IV. Managing Service Learners

Faculty & Organization:

1. Determine the organization's role in evaluation.

2. Evaluate midway and at the end of the course; Use the evalutation to improve impact.

3. Agree on the criteria and process that will be used to evaluate students.

4. Limit paperwork. Perhaps use a phone call interview or email response instead of forms.

5. Determine who grades or checks that hours and duties have been completed.

Students:

1. Commit to the organization's cause.

2. Be self-directed and follow professional etiquette or the organization.

3. Be responsible for their institutional requirements and deadlines.

4. Adapt to organization's scheduling and program framework.

5. Keep line of communication open with faculty and organization throughout project to avoid potential problems.

Organization

1. Complete evaluations as agreed upon.

2. Communicate challenges or problems with students to faculty in a timely fashion.

V. Promoting Diversity

Faculty & Organization

1. Work together to develop goals and process for student cultural competency.

2. Help students understand and reflect on social status and self-identity

3. Proide feedback on student cultural competency, including student reflection writing.

4. Work together, with students, to handle cultural conflicts as they occur.

Institutions:

1. Actively recruit more diverse students to serice-learning courses.

2. Provide comprehensive cultural competency training.

Students:

1. Work to understand social status, self-identity and community strengths in their service-learning site.

2. Actively reflect on their experience and share those reflections with agency staff.

Community Standards for
Service Learning

A guide for community-based organizations and institutions of higher education to build better service-learning relationships

Morgridge Center for Public Service
UNIVERSITY OF WISCONSIN–MADISON

www.morgridge.wisc.edu

I. Communication

Faculty:

1. Provide a course syllabus and/or statement outlining expectations for the service-learning experience.

2. Invite organizations to make classroom presentations

3. Give advance notice when requesting to send service-learning students to an organization, especially if students desire more than 40 hours of experience.

Organizations:

1. Provide welcome packets and guidelines to students to clarfiy commitments.

2. Make class presentations to tell students about their programs.

3. Ensure there is staff capacity to mentor service-learning students.

Organizations & Faculty

1. Familiarize students with the organization's programs and mission.

2. Agree on how to communicate— phone, email or the preferred face-to-face meeting— and how often.

3. Sign contract or memorandum of understanding with students. Include: Definition of service learning, the learning objectives, responsibilites, time commitment, timeline, supervision, training, evaluation and any liability/ risk-management issues (background checks, transportation, etc.)

II. Developing Positive Relationships

Faculty:

1. Make a multi-year commitment to the partnership if possible, and have student commit to at least a semester, preferably 12 months (project outcome of shorter commitments will have less depth).

2. Clearly define for organization whether course requirement is for service learning, independent study, or co-curricular service.

3. Help agency staff mentor service learners.

4. Respect the work of the agency:
   • When possible, collaboratively develop projects.
   • Provide for continuous open communication.

5. "Globalize" opportunities: combine or piggyback on existing meetings; do group tours for faculty at organization site; group orientations for students/faculty when feasible.

6. Protect organizations from being excluded from future SL offers because they have turned down past offers.

II. Providing An Infrastructure

Institutional Service Learning Offices:

1. Help define "service learning."

2. Streamline the process of finding matches through either service-learning offices or departments.

3. Work to create databases containing:
   • List of professors who teach service learning classes or have community partnerships.
   • Opportunities posted by organizations that faculty and students can access.
   • A listing of organizations that accept service learners and a check list for students.

4. Keep in touch with community partners and do site visits or other face-to-face meetings if possible.

5. Provide orientations for service learners on office etiquette, professional behavior, and cultural competence.

6. Provide orientations for organizations on how to access campus resources, and provide service-learning information in a user-friendly environment.

7. Offer organizations "zero-dollar appointments" (which allow for library access and other privileges) in exchange for their supervision of students.