Questions for Initial Partner Meeting

Category	Questions
Partner Experience with College Students	What experience does the partner have working with college students, and specifically from your institution?
Motivation and Appeal	Why is the organization interested in participating in a service-learning project, and is there anything that is specifically appealing or motivating for them?
Challenges in Service Provision	What are the major challenges that the partner faces in providing community-based services?
Perception of College Students	How does the organization view college students? Are they considered to be a valuable resource?
Application of Classroom Learning	How readily could students apply what they are learning in the classroom to their service projects/opportunities?
Supervision and Capacity	What capacity does the organization have to host and supervise students? How many and under what timeframes?

To-Do List for Initial Partner Meeting

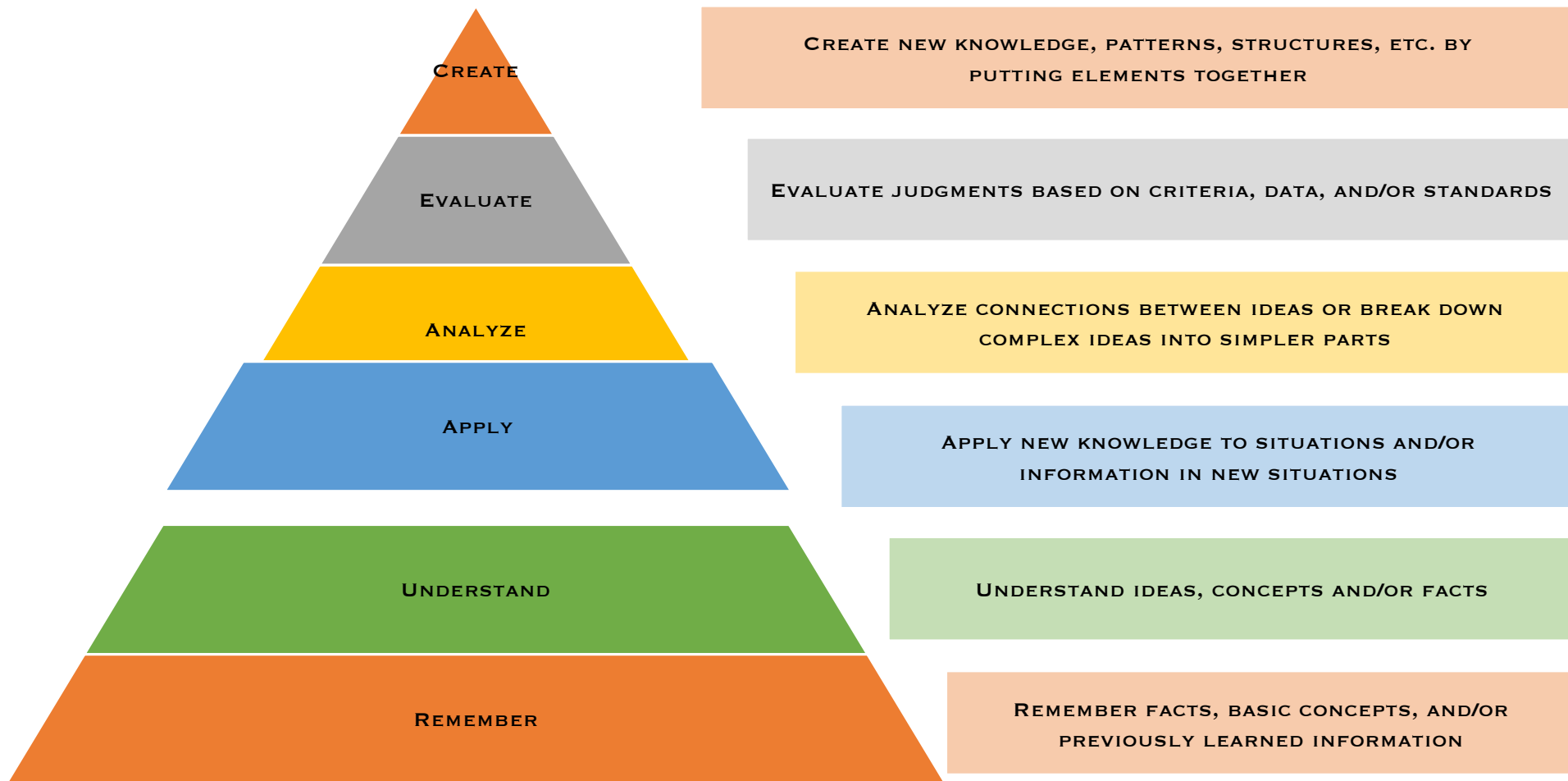| Step	Description
Explore Community and University Assets and Needs	Identify and understand the assets and needs of both the community and the university to find common ground and areas for collaboration.
Brainstorm Projects	Generate ideas for projects that address the mutual needs and desired outcomes of both the community and the university.
Consider a Short-term Project as a Pilot	Initiate a smaller scale project as a pilot to build trust and test the feasibility of the partnership approach.
Establish Communication Frequency and Methods	Determine how often and through which methods partners will communicate to ensure smooth collaboration.
Begin Preliminary Outline for Evaluation	Start discussions on how the partnership and its outcomes will be evaluated, including key metrics and processes.
Outline a Partnership Agreement	Draft an agreement detailing the goals, boundaries, expectations, planned feedback mechanisms, and other relevant details of the partnership.

Service Learning Course Rubric Example

	Exemplary/Strong	Proficient/Moderate	Insufficient/Weak
Scoring Guide	Criteria fully met, demonstrates thoughtful consideration and application of best practices.	Criteria met, demonstrates an understanding and application of best practices.	Criteria not met, demonstrates a lack of understanding or consideration of best practices.
Course Design and Objectives	Clear alignment between course objectives, service activities, and learning outcomes.	Alignment between course objectives, service activities, and learning outcomes is evident.	Lack of clear alignment between course objectives, service activities, and learning outcomes.
	Objectives are measurable, achievable, relevant, and time-bound.	Objectives are generally measurable, achievable, relevant, and time-bound.	Objectives are unclear, impractical, or not time-bound.
Community Partnership and Engagement	Service activities are designed in collaboration with community partners.	Service activities show collaboration with community partners.	Service activities lack collaboration with community partners.
	All partners have an equal voice in shaping service activities and learning objectives.	Partners have some voice in shaping service activities and learning objectives.	Limited or no input from partners in shaping activities and objectives.
Ethical Considerations and Cultural Competency	The course encourages sensitivity to community needs, values, and cultural norms.	Some sensitivity to community needs, values, and cultural norms is evident.	Little sensitivity to community needs, values, and cultural norms.
	Clear guidelines on respectful and ethical behavior during service activities.	Guidelines on respectful behavior are present but may be lacking clarity.	Lack of clear guidelines on respectful and ethical behavior.
Student Learning and Development	Academic learning seamlessly integrated with practical service experiences.	Academic learning is integrated with service experiences, contributing to understanding.	Limited integration of academic learning with service experiences.
	Service activities designed to enhance students' understanding of course content.	Service activities somewhat enhance students' understanding of course content.	Service activities do not significantly contribute to understanding course content.

Power Dynamics and Reciprocity	The course design recognizes and addresses power imbalances.	Recognition of power imbalances and attempts to address them.	Limited recognition of power imbalances.
	Promotes shared decision-making and equal participation in service activities.	Some promotion of shared decision-making and equal participation.	Minimal promotion of shared decision-making and equal participation.
Reflection and Assessment	Opportunities for regular, structured reflection activities.	Some opportunities for reflection activities.	Lack of opportunities for reflection activities.
	Reflection activities encourage students to relate service experiences to academic learning.	Reflection activities somewhat encourage students to relate service experiences to academic learning.	Reflection activities do not encourage students to relate service experiences to academic learning.

Bloom's Taxonomy Applied to a Service-Learning Course

Sarah L. Young, PhD. & Carly L. Redding, Ph.D.

Create

Evaluate

Analyze

Apply

Understand

Remember

Create new knowledge, patterns, structures, etc. by putting elements together

Evaluate judgments based on criteria, data, and/or standards

Analyze connections between ideas or break down complex ideas into simpler parts

Apply new knowledge to situations and/or information in new situations

Understand ideas, concepts and/or facts

Remember facts, basic concepts, and/or previously learned information

Effective Management of Engaged Projects
Sarah L. Young, Ph.D. & Carly L. Redding, Ph.D.

Stage 1: Four Key Differences in Faculty Responsibilities in Engaged Learning
- Provide both students and community partners with a clear framework of their roles and responsibilities.
- Be prepared to be much more hands-on in providing essential guidance to students throughout the process, supporting the identification of meaningful service opportunities, setting learning objectives, and navigating challenges that arise
- Integrate structured reflection into the learning process, which is a hallmark tool in the service learning process
- Be prepared to change what and how you assess students' performance.

Stage 2: Identify Partner(s) and Project(s)
- Step 1: Find a partner
- Step 2: Meet the potential partner (Ditch Zoom when possible in the beginning!) – see handouts for example, questions to ask and tasks to complete during the meeting!
- Step 3: Co-develop projects and identify the best model type
- Step 4: Discuss the partner's preferred frequency and modes of communication.

Stage 3: Build the (Rough Draft) of the Course
- Conduct a thorough community assessment with the community partner.
- Outline course objectives that reflect the specific knowledge, skills, and competencies that students are expected to gain through the service learning project – see Bloom's taxonomy handout!
- Select the appropriate service projects (this is critical!).
- Write the syllabus – For examples, see: https://compact.org/resources
- Develop a course evaluation rubric – see the handout for an example!
- Establish community partner assessment and communication plans
- Identify a timeline and flexible framework

Stage 4: Pre-Implementation Work
- Cultivate equitable, culturally sensitive partnerships
- Foster cultural competence in students
- Prepare to navigate bureaucratic hurdles

Stage 5: Implement the Project
- Introduce students to the intricacies of the project and foster enthusiasm and commitment on the very first day!
- Invite the community partner to be a part of the course's process
- Keep an eye on red-flag scenarios:
  - Overstepping boundaries
  - Stereotypes and implicit/explicit bias
  - The white savior complex
  - Adapt and acknowledge when change is needed