholarship*, 7\(2\).](#)

[Sandy, M., & Holland, B. A. \(2006, Fall\). Different worlds and common ground: Community partner perspectives on campus-community partnerships. *Michigan Journal of Community Service Learning*, 13\(1\), p. 30-43.](#)

[Scheibel, J., Bowley, E. M., & Jones, S. \(2005\). *The promise of partnerships: Tapping into the college as a community asset*. Providence, RI: Campus Compact.](#)

[Stoecker, R., & Tryon, E. A. \(2009\). *The unheard voices: Community organizations and service learning*. Philadelphia, PA: Temple University Press.](#)

[Tinkler, A., Tinkler, B., Hausman, E., Tufo-Strouse, G. \(2014\). Key elements of effective service-learning partnerships from the perspectives of community partners. *Partnerships: A Journal of Service-Learning and Civic Engagement*, 5\(2\), 137-152.](#)

[Tryon, E., & Stoecker, R. \(2008\). The unheard voices: Community organizations and service-learning. *Journal of Higher Education Outreach and Engagement*, 12\(3\), p. 47-59.](#)

PREPARATION

Preparing Community Partners for Meaningful Engagement

Sustaining Community Partnerships

Sustaining community partnerships takes time, dedication, and commitment. Although this process begins in ensuring organizations are prepared to engage students in meaningful ways, nurturing and sustaining community partnerships continues throughout the rest of the iPERCED model. Below, some tips are offered on how to maintain relationships with community partners and advance community engagement:

1. Decide on best methods to maintain communication
2. Develop a timeline and track progress
3. Remain flexible in making adjustments and changes along the way
4. Establish a strategy for documenting progress
5. Conduct progress checks about the partnership, asking open-ended questions to gather information:
 - What's working well?
 - What's not working well?
 - What changes are necessary to improve our partnership?
 - What expectations have been met?
 - What expectations have not been met?
 - What are sources of satisfaction?
 - What are sources of frustration?

6. Based on progress checks, make adaptations to plans for future
7. Celebrate accomplishments (See the [Celebration](#) section for more details)

Adapted from “A Guide to Reciprocal Community-Campus Partnerships” from Portland State University’s Partnership Forum, 2008, retrieved from http://www.pdx.edu/sites/www.pdx.edu/cae/files/Guide_corrected_041808.pdf

Finally, it is important for faculty to understand that successfully maintaining community partnerships requires attention to the motivations of and benefits to community partners as well as the challenges they face in supporting service-learning students throughout the collaborative process (Sandy & Holland, 2006).

Affiliation Agreements

After initiating a community partnership, we recommend creating an affiliation agreement. The affiliation agreement is a university document that establishes the nature of the partnership usually between the faculty member and community partner organization. The affiliation agreement formalizes the expectations of students, faculty, and community partners, and it solidifies the commitment of each of these parties in successfully carrying out service-learning. The affiliation agreement, particularly the goals section, needs to be co-created. The process of developing and finalizing an affiliation agreement must include both the faculty member and the community partner.

Key components of affiliation agreements are:

- Goals for service-learning
- Description of community engagement activities
- Roles and responsibilities (students, faculty, community partner)
- Communication methods
- Syllabus (as an attachment to the agreement)
- Contact information (faculty, community partner)

The affiliation agreement is a planning tool to organize the service-learning experience. Yet, keep in mind that community engagement often requires a great deal of flexibility. Faculty, students, and community partners should work together as things change so that everyone remains on the same page throughout the term of agreement.

Based on conversations with risk management staff, the MSU Center for Service-Learning and Civic Engagement created [Appendix E: Service-Learning Affiliation Agreement Template](#), which provides recommendations. Per university best practices, such an agreement should be signed by the university provost.

Resources

Resources that to assist in creating an affiliation agreement include:

[Appendix E: Service-Learning Affiliation Agreement Template](#)

[Appendix F: Memorandum of Understanding](#)

[Appendix G: M.O.U. Addendum—Criminal Background Check Process](#)

Community Partner Orientation for Students

As part of [Preparing Students for Meaningful Engagement](#), the MSU Center for Service-Learning and Civic Engagement strongly advises that each service-learning student receive an orientation to the community partner site. This may include topics like an introduction to the organization and community it serves, organizational overview, review of policies and procedures, and discussion of the project and student expectations. Furthermore, community partners have identified that often times, preparation for service-learning students requires basic review of professionalism (Gonzalez and Golden, 2009, p. 86). This ranges from conversations about appropriate dress, cell phone usage, and time management.

Many community partners may already have an orientation for new volunteers, which can be adapted for service-learning purposes. Others may need more guidance in crafting an orientation session that equips students to start their community engagement activities. Faculty should also consult with community partners about the type of general service-learning orientation students will receive prior to entering the community setting. Our office can be supportive of both faculty and community partners in this process. Please contact us if interested in having an academic specialist advise in this area.

Resources

As a resource for community partners, the MSU Center for Service-Learning and Civic Engagement created:

[Appendix H: Community Partner Orientation Checklist](#)

Preparing Students for Meaningful Engagement

Preparing students for meaningful engagement in the community is essential to successful service-learning experiences for faculty, students, and community partners. This section offers recommendations and resources for student orientation and training and logistical and safety considerations.

Orientation

Prior to going into the community setting, it is a high quality practice for students to receive two orientations: (1) an orientation to service-learning and (2) an orientation to their community partner site. The orientation to service-learning may include topics such as an overview of service-learning and an introduction to university community engagement practices and expectations. Whereas, the community partner orientation may include topics like an introduction to the organization and community it serves, organizational overview, review of policies and procedures, and discussion of the project and student expectations.

Service-Learning Orientation

The MSU Center for Service-Learning and Civic Engagement has developed an interactive in-person orientation for students in service-learning classes. Topics covered include an introduction to service-learning, practices for a successful service-learning experience, power and privilege as it relates to working with the community, and how to be a civic-minded Spartan. We also customize presentations to best meet individual faculty member needs. Please contact us if interested in having an academic specialist from our office present to a service-learning class!

Tools of Engagement

To assist in the orientation process, faculty may wish to assign students the Tools of Engagement. The Tools of Engagement (Brown et al., 2009) modules were developed by Michigan State University's University Outreach and Engagement (UOE), an academic support unit within the Provost's Office. UOE is a campus-wide resource dedicated to helping faculty and academic units construct more extensive and effective engagement with the communities of our state, nation, and world.

The Tools of Engagement modules challenge students to accept the responsibility of engaging with community partners, and describe how they might become engaged in mutually respectful and beneficial partnerships. The modules are designed to:

- Introduce undergraduate students to the concept of university-community engagement
- Develop their community-based research and engagement skills
- Assist with training the next generation of engaged scholars

Modules:

1. The Engaged Scholar: MSU's Land-Grant Mission
2. Power and Privilege
3. Be a Good Partner!
4. Asset Based Community Engagement
5. Capacity Building for Sustained Change

As a key feature, the modules encourage students to reflect critically on the content. They also provide students with concrete examples that illustrate abstract concepts and then ask students to come up with their own real-life examples.

All the modules are accessible by MSU Net ID and password on <http://tools.outreach.msu.edu/>. Faculty can either assign modules or use them in class.

Community Partner Orientation

See [Community Partner Orientation for Students](#) in the Preparing Community Partners for Meaningful Engagement section.

Pre-flection

Pre-flection is reflection that takes place before community engagement activities begin. Pre-flection assists students in preparing for their community engagement experience and provides them the opportunity to identify their expectations, hopes, and fears. See the [Reflection and Connection](#) section for further detail.

Resources

Additionally, the MSU Center for Service-Learning and Civic Engagement created tools to facilitate the orientation process, including:

[Appendix H: Community Partner Orientation Checklist](#)

[Appendix I: Service-Learning Orientation Checklist](#)

[Appendix J: Contacting Your Community Partner](#)

Resources

[Appendix K: Student Responsibilities in MSU Service-Learning Placements](#)

[Appendix L: Student Health and Safety Considerations in MSU Service-Learning Placements](#)

[Appendix M: Ready, Set, Engage! Pre-reflection Tool](#)

Focus on Power and Privilege

In the community setting, service-learning students will interact with people from many different backgrounds. Some service-learning students are from privileged backgrounds and are “often emotionally and intellectually unprepared for working with people who do not share a similar background, especially as it relates to aspects of class and race” (Lin et al, 2009, p. 134). Lin et al. further explain that this may lead to students experiencing culture shock, which without intervention can prevent students from making real contact with the community (p. 128) and can impose threats to the community itself.

To avoid this “unleashing” of students onto the community, as Lin et al. describe, it is best to initiate conversation with students about the concepts of power and privilege. This should be related firstly to their own lives, as they understand their own identities like race/ethnicity, class, gender, age, sexual orientation, ability status, and religion. Then, as students explore themselves, they can see their identities intersect with those of the community.

Beyond delving into the simple differences between students and the community with which they are serving, guide students towards understanding that the community needs they will experience are the results of deeply structured forces of oppression, exploitation, and exclusion (Lin et al., 2009, p. 131). Ultimately, student learning can be scaffolded towards viewing communities in terms of its strengths and assets. These conversations should begin with student orientation and should continue as a core theme of student reflection.

Resources

As a valuable resource, consider utilizing MSU's Tools of Engagement - Module 2 (Springer, N.C., 2009). This module, entitled Power and Privilege, facilitates student thinking about power, privilege, and control and how this relates to navigating their role in the community setting. The central themes that are considered include understanding self, understanding groups, and relationships with the community. This module is grounded in the race and identity work of Beverly Tatum and Peggy Macintosh on white privilege, Allan Johnson's examination of social inequality, and the New York State Department of Health's cultural competency trainer manual. For further information, see tools.outreach.msu.edu

Activities that MSU has implemented to initiate conversations about power and privilege in the context of service-learning include:

[Appendix N: Power and Privilege Paper Toss Activity](#)

[Appendix O: Power and Privilege Activity: Social Identity Wheel](#)

Other helpful resources to assist with dialogue about power and privilege are listed below:

[White Privilege: Unpacking the Invisible Knapsack](#) - Article by Peggy McIntosh

[Unpacking the Invisible Knapsack](#) - Activity and Discussion

[Privilege Walk](#) - Activity and Discussion

[Privilege Walk Video](#)

Supplemental Reading

Check out these additional readings

Eby, J.W. (1998). Why service-learning is bad. Retrieved from <https://www1.villanova.edu/content/dam/villanova/artsci/servicelearning/WhyServiceLearningIsBad.pdf>

Mitchell, T. (2008). Traditional versus critical service-learning: Engaging the literature to differentiate the two models. Michigan Journal of Community Service Learning, 14(2), 50-65, <http://quod.lib.umich.edu/cgi/p/pod/dod-idx/traditional-vs-critical-service-learning-engaging.pdf?c=mjcsli;idno=3239521.0014.205>

Training

Beyond orientation to service-learning and introducing a focus on power and privilege, faculty and community partners may need to provide additional training to students to equip them with the skills necessary to successfully carry out their service-learning tasks.

For example:

- If students are tutoring youth afterschool in reading, they will likely need tools and resources, such as a list of reading strategies, to help work with youth on these topics.
- If students are working with community gardens, they might need access to gardening tools and other clean up supplies. Partners might wish to train them on how to use such tools, how to identify plants, etc.
- If students are putting together a social media campaign for an organization, they may need access to software, computers, and other equipment. Students may need an overview of how to login and utilize such equipment and software as well as an overview of the organization's communications and branding strategy.

In summary, training needs are a topic to be discussed in planning meetings between faculty and community partners. In such discussions, think about what community and university resources might be available to provide necessary training.

Resources

- Faculty are highly encouraged to review [Appendix K: Student Responsibilities in MSU Service-Learning Placements](#) with students, which opens an opportunity to review these topics before students enter the community setting.
- [Appendix P: College Positive Volunteerism](#) is a supplemental online training available for service-learning students who interact with K-12 youth in the community. Developed by Michigan Campus Compact, CPV prepares college students to impact the college enthusiasm and readiness of the youth they interact with, especially focusing on underrepresented students. The materials include resources, support and information about college preparation, paying for college, career selection, financial aid, etc. The CPV toolkit and online training sessions can be found at <http://micampuscompact.org/cpvmain.aspx>

Constructing a Service-Learning Syllabus

Constructing a syllabus for a service-learning course is critical for communicating effectively with students about the expectations and requirements of service-learning.

It is helpful to have completed [Appendix D: Service-Learning Course Development Tool](#) prior to drafting a new syllabus.

Syllabus Recommendations

In addition to the usual components required in a syllabus, four recommended elements unique to the service-learning syllabus (Jacoby, 2015) include:

1. **Definition and rationale for service-learning**

As service-learning might be easily confused with volunteering or other forms of community engagement students have done in the past, it is best to provide a definition of service-learning in the syllabus. To initiate students in thinking about the application of community engagement activities to the classroom learning and vice versa, it is also helpful to explain why service-learning was added to the course.

2. **Nature of community engagement experience, responsibilities, and logistics**

It is important to specify information on the community engagement experience, responsibilities, and logistics. Suggestions include:

Information Category	Details
Community partner information	<ul style="list-style-type: none">• Organization name• Mission statement• Address
Format of community engagement	<ul style="list-style-type: none">• Mandatory or elective• Serving in groups or individually• Duration• How community engagement activities will be selected
Community engagement activities	<ul style="list-style-type: none">• Details of community engagement• Community need community engagement addresses• Client population• Schedule

Faculty need to be responsive to community partner feedback about student performance in community settings. The MSU Center for Service-Learning and Civic Engagement highly recommends that all faculty include a policy in their syllabus about termination from the community engagement experience. If students are demonstrating inappropriate behavior, poor attendance, or other actions that do not represent MSU well in their community engagement activities, they may need to be removed from the community setting. Depending on the circumstances, faculty may wish to work with students on an alternative assignment or project; other faculty have issued an incomplete grade to students and then have them re-enroll in the class the following semester. Our office is willing to work with faculty on developing a strategy to address such situations. Please contact us for further assistance.

3. **Role of reflection**

Reflection plays a large role in service-learning courses, and it is important to indicate this in the course syllabus. Students may misinterpret reflection as an emotional exercise about their feelings. Thus, it is important to frame reflection as a strategy that connects the community engagement activities to the academic course work, which will be assessed and graded. See the [Reflection and Connection](#) section for more details on designing reflection.

4. **How community engagement and reflection will be graded**

Any projects, assignments, readings, or discussions related to the community engagement experience should be designated as such in the syllabus. It is important to provide students with details about how they are expected to incorporate community engagement activities into their assignments. It is helpful to search for a tool or rubric that identifies characteristics or criteria directly related to the course learning goals and objectives and modify as needed. Faculty should anticipate that students may especially need additional guidance with expectations for reflection, which should also be designed to enhance course learning goals.

After finishing the syllabus, share a copy with the community partner. This will provide context to the community partner and help them facilitate conversations with students around connections between the community engagement experience and classroom.

Resources

Check out these additional resources

Search for sample service-learning syllabi by discipline in the [Campus Compact Syllabus Repository](#). Make sure to filter content by syllabi.

The [Association of American Colleges and Universities \(AAC&U\)](#) developed free rubrics to assist with the assessment of college student learning. [The Civic Engagement—Local and Global](#) rubric may be especially helpful as a starting point.

Logistics and Safety Considerations

Criminal Background Checks

MSU Human Resources policy indicates that all individuals who have direct contact with minors at a youth program sponsored by the University must have been subject to a criminal background check through MSU Human Resources within the last twelve months. Per the policy's definition, a youth program consists of any class, camp, program, or other learning activity sponsored by the University that includes participation by minors. The term "youth program" does not include (1) private, personal events (e.g., birthday parties, weddings) that occur on campus, or (2) events open to the general public (e.g., intercollegiate events, concerts, Wharton Center events). See MSU's Criminal Background Check Process for Youth Program Volunteers.

If faculty have questions about this policy, please contact:

MSU Human Resources
(517) 353-4434
solutionscenter@hr.msu.edu

In addition to required background checks conducted by MSU Human Resources (for youth-serving programs only), community partners may have their own background check process that aligns with their organizational policies for volunteers serving with their organization. This is especially true for organizations that serve youth. Whether community partners conduct background checks may depend on the type of community engagement activities students are performing as well as the type of interactions students will have with youth or other vulnerable populations.

Faculty should talk about these procedures with community partners and discuss timelines, so that the background check process does not delay students from starting their community engagement. Similarly, faculty should set firm deadlines with students to complete pre-engagement activities like background checks to ensure they have time to complete their service-learning requirements.

Resources

For community partners requesting details about the MSU Human Resources policy, the MSU Center for Service-Learning and Civic Engagement provides the [Criminal Background Check Information for Community Partners](#), which details the checks performed and ineligibility to serve.

Health Screenings

Community partners may require specific health screenings prior to students launching into their community engagement activities in the community. For example, students serving with a senior residential facility will likely need a TB test. Faculty should talk about these procedures with community partners and discuss timelines. As detailed in the criminal background check section, faculty should set firm deadlines with students to complete pre-engagement activities like health screenings to ensure they have time to complete their service-learning requirements.

Resources

For placements that require a Tuberculosis (TB) test, the MSU Olin Health Center offers free TB tests for MSU students. Instructions for students to set up an appointment and complete the TB test can be found at the [CSLCE Student Forms](#) webpage.

Transportation

Transportation constitutes a significant logistical item when coordinating service-learning placements. Faculty should carefully consider the transportation options for students. At MSU, per university policy, first-year students are not permitted to have vehicles on campus. Because of this, first-year students are almost solely dependent upon other transportation options.

In the Greater Lansing area, general transportation options include:

- Walking or biking
- Student vehicle
- [CATA bus](#)

The MSU Center for Service-Learning and Civic Engagement offers free CATA tokens for students who use the bus to/from their community engagement sites. Students may come to 345 Student Services Building to pick up tokens, or faculty may visit us to get a batch of tokens for their class. Note: This resource is only for students who do not have bus passes.

Some faculty may wish to coordinate transportation by reserving a van from [MSU Transportation Services](#) or a rental car company like [Enterprise](#). Faculty might be successful in seeking departmental sponsorship of a van or bus to get their students to/from the community partner site for their service-learning experience.

Risk Management and Safety Considerations

As faculty ascertain service-learning activities and setting, they need to take risk management and safety considerations into account. To lower risk in service-learning, these practices are encouraged:

1. Review the [university policy on indemnification](#).
2. Guarantee that students will have direct supervision while they are serving in the community setting.
3. Establish **an affiliation agreement**. See [Appendix E: Service-Learning Affiliation Agreement Template](#), which shares specific recommendations to lower risk and liability.
4. Provide community partners with [Appendix H: Community Partner Orientation Checklist](#).
5. Review [Appendix L: Student Health and Safety Considerations in MSU Service-Learning Placements](#), with all participating students.
6. Think about potential site-specific risks and talk to students about how to identify, avoid, and manage them. This should take both the setting and student experience into mind.

If faculty have questions or concerns related to risk management, please contact:

MSU Risk Management and Insurance

(517) 355-5022

riskmgmt@msu.edu

Indemnification

Per the University Indemnification Policy, MSU will support its trustees, officers, faculty, and staff when acting in the performance of assigned duties on behalf of the University. This policy also applies to students while engaged in approved academic programs and volunteers who are performing services for the University with prior written approval of the appropriate University official. The University will defend, save harmless, and indemnify such persons against any suit or proceeding, wherever brought, premised upon the fact that he or she is or was a member of the Board or an officer, employee, student, or volunteer of the University. The indemnity extends to expenses including attorney fees, judgments, fines, and amounts paid in settlement, actually and reasonably incurred, and with respect to any criminal action or proceeding where such person had no reasonable cause to believe that his or her conduct was unlawful. As a condition of indemnification, the trustee, official, employee, student, or volunteer is required to cooperate fully on a continuous basis with the University Attorney and the Office of Insurance and Risk Management.

If faculty have questions about this policy, please contact:

MSU Human Resources

(517) 353-4434

solutionscenter@hr.msu.edu

Resources

As a tool to discuss health and safety considerations with students, please utilize:

[Appendix L: Student Health and Safety Considerations in MSU Service-Learning Placements](#)

If faculty have questions or concerns related to student safety, please contact:

MSU Police

(517) 355-2221

info@police.msu.edu

Inclement Weather and Campus Closures

Some community partners, especially organizations that serve young people, shut their doors when public schools close due to snow or other inclement weather conditions. Similarly, MSU may have campus closures when community organizations maintain their usual operating hours.

To avoid any confusion between students and community partners, it is a best practice to develop a back-up plan with community partners that discusses what to do when there are campus and/or site closures.

Religious Observance

[MSU's Religious Observance policy](#) applies to service-learning courses both in the classroom environment and the community setting. It is important that faculty and community partners follow this policy.

Keep in mind that in addition to students' personal observances, some community partners, especially faith-based organizations, may also close their operations for religious observances. A great resource for planning for religious holidays is the [Interfaith Calendar](#).



ENGAGEMENT

Types of Engagement

Community engagement in service-learning must be meaningful. By “meaningful,” we mean that students engage in the community in a way that is valuable to the community and responsive to real needs for that particular community. This meaningful engagement enhances student learning and fulfills the course learning goals and objectives. In conversations with community partners, this includes bearing in mind the type of community engagement. Commonly, people think of direct service as the only type of community engagement. However, there are four main types—direct service, indirect service, advocacy or community-based research. No type is more important or necessarily more impactful than another; it simply depends upon what might fit best with both community partner needs and course learning goals and objectives.

Direct Service

Students have direct contact with the population being served, often through face-to-face interactions (Berger Kaye, 2010). Because of these direct interactions, students often are able to see the tangible difference they are making as a result of their community engagement. Examples include serving meals to the homeless, tutoring, mentoring, coaching youth, or visiting seniors in a senior living facility.

Indirect Service

Students are often working behind the scenes and do not always have the opportunity to directly interact with the population being served. These activities may focus on building the capacity of an organization by increasing its ability to serve its

population more effectively. Examples include fundraising efforts, developing a volunteer recruitment campaign, creating a brochure, or enhancing the social media and web presence of a nonprofit organization.

Advocacy

Students educate and raise awareness about an issue of concern to the public. Examples include organizing voter registration drives, distributing educational materials about sexual assault on college/university campuses, sponsoring a town hall meeting about a topic, or developing a social media campaign about environmental issues in the community.

Research

Students find, gather, report on, and disseminate information about an issue of public interest (Berger Kaye, 2010). Different than exclusively academic research, these activities must be done in partnership with a community organization. Examples include sampling water quality of a local river, collecting local information for a needs statement in a grant proposal, or creating an assessment tool for a nonprofit program. A critical component in the engagement is that students must do the research for and with the community. There is an expectation that the end product will be disseminated to the community.

Resources

Check out this resource available at MSU that will help faculty with community-based research:

[Community Evaluation and Research Collaborative](#)

As a department of University Outreach and Engagement, the Community Evaluation and Research Collaborative (CERC) addresses complex human, organizational, and social issues through systemic approaches to community-based participatory research and participatory evaluation.

Supplemental Reading

Check out these additional readings

Flicker, S., Savan, B., McGrath, M., Kolenda, B., & Mildenerberger, M. (2007). 'If you could change one thing...' What community-based researchers wish they could have done differently. *Community Development Journal*, 43(2), 239-253.

Mould, T. (2014). Collaborative-based research in service-learning: Re-conceiving research as service. *Partnerships: A Journal of Service-Learning and Civic Engagement*, 5(1), 72-95.

Strand, K., Marullo, S., Cutforth, N., Stoecker, R., & Donohue, P. (2003). Origins and principles of community based research. *Community based research in higher education: Policies and practices* (pp. 1-15). San Francisco, CA: Jossey Bass.

Duration and Intensity

In designing the community engagement experience, consideration of both duration and intensity is important. Duration in service-learning refers to the length of time that students will be engaged (e.g. one day event, two months, or a semester). Intensity in service-learning refers to the depth of the community engagement experience (e.g. meeting every week for two hours during the semester, four-eight hour days, etc.). Each refers to time and is equally important to plan for with community partners.

When negotiating the duration of the community engagement component in service-learning, faculty should think about start and end dates for activities. Primarily, timelines need to be appropriate for community partners who often operate on different schedules than the academic calendar. It is likely that community partners do not know the academic schedule and key points of the semester (mid terms, finals, etc.). Similarly, faculty and students are unaware of community partners' calendar management, including their peak periods (board retreat, fundraising event, launch of new program, etc.). Develop a timeline that also considers a service-learning orientation and any other preliminary steps (e.g. criminal background checks, health screenings, etc.) before students begin. Clarifying when people are available up front helps prevent misunderstandings about expectations.

When contemplating the intensity of service-learning, oftentimes faculty wish to stipulate hour requirements as a measure of student engagement. While this can be helpful in providing a guidepost for student expectations, it cannot be the sole measure of student learning. Evidence from Eyler and Giles (1997) indicates

that community engagement with greater intensity is connected to more effective service-learning and allows for opportunities to encounter challenges, experience variation in their activities, make decisions, connect with professionals, and apply classroom learning to the community setting and vice versa. As Howard (2001) puts forth in the *Principles of Good Practice in Service-Learning Pedagogy*, any requirement on duration or intensity must be correlated with the ability to accomplish course learning goals and objectives.

It is crucial to note that from the community partner perspective, research by Sandy & Holland (2006) indicates frustration with mandatory hour requirements and that partners did not believe it to be an indication of student achievement or impact on community partner sites. Thus, faculty must communicate with community partners before attaching an hour requirement for service-learning students and see whether this is a good fit for everyone involved with special care and consideration to community partner needs.

Supplemental Reading

Check out these additional readings

[Tryon, E., Stoecker, R., Martin, A., Seblonka, K., Hilgendorf, A., & Nellis, M. \(2008\). The challenge of short-term service-learning. Michigan Journal of Community Service Learning, 14\(2\), p. 16-26.](#)

Monitoring Progress

Once students journey into their community engagement, faculty will need to monitor student progress and stay in touch with the community partner. Strategies for doing so are provided below:

- Provide students with a timeline and benchmarks of what should be accomplished by specific dates. These items should be dictated in the course syllabus. See the [Constructing a Service-Learning Syllabus](#) section for further details.
- If appropriate, use a time log to monitor hours spent in the community.
- Allow time and space in the classroom for discussion about the community engagement experience.
- Heavily encourage students to speak with faculty regarding any challenges about their community engagement experience.

- Carefully monitor reflection to see how students are doing and what they are learning, but also to challenge their assumptions, beliefs, and experiences if necessary.
- Follow up with the community partner contact at least once during the semester. It is strongly encouraged to check in with the community partner right after students begin, during the middle of the semester, and at the end of the semester. More than just a “how are students doing?” quick conversation, ask specific questions about what students are doing and how that relates to the agreed upon project and deliverables. The check in also serves the purpose of ensuring that connections are being made between community engagement activities and course learning goals and objectives. For communication strategies, email and phone calls are great. A site visit may be even better!

Resources

Faculty may also wish to utilize a tool to seek feedback on student performance in the community setting. Some faculty choose to assign a grade based on community partner's evaluation of students.

[Appendix Q: Community Partner's Sample Student Evaluation Form](#)

[Appendix R: Service-Learning Hours Log](#)

REFLECTION AND CONNECTION

What is Critical Reflection?

Reflection is an essential element of service-learning as it facilitates connections between community engagement experiences and course content. For this reason, it is also referred to as the hyphen in service-learning. The process of reflection also helps students make meaning of their experience and develop various skills, including critical thinking, communication skills, leadership, a sense of civic responsibility, and multicultural understanding (Rama, 2001).

The type of reflection service-learning faculty and students must work towards is critical reflection. “Engaging in critical reflection requires questioning assumptions and values, and paying attention to the impacts and implications of our community work” (Mitchell, 2008, p. 61). As described by Ash & Clayton (2009), critical reflection:

Critical Reflection Outcomes	Aspects Involved
Generates learning	<ul style="list-style-type: none"> • Articulates questions • Confronts bias • Examines causality • Contracts theory and practice • Points to systemic issues
Deepens learning	<ul style="list-style-type: none"> • Challenges simplistic conclusions • Invites alternative perspectives • Asks “why” iteratively
Documents learning	<ul style="list-style-type: none"> • Produces tangible expressions of new understandings for evaluation

Without critical reflection, service-learning can be harmful to communities. Lin et al. (2009, p. 134) refers to this as “unleashing students on communities,” which ill prepares students for working with people who differ from them. While we heavily promote and push the experiential component of service-learning, as Ash & Clayton (2009, p. 26) note, “Experience without critical reflection can all too easily allow students to reinforce their stereotypes about people who are different from themselves, develop simplistic solutions to complex problems, and generalize inaccurately based on limited data.”

Components of Reflection

Effective Reflection

According to Rama and Battistoni (2001), effective reflection in service-learning courses includes the following:

- Clearly defined learning goals and objectives
- Structured community engagement activities that reinforce the course’s learning goals and objectives
- Frequent and timely reflection that considers semester-long student development
- Assessment strategies that evaluate learning goals and objectives

6 Cs of Reflection

- **Contextualized** — Reflection considers student, course, and community engagement characteristics.
- **Connected** — Faculty member provides frequent feedback to facilitate reflection and help students connect their community engagement activities and course material.
- **Coaching** — Reflection involves a combination of tips, advice, and examples to meet student learning outcomes.
- **Challenging** — Faculty balances both challenging and supporting students to help expand their perspectives, gain skills, and improve learning.
- **Communication** — Ongoing communication occurs between all stakeholders involved.
- **Continuous** — Reflection activities are integrated before, during, and after the community engagement experience.

What Reflection Is Not

These are common inaccurate assumptions about reflection as outlined by Pizga (2010):

1. Reflection is a didactic retelling of the events at a community engagement site.
2. Reflection is an emotional outlet for feeling good about community engagement or for feeling guilty about not doing more.
3. Reflection is a time for soapbox opinions.
4. Reflection is a tidy exercise that closes an experience (often messy and provides more openings to closings).

Reflection Design

Faculty have many options to consider when designing reflection strategies for service-learning courses, which include:

- Individual, small group, and/or large group activities
- Involving community partners in reflection
- Frequency of reflection
- Types of feedback to be provided
- Grading to occur for reflection activities

Reflection Strategies

Possible reflection strategies are listed below. Faculty are encouraged to utilize a variety of reflection methods as well as using a combination of in-class and outside of the classroom activities.

Written Reflection Strategies:

- Blogging
- Journals
- Reflective essays

Oral Reflection Strategies:

- Discussions
- In-class activities
- Multimedia presentations
- Role plays

Other Creative Strategies:

- Photo essays
- Sculpture
- Storyboarding
- Videos

Many faculty lean towards employing journals as their reflection strategy. It is important to know that students hold many of the inaccurate assumptions about reflection and may not understand what to include in a reflection journal. Faculty are encouraged to explain the learning goals for reflection, develop prompts for each journal, and provide an exemplary model of a journal so students know what is expected of them.

While it is tempting to look for a singular, uniform rubric that outlines what should and should not be part of a service-learning reflection journal, it is best to search for a tool that identifies characteristics or criteria directly related to the course learning goals and objectives and modify as needed. See the [Syllabus Recommendations](#) section for further tips and resources on grading reflection. Even then, it is imperative that faculty implement the [6 Cs of Reflection](#).

Regardless of strategy, it is vitally important that faculty members give feedback on student reflection. If faculty opt to utilize reflection journals, they should plan to take time and effort when grading to incorporate thoughtful feedback and challenge student assumptions in a supportive way.

Pre-flection

Pre-flection is the first step in the reflection process. Held prior to the community engagement experience begins, pre-flection provides service-learning students with the opportunity to examine their expectations, hopes, and fears. In alignment with critical reflection, pre-flection activities should allow students to think about their assumptions and values. Ultimately, this step prepares students to enter the community and provides a strategy to enhance and enrich the reflection process (Falk, 1995).

- What does it mean to be engaged with the community?
- What is your past experience with volunteering, service, or other community engagement?
- What does community mean to you?

- What do you think are some of the major social issues in the community?
- What do you think are some of the major assets in the community?
- What expectations do you have about your experience in the community (e.g. people you expect to interact with, what community partner organization will look like, etc.)?
- What fears or concerns do you have about your experience in the community?
- What are your hopes for your experience in the community?
- How do you think what you'll learn in the community will be linked to what you'll learn in the classroom?

Resources

[Appendix M: Ready, Set, Engage! Pre-reflection Tool](#)

What? So What? Now What? Model

The What? So What? Now What? model is a method of designing reflection questions that guide students towards deeper learning.

What?

The descriptive phase: What? questions start the reflection process by gathering information about what happened during/after a community engagement experience.

- What happened?
- Did anything surprise you? If so, what?
- What did you notice?
- What was accomplished?
- What skills and/or knowledge did you bring to the project?
- What social issues are being addressed?

So What?

The interpretative phase: So What? questions lead the reflection process into the realm of feelings, ideas, and interpretations of a community engagement experience. So What? questions launch students into thinking about the importance and meaning of their community engagement. These questions should also encourage students to consider impact on recipients and the greater community.

- What did you learn?
- What need does this community engagement address?
- How is this type of community engagement important?
- How is your community engagement connected to course material?
- How is your community engagement experience connected to your personal and/or professional goals?

Now What?

The action phase: Now What? questions ask students to take their lessons learned and apply them to future actions. Now What? asks “Where do you go from here?”

- Have you learned from any disappointments or successes from this experience?
- How can you apply your learning from this experience?
- Has the community engagement experience changed you? If so, how?
- How has your understanding of the community changed as a result of your community engagement experience?
- How can you educate others or raise awareness about this group or social issue?
- What would you like to learn more about, related to this project or social issue?
- If you could do the project again, what would you do differently?

Adapted from “Service learning primer: Questions for reflection” by the GoodCharacter. (n.d.), retrieved from <http://www.goodcharacter.com/SERVICE/primer-6.html>

Resources

To assist in the design of reflection, please see:

[Bleicher, R. E., & Correia, M.G. \(2011\). Using a “small moments” writing strategy to help undergraduate students reflect on their service-learning experiences. Journal of Higher Education Outreach and Engagement, 15\(4\), 27-56.](#)

[DEAL Model for Critical Reflection](#) - Developed by Ash & Clayton (2009), this explains the DEAL model for reflection and includes a sample assignment and activity

[Edutopia's 40 Reflection Questions](#)

[Elon University's Reflection Facilitation Manual](#)

[Reflection Activities: Tried and True Teaching Methods to Enhance Students' Service-Learning Experience](#)



EVALUATION

Reflective educators question the impact that their work has on students, faculty, the curriculum, the community, their institutions, and themselves (Bringle et al., 2004). Bringle and his colleagues further indicate that collecting and analyzing information on the results of service-learning can:

- Help identify and make adjustments to the course to improve the experience for faculty, students, and community partners
- Enhance faculty understanding about why certain results occurred
- Increase confidence in how service-learning is presented to community partners, colleagues, and the general public
- Demonstrate service-learning as a valuable approach to achieving learning outcomes; see [Demonstration and Celebration](#) section for additional information about specific demonstration strategies

Determining the effectiveness of a service-learning class can be measured in multiple ways and usually differs for each course, depending on the course learning objectives, community partner goals, and other factors. As evaluation must be connected to intended goals and objectives, we recommend faculty revisit their [Appendix D: Service-Learning Course Development Tool](#). Faculty and community partners should also discuss what role the community partner would like to play in evaluation efforts.

Types of Evaluation

Within evaluation, tools can be designed for formative or summative purposes.

Formative Evaluation

Formative evaluation occurs before or during the service-learning experience. This type of evaluation can be used to shape the process and improve the outcomes and deal with challenges as they arise.

Summative Evaluation

Summative evaluation occurs at the end of the service-learning experience to measure the results. The goal of this type of evaluation is to show impact and outcomes.

Resources

Tools to assist with service-learning evaluation efforts include:

[Appendix Q: Community Partner's Sample Student Evaluation Form](#)

[Appendix S: Guiding Questions for Service-Learning Evaluation](#)

The [Association of American Colleges and Universities \(AAC&U\)](#) developed free rubrics to assist with the assessment of college student learning. [The Civic Engagement—Local and Global](#) rubric may be especially helpful as a starting point for faculty as well.

[Imagining America's Empowering Community by Assessing and Developing Service Learning Partnerships](#) has multiple evaluation models, tools, and references to get faculty started.

For faculty interested in learning more about community-based research, check out this resource available at MSU:

[Community Evaluation and Research Collaborative](#)

As a department of University Outreach and Engagement, the Community Evaluation and Research Collaborative (CERC) addresses complex human, organizational, and social issues through systemic approaches to community-based participatory research and participatory evaluation.

Supplemental Reading

We encourage faculty in the process of developing evaluation strategies for their service-learning course to check out the books below. The MSU Center for Service-Learning and Civic Engagement has a copy of each text in its library of service-learning resources, which are available for faculty use.

Assessing Service-Learning and Civic Engagement: Principles and Techniques

Authors: Sherril B. Gelmon, Barbara A. Holland, Amy Driscoll, Amy Spring, and Seanna Kerrigan

Year: 2001

Description: This definitive volume offers a broad overview of issues related to assessment in higher education, with specific application for measuring the impact of service-learning and civic engagement initiatives on students, faculty, the institution, and the community. This revised edition provides a comparison of assessment methods, as well as sample assessment tools ranging from surveys to interviews to syllabus analysis guides.

Note: This resource is helpful for thinking about and designing the evaluation strategies for the service-learning experience.

The Measure of Service-Learning: Research Scales to Assess Student Experiences

Authors: Robert G. Bringle, Mindy A. Phillips, and Michael Hudson

Year: 2004

Description: The Measure of Service Learning is a valuable resource for program evaluators and researchers who want to inform the practice of service learning. This useful volume provides an extensive compilation of scales for use in studying students in service-learning classes. The scales measure a variety of constructs, such as attitudes, moral development, and critical thinking. In addition, the text includes a primer on measurement theory. The authors advocate the use of multiple-item scales, present the rationale for their use, and explain how readers can evaluate them for reliability and validity. This volume will foster innovative research that will lead to a broader and deeper understanding of the value of service-learning and similar pedagogies in higher education.

Note: This resource provides specific measurement tools for faculty looking to do more formal evaluation of the service-learning experience.



DEMONSTRATION AND CELEBRATION

Demonstration and celebration involve strategies that share the results of community engagement as well as celebrate accomplishments with community partners, students, and any other constituents. Generally, faculty insert these components at the conclusion of the service-learning experience, yet can find ways to demonstrate results and celebrate throughout the semester. Community partners may also be interested in participating these phases.

These components can be equally reflective and evaluative in nature: Reflective in the sense that it allows space to conclude the experience, share what was learned, and report what was accomplished, further solidifying community engagement and classroom experiences; evaluative in that can gather feedback from both students and community partners.

Demonstration

Demonstration focuses on the process and results that occurred from service-learning. Faculty should consider how students will demonstrate their learning to the class and the community partner.

Examples include:

- Create a portfolio
- Complete a final project or give a presentation
- Develop a poster or hold a poster reception
- Make a slideshow or video of pictures
- Write and distribute a press release

- Create an infographic
- Share stories with other media (e.g. [State News](#), [Focal Point](#), [MSU Communications and Brand Strategy](#))

Resources

The MSU Center for Service-Learning and Civic Engagement loves promoting service-learning courses via social media and other avenues! Faculty interested in communicating with the university and greater public about their service-learning course can [contact us](#) to find out more about how we can help. Faculty will need to have students first sign the photo release form.

[Appendix T: Service-Learning Photo Release Form](#)

[Appendix U: Ethical Photography Guidelines](#)

Celebration

Celebration involves recognizing students and community partners for their accomplishments and contributions. Community partners, faculty, and students should all be invited to participate in any celebratory activities. No matter the outcome, some community engagement professionals firmly believe celebrations should occur. For example, the Community Toolbox philosophy: “Any time people put time and energy toward improving their community, it is worth recognition.”

Examples of celebration include:

- Giving out certificates
- Distributing thank you notes or small gifts, especially to community partners
- Hosting an informal gathering with food on the last day of class
- Recognition strategies with media and social media (many similar to those in [Demonstration](#))
- Encouraging students to bring in an item that represents their community engagement

Supplemental Reading

To read more about celebrations, see:

[University of Kansas’ Community Tool Box—Arranging Celebrations](#)

[Appendix U: Ethical Photography Guidelines](#)



OTHER RESOURCES

Campus Compact

Campus Compact is a national coalition of nearly 1,100 colleges and universities committed to the public purposes of higher education. Campus Compact is a network comprising of a national office and 34 state and regional Campus Compacts. As the only national higher education association dedicated solely to campus-based civic engagement, Campus Compact enables campuses to develop students' citizenship skills and forge effective community partnerships. Their resources support faculty and staff pursuing community-based teaching and scholarship in the service of positive change.

Carnegie Foundation for the Advancement of Teaching: Community Engagement Elective Classification

The Carnegie Foundation's Classification for Community Engagement is an elective classification, meaning that it is based on voluntary participation by institutions. The elective classification involves data collection and documentation of important aspects of institutional mission, identity and commitments, and requires substantial effort invested by participating institutions. Information on the all-inclusive classifications can be found at <http://carnegieclassifications.iu.edu/>.

Community-Campus Partnerships for Health

Established in 1997, Community-Campus Partnerships for Health (CCPH) is a nonprofit membership organization that promotes health equity and social justice through partnerships between communities and academic institutions. CCPH views health broadly as physical, mental, emotional, social and spiritual well-being and

emphasizes partnership approaches to health that focus on changing the conditions and environments in which people live, work, study, pray and play. By mobilizing knowledge, providing training and technical assistance, conducting research, building coalitions and advocating for supportive policies, CCPH helps to ensure that the reality of community engagement and partnership matches the rhetoric.

Engaged Scholarship Consortium

The [Engagement Scholarship Consortium](#) (ESC), a 501 (c) (3) non-profit educational organization, is composed of higher education member institutions, a mix of state-public and private institutions. Their goal is to work collaboratively to build strong university-community partnerships anchored in the rigor of scholarship, and designed to help build community capacity.

Imagining America

[Imagining America](#) is a consortium of universities and organizations dedicated to advancing the public and civic purposes of humanities, arts, and design. The organization's mission challenges the organization to catalyze change in campus practices, structures, and policies that enable artists and scholars to thrive and contribute to community action and revitalization.

International Association for Research on Service-learning and Community Engagement

The [International Association for Research on Service-Learning and Community Engagement](#) (IARSLCE) is an international non-profit organization devoted to promoting research and discussion about service-learning and community engagement. The association was launched in 2005 and incorporated in 2007. IARSLCE's mission is to promote the development and dissemination of research on service-learning and community engagement internationally and across all levels of the education system.

John Duley Archives

The [John Duley Archives](#) feature publications which represent over 50 years of the work of John Duley, a leader at MSU and beyond in the fields of community engagement, experiential education, and service-learning. The archives serve as a resource for all who are interested in community engaged scholarship.

Michigan Campus Compact

[Michigan Campus Compact](#) (MiCC) is a coalition of college and university presidents who are committed to fulfilling the public purposes of higher education. Campus Compact member presidents are joined together in their commitment to the development of personal and social responsibility as integral to the educational mission of their campuses. Currently MiCC has over 40 member campuses and Michigan members are part of national Campus Compact, a coalition of more than 1,100 college and university presidents, representing 6 million students.

Michigan State University Libraries—Research Guide on Service Learning and Civic Engagement

The MSU Center for Service-Learning and Civic Engagement provided the MSU Library with a listing of service-learning resources and related topics valuable in community engagement work to create [Research Guide on Service Learning and Civic Engagement](#). This guide adds access information and a few additional resources to the list to complete a bibliography useful to the MSU Service-Learning community.

Michigan State University – University Outreach and Engagement

The Office of the Associate Provost for [University Outreach and Engagement](#) fosters MSU's land-grant mission by connecting university knowledge with community knowledge in mutually beneficial ways. UOE provides resources to assist academic departments, centers and institutes, and MSU-Extension on priority issues of concern to society by encouraging, supporting, and collaborating with MSU faculty and academic staff to generate, apply, transmit and preserve knowledge.

This scholarship focus is applied to a broad range of community-defined needs, with special focus on:

- Children, youth, and families
- Community-economic development
- Technology-human interface
- Community health and well-being

Within these contexts, UOE also engages in research designed to demonstrate the disciplinary and inter-disciplinary impact of engaged scholarship and on faculty work and university-community partnerships.

In all of its work, UOE emphasizes university-community partnerships which are collaborative, participatory, empowering, systemic, transformative, and anchored in scholarship.

National Alliance for Broader Impacts

The goal of the National Alliance for Broader Impacts (NABI) is to create a community of practice that fosters the development of sustainable and scalable institutional capacity and engagement in broader impacts activity. This goal will be accomplished through the achievement of the following four objectives:

- Identify and curate promising models, practices, and evaluation methods for the BI community;
- Expand engagement in and support the development of high-quality BI activities by educating current and future faculty and researchers on effective BI practices;
- Develop the human resources necessary for sustained growth and increased diversity of the BI community; and
- Promote cross-institutional collaboration on and dissemination of BI programs, practices, models, materials, and resources.

Talloires Network

The [Talloires Network](#) is an international association of institutions committed to strengthening the civic roles and social responsibilities of higher education. The association works together to implement the recommendations of the [Talloires Declaration](#) and build a global movement of engaged universities.

TRUCEN

[The Research University Civic Engagement Network \(TRUCEN\)](#) works to advance civic engagement and engaged scholarship among research universities and to create resources and models for use across higher education. TRUCEN calls upon research university colleagues to embrace a bold vision for civic and community engagement to work to bring it about. As secretariat for the network, Campus Compact serves as a convener and as a disseminator of information and resources.



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CENTER FOR SERVICE-LEARNING
AND CIVIC ENGAGEMENT

APPENDIX

SERVICE- LEARNING TOOLKIT

A GUIDE FOR MSU FACULTY
AND INSTRUCTORS



SERVICE-LEARNING FAQS FOR FACULTY

This information was designed for faculty interested in teaching a service-learning course at MSU. This information sheet is intended to answer basic questions faculty have about service-learning. Faculty should utilize the FAQ tools for students and community partners when working with those audiences to help explain service-learning.

What is service-learning?

Service-learning is a teaching method that combines academic coursework with the application of institutional resources (e.g., knowledge and expertise of students, faculty and staff, political position, buildings and land) to address challenges facing communities through collaboration with these communities. This pedagogy focuses on critical, reflective thinking to develop students' academic skills, sense of civic responsibility, and commitment to the community.

What are the benefits of service-learning?

Faculty who instruct service-learning courses benefit from adopting service-learning as a teaching pedagogy. Through service-learning, faculty:

- Help students achieve [Michigan State University's Undergraduate Learning Goals](#) and [Bolder by Design: Imperatives 1 and 2](#) through application of course material to community setting
- Engage students with different learning styles
- Promote students' active learning
- Encourage interactive teaching methods where students and community partners contribute to learning process
- Gain new opportunities to further their scholarship
- Attract civic-minded students to course

- Expand networking opportunities with other engaged faculty in disciplines across MSU

[Benefits](#) for students and community partners are outlined in the Overview section.

What is a community partner?

A community partner is an organization that students serve with as part of their service-learning class. Community partners help shape meaningful community engagement activities that meet needs identified in the community. These organizations serve in a role as co-educators for students, facilitating learning experiences for students in community settings and encouraging connections between classroom and community learning. As a best practice, faculty should share their syllabus with community partners so that organizations can fulfill the co-educator role. To support students and the projects they are engaged in, community partners designate an on-site supervisor that students work with during the semester while serving with their organization.

Is service-learning appropriate for my class?

Service-learning can be found in all types of courses and disciplines at MSU. When faculty assess whether service-learning is appropriate for their class, they must think about how community engagement can further enhance or expand students in meeting the course learning goals and objectives. Faculty should also consider the level of course (e.g. introductory, senior-level, majors only, etc.) and whether the types of responsibilities students will have in the community are developmentally appropriate and in alignment with their prior knowledge and experience.

Do students have time to do service-learning?

Many MSU students balance class, work, and other activities. Fitting in time for community engagement can be a challenge. However, we have found that most students can make time for service-learning and greatly benefit from the experience. To accommodate the time students spend in the community, faculty may need to adjust the workload of other reading assignments and projects for the course. The MSU Center for Service-Learning and Civic Engagement can help faculty think of alternative assignments for students with exceptional cases that may prevent them from meeting service-learning requirements.

Should I require service-learning or make it optional?

Either option can work well. Some faculty choose to make the community

engagement component optional and allow students to choose between service-learning and a different assignment like a research project. When service-learning is optional, the students who are truly interested in service-learning are those who serve in the community. When service-learning is required, all students in the class have a shared experience to draw on during class discussions. This makes it easier to incorporate reflection. Yet, some students may be sent into the community who do not wish to be there.

Should I require a minimum number of community engagement hours? If yes, how many?

Expectations of completing community engagement hours largely depend on the specific course's learning goals and objectives and what faculty hope to achieve by utilizing service-learning in their course. Typically, MSU service-learning students serve 20-25 hours during the semester. This averages to about 2-3 hours of community engagement per week for the duration of the semester. The amount of time also heavily depends upon the needs of the community partner organization students are serving with. Many faculty teaching service-learning courses require students to complete a minimum number of community engagement hours during the semester to assure students do enough to fulfill course learning goals and objectives. Notably, however, service-learning should not be solely measured by hours completed but the learning that has occurred. Thus, faculty need to think of ways to assess student learning as a result of the community engagement experience.

What are some of the challenges encountered by students doing service-learning?

Common challenges which students experience include delays in communication with community partners and getting started with their work, scheduling concerns (especially as it relates to meeting any hour requirements), and a lack of clarity about their role in the organization. When students express their concerns, faculty should try to address the issues as quickly as possible. Depending on the situation, this may involve working directly with on-site supervisor at the community partner organization or by coaching students in how to handle the complication. Because the semester goes by quickly, it is important that issues be resolved promptly. This also helps students have a positive experience with service-learning overall.

What is reflection? Why is it important?

Reflection is an essential element of service-learning as it makes connections between community engagement activities and classroom learning. The reflection

process may occur through discussions in the classroom or community, reflection journals, and feedback from faculty and community partners. This helps students make meaning of their community engagement experience and draw connections to what they are learning in their class. It also provides an opportunity for students to question their assumptions, values, and pay attention to the impacts and implications of community work. Further resources on reflection are provided in the Service-Learning Toolkit.

What support is available from the CSLCE?

The MSU Center for Service-Learning and Civic Engagement supports university faculty from across all colleges and majors in creating service-learning opportunities for students by integrating meaningful community engagement into their college courses. Resources are available for faculty seeking to develop a new course and those expanding upon their existing service-learning course with new practices.

Services and resources offered to faculty include:

- Assistance in identifying community partners
- Consultations on service-learning course development
- Service-Learning Toolkit ([link](#))
- Service-learning orientations
- Student enrollment database to register for service-learning positions
- [Tools of Engagement](#), a web-based curriculum on community engaged learning
- Transportation (i.e. free CATA tokens)

To best serve and support faculty interested in service-learning, our team has dedicated a staff member to work with each of the university's colleges. Please see our [Services and Support page](#).

Questions?

For faculty looking to gather more information about service-learning at MSU, please contact:

MSU Center for Service-Learning and Civic Engagement

Student Services Building, Room 345

(517) 353-4400

servlrn@msu.edu

Adapted from "Frequently Asked Questions about Service-Learning—For Faculty" by Community Service-Learning Center at the University of Minnesota, n.d., retrieved from <http://www.servicelearning.umn.edu/info/FAQ.html#faculty>

SERVICE-LEARNING FAQS FOR STUDENTS

This information was designed for students enrolled in a service-learning course at MSU. This information sheet is intended to answer basic questions students have about service-learning.

What is service-learning?

Service-learning is a teaching method that combines academic coursework with the application of institutional resources (e.g., knowledge and expertise of students, faculty and staff, political position, buildings and land) to address challenges facing communities through collaboration with these communities. This pedagogy focuses on critical, reflective thinking to develop students' academic skills, sense of civic responsibility, and commitment to the community.

What are the benefits of service-learning?

Students who participate in service-learning benefit in multiple ways, enriching their classroom knowledge with real-world applications and developing personal, professional, and leadership skills.

Through service-learning at MSU, students:

- Improve their professional skills like problem solving, communication, critical thinking, reflection, and teamwork
- Build professional connections useful for future internships or jobs
- Meet others who enjoy serving the community and build personal networks
- Gain hands-on experience in a community setting
- Learn more about cultures different from their own

- Critically reflect on their own values and beliefs
- Understand both assets and needs in communities
- Apply what they learn in class to a real-world setting
- Increase their understanding of course material

How is service-learning different than volunteering?

- Service-learning students serve with a community partner organization as part of a class they are taking at MSU. Community engagement directly connects to what is learned in the classroom.
- Instructors and community partners use reflection to help make connections between learning in the community and the classroom.
- Also, most students in service-learning classes are expected to serve 2 to 3 hours per week during the semester. However, credit is not given simply for completing community engagement hours, but for the learning that takes place.

How many hours will I serve in the community?

Typically, MSU service-learning students serve 20-25 hours during the semester. This averages to about 2-3 hours of community engagement per week. However, these expectations can vary, depending on the class and the needs of the organization students are serving with.

What is a community partner?

A community partner is an organization that students serve with as part of their service-learning class. Community partners help create activities that engage students in addressing real community needs. These organizations facilitate learning experiences for students in community settings and encourage students to make connections back to what they are learning in the classroom. Each organization designates an on-site supervisor that students work with during the semester while completing their service-learning.

What is reflection?

Reflection is an essential element of service-learning as it makes connections between community engagement activities and classroom learning. The reflection process may occur through discussions in the classroom or community, reflection journals, and feedback from instructors and community partners. This helps

students make meaning of their community engagement experience and draw connections to what they are learning in their class. It also provides an opportunity for students to question their assumptions, values, and pay attention to the impacts and implications of community work.

What if I don't have a vehicle?

Service-learning is still possible if students do not have their own vehicle. Some options include public transportation, carpooling, or biking/walking. If students select their own service-learning placement, this is something to consider before choosing a community partner site. Also, the MSU Center for Service-Learning and Civic Engagement offers free CATA tokens for students who use the bus to/from their community engagement sites. Students may come to 345 Student Services Building to pick up CATA tokens. Note: This resource is only for students who do not have bus passes.

Who should I contact if I'm having trouble reaching my community partner?

If students have trouble connecting with their community partner, they should indicate this to their instructor. It is recommended to initiate contact via phone call, as working out the details via phone is much easier. Use email communication only if phone number is not provided.

What if I want to learn more about volunteer opportunities outside of a service-learning class?

Students who wish to volunteer in the community may set up an account to search for opportunities on GiveGab or may contact the MSU Center for Service-Learning and Civic Engagement to learn about other ways to be engaged in the community.

Questions?

For faculty looking to gather more information about service-learning at MSU, please contact:

MSU Center for Service-Learning and Civic Engagement

Student Services Building, Room 345

(517) 353-4400

servlrn@msu.edu

Adapted from "Frequently Asked Questions about Service-Learning—For Students" by Community Service-Learning Center at the University of Minnesota, n.d., retrieved from <http://www.servicelearning.umn.edu/info/FAQ.html#students>

SERVICE-LEARNING FAQS FOR COMMUNITY PARTNERS

This information was designed for community partner organizations who are working with faculty members to engage service-learning students. It is intended to answer basic questions

What is service-learning?

Service-learning is a teaching method that combines academic coursework with the application of institutional resources (e.g., knowledge and expertise of students, faculty and staff, political position, buildings and land) to address challenges facing communities through collaboration with these communities. This pedagogy focuses on critical, reflective thinking to develop students' academic skills, sense of civic responsibility, and commitment to the community.

How are service-learning students different from other volunteers?

- Service-learning students serve with a community partner organization as part of a class they are taking at MSU. Community engagement directly connects to what is learned in the classroom.
- Community partners help create activities that engage students in addressing real community needs.
- Community partners are considered a co-educator for service-learning students. Therefore, we strongly encourage community partners to learn about what the students are studying in class, and then engage them in on-site reflection activities. As a best practice, faculty are encouraged to share their syllabus with community partners so that organizations can fulfill the co-educator role.

- Most students in service-learning classes are expected to serve 2 to 3 hours per week during the semester of their service-learning class. However, credit is not given simply for completing community engagement hours, but for the learning that takes place. Because the semester goes by quickly, it is very important that community partners plug service-learning students into opportunities in a timely manner.
- To support students and the projects they are engaged in, community partners designate an on-site supervisor that students work with during the semester while serving with their organization.

What are the benefits of service-learning?

Community partners who engage service-learning students benefit when service-learning is organized to respond to their organizational and broader community needs. Through service-learning community partners:

- Gain new energy and assistance to broaden delivery of existing services or to create new services
- Infuse new energy, enthusiasm, and youthful perspectives into organization's work
- Leverage access to MSU resources by building relationships with faculty, staff, and students
- Open doors to new connections and partnerships with colleges and universities
- Participate in the teaching and learning process

What are expectations of community partners that engage service-learning students?

Expectations for community partners may vary, depending on the scope of the community engagement activities, faculty member, and the community partner needs. General expectations for community partners include:

- Create meaningful opportunities for students to serve with community partner organization, limiting clerical tasks.
- Deliver orientation and site-specific training related to the community engagement activities.
- Provide students with on-site supervision by community partner staff.

- Reflect with service-learning students on-site and make connections between their activities in the community with classroom learning.
- Cover MSU service-learning students under organization's liability coverage for volunteers.
- Maintain communication with service-learning students and faculty member.
- Fulfill any other agreed upon expectations with faculty member to ensure students are able to meet course requirements.

What can I expect from service-learning students?

Typically, MSU service-learning students serve 20-25 hours during the semester. This averages to about 2-3 hours of community engagement per week. However, these expectations can vary, depending on community partner needs and the agreement with faculty members.

What is reflection? Why is it important?

Reflection is an essential element of service-learning as it makes connections between community engagement activities and classroom learning. As a co-educator for service-learning, community partners are expected to help students reflect. This doesn't have to be a formal process-- it can be as simple as a brief conversation about what a student is observing and thinking about while serving. This facilitates students in making meaning of their community engagement experience and drawing connections to course content, while also questioning their assumptions and values, and paying attention to the impacts and implications of community work.

When does each semester begin and end?

Community partners can view MSU's academic calendar at <http://www.reg.msu.edu/ROInfo/Calendar/academic.aspx>. Community partners should discuss specific start and end dates with the faculty member they are working with.

What if a student doesn't show up, stops coming, or doesn't complete their hours?

If problems arise with a service-learning student, we recommend first trying to resolve these issues through direct communication with the student. If unable to

reach the student, resolve the difficulty, or if inappropriate behavior continues, community partners need to get in touch with the faculty member they are working with. However, community partners may decide a student is unreliable or not working well, and they may ask students not to return. Again, it is crucial that community partners connect with the faculty member on these issues. The MSU Center for Service-Learning and Civic Engagement can also be of assistance with these concerns.

Questions?

For faculty looking to gather more information about service-learning at MSU, please contact:

MSU Center for Service-Learning and Civic Engagement

Student Services Building, Room 345

(517) 353-4400

servlrn@msu.edu

Adapted from “Frequently Asked Questions about Service-Learning—For Community Partners” by Community Service-Learning Center at the University of Minnesota, n.d, retrieved from <http://www.servicelearning.umn.edu/info/FAQ.html#partners>

SERVICE-LEARNING COURSE DEVELOPMENT TOOL

This information was designed for community partner organizations who are working with faculty members to engage service-learning students. It is intended to answer basic questions

Course Title: _____

College and Department: _____

Course Semester and Year: _____

Investigation:

Why are you interested in using service-learning in this class?

What course learning goals/objectives do you wish to deepen or broaden by adding service-learning?

Are there social issues or populations with whom you would like students to engage?

What are some community needs that might be impacted by service-learning students?

What organizations match well with the course learning goals/objectives?

What logistical considerations need to be made?

- Scheduling
- Transportation
- Risk management
- Safety considerations

Preparation:

What adjustments to the course need to be made (*e.g. classroom discussions, assignments, readings, assessment, course grading*) **to reinforce connections to community engagement activities?**

How will community partners be prepared to engage service-learning students?

What pre-community engagement requirements does the community partner have (*e.g. background check, health screenings, etc.*)?

How will students be prepared for community engagement (*e.g. pre-flection, on-campus orientation, community orientation, etc.*)?

Engagement:

Who is the community partner for the service-learning class?

What will the community engagement component entail?

What will be the format of community engagement?

- Optional or required?
- Students serve in groups or individually?
- Duration of experience

How will the community engagement experience be selected *(e.g. faculty identifies community partner in advance, students choose from a list of vetted organizations, students identify their own project, etc.)?*

How will you monitor student progress?

How will you make sure community engagement activities are connected to a need identified in the community?

Reflection and Connection:

What activities will you employ to help students reflect?

How frequently will reflection occur?

Will these activities take place in the classroom, in the community setting, and/or on students' own time?

How can you involve the community partner in helping students reflect?

How will these strategies make connections between the community engagement and academic components of the course?

Evaluation:

How will you know when service-learning has been successful?

- Student outcomes (*e.g. academic knowledge, personal growth, professional development, and leadership skills, etc.*)
- Community partner outcomes
- Faculty outcomes

Of these outcomes, what areas would you like to evaluate?

What are some indicators that measure success in these areas?

What role will the community partner play in evaluating outcomes?

Demonstration and Celebration:

How will students demonstrate their learning to the class, instructor, and community partner?

How will you celebrate accomplishments with students and the community partner?

Other Notes:

Adapted from the following resources:

“Building Your Service-Learning Course” by M. Stevens, 2014, Indiana Campus Compact Service Learning Institute.

“Service Learning Course Development Worksheet” by L. Gallagher et al., n.d., University of Colorado Denver Faculty Guide to Service Learning: Information and Resources for Creating and Implementing Service Learning Courses.

“Service Learning Course Development Exercise” by E. Zlotkowski, n.d., retrieved from <http://ung.edu/service-learning/uploads/files/Zlotkowski-Service-Learning-Course-Development-Exercise.pdf>

SERVICE-LEARNING AFFILIATION AGREEMENT TEMPLATE

This Agreement between Michigan State University (“University”) for students enrolled in _____ (course name and number; “Course”) and _____ (“Site”) is effective _____, _____.

The University has students in the Course who need to participate in service-learning. The Site can provide service-learning experiences to one or more of these students. Therefore, the University and Site agree to the following:

1. **University will:**

- a. provide a contact for Site.

Name: _____

Email: _____

Phone: _____

- b. agree with Site on the number of students who will be at Site at any time.
- c. provide Site with goals for the service-learning experiences, including required number of hours. **Goals are attached as Exhibit A.**
- d. inform the students that they must comply with all procedures and any rules at Site.

- e. provide insurance or a program of self-insurance covering the students in their activities at Site. A certificate of insurance is available upon request.

Check if applicable:

- ☐ University will perform criminal background checks for students.
- ☐ University will provide TB tests for students.

2. Site will:

- a. provide a contact for University.

Name: _____

Email: _____

Phone: _____

- b. provide to students any rules or procedures that students must follow.
- c. supervise the students during their service-learning experiences at Site. Students may only engage clients when Site staff is present at the Site.
- d. participate in the evaluation of the students' performance at Site.
- e. work with the University if Site believes a student's behavior warrants removal from the Site.

3. General Terms

- a. The University, its employees and the students are not employees, agents, or joint venturers with Site and are not entitled to any benefits of any kind from Site or entitled to bind Site in any way. The parties agree that the activities are educational. No student shall take the place of an employee of Site.
- b. The parties agree that there is no money attached to this agreement. The educational experiences are provided without charge to the University or students.

- c. This agreement only benefits the University and Site. There are no third party beneficiaries of this agreement.
- d. This agreement may only be amended in writing signed by both parties.
- e. The laws of the state in which Site is located govern this agreement.
- f. This agreement is the complete agreement of the parties concerning the service-learning experiences.

The individuals signing below have authority bind his or her party.

UNIVERSITY

Michigan State University

University Name

June Youatt, Ph.D.

Authorized University Leader Name

Provost and Vice President for Academic Affairs

Authorized University Leader Title

Authorized University Leader Signature

Date

SITE

Site Name

Authorized Organizational Leader Name

Provost and Vice President for Academic Affairs

Authorized Organizational Leader Title

Authorized Organizational Leader Signature

Date

EXHIBIT A: GOALS

*Provide Site with goals for the service-learning experiences,
including required number of hours*

MEMORANDUM OF UNDERSTANDING

Purpose of Memorandum of Understanding

It is the purpose of this Memorandum of Understanding to delineate the terms and conditions of service-learning placements of Michigan State University students through the Michigan State University Center for Service-Learning and Civic Engagement (hereafter referred to as the CSLCE) and the (hereafter referred to as “community partner”) in the Spring 2015 semester.

*** Please indicate agency/organization name.*

What is Service-Learning?

Service-learning is a teaching method that combines academic coursework with the application of institutional resources (e.g., knowledge and expertise of students, faculty and staff, political position, buildings and land) to address challenges facing communities through collaboration with these communities. This pedagogy focuses on critical, reflective thinking to develop students’ academic skills, sense of civic responsibility, and commitment to the community.

How Are Service-Learning Students Different from Other Volunteers?

- Service-learning students serve with a community partner organization as part of a class they are taking at MSU. Community engagement directly connects to what is learned in the classroom.
- Community partners help create activities that engage students in addressing real community needs.
- Community partners are considered a co-educator for service-learning students. Therefore, we strongly encourage community partners to learn about what the students are studying in class, and then engage them in on-site reflection activities.

As a best practice, faculty are encouraged to share their syllabus with community partners so that organizations can fulfill the co-educator role.

- Most students in service-learning classes are expected to serve 2 to 3 hours per week during the semester of their service-learning class. However, credit is not given simply for completing community engagement hours, but for the learning that takes place. Because the semester goes by quickly, it is very important that community partners plug service-learning students into opportunities in a timely manner.
- To support students and the projects they are engaged in, community partners designate an on-site supervisor that students work with during the semester while serving with their organization.

The Community Partner Agrees to:

- Provide a viable experience for the MSU student(s) that is mutually beneficial for the student(s) and the community partner making the request.
- Provide a service-learning placement for the duration of the semester, recognizing that most students need to complete an average of 2 to 3 hours of community engagement per week in order to fulfill their course expectations.
- Not utilize service-learning students/volunteers referred by the CSLCE to replace previously paid staff.
- Act affirmatively in providing equal opportunities; not discriminating on the basis of race, religion, age, sex, sexual orientation, national origin, mental or physical disabilities within the limits of the community partner's mission.
- Limit clerical tasks to 20% or less.
- Not utilize students for direct solicitation.
- Cover MSU service-learning students under the liability coverage for volunteers, staff and/or visitors as applies to the situation.
- Accept sole responsibility for volunteers and their actions once they are referred to the community partner, and hereby waive and release Michigan State University from liability, claims or cause of actions.
- Respond to students within three business after initial contact.
- Keep CSLCE academic staff informed of any changes within your organization.
- Provide students with orientation and site-specific training related to the position.
- Provide students with on-site supervision by community partner staff. It is imperative that MSU students engage with clients only when community partner staff is on the premises.
- Provide the CSLCE with the names of all MSU students serving at the organization, whether or not the students were referred directly by the CSLCE.

The MSU Center for Service-Learning and Civic Engagement Agrees to:

- Provide campus publicity and recruitment for the community partner request outlined in the submitted position description.
- Provide students with information about the background of the organization, position posting(s), and keep students informed of related openings and closings.
- Provide basic criminal background checks, if required, through MSU Human Resources per the criteria outlined in the addendum.
- Assist with orientations where applicable. (This assistance generally occurs where there are multiple students serving at the same site or within the same system, e.g., hospitals, school districts.)
- Consult with students and community partner staff and provide support/intervention as needed.
- Record the dates/semesters performed by the individual student. (Community partner assistance is critical in verifying this information.) Records of Service will be provided to students upon request.
- Provide MSU students with vouchers to obtain free T.B. skin tests (if required) in partnership with Olin Health Center.
- Provide bus tokens for travel to/from the community partner through the generosity of the Capital Area Transit Authority.

Community Partner

MSU CSLCE

Authorized Organizational Leader Name

CSLCE Associate Director

Phone Number

Phone Number

Email Address

Email Address

Authorized Organizational Leader Signature

CSLCE Associate Director Signature

M.O.U. ADDENDUM— CRIMINAL BACKGROUND CHECK PROCESS

Background

The mission of the Center for Service Learning & Civic Engagement (“Center”) is to provide engaged, issues and service-focused, community-based, mutually beneficial, and integrated learning opportunities, building and enhancing commitment to academics, personal and professional development, and civic responsibility.

In support of that mission, the University runs a criminal background check on all MSU students who receive an academic community engaged learning placement with a community partner.

Criminal Background Check Process

A. **Criminal background checks done pursuant to this process are conducted by the MSU Human Resources Department. The following tools are used to conduct the criminal background checks:**

- Michigan State Police: Internet Criminal History Access Tool (ICHAT)
- Michigan Department of Corrections: Offender Tracking Information System (OTIS)
- U.S. Department of Justice: National Sex Offender Public Web Site (NSOPW)

B. The following types of convictions will normally render an individual ineligible for a service placement through the Center unless a determination is made, after an assessment of the criminal history, that placement would be acceptable:

1. Drug distribution activity or felony drug possession
2. Sexual offenses
3. Crimes of violence involving physical injury to another person
4. Child abuse, molestation or other crimes involving child endangerment
5. Murder
6. Kidnapping
7. Theft or embezzlement
8. Any other felony or crime involving moral turpitude

C. The assessment of an individual's criminal history will take into account:

1. The nature and gravity of any criminal offense(s);
2. The individual's age at the time of the offense(s);
3. The number and type of offense (felony, misdemeanor, traffic violations, etc.);
4. The sentence or sanction for the offense and compliance with the sanction(s);
5. The amount of time that has passed since the offense and/or completion of the sentence(s);
6. Whether there is a pattern of offenses;
7. Whether the offense arose in connection with the individual's prior employment or volunteer activities;
8. Information supplied by the individual about the offense(s);
9. Work record and references after the offense(s);
10. Subsequent criminal activity; and
11. Truthfulness of the individual in disclosing the offense(s).

As part of the criminal background check process, individuals who do not have satisfactory criminal background check results will be provided with an opportunity to explain the results and give clarifying information to the Human Resources Department before a final decision regarding eligibility is made.

The results of criminal background checks will be kept confidential to the maximum extent permissible by law and will not be shared with community partners. Community partners will receive a list of students that are eligible for placement at their agency. Eligibility is based on a combination of background check results, successful completion of orientation(s), and submission of other materials requested by the University or the community partner.

COMMUNITY PARTNER ORIENTATION CHECKLIST

This tool is intended for community partners and outlines a checklist of essential items to review while orienting service-learning students to your organization.

Introduce Yourself!

- ☐ Introduce other key team members who will support students
- ☐ Get to know students, their goals for service-learning, their skills, and their past experience being engaged in the community

Provide an Overview of Your Organization

- ☐ Organization's history, mission, vision, programming, etc.
- ☐ Target population the organization serves
- ☐ Community need the organization works to address

Review Organizational Policies and Procedures

- ☐ Check in procedures
- ☐ Hours of operation
- ☐ Safety rules and emergency procedures
- ☐ Confidentiality
- ☐ Call in procedures (late, sick, religious observances)
- ☐ Site closure (i.e. inclement weather) policies
- ☐ Schedule changes for the organization (e.g. staff meetings, big events to coordinate around, etc.)

Discuss Details of Project and Expectations for Students

- ☐ Community engagement activities
- ☐ Supervision (e.g. Contact person, supervision style, etc.)
- ☐ Schedule of dates and times students will serve
- ☐ Logging hours
- ☐ Student performance evaluation
- ☐ Additional training, if needed
- ☐ Other expectations

Tour Facilities

- ☐ Tour key areas (e.g. where community engagement will occur, restrooms, break area, etc.)
- ☐ Emergency exits
- ☐ Storage place where students will put their personal belongings

Questions?

Adapted from “Orientation Checklist” in the CSU’s Resource Guide for Managing Risk in Service-Learning by the California State University Center for Community Engagement, 2011, retrieved from http://www.calstate.edu/cce/resource_center/documents/CCE_ResGuide_2011_webvs_Final.pdf

SERVICE-LEARNING ORIENTATION CHECKLIST

This tool is intended to help faculty prepare their students for their service-learning experience in the classroom and community. Orientation to service-learning usually occurs on campus and in the community. This checklist offers tips to review prior to students entering the community. Please see [Appendix H: Community Partner Orientation Checklist](#), a useful tool designed for community partners as they navigate how to best prepare service-learning students once they are on-site.

Review syllabus

Discuss course assignments, grading, how service-learning fits into coursework, and expectations of students in the classroom.

Define service-learning

Define service-learning and discuss how it is different from volunteering or service projects.

Explain rationale for service-learning

Help students understand why the class is taught with a service-learning pedagogy. This might include expectations for student learning, community impact, etc. Open up conversation about the benefits of service-learning.

Introduce community partner and community engagement activities

To further include community partners in the service-learning experience and to enhance their role as a co-educator, some faculty opt to invite their partner to participate in their classroom orientation. This allows both students and partners

to meet, discuss community engagement activities, and ask questions of each other. At a minimum, provide students with the following information about the partner organization(s).

- Community partner organization name
- Contact person name
- Contact information (email, phone number)
- Details about organization (e.g. mission, vision, programs they operate, target population, etc.)
- Description of community engagement activities
- How community engagement meets a need in the community

Introduce co-teacher/co-learner concept

Students may be unfamiliar with the co-teacher/co-learner concept that is part of every service-learning class. Talk with students about this role and how they will be both a teacher and learner in the classroom and community setting. Mention that students should approach community settings as a learner so that they don't end up in situations where "right" answers for community problems or are telling community partners what to do.

Cover logistics

Communicate information about scheduling of community engagement (e.g. start date, end date), hour requirements, transportation information, safety and risk management procedures as well as any pre-engagement requirements (e.g. criminal background checks, health screenings, etc.). Make sure to go over [Appendix L: Student Health and Safety Considerations in MSU Service-Learning Placements](#).

Discuss communication methods

Stress the importance of communication. Clarify for students when it is best to contact the faculty member and when it is preferred to contact the community partner. Ensure students are aware of how to report problems and challenges that arise in the community. Also provide students with contact information for their community partner. Share that getting started with community engagement activities will take time, effort, and quick follow up on their part. Encourage students to get started in reaching out to the partner as soon as possible.

Review student responsibilities

Go over [Appendix K: Student Responsibilities in MSU Service-Learning Placements](#) with students and permit adequate time for questions related to expectations of students in the community.

Introduce power and privilege

Students may be serving alongside and with new people with very different backgrounds than their own. To help prepare for this, initiate conversations with students about the concepts of power and privilege. Do this by helping students understand their own identities, intersections with identities in the community, and how to be aware of power and privilege in the community setting. See the [Focus on Power and Privilege](#) section in the Service-Learning Toolkit for further details.

Lead a pre-reflection activity

Ask students about their hopes for their service-learning experience in addition to what concerns they may have. Foster their thinking about anticipated challenges they may encounter with service-learning expectations. Utilize the Reflection and Connection section in the Service-Learning Toolkit for assistance in developing pre-reflection activities.

Emphasize flexibility

Service-learning can present students with situations that they have never encountered before. At times, it can be messy, unpredictable, and uncomfortable for them. Stress this during orientation and remind students continually throughout the semester.

CONTACTING YOUR COMMUNITY PARTNER

This tool is intended for students who need to contact their community partner to begin their service-learning.

Contact Information:

Community Partner Organization: _____

Contact Name: _____

Phone Number: _____

Email Address: _____

Communication Tips:

1. Call instead of email

Initiate contact with a phone call during business hours. Working out the details via phone is much easier. Use email communication only if phone number is not provided.

2. Ask to speak with your community partner contact

3. Clearly introduce yourself

Share basic information about yourself, including your name, that you're an MSU student, and what service-learning class you are a part of.

4. State why you are calling

Mention that you're calling to confirm details of your service-learning and to ask some questions.

5. Ask questions

Students need to find out the following information before beginning their service-learning:

- Where should I plan to meet you?
- Are there any specific directions to get to the organization?
- Parking instructions?
- What are the check-in procedures?
- Is there anything I should bring?
- What is your preferred method of communication?
- Confirm date and time of community engagement activities

Adapted from “Template: Contacting Your Agency” by M.J. Eisenhauer, 2011, *Charting the Course for Service-Learning: From Curriculum Considerations to Advocacy A Faculty Development Workbook* [CD-ROM].

STUDENT RESPONSIBILITIES IN MSU SERVICE-LEARNING PLACEMENTS

This tool is intended for students participating in a service-learning course at MSU and details their responsibilities and expectations in the community setting.

Service-learning is a teaching method that combines academic coursework with the application of institutional resources (e.g., knowledge and expertise of students, faculty and staff, political position, buildings and land) to address and solve challenges facing communities through collaboration with these communities. This pedagogy focuses on critical, reflective thinking to develop students' academic skills, sense of civic responsibility, and commitment to the community.

Student responsibilities in service-learning placements include:

Be an engaged learner

Listen actively, ask questions, and seek out opportunities to learn and grow.

Acknowledge strengths

Recognize that everyone—you, your community partner, the people they serve—all have important strengths, skills, talents, and resources. Find ways to build upon these strengths.

Make a difference and be reflective as you serve

Use this opportunity wisely and think about what you learn about yourself, others, and the broader community.

Always be respectful, positive, and professional.

Service-learning placements are an educational opportunity and a privilege. Remember that you are considered a representative of MSU and of your community partner when you are carrying out a service-learning assignment. Leave your community partner wanting to work with MSU students again.

Be punctual, responsible, and accountable

Arrive on time according to the agreed upon schedule; fulfill your agreed upon responsibilities; and participate as a reliable, trustworthy, and contributing member at your community partner site.

Call if you anticipate being late or absent

Missing time at your community site is not like missing class. Remember that people at your placement are relying on you. Be respectful of this. If you must be absent or tardy, you should make every effort to notify your community partner in advance and make alternate arrangements to complete the time you missed.

- Acceptable reasons for missing include religious observations, severe illness, death in family, or inclement weather.
- Unacceptable reasons for missing include studying for a test, writing a paper, too tired/don't feel like it, missing the bus, or other reasons that connect to time management.

Pay attention to site closures

Some community partners, especially organizations that serve young people, shut their doors when public schools close due to snow or other inclement weather conditions. Check with the local radio or TV stations for current weather information. Use your best judgment when traveling to your community partner site in inclement weather conditions.

Dress appropriately for the situation

If you are unsure what is considered appropriate dress, call and ask your community partner.

Respect confidentiality

Information about the clients or other members of the community with whom you are serving is confidential. Sharing details that would make clients identifiable to others is prohibited.

Be flexible

Since the level or intensity of an activity at a community partner is not always predictable, be ready to adapt to changing situations and try creative solutions to your community engagement activities.

Ask for help when in doubt

Your primary sources of information are your supervisor at your community partner site, your instructor, and the MSU Center for Service-Learning and Civic Engagement.

Adapted from the following resources:

“Student Responsibilities in UM-Flint Service-Learning Projects” (p. 48) by the University of Michigan-Flint Office of University Outreach, 2013, retrieved from https://www.umflint.edu/sites/default/files/groups/University_Outreach/assets/serv-learn-manual-faculty.pdf

“Be a Good Partner!” by R. Brown (n.d.), Tools of Engagement, retrieved from <http://tools.outreach.msu.edu/curriculum/module3>

STUDENT HEALTH AND SAFETY CONSIDERATIONS IN MSU SERVICE-LEARNING PLACEMENTS

Health and safety considerations for students in service-learning placements include:

Practice good hygiene

To avoid illness and contagion, especially around youth, wash your hands frequently, pull back and secure long hair, and keep a distance from those who you think might be sick.

Report any suspicion of child abuse or neglect

Legally, students are required by law to report any mention or suspicion of child abuse, neglect, or anything else that leads them to be concerned about a child's welfare. Students should direct these suspicions to their supervisor at the community partner site.

Be aware of personal space

Especially when working with youth, students need to be aware of personal space. Students should not initiate hugs, pat people on the back, or allow anyone to sit on their lap. When working with youth one-on-one, students should always do so in an open setting with others around.

Be aware of your surroundings

Students need to be attentive to what is going on in their immediate surroundings. A large part of this is avoiding distractions, such as listening to music, talking on the phone, or texting.

Use the buddy system

Quite simply, travel in pairs if possible.

Leave dangerous items and valuable personal belongings at home

Leave cigarettes, matches, lighters, pocketknives, personal defense items, and weapons at home. These are not allowed in community settings. Students should refrain from bringing valuable items to the community site. If driving to the community setting, students should be extra cautious in storing valuable items in their trunk. Even something as simple as a phone charger should not be left in plain view.

Lock your car

If students are driving themselves to/from the community setting, they should know to always lock their vehicle.

Do not transport youth or community members.

Students are not allowed to transport youth or community members in either personal or university vehicles as part of your service-learning experience. This is strictly forbidden.

Call police in threatening situations

If a threatening situation were to occur, students should leave the area and get to a safe place. They should not intervene in the situation. They should immediately call the local police by dialing 9-1-1.

READY, SET, ENGAGE! PRE-FLECTION TOOL

This tool is intended for faculty to issue to students to self-assess their readiness for community engagement. After having students complete this self-assessment, faculty can converse with students about their preparedness for community engagement.

Figure 5:
Readiness to Work at Engagement Interface

Evaluation Criteria	Ranking <i>Rank yourself (1 = low, 5 = high) and give an example</i>
<p>Openness</p> <ul style="list-style-type: none"> • Acceptance that not everything will be known up front, but discovered together • Lack of rigidity about what should happen, when, how, and by whom • Willingness to be changed through process of engagement 	
<p>Discovery</p> <ul style="list-style-type: none"> • Abandonment of the “one right answer” • Embrace multiple possibilities explored and decided on together • Commitment to learning, reflecting, dialoguing together 	

Evaluation Criteria	Ranking <i>Rank yourself (1 = low, 5 = high) and give an example</i>
Curiosity <ul style="list-style-type: none"> • Desire to learn more • Capacity to listen deeply to others • Withhold judgment 	
Respect <ul style="list-style-type: none"> • Affirmation that local knowledge is as valuable as expert or outside knowledge • Commitment to understanding community history, culture, norms, and values 	
Adaptability <ul style="list-style-type: none"> • Capacity to relate to others in ways that work for them (in person vs. through technology) • Willingness to understand situation from another's perspective, empathy 	
Flexibility <ul style="list-style-type: none"> • Capacity to tolerate ambiguity and uncertainty • Willingness to improvise • Comfort in “making the path as we walk it” • Acknowledgment that it will take more time, more interactions than initially expected 	
Sharing <ul style="list-style-type: none"> • Willingness to collaborate on the work and in taking credit • Commitment to communicating in ways that work for both community and academy • Willingness to cede power and leadership to others 	

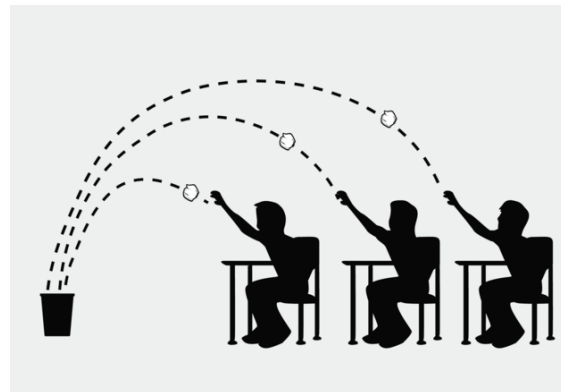
“Ready, Set, Engage! An evolving understanding of what readiness means”
Diane Doberneck & Shari Dann, Ninth Annual Outreach Scholarship Conference, October 2008

POWER AND PRIVILEGE PAPER TOSS ACTIVITY

This tool is intended for faculty to introduce the concept of power and privilege to service-learning students. This activity takes approximately 10 minutes, but could be lengthened by adding further discussion time.

Materials Needed:

- Scrap paper- 1 sheet per student
- Recycling bin
- Prizes (100 Grand Bars encouraged to enhance metaphor of activity)



Activity Directions:

1. **Move recycling bin to front of room.**
2. **Instruct students to crumple a scrap piece of paper.**
3. **Share with students this background:**
 “The game is simple– you all represent the Greater Lansing community. Everyone in the community has a chance to become wealthy and move into the upper class. To move into the upper class, you must throw your wadded paper into the bin while sitting in your seat.”
4. **Have students toss their paper into the recycling bin from their seat.**
5. **For those who successfully make their paper into the bin, give them a prize.**

6. Facilitate discussion with students, asking open-ended questions:

- What happened?
- What did you notice about the people in front?
- What about the people in back?
- How does this connect to power and privilege?
- Why would we do an activity like this?

7. Add some thoughts to discussion based on observations:

- The closer to recycling bin, the better your odds.
This is what privilege looks like.
- Did you notice how the only ones who complained about fairness were in the back of the room?
- By contrast, people in front of room were less likely to be aware of the privilege. All they can see is 10 feet between them and goal.
- Your role as MSU service-learning students in the community is to be aware of your privilege. Use this privilege to achieve great things, all while advocating for those in the rows behind you.

Adapted from “This Teacher Taught His Class a Powerful Lesson about Privilege with a Recycling Bin and Some Scrap Paper” by N. Pyle, 2014, retrieved from <http://www.buzzfeed.com/nathanwpyle/this-teacher-taught-his-class-a-powerful-lesson-about-privil#.vqVn6pNgn2>

POWER AND PRIVILEGE ACTIVITY: SOCIAL IDENTITY WHEEL

This tool is intended for faculty to introduce the concept of power and privilege to service-learning students. This activity takes approximately 20 minutes, but could be lengthened by adding further discussion time. Deeper discussion is encouraged and happens when students have connections with each other and with the faculty member.

Materials Needed:

- Social identity wheel handout- 1 per student

Activity Directions:

1. **Provide social identity wheel handout to each student.**
2. **Instruct students to fill in the blanks around the wheel**
(e.g. sexual orientation, national identity, etc.).
3. **After filling in the blanks, tell students to complete questions #1-5 in the center of the wheel.**
4. **Have students pair up and share their wheel with another student.**
Offer the disclaimer that these may be sensitive topics for a lot of students, and they should only share what feels comfortable.
5. **Facilitate discussion with students, asking open-ended questions:**
 - What did you notice/observe about yourself as you filled out the social identity wheel?
 - What do you think about visible versus invisible identities?
 - What did you find from your conversations with your partner?
 - So what does this mean for service-learning?

- How does this relate to the topics of power and privilege we discussed?
- Why would we do an activity like this?

6. **Add some thoughts to discussion based on observations:**

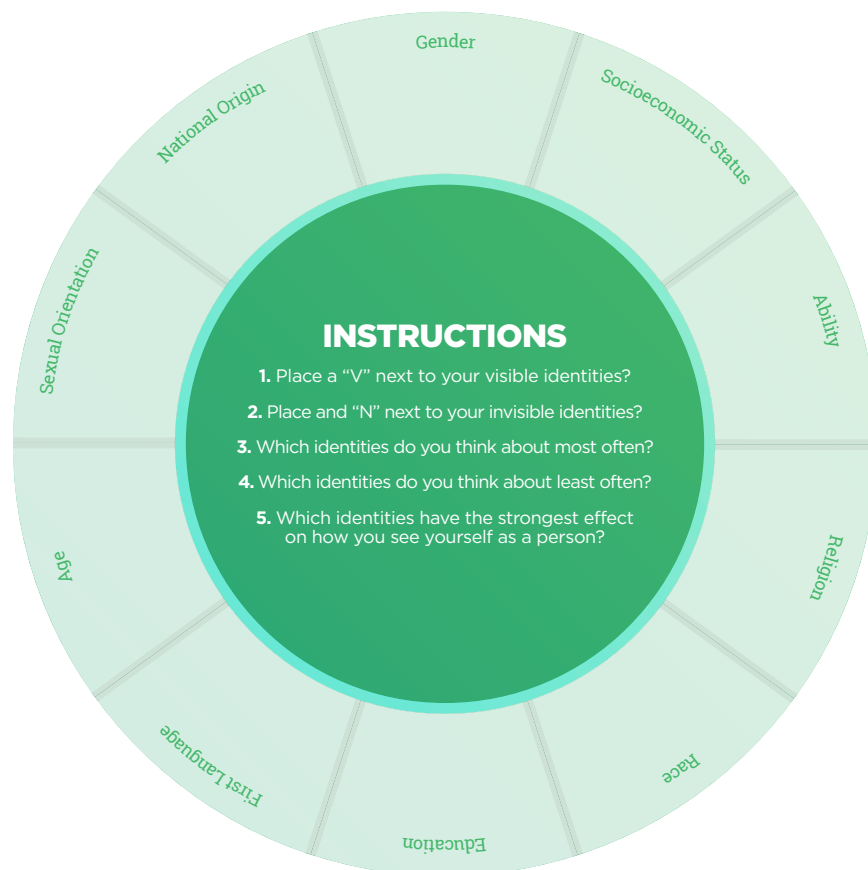
- Feel free to share a personal example.
- Salient versus non-salient identities:
 - **Salient** = These aspects of identity are the ones that people move forward in the world first. These are both individual & societal, visible and invisible. Important to identity.
 - **Non-salient** = These aspects of identity may move and shift. We may not move forward in the world first with these in mind. These are both individual and societal

Figure 6:

Social Identity Wheel

Download a PDF of the social identity wheel at:

servicelearning.msu.edu/upload/toolkits/Social-Identity-Wheel.pdf



Adapted from "Voices of Discovery" by Intergroup Relations Center at Arizona State University, n.d.

COLLEGE POSITIVE VOLUNTEERISM

About College Positive Volunteerism

Across the country, many college students volunteer through their post-secondary institutions to work with K-12 youth as mentors, tutors, event-specific participants, etc. College Positive Volunteers (CPVs) are those college students and their administrators who are aware of how they impact the college enthusiasm and readiness of the K-12 youth they interact with as they volunteer in local communities.

As a college access program, CPV reflects efforts to increase the college enrollment and success for all students, and especially underrepresented students, by providing them with support and information about college preparation, paying for college, career selection, financial resources, etc.

The CPV program's definition of "college" is in line with the National College Access Network's definition, and includes all of the following postsecondary institutions—four-year colleges and universities; two-year community and junior colleges; and vocational, technical, and business schools.

About College Positive Volunteers

College Positive Volunteers (CPVs) are any trained college students (and their faculty and/or administrators) who are volunteering with, or plan to volunteer with, K-12 youth as a part of a course or programming on their college campuses. CPVs intentionally act as ambassadors of higher education when serving with youth, exposing them to college options, resources and materials to be successful in the college exploration and application process.

The College Positive Volunteerism Toolkit

The College Positive Volunteerism (CPV) toolkit is utilized as a resource for the CPVs, and provides important information on:

- Preparing to volunteer with K-12 youth
- Activities to utilize with various age groups
- ACT/SAT preparation
- Ways to pay for college
- Much more

The Compact Access 2 Success Website

You may find more information on Michigan Campus Compact's website, <http://micampuscompact.org/cpvmain.aspx>. Please contact Melissa Steward, Associate Director of Michigan Campus Compact, at msteward@micampuscompact.org, with any questions.

COMMUNITY PARTNER'S SAMPLE STUDENT EVALUATION FORM

This tool is intended for community partners to evaluate service-learning students and should be submitted to the faculty member.

NOTE: *This gathers feedback on individual student performance.*

Student Name: _____

Students are evaluated on a 1-5 scale, using the following approximate values:

1 - Unacceptable • 2 - Below Average • 3 - Average • 4 - Above Average • 5 - Excellent

Categories:	Score:	Comments:
Attendance:		
Dependability:		
Responsibility:		
Resourcefulness:		
Communication Skills:		
Enthusiasm:		
Professionalism:		
Overall:		

Supervisor Name: _____

Supervisor Signature: _____

Adapted from "Evaluation of Student Service-Learning Project" (p. 47) by Towson University Office of Civic Engagement and Leadership, n.d., *Service-Learning at Towson University: A Resource for Faculty*, retrieved from http://www.towson.edu/studentaffairs/civicengagement/servicelearning/faculty/documents/TUService-LearningFacultyHandbook_002.pdf

SERVICE-LEARNING HOURS LOG

Student Name: _____

Date:	Time:	Number of Hours:	Activity	Supervisor Signature
Total Hours:				

GUIDING QUESTIONS FOR SERVICE-LEARNING EVALUATION

This tool is intended for faculty to plan evaluation efforts for their service-learning course

Who is the information for?

Examples include:

- Students who participated
- Community partner
- Department, college, or institution
- Scholarly journals

What are you trying to measure?

Revisit course learning goals and objectives, goals of community partner, and your own scholarly interests. This should also consider what might be of value to your academic department and/or college.

Students

- May include academic knowledge, personal growth, professional development, and leadership skills
- May consider attitudes, interest, satisfaction, experiences, learning, knowledge, competence, skills, behavior, etc.

Faculty

- May consider attitudes, satisfaction, experiences, learning

Community partners

- Based on goals of community partner
- May include measures about organization or clients served
- May consider attitudes, satisfaction, experiences, learning, overall impact

Partnership

- Collaboration process
- Collaboration outcomes

How will you collect data?

Examples include:

- Focus groups
- Structured interviews
- Observations
- Pre/post tests
- Informal conversations
- Standard classroom assessment methods
- Student portfolios
- Reflection strategies (journals, etc.)

What measurements will you use?

Many measurement tools are available for service-learning. Whatever tool is chosen needs to be directly connected to the course learning goals and objectives.

How will you analyze your data?

Think about whether you will need:

- Software (e.g. SPSS, SAS, etc.)
- Data entry assistance
- Data analysis assistance

How will you use and disseminate your data?

See [Demonstration](#) section in Service-Learning Toolkit for ideas.

Adapted from the following resources:

“Tools and Methods for Evaluating Service-Learning in Higher Education” by S. D. Seifer and S. Holmes, 2005, retrieved from http://www-old.wsc.edu/service_learning/resources/files/articles/tools_methods.pdf

“Guiding Questions for Developing Service-Learning Evaluation” in Service-Learning Manual for Faculty by University of Michigan-Flint Office of University Outreach, 2013, retrieved from https://www.umflint.edu/sites/default/files/groups/University_Outreach/assets/serv-learn-manual-faculty.pdf

SERVICE-LEARNING PHOTO RELEASE FORM

I, _____, hereby grant to Michigan State University, the Center for Service-Learning and Civic Engagement, and its legal representatives and assigns, the irrevocable and unrestricted right to use and publish photographs and/or still video of me, in which I may be included, for editorial trade, advertising, web and any other purpose and in any manner and medium to alter the same without restriction; and to copyright the same. I hereby release Michigan State University, the Center for Service-Learning and Civic Engagement, and its legal representatives and assigns from all claims and liability relating to said photographs and/or still video.

Participant Signature

Date

ETHICAL PHOTOGRAPHY GUIDELINES

“It is a sacred trust to represent someone.”

– *Ingrid DeSanctis*
Theater Artist

What is Ethical Photography?

Ethical photography is a conscientious way of taking pictures that

- **Does Not** exploit or misrepresent people, places, or cultures
- **Does Not** violate privacy or human rights of subjects
- **Does Not** degrade, dishonor, or rob people of their dignity
- **Does** exhibit respect and sensitivity for people and “otherness”
- **Does** obtain the consent and input from those being photographed
- **Does** seek to tell the true stories of real people, places, and culture

Ethical Photography Protocol

In order to pursue ethical photography, visual storytellers should heed the following protocols:

Before Taking Photos

- Always get the subject’s consent first, especially if you want to do a close-up.
- Examine your motives for shooting a particular frame. Do you want to inspire hope and understanding, or maybe even expose wrongdoing and neglect? It is not acceptable to use the photographs simply to harness pity.

- You should not encourage subjects to feign despair, anger, or other emotions, or seek to influence the “slant” of your photos in any way.
- Think about what you want to portray in your photo. While it is fine to portray the fears and struggles of your subjects in some photos, others should also convey the community’s strengths and expectations. Never portray your subjects as useless or inadequate.

While Taking Photos

- Sometimes, it works well to photograph subjects from behind so that only their activities, and not their faces, can be seen. For example, your photo may show the face of the doctor who is performing an eye exam, but not the patient’s face. This not only prevents the patient from getting distracted, but also protects his or her privacy.
- Be humble, considerate and respectful. Try to take the pictures without being intrusive.
- Try not to be aloof; build a relationship of mutual understanding with your subject(s).

After Taking Photos

- Don’t stereotype or make false generalizations. A single photograph of a starving African child is not representative of the whole continent. Use captions to give context.
- Photos should be used to raise public awareness, not to exploit public sympathy.
- Photos must be carefully and faithfully edited (meaning there should be minimal, but acceptable digital manipulation and no fancy embellishments) to avoid misrepresentation.
- Ensure that your photos document what you believe is the real situation of your subjects.
- Photographers should use their skills to influence public perception responsibly, and it is crucial for organizations to use images that connect people from all walks of life through the language of photos.

Adapted by Marc Hunsaker from the following resources:

“Ethics and Photography in Developing Countries” by Unite for Sight, n.d., retrieved from <http://www.uniteforsight.org/global-health-university/photography-ethics>

APPENDIX V:

SERVICE-LEARNING AND COMMUNITY ENGAGED SCHOLARSHIP— PUBLISHING OPPORTUNITIES

Figure 7:
Service-Learning Publication Opportunities



Figure created by Diane Doberneck, updated April 2015

Interdisciplinary Community Engagement Journals

Journal of Higher Education Outreach and Engagement

<http://openjournals.libs.uga.edu/index.php/jheoe/index>

- **Since 1990**; Published by University of Georgia; Previously named *Journal of Public Service and Outreach*; Manuscripts accepted ongoing basis; Online submission
- Published 4 times/year; Average of 6 articles/volume; Occasional special editions; No longer available in print; Available online (*free*)
- **Sections:** Research articles, Practice stories from the field, Reflective essays, Book reviews, Dissertation overviews, Projects with promise

Journal of Community Engagement and Scholarship

<http://jces.ua.edu>

- **Since 2008**; Published by the University of Alabama; Manuscripts accepted ongoing basis; Email submission to editor
- Published 2 times/year; Average of 6 articles/volume; Occasional themed edition; Available in print; Available online (*free*)
- **Sections:** Articles, Research from the field, Student section, Book Reviews

Gateways: International Journal of Community Engagement and Research

<http://epress.lib.uts.edu.au/journals/index.php/ijcre>

- **Since 2008**; Published jointly by the Shopfront at University of Technology Sydney and Center for Urban Research and Learning, Loyola University, Chicago; Manuscripts accepted ongoing basis; Online submission
- Published 1 time/year; Average of 11 articles/volume; Not available in print; Available online (*free, with registered log-in*)
- **Sections:** Research articles, Practice based articles (*not peer reviewed*), Snapshots (*not peer reviewed*), Reviews

Journal of Community Engagement and Higher Education

<https://discovery.indstate.edu/jcehe/index.php/joce>

- **Since 2009;** Published by Indiana State University; Manuscripts accepted ongoing basis; Electronic submission
- Published 2 times/year; Average of 7 articles/volume; Not available in print; Available online (*free*)
- **Sections:** Perspectives, Research and theory articles, Insight, case study, and applications, Forum, Research Notes, Book reviews

Journal of Public Scholarship and Higher Education

<http://jpshe.missouristate.edu>

- **Since 2011;** Published by Missouri Campus Compact at Missouri State University; Manuscripts accepted 1 time/year; Deadline: February 1; Email submission to editor
- Published 1 time/year; Average of 8 articles/volume; Available in print; Not available online
- **Sections:** Invited papers, Scholarly articles, Review essay

PRISM: A Regional Journal of Engagement

<http://encompass.eku.edu/prism>

- **Since 2012;** Published by Eastern Kentucky University; Manuscripts accepted ongoing basis; Multiple deadlines; Email submission to editor
- Published 2 times/year; Average of 7 articles/volume; Available in print; Available online (*free*)
- **Sections:** Research, Case studies and applied research, Reflections

Journal for Civic Commitment

<http://ccncce.org/journal>

- **Since 1992**, Published by the Community College National Center for Community Engagement and Maricopa Community Colleges District; Manuscripts accepted 2/year, February 28 and August 30; Email submission to editor
- Published 2 times/year; Average of 5 articles/volume; Not available in print; Available online (*free*)
- **Sections:** Featured Article (1); Articles

International Journal of Civic Engagement and Social Change

<http://www.igi-global.com/ijcesc>

- **Since 2014**; Published by Periyar Management and Computer College; Manuscripts accepted on ongoing basis; Electronic submission
- Published 4 times/year; Average 4-5 articles/volume; Not available in print; Available online (*for a fee*)
- **Sections:** No sections

Service Learning and Undergraduate Community Based Research Journals

Michigan Journal of Community Service Learning

<http://ginsberg.umich.edu/mjcsl>

- **Since 1994**; Published by the Ginsburg Center at the University of Michigan; Manuscripts accepted 1 time/year; Precip due December 20; Email submission to editor
- Published 2 times/year; Average of 6 articles/volume; Available in print; Available online (*free*), though most recent editions are embargoed for a time
- **Sections:** No sections

Partnerships: Journal of Service-learning and civic engagement

<http://www.partnershipsjournal.org/ojs/index.php/prt>

- **Since 2009;** Published by North Carolina Campus Compact and University of North Carolina, Greensboro; Manuscripts accepted ongoing basis; Electronic submission
- Published 2 times/year; Average of 7 articles/volume; Not available in print; Available online (*free*)
- **Sections:** Invited articles, Articles, Book reviews

Reflections: A Journal of Public Rhetoric, Civic Writing, and Service Learning

<http://reflectionsjournal.net>

- **Since 2000;** Published by New City Community Press and Syracuse University Press; Manuscripts accepted ongoing basis; Email submission to editor
- Published 2 times/year; Not available in print; Available on-line (*with paid subscription*)
- **Note:** Also accepts poetry, photographs, essays, memoirs

Undergraduate Journal of Service-learning and community-based research

<http://www.bk.psu.edu/Academics/33679.htm>

- **Since 2011;** Published by the Center for Service Learning and Community-Based Research, Pennsylvania State University, Berks; Manuscripts by set deadline in spring; Email submissions to editor; Only accepts articles written by undergraduate students.
- Published 1 time/year; Average of 25 articles/volume; Not available in print; Available online
- **Sections:** Reflective essays, Analytic essays, Research done in partnership with community organization, Research articles, Open category

The Journal of Service Learning in Higher Education

<http://journals.sfu.ca/jslhe/index.php/jslhe/index>

- **Since 2012;** Published by University of Louisiana Systems; Manuscripts accepted on ongoing basis; Electronic submission
- Published 1time/year; Average 5 articles/volume; Not available in print; Available online (*free*)
- **Sections:** No sections

International Journal of Service-learning in Engineering, Humanitarian Engineering, and Social Entrepreneurship

<http://library.queensu.ca/ojs/index.php/ijsle/index>

- **Since 2006;** Manuscripts accepted twice/year; Electronic submission
- Published 2 times/year; Sometimes special issue volume; Average 8 articles/volume; Not available in print; Available online
- **Sections:** Scholarship on service learning in engineering, Articles
- **Special Issue:** National (Multi-University Programs), Ecosystems, Programs and Curricular Efforts, Topic Focused Programs, Community Engagement and partnership, Course focused programs

International Undergraduate Journal for Service-Learning, Leadership, and Social Change

<http://www.columbiasc.edu/service-learning-journal>

- **Since 2011;** Published by Columbia College; Manuscripts accepted on ongoing basis; Email submissions to editor; Only accepts articles written by undergraduate students.
- Published 2 times/year; Average 4 articles/volume; Available in print as pdf; Available online (*free*)
- **Sections:** Article, Book Review, Notes for the Service learning for leadership forum, Comment and Response

International Journal of Research on Service-learning and Community Engagement

<http://journals.sfu.ca/iarslce/index.php/journal/index>

- **Since 2013;** Published by the International Association for Research on Service-learning and community engagement; Manuscripts accepted ongoing basis; Electronic submission
- Published 1 time/year; Average of 9 articles/volume; Not available in print; Available online
- **Sections:** Research article, Theoretical or conceptual article, Review article, Book review

Topically Focused Community Engagement Journals

Journal of Community Practice

<http://www.tandfonline.com/toc/wcom20/current>

- **Since 1993;** Published by Association of Community Organization and Social Administration (ACOSA); Manuscripts accepted ongoing basis; On-line submission
- Published 4 times/year; Average of 6 articles/volume; Occasional special edition; Available in print; Available online through Taylor & Francis (*for a fee or through ILL*)
- **Sections:** Articles, Commentary, From the field, From the archives, Book reviews

Progress in Community Health Partnerships: Research, Education, and Action

http://www.press.jhu.edu/journals/progress_in_community_health_partnerships

- **Since 2007;** Published by The Johns Hopkins University Press; Manuscripts accepted ongoing basis; Electronic submission

- Published 4 times/year; Average 15 articles/volume;
Not available in print; Available online
- **Sections:** Original research, Work-in-Progress and lessons learned, Community perspective, Policy and practice, Theory and methods, Education and training, Practical tools, Systemic reviews, Invited editorials

Public: A journal of Imagining America

<http://public.imaginingamerica.org>

- **Since 2013;** Published by Imagining America (organization promoting community engagement in arts, humanities, and design); Manuscripts accepted several times/year; Electronic submission
- Published 2 times/year; Average 4 articles/volume;
Not available in print; Available online
- **Sections:** Principles and practices, Resources and case studies, Proposals for book reviews and reports

Journal of Extension

<http://www.joe.org>

- **Since 1963;** Published by U.S. Cooperative Extension Service; Manuscripts ongoing basis; Email submission to editor
- Published 6 times/year; Average 30 articles/volume;
Not available in print; Available online (*free*)
- **Sections:** Feature, Research in Brief, Ideas at work, Tools of the trade, Commentary

International Journal of Science Education, Part B: Communication and Public Engagement

<http://www.tandfonline.com/loi/rsed20/current>

- **Since 2011;** Published by Taylor Francis as an offshoot of International Journal of Science Education; Manuscripts accepted ongoing basis; Email submission to journal
- Published 3 times/year; Average of 5 articles/volume; Available in print; Available online
- **Sections:** Original articles, Research reports, Research papers



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