

# **Building Reciprocal Campus-Community Partnerships**

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## ***DEFINING SERVICE LEARNING, CIVIC ENGAGEMENT AND COMMUNITY ENGAGEMENT***

Service-learning combines service to the community with student learning in a way that improves both the student and the community...

*Corporation for National and Community Service, Learn and Serve America*

Academic service learning, often referred to as “service learning,” is a teaching method that incorporates community service experiences into academic courses. Students learn through active participation in meaningful and planned service experiences in the community that are directly related to course content.

*California State University Chancellor’s Office, Center for Community Engagement*

A method of teaching that integrates community service experiences to provide a context for and enrich an academic curriculum. Service-learning is integrated into the academic curriculum, meets actual community needs, and provides structured time for students to think, talk and write about what they are doing in their service experiences.

*The Feinstein Institute, Providence College*

Service is a process of integrating intention with action in a context of movement toward a just relationship.

Community service is the application of one’s gifts, skills, and resources to provide something of value, to enhance the quality of life of people who articulate a need or desire for service.

Community service is a space to practice here and now, small scale models of a shared utopian vision.

Service-learning is a form or subset of experiential education and community service. In service-learning, service is the experiential component of experiential education. Service-learning is an intentionally designed (course, program, activity, etc.), and is a process of learning through reflection on the experience of doing service.

*Nadinne Cruz, Independent Consultant*

### **Common Components of Service Learning**

- **Service Learning is A Pedagogical Tool** (experiential, linking academic learning goals with service goals to teach course content/reach learning outcomes, involves classroom and community-based preparation, reflection, assessment, has academic relevance).
- **Community Partnerships are Central** (responds to community identified interests, needs and strengths, requires reciprocity and shared power, builds partnerships, fosters equity, sees University as part of the community rather than separate from).
- **There Is Often A Larger Purpose To Engaging In Service Learning** (to pursue social justice, the common good, to teach civic responsibility/ engagement, fulfill institutional mission, support faculty as community members, and/or to prepare graduates to be part of the

community).

### Community Engagement

Community Engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

*Carnegie Foundation for the Advancement of Teaching*

### Civic Engagement

"Civic engagement means an institutional commitment to public purposes and responsibilities intended to strengthen a democratic way of life in the rapidly changing Information Age of the 21st century."

*Source: University of Minnesota Task Force on Civic Engagement*

### On the Relationship Between Service Learning and Civic Engagement

*Service-learning and civic engagement are not the same thing in the sense that not all service-learning has a civic dimension and not all civic engagement is service-learning. For definition's sake, civic engagement is the broader motif, encompassing service-learning but not limited to it.*

*One useful definition of civic engagement is the following: individual and collective actions designed to identify and address issues of public concern. Civic engagement can take many forms, from individual voluntarism to organizational involvement to electoral participation. It can include efforts directly address an issue, work with others in a community to solve a problem or interact with the institutions of representative democracy. Civic engagement encompasses a range of specific activities such as working in a soup kitchen, serving on a neighborhood association, writing a letter to an elected official or voting. Indeed, an underlying principal of our approach is that an engaged citizen should have the ability, agency and opportunity to move comfortably among these various types of civic acts.*

*From Michael Delli Carpini, Director, Public Policy, The Pew Charitable Trusts.*

### The Engaged Campus

An engaged campus is one that is consciously committed to reinvigorating the democratic spirit and community engagement in all aspects of its campus life: students, faculty, staff and the institution itself.

*Campus Compact*

The Engaged Campus is a college or university which emphasizes community involvement through its activities and its definition of scholarship. The engaged campus is involved in: community relationships, community development, community empowerment, community discourse, and educational change. Some of the benchmarks for the engaged campus include: campus-community partnerships, careful reflection, and sustained impact.

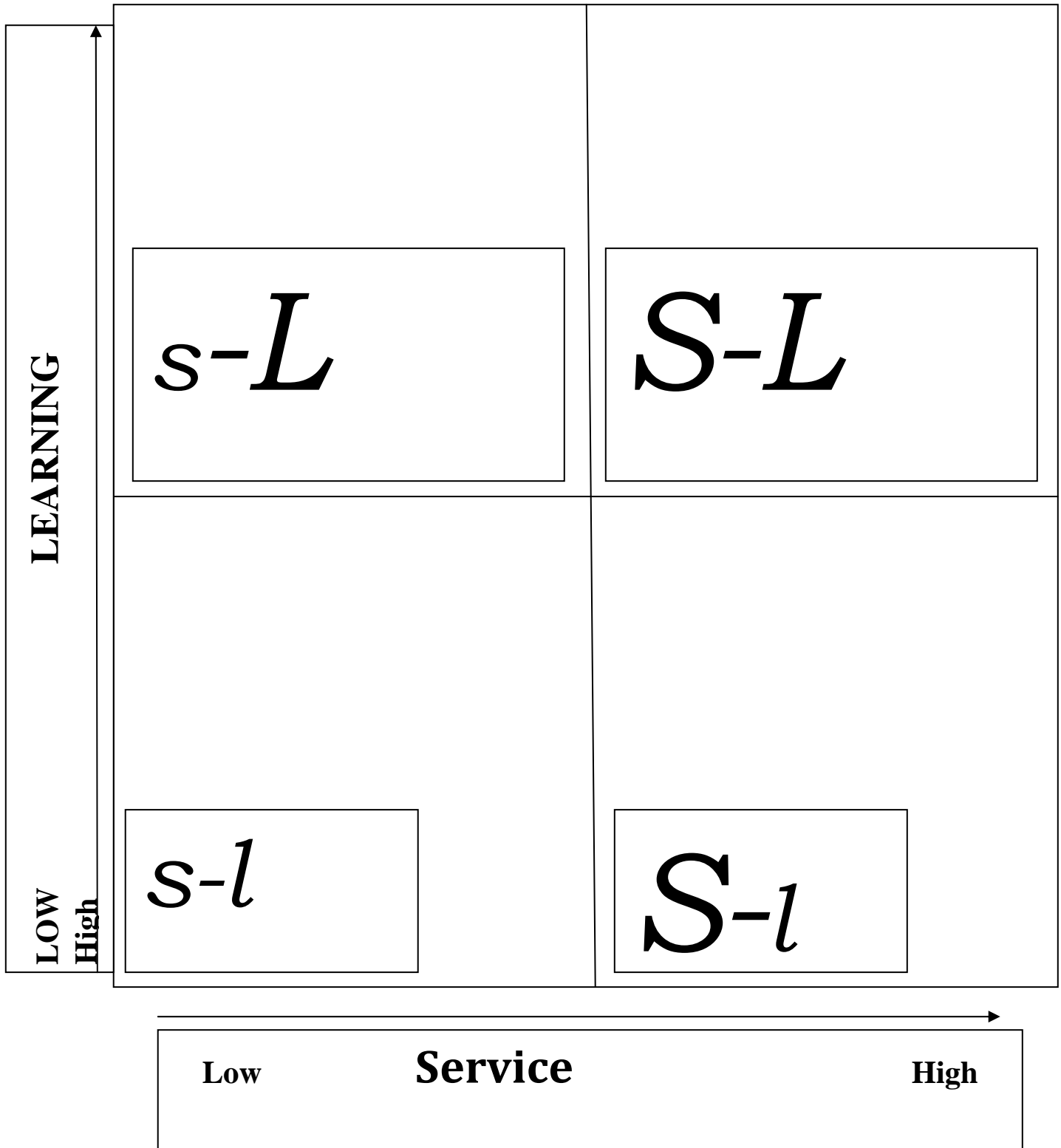
*Vermont Campus Compact*



# Service-Learning Matrix Exercise

©Nadinne Cruz email: [malaya@nadinneacruz.com](mailto:malaya@nadinneacruz.com)

Inspired by the work of Robert Sigmon, especially in Linking Service With Learning, Washington, DC: The Council for Independent Colleges, 1994.



# ESSENTIAL COMPONENTS OF SERVICE-LEARNING

**Build Relationships** between faculty and community partners (including community members) initially, and then students with faculty, community partner staff and community members, that are based on respect, shared power, honoring all knowledge, on-going communication... Clarify and re-clarify roles. Check-in often. Have “coffee.”

**Shared Interests and Goals** between community/university. Set boundaries. Know how and when to say YES. Know how and when to say NO

**Shared Commitment** to fulfilling each agreed upon role and responsibility. Check for understanding. Am I agreeing to what I think I am agreeing to?

**Preparation** of and by faculty, students and community partners

**Reflection** by students, community partners and faculty

**Engagement** in experiences

**Coaching/Supervision** by community partner and faculty. Check-in often.

**Celebration/Closure** with all.

**Assessment and Re-design** by community partner (including community members), faculty and student

## SERVICE LEARNING MODELS

<p><b>Course where Service Learning is Optional :</b> Students in a course choose from a list of curricular options (service learning, project-based learning, research papers, exams, etc.). Student earn credit for the learning gleaned from the service and articulated in critically reflective assignments, not from the service alone.</p>
<p><b>Service Learning Course:</b> All students in the course are involved in service learning. Each student, either individually or in a group, partners with the throughout the course. Reflection is also integrated throughout the course and linked to learning outcomes. This can occur in a general education or a major-based course.</p>
<p><b>Field Work Service Learning</b> – students in teacher education, nursing or human services programs, for example, partner with the community many times throughout their coursework, often for extensive periods of time, with reflection and academic learning occurring before, during and after. For field education to be considered field-based service learning, preparation, reciprocal partnerships, reflection and intentional integration with academic content are critical.</p>
<p><b>First Year Experience Service Learning</b> – As students are introduced to the University and build skills in writing, critical thinking and/or some other content area, they can also be introduced to the local community and to service learning, often through an introductory project integrated with the course.</p>
<p><b>Service Learning Capstone:</b> The Capstone is generally a culminating experience where students formulate a project and implement it from start to finish, employing skills in research and writing. A service learning capstone project, conducted in partnership with the community, incorporates critical self reflection and analysis, integrates all the students’ learning from their higher education experience, and benefits all partners.</p>
<p><b>Service Learning Internship or Independent Study:</b> Students in any major engage in the community for larger amounts of time, attend class (often a minimum of hours) and engage in on-going reflection and intentional application of academic learning. They also often complete assignments independently. Service learning internships benefit the community as well as the student and incorporate on-going reflection throughout the internship.</p>
<p><b>Co-Curricular Service Learning:</b> Co-curricular Alternative Spring Breaks, student organization community involvement, and K-12 outreach programs such as Upward Bound can also incorporate preparation, reflection and integration with academic learning and student development to incorporate a service learning approach.</p>
<p><b>Community Based Research/Participatory Action Research:</b> Faculty and/or students engage in research with the community, designed to be of benefit to <u>all</u> the partners. Community members are involved in every stage of the research process.</p>
<p><b>Course Sequencing:</b> A series of courses are taken in order, each one building on the work of the previous. Students partner with the same or different community agencies throughout the sequence. This can have a multidisciplinary approach.</p>
<p><b>Engaged Departments, Majors, Programs:</b> Faculty within a department or program support a comprehensive approach to engaging students in their major. Multiple courses engage students in community-based research and service.</p>
<p><b>Engaged University:</b> An institution as a whole makes a commitment to be a genuine partner with the local community. This is evidenced in every aspect of the life of the University from faculty and student recruitment, to library use, to curriculum, to community leadership in campus decision making and more!</p>

## PARTNERSHIP MODELS

These are a few of the community/campus service learning partnerships models frequently used. All require thoughtful and on-going collaborative planning, implementation and evaluation on the part of both the community partners and the campus partners. All provide both opportunities and challenges. In my experience, the key is that there be agreement between the faculty and community partners on which model will be used.

<b>PARTNERSHIP MODEL</b>	<b>DESCRIPTION</b>
Students Identify a Community Partner	Using a campus or community database, or their own experience or interest, students chose a community partner and inquire about opportunities for meeting learning goals at that side. Provides students with choice, but can be very challenging to manage many site relationships, and faculty often do not have relationships with community partners which often leads to fragmented experiences for all involved.
Faculty member provides a limited list of pre-established Community Partnerships	Faculty member has made agreements with several community agencies from which students can choose. Still provides some choice for students, however, can still be challenging for the faculty to manage multiple sites. It is difficult for faculty to cultivate and maintain reciprocal partnerships with many partners.
Faculty have in-depth partnerships with 1-3 agencies.	Faculty have invested time in developing on-going, reciprocal relationships with one or a very few community partner organizations. They are often involved in the work of the agency themselves. Requires more time of the faculty member, however students often understand the links between the service and the curriculum better when the faculty member is integrally involved in the community as well, and they are better prepared to provide something of value to the community, and to learn from and with the community.
University/Neighborhood Partnerships	The higher education institution and local neighborhood have agreed to develop an in-depth partnership. Community sites are all located in that community. The community is a valued contributor to the university and vice versa. Requires significant investment of time on the part of the community and of the university, however, in-depth relationships can be built over time, which is often a key to successful campus and community strengthening.
Community Priority/Issue Approach:	Service learning courses across the disciplines focus on a common theme or community concern. It is important that local community be a part of defining the priority areas and agree to partner with the University. This approach can build meaningful cross-disciplinary relationships for faculty, students, and community partners. Acknowledges that most community work requires multiple sources of knowledge and frameworks for effective change.

## EXAMPLES OF INTEGRATING SERVICE AND LEARNING

**Ethnic Studies** students learned about cultural differences and about relationships between power, privilege, oppression and access to higher education as they tutored high school students, coordinated a “Bridge” program to bring local students of color and their parents to campus, and conducted an oral history project with local community members of various ethnic groups.

**Civil engineering** students learned and applied engineering concepts by working with community members to make traffic flow in a safer and less disruptive manner.

Students in an **Introductory Biology** class learned about the social responsibility of becoming informed, sharing that information with others, and of influencing public opinion and policies to promote individual and collective well being in the biosphere. They applied this knowledge in a community education campaign about water quality.

Students in the **Social Impact of the Mass Media** learned about the impact of media messages, developed effective media literacy tools, and critically analyzed the cultural products they consume. They engaged in media literacy programs in local schools and community organizations as a way of sharing this learning which deepened their own.

Students learned about the multicultural **history** of their state by sorting and analyzing historical photographs and documents for a local museum and library.

**Teledramatic Arts** Students learned knowledge and skills necessary for theatre production, film production, video/television production, radio production, and/or new media production by engaging youth in various productions in out-of-school programs.

**Management** students learned about business and not-for-profit processes and laws by assisting new small businesses and non-profit organizations in preparing business plans.

Students in **Educational Research** partnered with a non-profit agency that assists individuals with developmental disabilities who wanted to know whether race affected people's use of their organization's services, the reasons people chose not to use their services, and the alternatives the non-users chose.

**Computer Science** students learned how to create computerized office management systems by designing a customized software program for a local non-profit to better manage volunteers, resources, finances, inventories, etc.

**Political Science** students were trained in community mediation skills and then served in the community dispute mediation center. Through a concurrent seminar, students reflected on their experience and tested political science theories' relation to conflict and compromise.

**Introduction to Chemistry** students taught chemistry to middle school students which reinforced the concepts for them.

## **SAMPLE SERVICE LEARNING COURSE OUTCOMES**

### **Composition Course**

- Students will demonstrate improved skill in articulating their reflective thinking in writing.
- Students will write a grant proposal in collaboration with a peer and members of the local community that a community organization will submit for funding.

### **Civil engineering**

- Students will demonstrate their capacity to collaborate with local community members to design a safer and less disruptive traffic flow pattern.

### **African American Literature**

- Students will demonstrate their ability to design a project that will reduce the cultural and linguistic distance between teachers and students.
- Students will demonstrate their capacity to reflect on their own linguistic experiences in school and identify how societal privilege and/or marginalization impacted their experience.

### **Introductory Biology**

- Students will demonstrate their capacity to become informed about relevant environmental issues, share that information with others, and of opportunities for influencing public opinion and policies that promote individual and collective well being in the biosphere.

### **Social Impact of the Mass Media**

- Students will demonstrate their ability to analyze the cultural products they consume.
- Students will engage in media literacy programs in local schools and community organizations to build the capacity of young people to analyze the media.

### **Social Foundations of Multicultural/Multilingual Education**

- Through classroom learning and school-based service, students will compare and contrast educational strategies for supporting English learners such as English only, SDAIE (Specially Designed Academic Instruction in English), Structured English Immersion, and bilingual education and analyze the implications of State and Federal legislation on these programs.

### **Ethnic Studies**

- Students demonstrate the ability to define and analyze concepts and implications of assimilation, discrimination, racism, colonialism, sexism, and color consciousness on the social experiences of people of color.
- Students demonstrate the ability to engaged in the public work of community organizations that address these issues including non-profit organizations that serve recent immigrants and those that provide legal support on related issues.

### **Women's Studies**

- Students demonstrate the ability to analyze the impact of public policy on women's lives while working with a local women-serving organization.

# **Community Voices: A California Campus Compact Study on Partnerships**

## **Our Participants**

This study involved 8 diverse California campuses, 15 focus groups, and 99 “experienced” community partners from non-profit community-based organizations, and public institutions such as K-12 schools, hospitals, and libraries.

Participants were asked a series of questions on their experiences of partnering with higher education institutions through service learning.

## **Core Findings**

- Community partners ranked “relationships” as the most important characteristic of effective partnerships, followed by “clear and ongoing communication” and “understanding one another’s organization and finding mutual goals.”
- Community partners desire more direct connection and partnership building with faculty to strengthen the quality of the service and of the learning.
- Community partners have visions for how higher education and communities can deepen their relationships as well as the impact they can have together on critical issues.
- Community partners see themselves as co-educators.

*“[Students] come from the university hoping to help us build a house, but with service-learning in context, that same student would understand why there is a lack of affordable housing, what is the impact of a lack of housing on the community, on a low-income family, on a neighborhood. Part of the challenge is broadening the scope of what the specific work a student might be doing at an agency and helping them understand that in context. That is really a tough thing to do, and it seems like it is often our responsibility as community partners to help make those links.” asking them what is it you want to bring here as well.”*

## **Summary of Results and Quotes from Participants**

### Benefits for Community Partners

Community partners identified the following benefits of community-campus partnerships to them and their organizations:

- When students engage in relationships with community members, a direct need is addressed and organizational capacity is expanded.
- Community partners experience personal satisfaction by contributing to the education of students.
- Students bring energy and enthusiasm.
- CP’s appreciate opportunities for learning, reflection, coming together with other community partners, participating in research, and cultivating potential volunteers, employees and donors.
- The “clout” of their organization can be enhanced by partnering with higher education.

*I should add that I’m a frustrated teacher! I see [service-learning] as an opportunity to*

*influence the next generation. I see it not just as we're getting those wonderful volunteers, but we have an opportunity to train and influence and sensitize people to deal with the issues the clients of our agency face. It can influence their family relationships, it's going to influence their career choices, and it is maybe going to help them deal differently with people they meet on the street."*

### Benefits for Students

Community Partners observe that students benefit from community engagement experiences by:

- Engaging in opportunities to experience diversity, overcome stereotypes, and build intercultural communication skills.
- Developing a better understanding of academic content, of non-profit organizations and the core assets and challenges they are working with.
- Building connections to their community
- Engaging in career planning, workplace preparedness, and skill building.
- Exploring making a commitment to lifelong service.

*"[I]t almost saves some students. A lot of students are [from] out of state. When I was a student I wasn't in touch with many African Americans... because there are very few here, and I felt very isolated. And I think that, when I went to this campus and I felt really isolated and I really did walk around with a chip on my shoulder. Now the service-learning center will purposely take these students to our site so they can feel more connected. I think for a lot of African American students, when their only connection is campus, it's very important to have links to the outside world."*

### Benefits for Higher Education

Community partners see the following benefits to higher education institutions:

- Community engagement helps the university fulfill its educational as well as civic/social justice/common good missions.
- Provides positive publicity and community "credibility"
- Can provide a "safety net" for students that can increase retention
- Can provide venues for research, publishing, and grants.
- Community partners have much experience and skill in building partnerships

*"It improves the quality of education that this campus offers. I had a lot of students say to me, 'OK, I've read it in books, I've read the theory, but now I've seen it in real life. Now I get it.' That combination of the real life experience with the theory, the words have better meaning. The learning sticks better because they have something tangible to relate to."*

### Commitment to Social Justice

Some community partners, particularly those no longer struggling much with the logistics of the partnerships, described their motivation for being involved with campus-community partnerships as related to a common struggle for social justice and equity, a way to strengthen common values, build their community and impact the greater good. They see these partnerships as an opportunity to create critical bridges between "theory and reality."

*“Yes, it is about organizations, it is about students, but it is about common values that are much deeper. What we’re learning to do, whether we’re students or whether we’re a non-profit, is doing something that is actually moving us where we are as a community, a path of achieving progress along the context of what we care about.”*

*“I do believe education is one of the major inroads to try to create equity. And I would say that it is imperative that campus community partnerships are about that goal.”*

### Identification of Challenges

“There was an overwhelming clamor among these community partners that faculty should be more directly involved with their sites and faculty should work to better understand the culture, conditions and practices of their community co-educators. Because they consider themselves to be role models, these partners expressed considerable concern about student learning goals, and would like to be a part of authentic planning processes.”

- Partnerships are stifled when faculty are not involved.  
*“The face and the heart [service-learning office staff] have to educate the faculty, and they are the toughest nuts to crack over there. I had an example this year where the professor changed the syllabus and didn’t tell me. I had a string of people coming in and asking for all kinds of things, ‘I want this, I want press releases, I need this. And after you give me this, I need an hour of your time to answer these questions.’ And there were 56 students. I wish the faculty had said, ‘Look, there’s a change here.’ Getting everybody on the same page is an ongoing process, it is this process of navigation...”*
- There is a need for more collaboration in curriculum planning, adequate orientation and agreement on learning goals.
- There is a need for greater sensitivity to ensure mutual respect, recognition and celebration among partners.  
*“And knowing each others’ worlds. You know that you don’t know each other’s worlds when things aren’t going so well.”*
- There is a need for greater fairness and openness in accessing higher education: reducing “favoritism”
- There is a need for much more evaluation, follow up and feedback  
*“We have no formal way of knowing what type of learning has taken place. What are the college students learning?”*
- Tracking hours is often a hindrance – community partners are more concerned about adequate duration for the learning experience than hours.
- The academic calendar, additional workload, transportation, and maturity of students were typically mentioned as challenges that partners have learned to live with. Liability was also mentioned.

### Recommendations

- Value relationships on macro and micro levels.
- Hold conversations regularly about partnership process and outcomes.
- Involve faculty more directly. Joint curriculum planning, face-to-face pre-semester

- meetings and orientations for professors and all community partners.
- Consider ways the academic institution can help build social capital (e.g. playing a role in bringing together community-based organizations, or various university departments to collaborate on group projects/larger scale community projects).
  - Balance relationships and fairness in expanding communication infrastructure. More experienced partners need some different things from campus community engagement offices than new partners do.
  - Develop other accountability options to complement tracking of hours, such as an emphasis on learning, and project completion.
  - Get together more. Play together – let off steam!

For full report and executive summary, go to:

[www.cacampuscompact.org/cacc\\_programs/community\\_campus\\_partnership/index.html](http://www.cacampuscompact.org/cacc_programs/community_campus_partnership/index.html)

Report written by Marie Sandy, PH.D.

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# **COLLABORATIVE SERVICE LEARNING COURSE DEVELOPMENT WORKSHEET**

*To be completed together by the faculty member, community partner(s) and student leaders.*

**COURSE TITLE:**

**ACADEMIC REQUIREMENTS COURSE FULFILLS:**

**WHO ARE THE STUDENTS WHO ENROLL (e.g. year in school, majors/non-majors, elective):**

**COURSE PARTNERS (list all partners in the course such as faculty, community organization staff and members, student leaders, students enrolled in the class):**

**BEGINNING THE PARTNERHIP/BUILDING RELATIONSHIPS:**

What can you share about your organization, your course, and your work, that might be helpful in creating a service learning partnership?

What are your interests, needs, expectations, hopes and assets in relation to this partnership?

Where do the partners have common interest in that can be addressed through a service learning partnership?

**COURSE LEARNING OUTCOMES OR COURSE OBJECTIVES:** What do all the stakeholders want **students to learn** from this service learning course/experience (academic content, professional application, community participation awareness, knowledge and skills, social justice awareness, knowledge and skills, leadership skills, etc.)?

What do the stakeholders want faculty and community partners to learn from the experience?

**SERVICE OUTCOMES:** What do all the stakeholders (especially people working most closely with the service learners) want the impact of the student service to be in the community? Of faculty/staff service?

**PREPARATION** (what kinds of preparation are needed for students, faculty and community partners to engage in service and reflection? What preparation activities will be the responsibility of the faculty member, students or community partners? See “Core Components of Service Learning Preparation” sheet in this packet for specific preparation ideas):

**REFLECTION** (How will all the partners be involved in designing, implementing, evaluating and benefiting from on-going reflection activities? Where will various reflection activities take place? What methods will be used by whom?):

**ASSESSMENT AND EVALUATION** (How will student learning and the value of the service to the community be assessed? How will all the partners be involved in designing, implementing and benefiting from the evaluation process?):

**CLOSURE AND CELEBRATION:** How will students bring closure to their work at the community? How will all the partners be appreciated for their contributions? How will the community participate in and benefit from closure and celebration. What kinds of conversations do the faculty and community partners want to have in bringing this course experience to a close and preparing for the next ones?

## **THREE CORE COMPONENTS OF PREPARING TO ENTER A COMMUNITY SENSITIVELY**

*Understanding the service learning process, understanding myself, and understanding the community with which I will be working, are all critical for students faculty, and community partners to engage in respectful and reciprocal partnerships.*

### **Understanding of the Links Between Learning and Service Outcomes and Community Work**

- What learning outcomes do faculty/advisors/student leaders have for this course/experience (e.g. academic, community participation, social justice, leadership development, career preparation outcomes)? What learning outcomes do community partners have for students and for faculty? What learning outcomes do I have for myself? How will my work in the community help me reach these outcomes? How will the course help me provide effective service?
- How can my service experience help me understand course learning outcomes?
- What are all the parties' expectations/needs of one another?
- What is reflection and how will I engage in reflection with the other partners?

### **Knowledge and Understanding of Self**

- **My Assets:** *What skills, experience, awareness and knowledge do I already have that can help me be of service effectively? What do I have to give and share? What have I learned from past experiences of service with others? What informal as well as formal education have I had? What have I learned through my life experiences? How can they all become assets to the community (including my struggles and challenges, my joyful times, relationships...)*
- **My Lenses:** Knowing we all have assumptions, attitudes, beliefs, stereotypes, biases, and fears - what are mine that might impact the service experience (even unintentionally)? How can I be aware of my assumptions and not act from them in ways that are harmful to myself or others? What are my feelings and beliefs about service? What do I think people want and need? What assumptions do I have about myself and others based on societal conditioning about age, class, disability, ethnicity, gender, language race, religion, sexual identity, career/ job/work status, life situation, etc.? What have I heard or what are my beliefs about the agency, neighborhood, or people I will be working with? What is the accuracy of the things I have heard?
- **My Expectations and Motivations:** What are my expectations of myself, and of the other partners in the service learning process? What do I expect of the experience? What do others expect of me? What are my motivations? Why am I involved in service? How might my motivations impact how I engage in service? How do I view myself in relation to the students, faculty, community partner staff and community members I will be engaged with?
- **My Social Identities:** How am I similar and different from people I will work, in terms of my identities (age, class, race...)? How could these identities and my awareness (or lack of awareness) of my identities both help and hinder me from engaging in reciprocal, respectful service? What do I need to be aware of to work effectively across our differences and similarities?

### ***Knowledge and Understanding of the Community and of the Service***

What do I need to understand about:

- The community organization, its purpose and vision, the staff;
- The community members who utilize the services;
- The service tasks/projects I will be involved with and the larger context;
- The surrounding neighborhood and larger context (town, city, etc.);
- The local community assets and challenges and how I can best be responsive to them;
- The social and institutional issues that impact the local community;
- The history between the community, the agency, other community organizations and Public Allies
- How can I be of service and be open to being served as well?
- What might others have to teach me in this experience?
- How can I be responsive to what the community needs from me?

### ***How will my contributions be evaluated and my learning assessed?***

- How will I be evaluated and by whom (community member, community partner staff, self, peers, faculty)?
- What role will I play in evaluating my experience, my supervisor(s), and any other partners?
- How will the collective quality of the contribution by all students and faculty to the community be evaluated?

## **Resources**

Pinzon-Perez, H. & Rodriguez, M. (2007). Service Learning in the Classroom: □ Faculty and Student Viewpoints. In *Connections*. California State University. Institute for Teaching and Learning. [http://www.exchangesjournal.org/viewpoints/1247\\_Pinzon-Perez.html](http://www.exchangesjournal.org/viewpoints/1247_Pinzon-Perez.html)

Sandy, M. (2006). Community Voices: A California Campus Compact Study on Partnerships. [http://www.cacampuscompact.org/cacc\\_programs/community\\_campus\\_partnership/index.html](http://www.cacampuscompact.org/cacc_programs/community_campus_partnership/index.html)

Sandy, M. (2006). Different Worlds and Common Ground: Community Partner Perspectives in Campus - Community Partnerships. Michigan Journal of Community Service Learning. Fall.

Campus Websites – search for “service learning partnerships”

Service Learning Clearinghouse

[http://servicelearning.org/instant\\_info/hot\\_topics/partnerships/index.php](http://servicelearning.org/instant_info/hot_topics/partnerships/index.php)