

FACULTY HANDBOOK

Liemandt Family

Service-Learning Program

COLLEGE OF
Saint Benedict



Saint John's
UNIVERSITY

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College of Saint Benedict | Saint John's University
Liemandt Family Service-Learning Program

CSB|SJU Non-Discrimination Policy

“Discrimination or harassment relating to race, creed, religion, color, national origin/ethnicity, sex, sexual orientation, age, marital status, status with regard to public assistance, or disability is prohibited by both state and federal law under such Acts as Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act of 1992 and Sections 503 and 504 of the Rehabilitation Act of 1973, which prohibit discrimination against persons with disabilities; the Age Discrimination in Employment Act of 1967 and/or the Minnesota Human Rights Act. Sexual harassment or other forms of harassment based on race, creed, religion, color, national origin/ethnicity, sex, sexual orientation, age, marital status, status with regard to public assistance, or disability are reprehensible, are antithetical to the mission of these institutions, and will not be tolerated.” (Joint Human Rights Policy, the College of Saint Benedict and The Order of Saint Benedict, Collegeville)

College of Saint Benedict | Saint John's University Service-Learning Program

CSB|SJU Service-Learning Program Mission

The Liemandt Family Service-Learning Program models Benedictine values by providing education and support to CSB/SJU faculty and students, co-curricular programs, and the community through service experiences in order to strengthen communities, integrate theory and praxis, and foster citizenship. Students in the program work towards positive, sustainable change in their community while enhancing their own education.

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CSB|SJU Service-Learning Webpage

For more information about CSB | SJU Service-Learning, check out our website!

<http://www.csbsju.edu/servicelearning>

What is Service-Learning?

The Liemandt Family Service-Learning Program is committed to holistic learning by incorporating the classroom and community into the learning experience. Service-learning is, at the same time, a learning process and teaching method, incorporating a relationship between the student, community, and the classroom. It is different from volunteering in that typical volunteering does not incorporate academic elements with service.

Students in the program work towards positive, sustainable change in the community while enhancing his or her own education. The program:

- Enhances critical thinking skills
- Integrates theory and praxis
- Fosters the practice of Benedictine values
- Encourages active commitment to citizenship
- Fosters career exploration
- Develops personal and social skills by challenging existing boundaries
- Increases awareness and commitment to social justice issues

Examples of Service-Learning Projects:

Below are examples of previous partnerships with the CSB|SJU Service-Learning Program.

Psychology 360: Developmental Psychology

Students in Developmental Psychology have the chance to partner with various organizations that help to realize the full age spectrum of psychological development. Students work with elementary school children at Boys & Girls Clubs and Reach Up Inc. Students can also work with teenagers in the Fast Forward Youth Program. The Service-Learning Department also pairs students with the elderly at Arlington Place and Saint Benedict's Senior Center.

Education 111: Teaching in a Diverse World

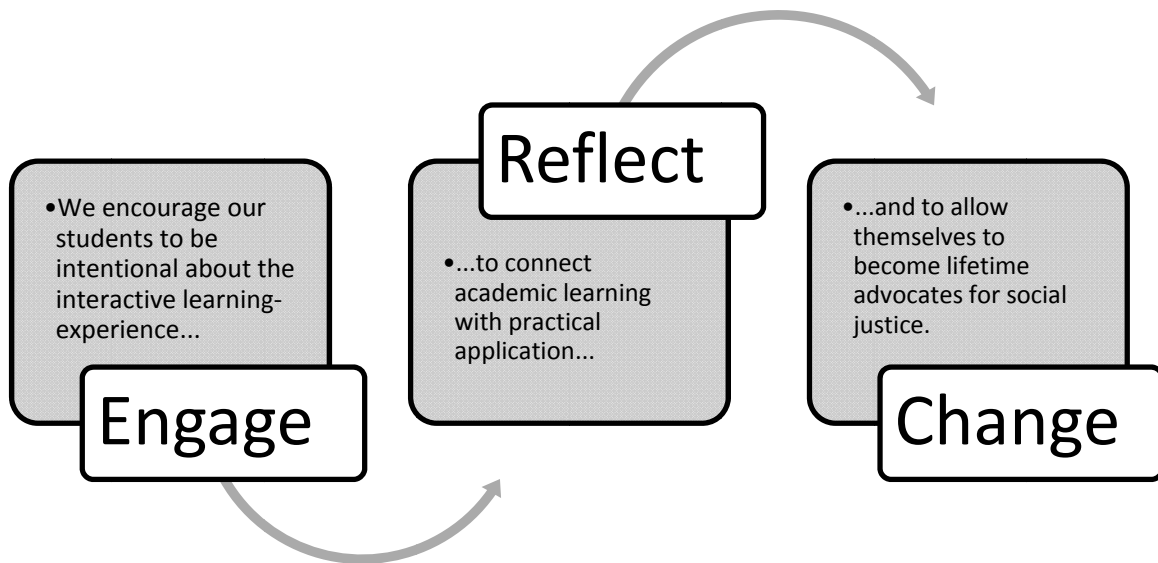
Education 111 students have the opportunity to work one-on-one or with groups of youth. Students are able to explore teaching and mentoring, which helps to prepare them for classroom work. Some projects and sites include: tutoring at St. Joe Lab School and Fast Forward; mentoring at Boys & Girls Clubs; working with ELL students in the local public school district.

Communication 367: Organizational Communication

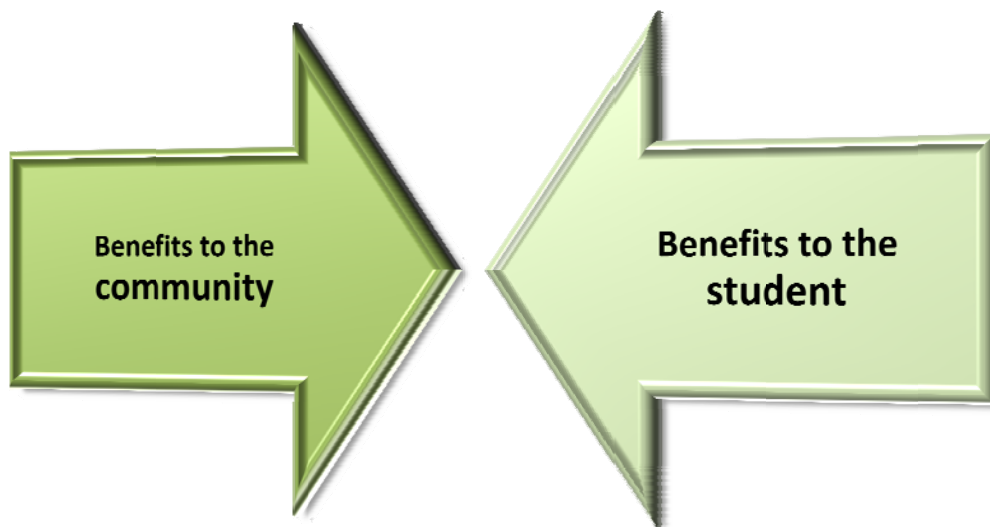
Organizational Communication is unique in that it works strictly with Central Minnesota Habitat for Humanity. Students in this class work with various sections of Habitat, helping to promote events, recognize volunteer labor, and assist in the Habitat for Humanity office with various tasks.

Engage, Reflect, Change

This diagram breaks the Liemandt Family Service-Learning Program's purpose into three distinct opportunities for growth.



Service-Learning is distinct from volunteering and community service. Service-Learning encompasses both the benefits to the community and the student, creating one learning experience.



Service-Learning

Liemandt Family Service-Learning Program Learning Goals

Personal Learning

These goals reflect increased development or demonstrated learning of a new skill valuable to personal development.

Intra-Personal Learning

- Leadership skills
- Patience
- Organizational skills
- Decision making skills
- Problem solving skills
- Public speaking skills
- Increased confidence in relating with others from different age, socio-economic, ethnic, or gender identity group

Inter-Personal Learning

- Listening skills
- Communication skills
- Interact & build relationships with others of different backgrounds
- Increased understanding of individual human condition
- Cooperation skills
- Increased sensitivity and trust in relationships
- Increased appreciation for others

Civic Learning

These goals increase awareness of community needs and assets and the lived reality of the human condition. Civic learning exists on micro and macro levels.

Students should reflect on and demonstrate learning in the following ways:

- A demonstrated understanding of the impact of the CSB/SJU student role at the organization
- A demonstrated understanding of the purpose and impact of the organization in the community
- A demonstrated understanding of the social issue(s) the organization addresses

Academic Learning

This is central to our overall mission in our program. All projects involve faculty and students in an academic setting as well as engaging community partners as co-educators.

Through the guidance from faculty, community partners, and our program:

- Students engage in activities that allow them to bring classroom learning into the community to increase impact with the organization
- Students also engage in activities that allow them to bring their community experience into the classroom to enhance academic learning
- All projects need to relate to course theory and concepts
- Students receive credit for demonstrated learning as well as commitment and performance to the community in their projects

Intentional Service

An overall view of the three components of Service-Learning:

Intentional Preparation

- Community Voice

Community voice is essential if we are to build bridges, make change, and solve problems. Community service organizations are encouraged to voice the needs of the community in the development of service-learning projects.

- Orientation & Training

Orientation and training are important first steps for any service-learning experience. Information should be provided for service-learning students about the community, the issue, and the agency or community group. In the first days of the service-learning project, it is often helpful for students to have increased direction to help them fully understand their role in the organization.

Meaningful Action

Meaningful action means that the service being done is necessary and valuable to the community itself. Meaningful action makes people feel like what they did made a difference in a measurable way and that their time was utilized well. Meaningful action makes the greatest impact possible for the student and the community partner.

Reflection and Evaluation

- Reflection

Reflection is a crucial component of service-learning experiences. To reflect through reactions, stories, feelings, and facts about the issues may dispel stereotypes and connect the experience to a larger social issue. Reflection is also a time to think about personal and professional growth.

- Evaluation

Evaluation measures the impact of the students' learning experiences and the effectiveness of the service community. This is done through evaluations that the community partner completes regarding the student. Students also evaluate the effectiveness of their own service. Students will complete an online evaluation of their experience that will be administered from the assessment office. Evaluation gives direction for improvement, growth and change by providing feedback.

Semester Timeline

Following is a simple timeline of a typical semester for Service-Learning. Pages 10-11 of this handbook will go into depth on the concepts below.

Before the Semester Begins:

- Faculty members meet with a Service-Learning coordinator to discuss course goals and expectations.
- Service-Learning courses are paired with community partners.
- Dates for initial presentations (IPs) are set.

First Two Weeks of the Semester:

- Initial Presentations/ ED 111 Fair
- Students complete information and waiver forms.
- Service-Learning Program places the students with a community partner and relays that information to the students, faculty members, and community partners through master lists.
- Students will contact the community partner to set up an orientation and schedule.

Throughout Semester:

- Students work regularly on their service-learning project.
- Students will (if required) continuously post their hours to Service-Learning's Public Folders as they are completed.
- Academic Coordinators will be in regular contact with the students, faculty, and community partners with updates and check-ins.
- Some classes will require periodic reflection points, which may involve the community partner.

Last Two Weeks of the Semester:

- Classes will hold final, comprehensive reflections.
- Evaluations from community partners are due to the Service-Learning Program.

Developing and Implementing a Service-Learning Project Expectations and Guidelines

As a primary partner in Service-Learning, we encourage faculty members to fully engage in all aspects of the experiences. Your responsibilities as a faculty member may include the following:

Initial Presentations

Initial presentations are conducted at the beginning of each semester. Community partners are invited into the classroom where each partner spends approximately 5-10 minutes describing their organization and projects to students. The last half of the class time is spent in small groups where students are able to meet with representatives from projects that they are most interested in. At this time, the faculty member may wish to outline their expectations for the students.

If your course has implemented service-learning in the past, please let the Service-Learning coordinator know if your expectations and goals for students' learning will stay the same or if they have changed. If it is a new partnership, you will meet with and discuss opportunities for the coming semester with the Service-Learning Coordinator and/or community partner(s).

As always, we ask for you to identify the needs the projects address and take a lead in defining the project. We will also request an updated copy of your syllabus that we will share with the Community Partners.

All faculty members involved with the Education 111 courses are expected to have their students participate in the ED111 Fair.

Contracts and Liability

Copies of our Contract and Liability forms are located on pages 13-15. Students are required to read, sign, and return these forms to our department before they begin their projects for the semester. Please note that the liability form addresses liability from the perspective of CSB/SJU and does not address questions or concerns that relate to your organization. Specific liability you have can be addressed with the Service-Learning Coordinator. Students can also be required to complete specific requirements for the community partner's organization, such as background checks, interviews, and applications.

Compliance with the Non-Discrimination Policy

All faculty members and community partners must comply with the CSB/SJU non-discrimination policy, as outlined on page 2 of this handbook.

Switching Placements

Occasionally, there is a need for a student to switch placements during the semester. To do so, the student must make the faculty member and current Service-Learning supervisor aware that he/she is seeking a different placement. The student is required to have a discussion with the Service-Learning Coordinator, complete the form located at the end of this handbook, and have the new supervisor sign and approve the form before being allowed to serve at a new site.

We will not accept switching placements after the first half of the semester unless a student can document that he/she has made every possible effort to make the current placement work. When a student is not meeting the expectations of the program, we encourage the student to discuss opportunities for improvement with his/her faculty member and site supervisor.

Expectations and Guidelines (cont...)

Student Performance

If students do not meet the expectations of your course or are not engaging in the experience, we ask that you discuss opportunities for improvement with them. If students do not improve their performance, it is possible that they can be let go from the community partner's organization. Community partners should not feel obligated to work with students who perform poorly. This experience is part of a course grade. When students are not engaging, they are not learning. This should be reflected in the evaluation completed by their direct supervisor at the end of the semester.

Hour Updates

Faculty will periodically receive hour updates via email from our office throughout the semester if they have chosen to have the Service-Learning Program keep the log of student hours in the public folder posts. If there is a discrepancy in the information provided, please contact the Student Academic Coordinator assigned to work with you.

Reflection

Reflection is essential to the service-learning process and is a key factor in distinguishing service-learning from many other opportunities in the community. Reflection sessions are often lead by the faculty member, but service-learning academic coordinators are trained to do so as well. Community partners may be invited into the classroom during the semester to take part in discussions that encourage students to gain a deeper understanding of how their experience impacts their education, the people they serve, the organization, and the community.

Questions important for students to reflect upon are:

- Discuss what you have found to be most challenging. What possible solutions exist to these challenges? What are you learning through these challenges?
- Describe one experience or moment that sticks out in your mind. What is important about this moment?
- What are you learning about yourself in this project?
- Discuss the value of your project as it relates to what you are learning in class. How does what you are learning in your service learning project relate to what you are learning in class? How does what you are learning in class relate to your service learning project? Cite specific examples, concepts, and theories.
- What impact is it that you hope to be making? Is that impact realistic?
- What suggestions would you offer future students who are interested in participating in this organization?
- What have you learned about the organization or social issue that has increased your understanding of the need for this work or service in society?

These are just a few. The goal is to encourage students to explore and understand the “big picture” or the complexity of issues that each organization addresses and the importance of their role in addressing these issues.

Evaluation

We ask that community partners submit evaluations for every student involved in the project at their site. This one-page document evaluates job performance. These are then passed along to our department, the student, and the professor. The evaluation serves as valuable feedback for the student and generally impacts credit awarded for the service-learning project in the course.

Faculty Guidelines for Working with CSB|SJU Community Partners

Communication between community partners, service-learning students, and faculty members is crucial for a successful service-learning experience. Learning the particular goals and objectives each community partner has for their organization will allow for a collaborative effort between the community partner and the faculty member.

At the start of the partnership, questions should be asked regarding the faculty member's role in the project. Determine whether grading, feedback, oral presentations, or other evaluations will be needed from the community partner. Maintain consistent contact with the community partner and the Service-Learning Program, communicating any problems or concerns, as well as the successes and positive learning experiences you observe from the students when discussing their projects in the classroom. The Service-Learning Coordinator welcomes copies of final papers, invitations to presentations, or other reflective work, and implements change as a result of this feedback.

The faculty member's expectations for the students should be clearly stated. Holding students accountable for their actions is essential. The faculty member will need to be prepared should the community partner communicate any behavioral issues to the Service-Learning Program and/ or the faculty member.

The Service-Learning Program at CSB/SJU is committed to an open partnership between students, faculty members, community partners, and the Service-Learning Program. We welcome your suggestions and feedback on the effectiveness of our program.

CSB|SJU Service-Learning Resources

In addition to the resources found in this handbook, the CSB/SJU Service-Learning Program offers the availability of our resource library located in Murray 173. We also offer a Service-Learning 101 training which assists faculty in implementing service-learning into their curriculum.

- Service-Learning Resource Library

The Service-Learning Resource Library contains books, journals and manuals all focusing on service-learning. These resources can be checked out at any time by contacting Dianne Johnstone at (320) 363-5242, djohnstone@csbsju.edu, or CSB-Murray Hall – Room 173. Please see the list of resources available on the Service-Learning page of the CSB/SJU website at www.csbsju.edu/servicelearning/faculty/resources.htm.

- LES

The Service-Learning Coordinator is working closely with the Director of Learning Enhancement Service to provide an informative session on service-learning for new faculty. Please call our office for dates/times.

- Service-Learning 101

Service-Learning 101 is a brief introduction to assist faculty and/or community partners in structuring service-learning in the classroom at CSB/SJU and to provide the chance to hear from community partners and professors who have already implemented service-learning into their course(s). To become part of this process, please contact our office at 363-5117.

- Service-Learning Conferences and Professional Development Opportunities

The Service-Learning Program receives notifications of various conferences, speakers, etc. available to faculty and community partners. These occur in various locations. We will try our best to notify anyone who we think might be interested in attending these events.

Service-Learning Program

Information Form and Contract of Agreement

Student Information

Name _____

Phone _____

Email Address _____

- The above information will be shared with other students in your course as well as your community site.

Course Title _____

Instructor _____

Required Hours _____

Placement Information

Please indicate the top three community partners you are interested in partnering with for the semester:

1. _____

2. _____

3. _____

Schedule Details (to be used in placement):

Class Schedule:

Odd Days: _____

Even Days: _____

Night Classes: _____

Work Schedule (If applicable): _____

Extracurricular Activities: _____

Time Available to Complete Project (Based on above responses):

Do you have transportation? Yes _____ No _____

If yes, are you willing to carpool? Yes _____ No _____

By signing below, I understand and agree to fulfill a commitment with a local community partner for the Fall/Spring Semester (circle one) of the 2008-2009 academic year. I understand and agree to fulfill all expectations of the organization and my service learning project including all necessary paperwork, documenting contacts/hours, committing to a consistent, semester-long project, and engaging in activities that enhance the mission of the organization and the quality of life of the people it serves.

Signed _____ Date _____

****Please read and sign the back of this form!***

RELEASE AND WAIVER OF LIABILITY

I understand that the community service work required for this class of the College of Saint Benedict/ Saint John's University is a "hands-on" service educational opportunity. I agree to engage in activities related to visiting one of the sites. Therefore, I agree:

1) **Waiver and Release.** I hereby release and forever discharge and hold harmless the College of Saint Benedict/Saint John's University, volunteer coordinators, class professors and other successors and assigns from any and all liability, claims, and demands of whatever kind or nature either in law or in equity, which arise or may hereafter arise from my volunteer work experience through the Service Learning Initiative.

I understand and acknowledge that this Release discharges the College of Saint Benedict/ Saint John's University from any liability or claim that I may have against the College of Saint Benedict/ Saint John's University with respect to any bodily injury, personal injury, illness, death or property damage that may result from volunteer work, whether caused by the negligence of the College of Saint Benedict/ Saint John's University, service coordinators, or otherwise. I also understand that, except as otherwise agreed in writing, the College of Saint Benedict/ Saint John's University does not assume any responsibility for or obligation to provide financial assistance or other assistance, including but not limited to medical, health, or disability insurance, in the event of injury or illness.

2.) **Medical Treatment.** Except as otherwise agreed by the College of Saint Benedict/ Saint John's University from any claim whatsoever which arises or may hereafter arise on account of any first aid, treatment or service rendered in connection with my work on a service project or requirement.

3.) **Assumption of the Risk.** I understand that volunteer work may include activities that may be hazardous to myself including, but not limited to, construction, loading and unloading and transportation to and from sites. In connection thereto, I recognize and understand that the activities may in some situations, involve inherently dangerous activities.

I hereby express and specifically assume the risk of injury, illness, death, or property damage resulting from the activities as a volunteer fulfilling service requirements.

4.) **Insurance.** I understand that, except as otherwise agreed by the College of Saint Benedict/ Saint John's University in writing, the College of Saint Benedict/ Saint John's University does not carry or maintain health, medical, or disability insurance coverage for any participant. I am expected and encouraged to obtain my own medical or health insurance coverage.

5.) **Other.** I expressly agree that this Release is intended to be as broad and inclusive as permitted by the laws of the State that my volunteer experience may be in as well as the expectations and policies of the College of Saint Benedict/ Saint John's University.

Name (please print) _____

Signature _____ Date: _____

Request to Continue or Switch Placement

Service-Learning Program

CSB/SJU

Student Section

Are you requesting to continue or switch your placement? _____ Continue _____ Switch

Reason for request _____

Student Signature _____ Date _____

Site Section

The student listed above is requesting to switch their service-learning placement during the current semester or extend their experience into the following semester with your organization. By signing below, you agree that this student can participate with your organization.

Do you approve the above student request? _____ Yes _____ No

If no, please explain. Note specific information on attempts to communicate with student and/or warning of poor job performance. Please use back of sheet if necessary.

Site Supervisor Signature _____ Date _____

Name of Organization _____

Phone _____

This form will be shared with your instructor. In most cases, academic credit will not be given without this document. Please return to the Service-Learning Coordinator, Marah Jacobson-Schulte, in the Murray Hall, office 171 at CSB.

Student Name _____
School Address _____
School Phone _____

Course _____
Minimum Contact Hours Required _____
Contact Hours Completed _____

Please complete the following evaluation based on your experience with and observation of the above stated student.

Does the student understand and practice the organizational mission?

Did the student make you aware of their learning goals and/or the goals of the course?

Please indicate whether the student made valuable contributions to your organization. Give examples.

Feel free to comment on extraordinary performance.

Feel free to comment with concerns on student performance.

On a scale of 1-5 (5 being the best), please rate the following:

Reliability 1 2 3 4 5

Punctuality 1 2 3 4 5
Arrived on time and prepared to serve

Consistency 1 2 3 4 5
Scheduling regular, weekly hours

Productivity 1 2 3 4 5
Engaged in and followed through
Assigned responsibilities

Initiative 1 2 3 4 5
Ability to self-direct involvement

Positive Attitude 1 2 3 4 5
Toward responsibilities and with all
including supervisor and staff

Accountability 1 2 3 4 5
Completed necessary paperwork and
Time cards, etc.

Additional Comments:

Evaluator Name _____

Date _____

Student Name _____

Date _____