Community Partner Guide to Service-Learning

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Is CUPS the Right UVM Office to Contact? Just who do I call?

Need some help deciding what you are looking for? There are a variety of UVM offices that connect the community with university partners. You may call any of these offices for guidance if you are unsure who might best fit your project; here are a few guidelines:

Volunteerism: the engagement of students in activities where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient. (see offices listed under community service).

Community Service: the engagement of students in activities that primarily focus on the service being provided as well as the benefits the service activities have for the recipients.

IF YOU ARE LOOKING FOR INFORMATION ABOUT STUDENT COMMUNITY SERVICE PROGRAMS FOR ONE-TIME, SHORT-TERM, OR LONG-TERM PROJECTS AS WELL AS VOLUNTEER GROUPS, CONTACT:

- *The [Department of Student Life](#) about one-time service events, and/or [Volunteers in Action](#) (VIA).*
- *The [Center for Student Ethics and Standards](#) about one-day or short-term community restitution.*

Internships: engage students in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study.

IF YOU ARE LOOKING FOR AN INTERN OR A WORK-STUDY STUDENT TO STAFF YOUR NONPROFIT, CONTACT:

- *The [Career Services](#) Office about the Service-Learning Internship Program, the Nonprofit Program, or the off-campus Work-Study Program*.

Field Education: provides students with co-curricular service opportunities that are related, but not fully integrated, with their formal academic studies.

- *Contact individual [academic departments](#) for information about Field Education placements.*

Service-Learning: experiential education with the intention to equally benefit all participants (university and community) and to focus equally on the service being provided and the learning that is occurring.

IF YOU WISH TO CREATE A LONG-TERM COMMUNITY PARTNERSHIP THAT MIGHT BE LINKED WITH AN ACADEMIC RESEARCH PROJECT OR AN ACADEMIC COURSE, CONTACT:

- *[The CUPS Office](#) (Community-University Partnerships and Service-Learning)*

This guide addresses service-learning opportunities- read on for more information!!

ALSO NOTE THAT [THE UNITED WAY OF CHITTENDEN COUNTY](#) IS A NON-UVM RESOURCE FOR POSTING COMMUNITY VOLUNTEER OPPORTUNITIES.

What is Service-Learning?

Service-learning is a process in which an academic course integrates student participation in meaningful community work that reinforces course concepts and meets a community identified need[1].

In other words, you would be working with students on a project that:

- Will help to address a need in your organization and/or the broader community;
- Will be integrated into the students' coursework as an essential learning tool;
- And will help them to better understand and apply what they are learning in class.

Service-Learning Formats

Service-learning projects can take on a number of formats, ranging from projects that simply offer exposure and Information-gathering to those that offer on-site organizational support or program involvement, and/or those that tackle specific issues through problem-based service-learning or community-based participatory research. Projects can be direct (on-site service to constituents), indirect (on-site support service not working directly with constituency), or non-direct (off-site support service).

There are many models for how a project can fit into a course. For example[2]:

- **Placement:** The placement model integrates an optional or required community service component in an existing course. Students select a service placement and complete projects individually or in small groups.
- **Service-Centered:** The service-centered model builds a course around a community service experience. The service-learning is the central concentration of the course.
- **Problem-Based or Community-based Research / Action research:** These models make the study of community problems and the application of research findings the center of service-learning activities. Research is performed with and shared with community partners.
- **Disciplinary Capstone:** The disciplinary capstone model invites students to demonstrate their accumulated knowledge in a specific discipline through a service-learning project.
- **Additional Credit Option:** Service is performed as an optional addition to a regular course.

Questions to Consider Before Entering into a Service-Learning Partnership:

- How would a service-learning partnership meet the objectives and goals of my community agency?
- Can I incorporate course objectives related to students, faculty, the larger community issues, and/or the institution?
- What types of experiences would be best for my organization? What types of courses would benefit from a partnership with my agency?
- What kinds of preparation would my agency need in order to participate in a service-learning partnership with students? How will I facilitate this preparation?
- How will the partnership enhance academic learning through service-learning experiences?
- In what way will my agency assess the service-learning partnership? What criteria will we use?

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[1] Scheibel, Jim and Bowley, Erin M., Jones, Steven. (2005) *The promise of partnerships: Tapping into the college as a community asset.* Providence, RI : Campus Compact.

[2] Heffernan, K. (2001). *Fundamentals of service-learning course construction.* Providence, RI : Campus Compact.

Examples of Service-Learning Partnerships

- A statistics course applies knowledge of survey and analysis through a partnership with the Committee on Temporary Shelter, which needs a survey done of its constituents.
- A fisheries course creates presentations that reflect students learning for the ECHO Center at Lake Champlain, thereby providing ECHO with resources to share with the greater public.
- An adaptive physical education course partners with Special Olympics to complete a project that helps students learn about real-world adaptive needs and techniques.
- An environmental interpretation course partners with the Intervale Center to guide visitors and design an educational interpretive plan for the community farm.

"We had such a good relationship with UVM, that when this project came up, we wanted to work together again… Besides the tangible accomplishment the UVM students will bring to the town, what's neat for me is to see how the students, in a matter of a few weeks, really came to appreciate this land."

- *Dan Gaherty, Milton Conservation Commissioner*

How to find a Potential Service-Learning Partner

- Contact the **CUPS Office** (802-656-0095 or email at partnerships@uvm.edu) to discuss possible community partnerships with faculty and students at UVM.
- Submit a **Community Partner Interest Form**
- Attend CUPS **workshops or events** that are open to the campus community and local organizations. These events provide opportunities to begin conversations with future university partners. Check out our calendar.

Service-Learning Partnership Timeline:

Step one: Take a look through the CUPS website and this guide to become familiar with the program and further your understanding of service-learning.

Step two: Decide if you have a potential Service-Learning opportunity.

Step three: Complete and submit the Community Partner Interest Form.

Step four: The CUPS office will review your interest form and begin to make connections on campus.

Step five: Your opportunity could be included in the CUPS newsletter.

Step six: The CUPS office will forward your listing to faculty who teach related courses.

Step seven: Contact between the faculty member and community partner.

Step eight: Partnership begins!! All elements of Service-Learning are incorporated.

*** Keep in mind that while a partnership does have a flexible and mutual schedule, the students and service-learning courses typically run on the University semester calendar (Fall: August to December and Spring: January to May) ***

Long-term and Sustained Partnerships

Going beyond a semester commitment will further the ability of the partners to work together, make the experience stronger and more meaningful for the students and increase the rewards for those involved. With a sustained commitment there is a greater opportunity for shared resources such as grants and less initial planning effort is required when the process is permanently established.

Tips for Building and Maintaining an Effective Partnership

This list was created by the Office of Community-University Partnerships and Service-Learning (CUPS) at The University of Vermont in collaboration with community members and organizations and based on the literature on successful service-learning partnerships (see Appendix C: Resource Books and Articles).

Each tip is associated with specific tools and strategies found online or in Appendix D of this guide.

1. Discover each other's needs and motivations

- Educate student(s) about your organization and how your programs address community needs.
- Learn about your role in the course and discuss learning goals for all involved.
- Match skills, interests and learning goals with project/service needs and timeframe.

Strategy #1A: Share materials such as brochures, annual reports or strategic plans as appropriate to the project.

Strategy #1B: Request a copy of the course syllabus, text book, or other course materials.

Tool #1A: Orientation Checklist (Appendix D)

Tool #1B: Service-Learning Asset Map (Appendix D)

2. Establish clear project/service agreements

- Discuss purpose and objectives of specific project or service. Demonstrate how it is "mission critical" so student(s) understand how the project will make a difference.
- Clarify the final results of the partnership (deliverables, services, etc.) and define a means for exchanging them.
- Define main contact people as well as roles, responsibilities, time commitments and key tasks.*

Strategy #2A: Understand your rights and responsibilities as a Community Partner (Appendix D)

Tool #2A: First Meeting Interview Guide/Checklist (Appendix D)

Tool #2B: Memorandum of Agreement/Understanding (Appendix D and CUPS Website)

* The faculty member that you partner with may have a Service-Learning Teaching Assistant for their course. These students are trained in service-learning theory and practice by the CUPS Office to be supportive aides to both the faculty and the community partner. It is important that they stay informed and active as they are valuable additions to the partnership.

3. Prepare to meet partnership agreements

- Create mechanisms for regular communication and a timeline with important meetings and deadlines respecting both the academic and organization's calendars.
- Anticipate and plan for liability and risk management issues.

Strategy #3A: Review the Risk , Liability and Research Ethics Considerations on the CUPS Website.

Tool #3A: Project Management Toolbox

4. Maintain involvement and stick to agreements

- Stay in touch and provide feedback on student(s)' work to ensure that the project meets your organization's needs and the student(s)' learning goals.
- Reflect with the students about the connection between the project, what is being taught in the course, and their personal learning goals.

Strategy #4A: Students send weekly e-mail updates to Community Partner(s) and Instructor(s). If no progress was made in a given week, students can discuss their goals for the following week.

Tool #4A: Reflection Guide and Activities (Appendix D and CUPS Website)

5. Celebrate the results and evaluate the process

- Attend final presentations or a final "closure" meeting with the student(s) and/or the instructors.
- Revisit earlier agreements (e.g. Memorandum of Agreement) and make suggestions to your project partners and/or our office to improve future collaboration.

Tool #5A: Tips for Giving and Receiving Feedback (Appendix D)

Tool #5B: Evaluation toolbox and examples (CUPS Website and Appendix D)

6. Consider the next partnership opportunity

- Invite and provide feedback to help UVM and your organization better support future partnerships (see next section: Recommendations from Past Community Partners).
- Evaluate the experience *within* your organization. Consider how you incorporated the service-learning project and what could be modified in the future.
- Consider building a longer-term partnership by pursuing opportunities to work with the same instructor in future courses or research projects.

Tool #6A: Evaluation Questions for within your Organization (Appendix D)

Recommendations from Past Community Partners

In fall 2008, a survey (See Appendix B) was created to gather information about how community partners experience service-learning partnerships with UVM courses. Faculty members who taught service-learning classes were asked to provide names and contact information for each community organization they partnered with during the 2008/2009 academic year.

The survey was administered via e-mail to these contacts at the end of each term. The most salient message from this survey is that satisfaction with partnerships varies greatly across experiences. While some community partners report a high level of student preparedness, effective communication, and high quality work (about 1/3 of respondents in each question) – there are some partners who report challenges in these areas. Despite these challenges, more than 80% of partners were interested in working with UVM again.

For the benefit of these partners, and in appreciation of their work with us, we think it is essential that we work to maintain high quality partnerships and improve future projects.

For more discussion of survey results follow this link.

Recommendations

The following recommendations were culled from community partner feedback.

- Select appropriate project(s):
  - Assess students' skill level and abilities; work to find projects that are appropriately matched. Don't suggest a project unless you feel confident that students will be able to take on the challenge successfully.
- Make sure students are prepared to work on the chosen project(s):
  - Emphasize effective communication, project management, and group dynamics skills prior to the start of the service-learning project;
  - Make sure students have a basic understanding about the organization they will work with;
  - Use a Memorandum of Agreement to explicitly outline roles and responsibilities for all involved parties as well as expectations of students' work prior to the start of the service-learning project.
- Stay involved and connected throughout the course of the project:
  - Provide all partners with a copy of the course syllabus prior to the start of the project;
  - Plan for and maintain open communication with all involved parties to ensure that everything is running smoothly.
- Hold students accountable for the work they do:
  - Make sure students have a clear understanding of how their work will impact the organization they are working with;
  - Use meaningful interim project management tools to hold students accountable throughout a project's lifespan, not just at the end;
  - Involve all partners in the evaluation process in a concrete way and make this fact clear to students.

Appendices

A. Community Partner Interest Form (Blank)

"Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development." – Jacoby, B. 1996.

The UVM Office of Community-University Partnerships and Service-Learning (CUPS) works to make connections between UVM Faculty and community organizations to create meaningful partnerships. In an effort to respond to the needs and interests of the community, the CUPS office keeps an ongoing database of potential community partners. A periodic newsletter is published that includes postings, and we also forward this information to appropriate departments and offices when submitted.

This form assists community organizations (nonprofits, government organizations, and educational institutions) in communicating with CUPS about potential collaborations. **Please complete this form if your agency has a project or program that might be met through a partnership with an academic course (Academic Service-Learning)**.

Projects that fit this description:
- are more substantial than could be met through a one-day service project;
- are usually linked to the organization's mission and purpose;
- offer a distinct learning opportunity for students;
- can usually be completed within one semester;
- and are most often able to host a group of students rather than an individual.

Examples:
- Research & Evaluation projects (surveys, etc.)
- Marketing Plans
- Events and educational planning
- ONGOING programs: Can students perform service at your organization once a week, for example, throughout a semester? Can students provide direct ongoing service to your clientele? Do you have semester-long tutoring needs or program-management needs?

Remember:
- UVM's courses work on a semester schedule – the partnership might have to wait one semester or more to begin
- Service-Learning partnerships emphasize reciprocity; projects will not only meet the need of an agency or organization, but will also draw on that partner's strengths and knowledge in helping students to learn. You will play an active role in this partnership.
- The CUPS office will review your interest form and help you to make contact with the appropriate faculty member or campus office. We can not guarantee that we will be able to fulfill every request, but we certainly try!
- **You can call the CUPS office anytime to discuss your project or program: 802-656-0095**

The University of Vermont

The Office of Community-University Partnerships and Service-Learning

Community Partner Interest Form:

Service-Learning Partnerships

Please complete this form (you may use additional pages) and return it to:

Mail   **E-mail**

Community-University Partnerships (CUPS)   partnerships@uvm.edu

Billings 409, 48 University Place

University of Vermont, Burlington, VT 05405

Agency/Organization Name: _____ Date: _____

Agency Address:_____

_____

_____

Contact Name: _____

Contact Phone: _____ Contact E-mail: _____

Please briefly describe the mission of your agency and the services you provide to the community:

_____

_____

_____

_____

_____

Please describe the project(s) or program(s) that you think could fit an academic service-learning partnership:

_____

_____

_____

_____

_____

CUPS Staff will contact you to discuss potential partnerships after receiving this form.   Thank you for your interest.

B. Satisfaction Survey (Blank)

1. Introduction

Thank for you partnering with a University of Vermont (UVM) service-learning course this past semester!

Service-learning is a process in which an academic course integrates student participation in meaningful community work that reinforces course concepts and meets a community identified need (1).

Now that the course is over, we'd like to know how the experience went for you- the community partner!

PLEASE TAKE 5-10 MINUTES to fill out this short survey based on your experience. The Office of Community-University Partnerships and Service-Learning (CUPS) at UVM will use the information gathered by this survey to help improve the experiences for community partners in future service-learning courses. This information will be kept entirely confidential.

(1) Scheibel, Jim and Bowley, Erin M., Jones, Steven. The promise of partnerships: Tapping into the college as a com-munity asset. Providence, RI : Campus Compact, 2005.

2. Survey Questions

* 1. Please describe the product or services the students provided to your organization:

| |

* 2. How prepared do you feel students were to work with your organization?

- ○ Not at all
- ○ Not very
- ○ Somewhat
- ○ Very
- ○ Extremely

* 3. How satisfied were you with the students' overall level of responsibility as they completed the project?

- ○ Not at all
- ○ Not very
- ○ Somewhat
- ○ Very
- ○ Extremely

✱ 4. How satisfied were you with the students' skill level as they completed the project?

○ Not at all

○ Not very

○ Somewhat

○ Very

○ Extremely

✱ 5. How satisfied were you with the students' communication with your organization?

○ Not at all

○ Not very

○ Somewhat

○ Very

○ Extremely

✱ 6. If a finished product (e.g. report, plan, survey results, etc.) was provided to you, did it meet your expectations?

○ Not at all

○ Not very

○ Somewhat

○ Very

○ Extremely

✱ 7. Did you receive any support from UVM throughout the duration of this partnership?

○ Yes

○ No

8. Please describe the support you received:

[   ]

9. What additional support, if any, should UVM have offered to help improve or strengthen this partnership?

[   ]

✱ 10. Had you partnered with a UVM service-learning course before this partnership?

○ Yes

○ No

○ Not Sure

＊ 11. How likely are you to participate in another partnership with UVM?

- ○ Not at all
- ○ Not very
- ○ Somewhat
- ○ Very
- ○ Extremely

12. Is there anything else you think we should know?

13. Your name (optional):

14. Your e-mail address (optional):

3. Thank you!

Thank you for filling out our survey!

Should other opportunities arise that would benefit from collaboration with an undergraduate or graduate course at UVM, please contact us or fill out a COMMUNITY PARTNER INTEREST FORM by copying and pasting the link below into your internet browser:
http://www.uvm.edu/partnerships/?Page=cpform.php

We look forward to hearing from you should you have any questions or feedback.

C. Relevant Books and Articles Available in the CUPS Resource Library (Billings 409)

Building a Community Partnership

Freeman, E., Gust, S., & Aloshen, D. (2009). Why faculty promotion and tenure matters to community partners. Metropolitan Universities. 20: 2 p87-103. (http://depts.washington.edu/ccph/pdf_files/MUJ_20.2_Freeman.pdf)

Holland, B., & Gelmon, S. (1998). The State of the Engaged Campus: What Have We Learned About

Building and Sustaining University-Community Partnerships? In *Introduction to Service-Learning Toolkit* (2000). Providence, RI: Campus Compact.

Jacoby, B. (2003). Building Partnerships for Service-Learning. San Francisco, CA: Jossey-Bass.

Scheibel, Jim and Bowley, Erin M., Jones, Steven. (2005) *The promise of partnerships: Tapping into the college as a community asset.* Providence, RI : Campus Compact.

General Service-Learning

Eyler, J., & Giles, D. (1999). Where's The Learning In Service-Learning? Chapter One: *Identifying the*

Learning Outcomes of Service pages 1-22. San Francisco, CA: Jossey-Bass.

Furco, A. (1996). Service-Learning: A Balanced Approach to Experiential Education: In *Introduction to*

Service-Learning Toolkit (2000). Providence, RI: Campus Compact.

Heffernan, K. (2001). Fundamentals of Service-Learning Course Construction. Providence, RT: Campus

Compact.

Jacoby, B. (1996). Service-Learning in Higher Education: Concepts and Practices Chapter One: *Service-Learning in Today's Higher Education* pp. 3-25. San Francisco, CA: Jossey-Bass.

National Campus Compact: www.compact.org

Vermont Campus Compact: www.vtcampuscompact.org

The National Service Resource Center: www.nationalserviceresources.org

Example Course Design

National Campus Compact Service-Learning Syllabi Project: www.compact.org/syllabi/

Reflection

Bringle, R., & Hatcher, J. (1999). Reflection in Service Learning: Making Meaning of Experience. In

Introduction to Service-Learning Toolkit (2000), Providence, RI: Campus Compact.

Online Refection Manual (by Chris Koliba): www.uvm.edu/~dewey/reflection_manual/

Project Evaluation

Whitham, M. (1983). Evaluating Student Volunteer and Service Learning Programs. In *Combining Service and Learning: A Resource Book for Community and Public Service, Volume II* (1990), Raleigh, NC: National Society for Internships and Experiential Education.

Student Development in Service-Learning

Jacoby, B. (1996). Service-Learning in Higher Education: Concepts and Practices. San Francisco, CA:

Jossey-Bass

D. Tools and Strategies

Tool #1A: Site Orientation Checklist

An On-Site Orientation should be conducted and cover the following (as applicable to a given situation):

- Agency Background
    - Staff, clients, and other workers
    - Mission statement of agency
    - Building, space, facility tour
    - Contact information in case of questions or concerns
    - Confidentiality and proof of eligibility (fingerprints, background check)

- Position
    - Function of agency and their individual roles
    - Requirements and job description or project plan
    - Placement schedule and flexibility
    - Office protocol and norms
    - Specific procedures to follow
    - Language and communication routes
    - Train student

- Supervisory duties
    - Be visible and available as a teacher and mentor for students
    - Designate appropriate tasks
    - Be realistic with time commitment and student expectations
    - Say "thank you" to students as recognition and support for doing good work
    - Communicate, evaluate, and reflect

Tool #1B: Service-Learning Asset Map

This activity is designed to align student's skills, interests and learning goals with the community partner's project/service needs.

Each partner should complete their respective half of the chart and bring it to an initial meeting to discuss. This activity could provide the foundation for developing a Memorandum of Agreement for the partnership.

Student Participant(s)	Community Partner
Learning Objectives:	Mission:
Skills:	Skills of Staff Members/Volunteers:
Talents:	Skills/Talents of Clients:
Interests:	Interests of the Organization:
Experience that I bring:	Experience we can provide to you:

Excerpted from Duncan, D. & Kopperud, J. (2007). *Service-Learning Companion*. Boston: Houghton Mifflin Company

Strategy #2A: Rights and Responsibilities of Involved Partners

- Communicate openly and contribute equally; reciprocity between partners is essential for effective service-learning partnerships.
- Recognize differences between volunteerism, internships, and true partnerships.
- Orient all service-learners to your organization including its policies and procedures.
- Communicate with university representatives regarding conflicts with service-learner or partnership.
- Ask for complete service-learning course materials from professor to become informed.
- Ensure a safe work environment and reasonable work hours for students

In order for all partnerships to better understand their role, it is often helpful to create a "Partnership Agreement" or Memorandum of Understanding between faculty, students and community members. (see Tool #2B)

Example:
UVM Student Field Project Guidelines for Community Partners
Richard Schramm, Community Development and Applied Economics

We very much appreciate your interest in having a UVM student team work with you on a project of importance to your organization. Student teams, with appropriate faculty and community partner support, can provide valuable assistance with research, implementation, and evaluation projects. For student teams to be effective, however, it is essential that the project be important to the organization and appropriate for student teams, and that students, faculty and community partners are clear about their roles and responsibilities with respect to the project.

The project needs to be important to the organization and of a type and scale that is appropriate for student teams. There also needs to be a good "fit" between the project and the team.

- Project importance ensures that the community partners will be willing to put in the time needed to inform and monitor student efforts. Its importance also motivates the students who realize that the project makes a difference and is not something put together just to give them something to do.
- The project needs to be manageable for students who are only able to work part-time on the project over a period of about 12 weeks. Some projects may carry over longer but for students on a semester system, it is necessary that the project be able to be broken into 12 week segments. We will work with you to ensure continuity on longer term projects.
- Depending on the difficulty of the project, the team may range from 1-5 students. It is normally expected in a typical course with a field study component that each student will put in about 3 hours/week or a total of about 36 hours on the project over a semester. Often students get highly involved in the project and put in much more than this but this is what is normally expected as part of the student's course requirements. In courses that are entirely devoted to student field work, the total number of hours is of course much higher, but such courses are the exception. We will try to match the size of the student team with the work level of the project.
- Besides the number of students in the team, we will try to match individual student skills and knowledge with the project. These skills may include computer, website, internet, interviewing,

surveying, writing, geographic information systems, interpersonal, high energy and enthusiasm; knowledge areas may include environment, economics, business, psychology, sociology, education, agriculture. We would work with you to match student skills and knowledge as best we can with your project; we would encourage you to get to know the students early and try to make best use of their individual skills and knowledge.

- The project may take many forms. It may be a research project - gathering information, doing analysis, and making recommendations about a problem or topic of interest to the organization. This can include evaluations with students examining a past or on-going program or activity to assess its effectiveness or efficiency. It may be an implementation project, helping an organization put a program or procedure or operation in place, getting something started or helping make an existing program run better.
- Successful projects, for example, include a food waste and composting project at Edmunds Middle School where students helped implement the project and write up the results for wider distribution, and an individual student working with elementary school students to write and illustrate a book about a tomato's travels from California to a plate in Burlington. Other examples from a class last semester are attached.
- The project is not an internship. Although students working on projects can usefully help out with some on-going operations of an organization or program like an intern, this would be part of assessing, starting up or improving the operation, not carrying it out on a day-to-day basis, more typical of internships.
- To ensure useful and quality projects, students, faculty and community partners must understand and carry out their roles and responsibilities.
- The student team's role and responsibility is to design and carry out a field study that meets the needs and expectations of the community partner, and satisfies the field study requirements of the course they are in. The team will work very closely with the community partner and the faculty supervisor on the design of the project. Carrying out the project will be largely the responsibility of the student team, in regular consultation with community partner and faculty supervisor. This includes meeting all project deadlines for sections/parts of the project, progress reports, presentations, etc., as agreed upon with partner and faculty. Student team members will also be responsible for providing information needed for evaluating their, and their teammates, efforts to help faculty assign a grade for this part of the course.
- The faculty supervisor's role is to work with the community partner to define the project, put together the team of students to carry out the project, support and supervise the student team over the semester, ensure that report deadlines are met and that students receive timely feedback on the work submitted for review, and evaluate the work of the team and individual members for grading purposes.
- The community partner's role is to define the project as described earlier (especially the importance to the community organization) and to help ensure that the work of the student team meets their organization's needs. The partner is expected to meet with the students and faculty initially to design the project, be sure that the students have access to organizational individuals and information as needed for the project, meet with students and/or faculty to help oversee the project over the semester according to an agreed upon schedule, and review the final project report and presentations and provide feedback to the faculty supervisor to help in student grading.

Student Conducted Interview Questions for Service Learning Project

1. Initiative/Organization (the term organization will be used throughout to refer to either an initiative or an established organization)

Name of Organization: _____ Date**: _____**

Name of Person(s) Being Interviewed: _____

Contact Information: _____

 a. What is the **mission** of the organization? Has the mission changed over the lifespan of the organization? When was it started? By whom?

b. Describe the **services** your organization performs.

 c. Where does the organization's **funding** come from? Has it kept up with inflation and the cost of living? How reliable has it been over the years?

d. Does your organization **raise funds** on its own? If so, who do you appeal to? Describe your fund raising campaign. (Ask for copies of fund raising materials)

2. Personnel

 a. How many **people** are employed? What **duties** do they perform? What is their average length of employment with the organization?

 b. How do people **communicate** with each other within the organization? How does the leadership communicate with employees?

 3. (read this to the interviewee) **Social Marketing…**is defined as seeking to influence social behaviors not to benefit the marketer, but to benefit the target audience and general society. From a social marketing point of view… people must first *perceive that they have a genuine problem, and that the service you offer them is a good solution for that problem*.

 a. Describe the type and number of **clientele** your organization serves.

 b. Have you ever asked your target clientele what they **perceive as the problem** that your organization offers a good solution to? Explain.

c. What must the clientele do in order **to receive** your organization's services? What charges, if any, are there? Is there a fee structure? Have you ever asked your clientele about pricing?

d. What does your **clientele have to give up** (e.g., time, effort, risk of embarrassment or disapproval) in order to receive your services?

e. Where does your **clientele have to go** to receive your organization's services?

f. How do your **clientele learn** about your services? What **information channels/vehicles** (e.g., public service announcements, advertising, public relations, promotions, media advocacy, personal selling and entertainment) do you use to reach your clientele? How do you determine accessibility and the quality of service delivery?

g. How do you **create and sustain demand** for your services?

h. (read this to your interviewee) Most organizations have **two different types of audiences** that must be addressed in order to be successful: *external audiences – those outside the organization that are involved with your work; and **internal audiences** – those involved with program implementation or approval.*

h. (1). Examples of e**xternal audiences** would be: target clientele, secondary audiences, policymakers (defined as people or groups who influence policy decisions that affect your organization), and gatekeepers (those who control the purse-strings and/or make policy decisions affecting your organization). Who would you include in your organization's list of external audiences?

h. (2). **Internal audiences** include those involved with either approval (e. g., governing boards) or implementation of your program (e. g., employees, volunteers).   Who would you include in your list of internal audiences?

i. What community organizations have **similar missions/goals**. Do you **work** with any other organizations in the community?

j. Describe the **political environment** (e. g., supportive, hostile, indifferent) in which your mission is carried out? What do you do to affect the political environment to **create a** more friendly **environment** for your organization's mission?

k. What sort of **reporting** do you do to your **funding agencies**? How do you **advocate for more funding**?

4. Problems/Products

a. What would you say are the biggest problems facing your organization today?

b. Do you think improved communication (with both internal and/or external audiences) could help improve or solve these problems?

c. Do you think improved "social marketing" of your organization could help with these problems?

d. What social marketing project that we could develop this semester, would be useful for your organization?

   5. What would you like to know from your clientele (customers) that would help your organization to carry out its mission? What questions would you like answered by your clientele? What questions should we ask your clientele to help us develop our social marketing project?

6. Anything Else We Should Know? Questions for us?

Be sure to thank your agency partner representative!

Tool #2B: Memorandum of Agreement/Understanding

It is essential to establish an agreement between faculty, students, and community organizations involved with your service-learning course. By creating a memorandum of understanding, all parties are clear on their commitments, responsibilities, and goals; you also create something to which you can refer back throughout the semester. Remember that MOU's represent the best of intentions and agreed-upon goals -- they should not be seen as legal contracts.

EXAMPLE: Internship Agreement Form

Name of Intern: _____

Intern's E-mail Address: _____

Intern's Mailing Address: _____

_____

Intern's Phone Number: _____

Name of Supervisor: _____

Name of Organization/Program/Agency: _____

Supervisor's E-mail Address: _____

Supervisor's Phone Number: _____

Mailing Address: _____

_____

Brief Description of Internship (anticipated roles and responsibility; direct supervisor if different from above, possible projects, etc.):

_____
_____
_____
_____
_____

Intern's Agreement:

I agree to fulfill the objectives of my work plan (which will be created by the end of the 1st week of my internship). I agree to meet weekly with my supervisor, to perform my duties to the best of my ability, and to fulfill the required number of hours (5hrs/week). I agree to make every effort to connect this internship with the concepts I will learn in class, and to share these reflections the course facilitators and students, and my internship supervisor. I will ask questions when I need more information and deal with challenges as efficiently as possible by contacting the appropriate support person.

Internship Signature: _____ Date: _____

Supervisor's Agreement:

I agree to supervise this intern in an educationally and professionally appropriate manor: I will help him/her to develop a set of goals and objectives and meet regularly with the intern to provide clear and consistent feedback on his/her work. I will help the student to understand the organization with the time that I have available, and create opportunities for the intern to be involved in organizational functions beyond the specific projects he/she is working on. I will also provide feedback to the course facilitator at least once during the semester and once at the conclusion of the semester.   I will maintain contact with the course facilitator should any challenges or concerns arise. I understand that the student is pursuing academic coursework in relation to this internship and will do my best to help the student to make meaningful connections between these two experiences.

Supervisor Signature: _____ Date: _____

Tool #3A: Project Management Toolbox (coming soon)

Tool #4A: Reflection Guide and Activities

Every Service-Learning class should engage participants in meaningful reflection. As an active partner, you may wish to be a part of that process both during and after the project. We encourage you to talk to faculty and students about reflection.

What is Reflection?

"Reflection activities provide the bridge between community service activities and the educational content of the course. Reflection activities direct the student's attention to new interpretations of events and provide a means through which the community service can be studied and interpreted, much as a text is read and studied for deeper understanding."

> *(from R. Bringle & J. Hatcher (1999) "Reflection in Service Learning: Making Meaning of Experience"*
> *in Introduction to Service-Learning Toolkit (2000), Campus Compact: Providence, RI)*

Designing Reflection: A Sample Structure
> *Step 1: Describe the Experience Objectively*
> *Step 2: Analyze the Experience from Each of the Main Perspectives:*
> > *Personal Growth, Civic Engagement, Academic Enhancement*
> *Step 3: Articulate Learning*
> > What did I learn?   How did I learn it?   Why does this learning matter, or why is it important? In what ways will I use this learning/what goals shall I set, etc?
> > *(from [2003] Clayton, Day, P. & M. "Reflection Session Guidebook," NC State)*

Example Reflection Activities:

Reflection Journals or "Critical Incident Journals"- ask to critically reflect on service experience and provide a means for ongoing personal interpretation and understanding. Journals are not diaries where a day's events are simply recorded; rather they are critical pieces of writing where experiences are analyzed in connection with learning goals, personal beliefs, civic values, etc.

Experiential Research and/or Integration Papers – going beyond a journal, experiential research papers bring writing to a polished level of evaluation, reflection, and interpretation.

Presentations – engage in a group process of interpretation and connection and present it. Requires a process of personal reflections in a small group before presenting, and builds skills in teamwork, organization, and public speaking.

Electronic Reflection – create an online, visual interpretation of experiences, or create an electronic tool that will be useful for partners. Digital storytelling, website development, and blogs provide a means to share stories with others and build technological skills.

Dialogue – engage participants in critical dialogues about the service – give them sentence starters, quotes, or questions to get them started. Think about small group dialogue versus classroom dialogue. Share portions of journals or papers and build upon one another's reflections.

Case Studies – think about incidents that occur at service sites, especially those that call for difficult decision-making. Write up case and use as the basis for a formal paper, informal reflection, or class activity.

Portfolios – by including all of the various types of reflection that participants have produced over the course of an experience, portfolios help to generate a whole experience from those separate reflections. Portfolios can also include visual or artistic renderings.

Creative Visual Displays or Art – give participants the opportunity to reflect on experiences in an artistic sense: enable them to create a display, poster, drawing, etc. that helps them to interpret their service experience and draws connections to their learning. You can also prompt dialogue using photos or images that participants can connect to their experience.

Tool #5A: Tips for Giving and Receiving Feedback

B13   Generating/Receiving Feedback

Basic Rules for Giving Effective Feedback

1 Describe what you see first, and only then what you think
2 Do not make any remarks on the (perceived) feelings or thoughts of others
3 Use ' I ' instead of ' we '
4 Say what you like, not only what you do not like
5 Assume a positive listening attitude (see below)
6 Do not ask ' why ' questions, but search for solutions
7 Focus on the present and the future
8 Make clear appointments

Basic Rules for Receiving Feedback

1 Consider feedback as a chance to learn and not as a (personal) attack
2 Do not defend yourself: and do not explain
3 Ask for clarification if you do not understand something
    a Never reply with ' yes, but '
    b Never start explaining why you did something
    c Do not interrupt the feedback-giver
4 Always thank the feedback-giver for the effort

Go to www.skillsheets.com for more tips.

Excerpted from:

Van Tulder, R. (2007). *Skill sheets: An integrated approach to research, study and man-*
    agement. Pearson Education Benelux: Amsterdam.

Tool #5B: Evaluation

How to Evaluate the Partnership

Evaluating a service-learning experience is an essential element to ensuring the ongoing success of the service-learning partnership. Community partners play an important role in determining evaluation criteria and processes.

Evaluation can exist in many different forms. Some possibilities are through facilitated dialogue, and through surveys and questionnaires. The evaluation process at many institutions involves the faculty, students and community partners. When evaluating and assessing the partnership it is important to meet the needs of all partnerships.

- **Faculty**: Involved by completing an evaluation that describes the link between the service-learning project and the course content.
- **Students**: Complete an evaluation that explains their experiences at the local organization and provide a description of how the service-learning project contributed to their learning of the course content. Suggestions to the community agency to better support the student may also be useful for future placements.
- **Community Partners**: Complete an evaluation that describes their experiences as a service-learning site. Partners also have an opportunity to make recommendations or suggestions to the faculty for future student collaboration with their agency. Internal evaluation should also be completed with consideration of how the organization encompassed the service-learning student and what should be altered when supporting students in the future.

Tool #6A: Evaluation Questions to Ask Yourself and Your Agency

1. How will you improve your role and the effectiveness of your service-learning partnership?
2. How did students respond to the service-learning component with your agency? How did your agency respond to the service-learning component to this partnership? Are you both benefiting from the partnership?
3. How did faculty partners feel about the project?
4. What was learned about the relationships your organization has with UVM? How did you, the students, and the faculty develop or improve those relationships?