University of Minnesota, Morris Office of Community Engagement
Services Provided to Faculty

General information/training about service-learning/pedagogy

___ Community needs list (online list of needs of government and nonprofit agencies and area schools, based on our annual survey)
___ Document outlining twelve elements of high quality service-learning (online)
___ Document outlining types of service-learning (online)
___ Faculty manual
___ Books about service-learning, general and discipline-specific, available in service-learning library
___ Informal faculty training (Two to three meetings with individual or groups of faculty to discuss service-learning pedagogy)
___ Monthly service-learning faculty discussions (not required)
___ Assistance in determining the shape a project should take. (I.e., should it be a directed study project involving one or a small group of students? A service-learning project connected to a course? A co-curricular program involving many student volunteers?)

Project Planning

___ Assistance connecting with partners and completing the project planning sheet/contract
___ Assistance in drafting syllabus (for service-learning)
___ Assistance in drafting assignments (for service-learning)
___ Pre-service training (helping students to prepare for projects or facilitating class visits to agencies by service-learning partners)
___ Assistance in coordinating students’ schedules
___ Assistance in determining opportunities for advisees interested in getting hands-on experience related to their major(s)
___ Assistance in helping undecided advisees learn about potential career paths through volunteer opportunities

Project Implementation and Reflection

___ Assistance in creating and/or leading reflection activities for students
___ Review of projects that will be provided to partners as students are working on them (eg, coordinator reviews work-in-progress and provides feedback to students and professor)
___ Facilitating partner review of students’ projects as students are working on them (eg, coordinator schedules a time for partners to meet with students who are working on a project, or provides a draft and documents feedback from partners)

(MORE ON REVERSE)
___ Visiting service sites/providing feedback to professor on students’ involvement/work on site (eg, service-learning coordinator visits site 2-3 times during the semester and sends an evaluation of student’s work to professor)
___ Assistance with reviewing students’ reflective assignments (for service-learning)
___ Assistance with work like data entry, copying, purchasing items needed for course, arranging travel to and from sites, etc. (the nitty gritty details)
___ Facilitating small group check-in and/or reflection meetings (for classes that include multiple groups working similar or different projects)
___ Oversight of TAs or student leaders who assist with the class or site, if applicable (i.e., planning regular meetings with TAs, assigning and overseeing tasks). TAs can be hired by professor as paid (through discipline offices) or directed study positions. Or, the Office of Community Engagement can assign a student employee to the class, if tasks to be completed are a good match for one of our student employees
___ Providing final product to community partners
___ Follow-up to ensure completion of project or implementation of next steps (eg, one class creates and disseminates a survey, another class does the data entry, another class follows up on the survey results with a hands-on project, etc)

Events/Public Relations/Professional Activities Related to Project

___ Assistance with public relations (creating posters, press releases, etc) about public events related to your project(s)
___ Assistance with planning events related to your project(s)—includes things like sending invitations, providing food at the event, etc.

Assessment

___ Dissemination of surveys to faculty, students, and community partners; analysis of these and other data provided by faculty member; final assessment report for each class
___ Assistance in creating additional assessment tools (if requested)

Conference Presentations, Articles, and Tenure/Review Files

___ Assistance with professional articles submitted for publication that relate to service-learning
___ Assistance with conference presentations that relate to service-learning (this might include a presentation planned and presented with staff, or financial support to attend a conference to present, or assistance/review of a presentation you were giving)
___ Tenure review documents to assist in documenting service-learning activities or assessing a peer’s involvement of service learning a pre-tenure, tenure, or post-tenure review file
___ Letter from program summarizing assessment data for my classes used for pre-tenure/tenure/post-tenure review purposes