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SERVICE-LEARNING & ACE PROGRAM INFORMATION

INDIANA UNIVERSITY’S ACE PROGRAM
The ACE Program provides Advocates for Community Engagement (ACEs) who serve as liaisons between service-learning students, local agencies and organizations, and faculty. Each ACE serves with a specific agency coordinating service-learning students, communicating with faculty, and engaging in the daily life of the agency. ACEs also help students reflect on the connections between their coursework, service, and larger social issues. The ACE Program includes training for ACEs designed to facilitate the development of their professional, advocacy, communication, interpersonal, and leadership skills throughout their career as ACEs.

Undergraduate students enter the ACE Program as freshmen. They are recipients of Cox Engagement Scholarships. The Cox Engagement Scholars Program is supported by a gift from the estate of Jesse and Beulah Cox. The support of the ACE program through the Cox Engagement Scholarships continues the Cox legacy of hard work, education, and philanthropy.

Read more about Cox Engagement Scholarships below and at the following link: https://scholarships.indiana.edu/scholarships/cox-scholars-program/engagement.html

HISTORY OF THE ACE PROGRAM
The ACE Program was conceived by Julie Reed, now with the McCarthy Center for Public Service and the Common Good at the University of San Francisco, after working with student leadership programs at Georgetown University and California State University-Monterey Bay (CSUMB). Georgetown University student leaders directed a pre-orientation community service program, while CSUMB leaders contributed to the Service-Learning Institute’s programming through agency site visits, campus presentations, project administration, instructional assistance, etc. The CSUMB leadership positions were coveted and highly respected, and included a month-long full-time residential leadership academy over the summer. In both programs, students developed skills while also building the capacities of faculty, staff, agencies and other students to engage in meaningful service. It is noteworthy that a great deal of programming could be placed in the students’ capable hands and that they were effective leaders and advocates who learned a great deal from the experience.

The ACE program began at IUB in 2000 with three undergraduate students working in three community organizations: Shalom Community Center, Hoosier Hills Food Bank, and the Boys and Girls Club. The ACE Program was facilitated through IUB’s Community Outreach and Partnerships in the Office of Service-Learning, now the Service-Learning Program (SLP), under the supervision of the director, JoAnn Campbell. The program received a three-year Lumina Foundation grant beginning in 2002. One outcome of the grant was to increase the retention and leadership opportunities for underrepresented students through the ACE program. While several of the ACE positions had base funding from IUB (including those who qualify for federal work-study funds), approximately half of the program’s support from 2002-2005 stemmed from the Lumina Foundation grant. The support of the Lumina Foundation helped to lay the foundation for the ACE Program as a unique opportunity for students with potential to become successful leaders on campus and in the community.

In subsequent years, the program has become a distinct feature of service-learning at IUB. In 2007-2008 the program received a swell of institutional support, including funding for an ACE coordinator and additional ACE positions. As of 2008, the program had grown to 25 undergraduate assistants representing as many local community partner organizations. ACE agency partners have consisted of a wide variety of organizations—including schools, city government, and nonprofits—that address
issues ranging from domestic violence and immigrant support to youth and sustainability. ACEs have presented about the program at several national conferences such as the C.O.O.L conference by Idealist.org and have been featured in publications both at the local and national level. The program has also been replicated at a number of campuses, including Central College in Pella, Iowa, and as far away as Kyrgyzstan in Eastern Europe.

The ACE Program hit a road bump when recent funding constraints within the university resulted in the number of ACE positions being reduced from 25 to 16 for the 2010-2011 academic year. Fortunately, in Fall 2011 the ACE Program became funded by the Cox Scholar Program. The Jesse H. and Beulah Chanley Cox Scholar Program recognizes efforts of IUB students who have demonstrated success in part-time work and solid academic performance. The Cox Engagement Scholarship is awarded to students who also possess a commitment to service and community involvement. ACEs will be undergraduate students who are also Cox Engagement Scholars. Consistent funding has allowed the program to continue growing; there are now 38 ACEs serving 28 agencies. Eight of these ACEs are first-year students placed within agencies where they are mentored by ACEs entering their fourth year serving the agency. We believe this mentorship model improves program sustainability and consistency.

The ACE Program, as part of the SLP, has also become a part of the Center for Innovative Teaching and Learning (CITL). CITL is a partnership between the Office of the Vice Provost for Undergraduate Education and University Information and Technology Services that combines several programs to provide a “one stop shop” for instructional support at IUB.

SERVICE-LEARNING AT IUB
As mentioned above, the SLP is situated within CITL. This position speaks to the curricular focus of service-learning, as we are tasked equally with supporting community partners and empowering faculty to do work in the community well. In spring 2017, SLP staff put together a new strategic plan to guide our program for the coming three years. This plan sharpened our mission and vision, more explicitly serving the community and civic development.

Mission: The mission of the Service-Learning Program is to enhance student's civic development through community-engaged learning by understanding campus- and community-identified need to facilitate and support connections between campus and community for course-based service.

Vision: The vision of the Service-Learning Program is to be a preeminent resource for community-engaged learning predicated on reciprocal relationships that foster civic mindedness and mission-critical support.

Values: The following values were put forward in the 2010 strategic plan, and they remain guiding principles following the 2017 strategic planning efforts.

- **Social Justice**: We are committed to improving the community and world in which we live. We foster reciprocal relationships where all parties have a voice. Our work is meaningful to us and others, and we value critical thinking as integral to effective, positive social change.
- **Integrity**: We are uncompromising in our commitment to doing the right thing and being direct in our dealings. We are good stewards of our resources and conscientious in our decision-making.
- **Respect**: We treat others with responsiveness, timeliness, friendliness, honesty, inclusiveness and as individuals. These behaviors lead to fair treatment of all of our constituencies which means that we try to do what is right for everyone with whom we work.
• **Collegiality:** We value open, honest and transparent work relationships. We support each other professionally and genuinely care about each other as individuals.
• **Quality:** We create reciprocal, mutually beneficial relationships that provide students and faculty with positive academic and scholarly experiences that meet genuine community needs.

Five outcomes were identified for the coming three years, designed to balance the stakeholders of our program—students, faculty, and community partners. Further, the outcomes are designed to have the SLP staff working more closely with other areas of campus that do other forms of engaged, immersive, and community-based learning. Outcomes for the coming years include:

1. The SLP views faculty and community partners as co-educators.
2. The SLP uses a community-engaged learning model.
3. The SLP is the preferred resource for community-engaged teaching and learning used by campus units.
4. The SLP fosters partnerships that contribute to course learning outcomes and fulfill agency need.
5. Students who have participated in service-learning understand the meaning and value of civic engagement.

While Outcomes 1 and 3 are primarily campus-focuses and Outcome 4 is a continuation of and more strategic approach to our efforts to establish reciprocal partnerships, Outcomes 2 and 5 bring the community more strongly and centrally into how the SLP functions. These outcomes represent a shift in the approach the SLP will take on its work. With the shift to community-engaged learning, we envision a broader range of participation between faculty, students, and community partners and a stronger emphasis on community partners’ voices in needs identification and expertise. There will also be a stronger emphasis on civic development outcomes for students, building stronger connections between service and course content in such a way that students leave the course better able to participate in civic life and impact social issues facing whatever community they come to call home.

**SERVICE-LEARNING BASICS**

**WHAT IS SERVICE-LEARNING?**

Service-Learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities designed to promote student learning and development. Service-learning is always tied back to a class with a professor. The concept of service-learning is a simple one: students will help provide a service for your agency as part of an academic course. By combining theory from an academic component and practice from real-life experience, service-learning fosters a broader understanding of not only the curriculum, but also of the students’ place in the community.

A successful service-learning class includes these elements:

- The service is clearly connected to the academic component.
- The service meets a genuine community need as the agency defines that need.
- The reciprocal relationship between the university and the community agency makes you a significant and valued partner in the education of the students.
- Time for students to reflect on their experiences is an important part of the course requirements.
There are **two basic kinds** of Service-Learning…

- **Direct Service-Learning**, in which students do direct service at an agency, such as working in a food pantry or homeless shelter. This type of service-learning looks much like volunteering; however, the student is there as part of a class and will discuss their experiences in their class work.

- **Project-Based Service-Learning**, in which students work with an agency to create a project, such as a marketing project, plan an event, or any number of other projects that might benefit the agency.

- In addition, a **hybrid model** is increasingly being used. This model allows students to do *direct* service, getting their bearings at an organization—gaining an understanding of the work and mission before then doing a final *project* that is a deliverable of use to the agency.

…and **two important concepts** in service-learning.

- **Reciprocity** insists everyone—the community partner, the faculty, and the service-learning students—all contribute to and receive a positive benefit from the partnership.

- **Reflection** is a pedagogical practice that bridges the service to the learning (the practical to the theoretical) this is a critical component of service-learning course structure.

The most effective partnerships are stem from trust and joint design, bringing the faculty and community partner together to establish the service project as well as reflection and assessment. Gazley, Bennett, and Littlepage’s research showed that faculty are less likely to include community partners in planning that the partner would like or than is most beneficial for cultivating mutually beneficial partnerships. When establishing or review a partnership, here are a few areas to consider:

- Is there a system in place for regular, ongoing communication? Is the faculty communicating as needed?

- Do the students have the skills and knowledge needed to participate fully in your agency’s work as it is outlined in the partnership agreement?

- Do the faculty and students adequately understand the mission, goals, and core issues at the heart of your work? Do the agency, faculty, and students adequately acknowledge each other’s expertise?

- Are you, the agency, as involved in creating the partnership, reflection sessions or content, and opportunities to connect service to learning as you would like?

If the faculty is resistant to any of these areas, or if the ACE or community partner struggle to advance the partnership in a way that is most beneficial to their agency, SLP staff is here to help. Please notify the program as soon as an issue arises, so that they can work with faculty to improve student behavior, their engagement with your agency, or their course development.

**HOW DOES SERVICE-LEARNING DIFFER FROM VOLUNTEERISM OR INTERNSHIPS?**

A service-learning course aims to fully integrate service with learning, while volunteering has little or no connection to formal coursework. Also, service-learning examines the service experience in the context of ongoing learning, whereas internships apply what has been learned earlier. The following diagram, taken from Furco’s “Service-Learning: A Balanced Approach to Experiential Education,” brings service-learning’s key concepts and programmatic structure together in a helpful visual.

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Practicing class content in an applied setting improves retention, giving courses more lasting impact. Further student outcomes are detailed below, and outcomes for other stakeholders follow.

**Benefits of Service-Learning for Students**

**Personal Outcomes**
- Personal Efficacy
- Personal Identity
- Spiritual growth
- Moral Development
- Interpersonal Development
- Ability to work well with others
- Leadership
- Communication skills

**Learning Outcomes**
- Student learning
- Ability to apply skills to the real world
- Academic learning
- Demonstrated understanding of complex problem, critical thinking, program analysis

**Social Outcomes**
- Reducing stereotypes
- Facilitating understanding of self and others
- Social responsibility
- Citizenship skills
- Commitment to service

**Career Development**
- Contributes to career development
- Relationship with institution
- Stronger faculty relationships with students
- Student satisfaction with college
- Students more likely to graduate

**How Will Service- Learners Benefit Your Agency?**

While we have detailed the benefits of service-learning to students, we are equally concerned about the impact service-learning has on the community through their work with and at your agency. You can expect a predictable amount of people-hours from students working on a project with your organization. In some instances, you will get skilled service from students who will shortly be in a job using those very skills. If you have a project that requires some special skills or research, or if you have something that requires 10 to 13 weeks of concentrated effort to be completed, your agency can also benefit from partnering with a service-learning class. The baseline level of service outlined in the Statement of Expectations is 20 hours of service over 10 weeks. This allows students to get settled into the semester, your ACE to introduce the agency in class, and students to complete their orientation at your agency; it also allows for time to debrief, reflect, and have presentations of student work following service at the end of the semester. During their service hours, the students should be maintaining a high level of professionalism and offering their time to support a genuine need at the agency, functioning as an extension of your paid and unpaid staff. One of the ACE’s primary
responsibilities is to identify opportunities for service that line up with these needs existing at the agency. In this way, service-learning is value added rather than a service community partners offer to IUB students, giving them space to practice new skills.

Examples of the support offered by service-learners

- Tutoring school-aged children
- Assisting staff persons with office work
- Entering computer data and providing technical support
- Assisting with grant research or writing
- Editing and contributing to newsletters
- Conducting research to support existing or future programming
- Coordinating and implementing special events
- Researching and developing outreach and promotional strategies

To ensure service-learning partnerships have reciprocal, powerful outcomes, the community partner has the following responsibilities in a service-learning partnership. These activities are largely the responsibilities of the ACE, and a dual supervision helps them accomplish these activities. While their agency supervisor supports their efforts in identifying needs and plugging service-learning into their agency, the ACE Coordinator furthers their professional development. To better enable the ACE to complete their work, we have established the following ACE Agency Supervisor job description, seen below.

ACE AGENCY SUPERVISOR JOB DESCRIPTION

The ACE Agency Supervisor partners with the SLP and Cox Scholars Program to host an ACE at their community agency. The ACE Agency Supervisor serves as the ACE's main support within the community partner agency. The ACE Agency Supervisor supports the ACE in these ways:

- attends Community Partner Orientation to gain understanding of service-learning (including key principles, i.e. Reciprocity, Reflection) and the Service-Learning Program;
- orients and trains ACE to work within ACE community partner agency, as ACEs are to be viewed as agency staff members, so New Staff Orientation is applicable for ACEs;
- meets with ACE for weekly (preferred) or bi-weekly (acceptable) Supervision Meetings;
- works with ACE to develop a Work Plan and assists/supports ACE in accomplishing goals outlined within;
- reviews ACE bi-weekly Timeclock, the tracking system for ACE Work Hours, reports to ensure ACE is meeting work the required 8 hours per week;
- participates in Site Visits with ACE, ACE Coordinator, and Community Engagement Coordinator;
- completes fall semester and spring semester Performance Reviews for the ACE;
- communicates with ACE Coordinator regularly and quickly reports any issues with ACE, then works with ACE Coordinator and SLP to resolve the issue;
- supports ACE Program goal of "building service-learning" by supporting the ACE in completing agency Needs Assessments, developing service-learning Project Proposals, researching classes, reaching out to faculty, meeting with faculty, and completing Statements of Expectations (previously Partnership Agreements); and
- supports ACE Program goal of "maintaining service-learning" by supporting the ACE in providing Classroom Presentations, providing on-site Orientations, scheduling service-learners, tracking service-learner hours, reporting service-learner hours, addressing any service-
learner issues, serving as a Peer Mentor, and providing Reflection opportunities for service-learners when able.

The responsibilities of community partners are to:

- Identify agency needs that service-learners could realistically fulfill
- Identify the agency’s capacity for service-learning, including
  - The maximum number of students the agency can support
  - The maximum number of partnerships the agency can participate in each semester
- Orient students to the relevant social issue(s), agency mission, and specific service work, either at service site or in classroom
- Supervise students (either while the service-learners are at the service site or via an established process of communication and check-ins with project-based service-learners)
- Notify the instructor as soon as possible if problems arise, and call on SLP staff for support as needed when issues arise
- Evaluate the success of the partnership at semester’s end (including completing a satisfaction survey distributed by the SLP)
- Provide time and opportunities for reflection with students

In addition to the responsibilities noted above for community partners in service-learning, the faculty and SLP staff have the following responsibilities.

**Faculty’s Responsibilities**

- Articulate learning objectives for course
- Develop syllabus to include service component
- Create assignments that draw upon service experience
- Structure reflection opportunities into the course
- Identify existing or desired community partners or content areas
- Evaluate student academic performance
- Clarify communication route for students if problems arise

**Service-Learning Program’s Responsibilities**

- Provide information on service-learning in the faculty member’s discipline if possible
- Identify ongoing community needs that might be met by S-L class
- Introduce faculty member to potential community partners
- Provide risk-management information and informed consent templates
- Host orientation session in class or community
- Provide reflection activities and student leaders for reflection sessions
- Visit site where students are serving once during semester
- Provide evaluation instruments for community and instructor

**How can you and your agency help with students’ reflection on their service?**

Engage the students in conversations about what they’re thinking and learning, as well as help them understand the context in which they are serving. If it’s at all possible, ask to address the class when it meets on campus, help with orientation, or lead discussions.

Help the students see how their service contributes to the larger mission of your agency. For example, if students at the food bank are stuffing envelopes for a mailing, explain how much their efforts
contribute to the feeding of families in our community. For examples of reflection questions, see the Reflection Questions for Considering Service-Learning in Appendix A.

ACE PROGRAM PARTICIPATION

ACE PROGRAM GOALS
Use these to inform your Work Plan.

GET TO KNOW AND BECOME AN INTEGRAL PART OF YOUR AGENCY
Our hope is that all ACEs are viewed as an agency staff person, are essential to the day-to-day operations of the agency, and are adding value to the agency. Many of the tasks listed below will be ongoing, but some of them will occur only during freshmen year. Your sole focus as a freshmen ACE is getting to know and integrating into your agency.

- Meet with your Agency Supervisor on a regular basis (weekly or bi-weekly supervision meetings)
- Meet with and get to know all agency staff (i.e. their title, role, how they fit into the agency, etc.)
- Attend staff meetings, board meetings, agency retreats, etc. when appropriate
- Attend all agency programming and events in order to gain a full understanding of agency operations
- Provide direct service as appropriate (this will help you understand how to best place service-learners)
- Understand agency mission, vision, values, etc.
- Understand agency history
- Stay abreast of any changes in agency staff, programming, mission, funding, etc.
- Meet with your Agency Supervisor to complete your Work Plan, outlining specific goals for the year and a timeline for completing them
- **For Freshmen or anyone new to an agency:**
  - Attend Volunteer Training or Orientation
  - Review your agency’s website

GET TO KNOW SOCIAL ISSUES ADDRESSED BY YOUR AGENCY
Our hope is that all ACEs become experts on the social issues addressed by their agency. This will help you advocate for your agency and the populations they serve, as well as help inform and ensure quality service-learning placements. While this is a particular focus during your sophomore year, this is an ongoing process, so many of the tasks listed below will be continual.

- Identify the social issue(s) addressed by your agency
- Identify root causes of social issue(s)
- Understand the social issue on a local, national, and global level
- Understand local and national policies that affect and influence your agency
- Identify populations affected by this issue and served by the agency
- Understand barriers to care, services, treatment, resources, etc.
- Understand intersectionality of many social issues
- Understand what your agency is doing to address the issue
- Understand what is being done elsewhere (nationally and globally) and what else can be done
- Read and listen to local news associated with your agency to keep up with latest information and events affecting the population your agency works to help
- Research social issue addressed by your agency
BUILD SERVICE-LEARNING FOR YOUR AGENCY

Our hope is that ACEs will work to build a thriving service-learning program at their agency, always considering the needs of the agency and the capacity of the agency. Because each agency is different, some agencies may focus heavily on building service-learning (and this will be reflected in the daily work of the ACE) and some agencies may not work to build service-learning at all because they have reached capacity and needs are being met through current partnerships. Regardless of where your agency is at, this will be an important skill set for all ACEs to have.

- Consult “Workflow for Building a Service-Learning Class” chart for a step-by-step guide
- Identify agency needs and complete Needs Assessment with Agency Supervisor
- Develop service-learning project proposal that clearly outlines agency needs and how service-learners can plug in (i.e. clearly defined learning activities that service-learners can participate in)
- Research classes that might be a good fit for your agency and the learning opportunities outlined in your proposal (i.e. example service-learning courses, iGPS, Registrar, etc.)
- Generate new service-learning partnership ideas that are a good fit (meaning course objectives match agency needs)
  - If you run into trouble coming up with ideas, schedule a Strategy Meeting with the Community Engagement Coordinator (Megan Betz)
- Reach out to faculty with service-learning partnership ideas
- Conduct consultation meetings with faculty to discuss service-learning partnership ideas
- Advocate for reciprocity in service-learning partnerships; ensure activities meet service-learner course requirements and meet a true agency need
- Negotiate partnerships and complete Statement of Expectations with faculty, Agency Supervisor, and other agency staff

MAINTAIN SERVICE-LEARNING FOR YOUR AGENCY

Our hope is that all ACEs will understand how to maintain service-learning at their agency. Another word to think about here is facilitate: actions you take to make something possible or make something happen with ease. Once service-learning partnerships are established at your agency, you will need to understand what it takes to manage them and keep them running smoothly, and be able to perform these tasks with minimal supervision. There are a lot of management skills involved in maintaining service-learning. The tasks related to maintaining service-learning will end up being more of the day-to-day work you will perform as an ACE because of their recurring nature.

- Familiarize yourself with each class you will be working with each semester (request syllabi from professors, review Statements of Expectations)
- Check-in with faculty (i.e. meeting or email) and update Statements of Expectations (if needed)
- Provide class presentations on service-learning and your agency (if requested)
- Orient and train service-learners (via on-site orientations and other agency specific trainings)
- Schedule and coordinate service-learners to complete service hours at your agency
- Supervise service-learners while on-site (unless someone else at your agency does this) and serve as a Peer Mentor (using knowledge of social issues to help service-learners understand agency mission and work)
- Track service-learner hours and report hours to agency staff, faculty, and service-learners
- Provide updates to faculty on service-learner performance at your community agency (immediately if someone is not showing up, and periodically according to an agreed upon schedule if all going well)
- Provide regular and prompt communication for faculty, service-learners, and other agency staff
• Debrief with faculty and agency staff at the end of the semester (discuss what went well, what can be improved upon, etc.)
• Complete any other tasks (identified by you, faculty, or agency staff) to facilitate and maintain partnerships at your agency

ACE EXPECTATIONS
These are professional behaviors we expect from all ACEs. ACE expectations may also inform your Work Plan.

ATTENDANCE
• Attend and participate in all ACE programming, including:
  o ACE Orientation
  o Bi-Weekly Learning and Development Sessions (including preparatory readings and assignments)
  o ACE Retreats
  o End-of-Year ACE Presentations
  o Other SLP events (i.e. Service-Learning Program Networking Events, etc.) as required
• See ACE Absence Policy below

COMMUNICATION
• Always respond to communication (all forms: email, phone, and Canvas) quickly and thoughtfully
• Keep open lines of communication between all involved parties—everyone on the same page
• See ACE Communication Policy below

HOURS
• Work 8 hours per week at your agency
• Work an average of 8-10 hours per week (between Agency Hours and ACE Programming)
• See ‘ACE Working Hours Policy’ below

SERVICE-LEARNING PROGRAM SUPPORT
• Collect and provide requested service-learning data
• Participate in assessments to inform ACE programming and evaluate your performance

BEHAVIOR
• You are representing the Cox Scholars Program, the ACE Program, and the Service-Learning Program
• Please act professionally and responsibly—make good choices!
ACE GENERAL ANNUAL TIMELINE

ONGOING

- Provide direct service at your agency, especially as it helps you understand how to best place service-learners
- Track your ACE Work Hours
  - Using both Timeclock and your personal spreadsheet
  - Consult the ‘ACE Working Hours’ Policy for specifics on number of hours and what counts/what doesn't
- Attend Bi-Weekly Learning and Development Sessions
- Respond to all communication promptly and thoroughly
- Regular supervision meetings with your Agency Supervisor (be proactive in sharing ideas, asking questions, etc.)
- Regular follow-up on partnerships you have created, meetings you have scheduled, and any other tasks that you are being asked to work on (by faculty, agency staff, or the ACE Coordinator)
- Focus on your academics and keep your GPA at 3.0 or higher (*don’t take on too much in a given semester)

PRE-SEMESTER

- **Freshman**: complete your Summer Site Visit
- **Upperclass ACEs**: connect with your Agency Supervisor and discuss the upcoming semester
  - A face-to-face meeting would be ideal, but email communication will work
  - Discuss class schedule with agency and finalize / agree upon your semester work hours schedule
- Contact faculty for all recurring and new partnerships for the semester
  - Arrange check-in meetings
  - Review, update, and collect Statement of Expectations
- **Some agencies**: provide class presentations and conduct on-site orientations (depending on faculty and agency timeline for service-learners starting their service)

EARLY SEMESTER

- BEGIN / RESUME WORKING AT YOUR AGENCY THE FIRST WEEK OF CLASSES
- Fill out Work Plan with Agency Supervisor
- Email your class and work schedule to the ACE Coordinator
- Fill out or update Needs Assessment with Agency Supervisor
- Provide in-class presentations (to inform students about service-learning and your agency)
- Email students to schedule orientations
- Conduct on-site orientations
- Scheduling and placement of service-learning students at the agency
- Track and report service-learner hours
  - Review Attendance Policy for Service-Learners. There is new information in here regarding weather-related closures, among other things
- Look for potential partners, if you need to build service-learning and develop new partnerships
- Complete background checks for service-learning students (if required for your agency)

MID-LATE SEMESTER

- Complete Service-Learning Partnerships survey for the semester (to be sent out by the Community Engagement Coordinator)
• Contact professors to check-in on the following (do this mid-semester unless another schedule is outlined between you and the faculty you are working with):
  o Student attendance
  o Student performance
  o Project process at site
  o Set date for debriefs, if applicable
• Continue looking for new partnerships (if building service-learning is applicable for your agency)
• Continue tracking and reporting service-learner hours
  o Contact students who are behind and send a list of these to the professor
• Do what you can to take care of yourself and manage school and work stress (i.e. take a breather, focus on yourself, etc.)
• Check in with Agency Supervisor about how service-learning is going at the agency and learn if there are any other projects you can be working on (for future visions or otherwise)

END OF SEMESTER
• Fill out service-learning evaluations (if applicable)
• Fill out Service-Learning Program end-of-semester evaluations
• Contact (current) professors re: the following
  o Final reporting of service-learner hours
  o Request a meeting to debrief the semester and partnership (if you do meet with faculty, please invite someone from the Service-Learning Program, unless it’s an old partnership and you have a long-standing relationship with the professor)
• Meet with professors (next semester) to discuss and plan upcoming partnerships
• ACE Presentations Event (Spring Semester ONLY)
• Complete Performance Reviews with Agency Supervisor and ACE Coordinator
• Study for finals
ACE WORKING HOURS POLICY

HOURLY MODEL
This policy applies to ACEs who started work in the 2017 or 2018 academic school years.

Cox Engagement Scholars (ACEs) are required to complete **300 work hours each academic year** (and students need to hit this mark exactly—no more, no less). In order to accomplish this and maintain your scholarship, you will average **8-10 hours of work per week** throughout the year. These are the primary ways you will gain work hours:

**Agency Hours (Freshmen Year):** ACEs work 15 weeks per semester. Schedule 8 hours per week at your agency during your freshmen year. Communicate with your Agency Supervisor to determine the best schedule for you and the agency.

8 hours per week x 15 weeks = 120 Agency Hours per semester / 240 hours per year

**Agency Hours (Upperclassmen Years):** ACEs work 15 weeks per semester. Schedule 8.5 hours per week at your agency sophomore, junior, and senior years. Communicate with your Agency Supervisor to determine the best schedule for you and the agency.

8.5 hours per week x 15 weeks = 127.50 Agency Hours per semester / 255 hours per year

**ACE Programming Hours:** ACEs are required to attend ACE Programming Events throughout the year, including ACE Bi-Weekly Training and Development Sessions, ACE Retreats, Performance Reviews, Cluster Groups, and Service-Learning Program Events. ACE Programming Events do not occur every week, so they will not be a regular part of your weekly hours. But, by the end of the year, ACE Programming Events will significantly contribute to your total work hours.

12 Bi-Weekly Sessions x 1.5 hours each = 18 hours
2 ACE Retreats x 3 hours each = 6 hours
2 Performance Reviews x 1 hour each = 2 hours
4 Cluster Group Meetings x 1 hour each = 4 hours
1 Conference on Community-Engaged Learning x 3 hours each = 3 hours
1 ACE Learning Project = 3-6 hours
Totaling **36-39 hours per year**

**Freshmen Orientation Workshop:** Freshmen ACEs are required to attend the Freshmen Orientation Workshop during fall semester of their freshmen year. The workshop will be held on a weekly basis for 12 weeks during the semester. The day and time it will be held will be based on freshmen cohort availability.

12 Freshmen Orientation Workshop Sessions x 1.5 hours each = **18 hours freshmen year**

**Important Notes**

- **Freshmen Year Total Hours Worked = 294 - 297 hours** // Not every hour that you are required to work will be accounted for through Agency Hours, ACE Programming Hours, and the Freshmen Orientation Workshop. **You are required to ensure that you reach 300 hours by the end of the year** (*the best way to do this is by adding some additional agency hours).

- **Upperclassmen Years Total Hours Worked = 291- 294 hours** // Not every hour that you are required to work will be accounted for through Agency Hours and ACE Programming Hours. **You are required to ensure that you reach 300 hours by the end of the year** (*the best way to do this is by adding some additional agency hours).
• ACEs work a total of 15 weeks per semester and do not work during IU breaks (Fall Break, Thanksgiving Break, Winter Break, Spring Break, and Summer Break) or Finals Week.
• Time off should be decided in advance with Agency Supervisor whenever possible.
• ACEs should not cancel shifts at the last minute or change their schedule unless the agency supervisor is in agreement. Emergencies are an exception, but it should be due to a true emergency, not poor planning.
• ACEs can work off-site if the agency supervisor agrees, but this should be kept to a minimum (working off site should be something you request of your Agency Supervisor, NOT something you tell them you will be doing).
• If ACEs work more than 8 hours a week during busy periods, they should discuss with their Agency Supervisors how to appropriately flex time in the following weeks.
• Students on the Hourly Model will track their hours using Kuali Time (IU’s time keeping system). You will use this system to clock in and clock out for each shift that you work. You will be able to clock in and clock out on-site at your agency from your phone or a computer. Be sure to clock in for every shift (to avoid a “Missed Punch”) and clock out for every shift (to avoid a “24-Hour Clock-Out”). Your Kuali timesheets will be submitted automatically every two weeks, so it is essential that you stay current with your hours tracking so that incomplete timesheets do not get submitted. Also, if you do not record your hours, you will not be paid for your hours. Agency Supervisors will not have access to Kuali Time so the ACE Coordinator will periodically update supervisors on student work hours.

INTERN MODEL
This policy applies to ACEs who joined the Cox Scholars program prior to the 2017 academic school year.

Cox Engagement Scholars (ACEs) are required to work 8-10 hours per week for a total of 240-300 work hours each academic year. These are the primary ways you will gain hours:

**Agency Hours (Freshmen Year):** ACEs work 15 weeks per semester. Schedule 8 hours per week at your agency. The agreement between the Service-Learning Program and ACE Community Partner Agencies is that they can expect 8 hours of service each week from their ACE. Communicate with your Agency Supervisor to determine the best schedule for you and the agency.
8 hours per week x 15 weeks = 120 Agency Hours per semester / 240 hours per year

**ACE Programming Hours:** ACEs are required to attend ACE Programming Events throughout the year, including ACE Bi-Weekly Training and Development Sessions, ACE Retreats, Performance Reviews, Cluster Groups, and Service-Learning Program Events. ACE Programming Events do not occur every week, so they will not be a regular part of your weekly hours. But, by the end of the year, ACE Programming Events will significantly contribute to your total work hours.
12 Bi-Weekly Sessions x 1.5 hours each = 18 hours
2 ACE Retreats x 3 hours each = 6 hours
2 Performance Reviews x 1 hour each = 2 hours
4 Cluster Group Meetings x 1 hour each = 4 hours
1 Conference on Community-Engaged Learning x 3 hours each = 3 hours
1 ACE Learning Project = 3-6 hours
Totaling 36-39 hours per year
Important Notes

- ACEs work a total of 15 weeks per semester and do not work during IU breaks (Fall Break, Thanksgiving Break, Winter Break, Spring Break, and Summer Break) or Finals Week.
- Time off should be decided in advance with Agency Supervisor whenever possible.
- ACEs should not cancel shifts at the last minute or change their schedule unless the agency supervisor is in agreement. Emergencies are an exception, but it should be due to a true emergency, not poor planning.
- ACEs can work off-site if agency supervisor agrees, but this should be kept to a minimum (working off site should be something you request of your Agency Supervisor, NOT something you tell them you will be doing)
- If ACEs work more than 8 hours a week during busy periods, they should discuss which days are appropriate to lighten their schedule in the future.
- Students on the Intern Model will track their hours using Timeclock (a Google Form). Students should log work hours into Timeclock every 2-3 weeks (and students should also keep track of their hours individually in case there are errors with Timeclock). Once hours are submitted into Timeclock, reports will automatically be sent to ACEs and Agency Supervisors. If you are not receiving reports, please notify the ACE Coordinator.

What Counts as Part of ACE Agency Hours

- Work hours at your agency (*can include the following, but are not limited to):
  - Meetings with agency staff (supervision, staff, board, retreats, etc.)
  - Orientations and Training
  - Direct service
  - Leading service-learner orientations
  - Scheduling service-learners, tracking and reporting hours
  - Supervising service-learners on site
  - Resolving service-learner issues
  - Other agency tasks that serve to meet ACE Program goals
- Work hours off site (*can include the following, but are not limited to):
  - Checking and responding to email (both from faculty and service-learners)
  - Reporting service-learner hours
  - Doing site visits (if service-learners are placed in more than one location)
  - **Off-site hours should be kept to a minimum and should always be approved by an agency supervisor**
- Social issue education
  - Reading news related to your agency and social issues being addressed (can be done on or off site)
  - **Facilitating service-learning experiences should always be prioritized over this**
- Meetings with professors
  - If the meeting is not taking place at your normal work location (i.e. your agency), you may clock the travel time to and from the meeting in addition to the actual meeting time
- Classroom presentations
  - If the meeting is not taking place at your normal work location (i.e. your agency), you may clock the travel time to and from the meeting in addition to the actual meeting time

What Counts as Part of ACE Programming Hours:

- All ACE events
  - Bi-Weekly Sessions
  - ACE Retreats
service-learning Program events that ACEs are requested to attend

- Cluster Group Meetings
  - You can log up to 4 hours for Cluster Group Meetings
  - 2 1-hour meetings are required each semester, for a total of FOUR required hours per year
- Performance Review meetings or other meetings with the Service-Learning staff.
- Any other times when we request your help with the ACE program.

What does not count as part of ACE Work Hours:

- Orientation Events (both Cox and ACE)
- Cox-specific Events (*you are encouraged to attend these events to enrich your scholarship experience, but they are NOT part of your Work Component requirement for your Scholarship)

ACE absence policy (for ACE Programming Events)

When you signed your ACE contract, one of the agreements was mandatory attendance of ACE Programming Events (including Bi-Weekly Sessions, ACE Retreats, and the ACE Presentations Event). While these events are MANDATORY (and a requirement for the fulfillment of the Work Component of your scholarship), we also understand the life happens and events cannot always be attended. Therefore, we have developed an Absence Policy that we feel is reasonable to accommodate unexpected occurrences. Please review it below:

Absences: Each ACE is allowed 2 absences from ACE Programming for the year (this averages out to one absence per semester). Here are several things to remember about utilizing absences:

- You will only receive an absence for missing ACE Programming for personal reasons. If you miss an ACE Programming Event due to having a scheduled class, this will NOT count against your limit of two absences
- You may use your absences for any reason (I don’t want to get into the business of determining excused vs. not excused), however; I do think it’s best to save them for personal or family illness, personal or family emergencies (death, accident, etc.), or other extreme circumstances. If you have used all of your allotted absences for various reasons (i.e. homework, out-of-town travel, etc.) and then experience a personal or family emergency, YOU WILL STILL BE IN VIOLATION OF THE ABSENCE POLICY
- You MUST notify the ACE Coordinator prior to being absent from ACE Programming. Giving no prior notification and not showing up for an event is NOT acceptable. Poor planning on your part is not an acceptable reason for missing an ACE Programming Event. No-call / no-show absences (even if you are within your allotted amount of absences) will require a 5-10-minute current event presentation during a bi-weekly session
- If you do not attend an ACE Programming Event, you are NOT ALLOWED to count those hours toward your ACE Programming Hours. You will have to find other ways to make those hours up (you may contact the ACE Coordinator for tasks OR you can communicate with your Agency Supervisor to see if there are ways to gain extra hours at your agency)
- If you find yourself to be experiencing serious health issues (i.e. chronic illness, debilitating injury, etc.) and can produce doctor’s notes for ALL visits that coincide with missed ACE Programming Events, you may be excused from the Absence Policy and can exceed 2 absences (meaning your eligibility as an ACE will NOT be in jeopardy). HOWEVER, you will be required to complete make-up assignments/tasks for any absences beyond 2 and these will be determined in conversation with the ACE Coordinator
- If you exceed your allotted number of absences (2), this will result in a meeting with the ACE Coordinator and the Cox Scholars Program Director, Ben Agan, to discuss your eligibility as an ACE. In addition to this meeting, you will be required to do a 5-10-minute current event
presentation during a bi-weekly session for each absence beyond 2 (if you are permitted to stay in the program)

**Tardiness:** Being on time to ACE events is also **required.** Please do whatever you need to do to be on time to events (alarms, reminders, calendars, etc.), but if you know you will have to be late due to other commitments or issues that arise, email the ACE Coordinator as soon as possible.

- If you are not present for the **majority** of an ACE event, you will **not be able to count yourself as having attended** and you will receive an absence, counting against your limit of two (i.e. if you only attend 15-30 minutes of a bi-weekly session, this will not count as having attended).

**Agencies:** Attendance (sticking to your regular schedule at the agency and getting all of your 8 agency hours) is also required and expected at your agency. If you know that you will not be able to make a scheduled shift, you **must** notify your agency supervisor **prior** to not attending your shift. Being a no-call / no-show at your agency is **unacceptable.** It is also expected that you will make up those hours and still provide your agency with 8 hours for the week, with the understanding that flexing time will occur when needed (i.e. if you can’t make them up that week, you will make them up the next or sometime throughout the semester). (*please review the ACE Working Hours Policy as well*)

**IU Closures:** If IU is closed for weather-related reasons, **ACEs are not expected to go to work at their agencies.** (And if IU is closed on the evening of a Bi-Weekly Session, we will cancel it and reschedule it when possible). Hours will, however, need to be made up later in the week or the semester. If agreed upon ahead of time with your supervisor that you can work remotely in the event of a closure, then that is fine. This part of the policy is just to make sure that you are not traveling in conditions that IU has considered to be unsafe. If you do need to miss work because of a weather-related closing at IU, make sure you contact your agency supervisor immediately to work out the details.

If your agency is closed or is delaying their opening hours, it is **your responsibility** to contact service-learners to let them know and reschedule them. See also “Attendance Policies for Service-Learners” for further information and details.
ACE PERFORMANCE REVIEW
In March, the ACE Coordinator will send the ACE Performance Review to the agency ACE supervisor to evaluate ACE performance. An example of the performance review is in Appendix B of this document.

ACE PERFORMANCE EVALUATION SCHEDULE

<table>
<thead>
<tr>
<th>Evaluation Opportunity</th>
<th>Timing</th>
<th>Purpose</th>
<th>Participants</th>
<th>Details</th>
</tr>
</thead>
</table>
| Completion of ACE Work Plan | At least in Fall Semester, during first 2 weeks, can also fill out in Spring or as often as helps both agency supervisor and ACE | Review general ACE tasks and develop specific goals and activities for the semester and/or year | • ACE  
• Community Partner  
• ACE Coordinator | • The ACE Coordinator sends a link to the ACE and Community Partner, who complete the ACE Work Plan in a face-to-face meeting. The form will automatically generate two emails, which will go directly to ACE and Community Partner. The ACE Coordinator will also have access to them. |
| Bi-weekly Reports | Roughly every 2 weeks | All ACEs complete bi-weekly reports to account for their time | • ACE  
• Community Partner  
• ACE Coordinator | • ACE completes BW Report online.  
• ACE Coordinator sends to Community Partner to review. |
| Performance Review | Every March and April | Track ACE’s performance | • ACE  
• Community Partner  
• ACE Coordinator | • Community Partner completes Performance Review, sends to ACE, who reviews, then sends on to Coordinator.  
• ACE fills out Self-Performance Review.  
• If problems arise through the semester, please contact the ACE Coordinator or the Comm. Partner Coordinator. |
| Final Assessments | Mid-Late April | Track ACE’s performance over the year | • ACE  
• Community Partner  
• ACE Coordinator | • ACE and ACE Coordinator, Community Partner Coordinator, or Service-Learning Director schedule face-to-face meeting to discuss previous year’s progress. |
BUILDING SERVICE-LEARNING

PROCESS FOR DEVELOPING A SERVICE-LEARNING CLASS

DEVELOPING A SERVICE-LEARNING CLASS FOR YOUR AGENCY

Building new service-learning partnerships can take some time, accounting for professors’ need to modify or create new courses and seeking the right type of service that meets both the needs of the community partner and course learning outcomes. Most classes are set up a semester or even a year in advance of when they are taught; other times, schedules change and faculty are looking for service opportunities near the semester’s start. For this reason, the best means of developing service-learning at your agency is supporting your ACE in maintaining an up-to-date Needs Assessment.

The basic five-step process is intended for ACEs to follow and is iterative, with the bulk of time spent creatively problem-solving articulation of agency needs. Community partner involvement throughout, possibly even contacting professors, increases the chances of partnerships. Let’s take these steps more slowly, building on the summary offered in the Workflow for Developing Service-Learning Classes on page 26. Text taken from the workflow chart is italicized below.

1. Conduct a Needs Assessment: Identify the direct and project-based opportunities for service-learning at your agency, completing the first column of step 1 on the Needs Assessment. (ACEs should work with agency supervisor to identify needs in the agency.)
   - Use the Community Partner Questions in this document to identify needs.
   - Use the sample Needs Assessment template to keep track of the needs. Focus only on step 1 for project-based and direct service needs, then stop. Let’s brainstorm.
   - First, is the need similar to a need service-learners have supported in the past?
     - If so, turn to your transition binder. What courses and faculty have previously completed service to support this need? Begin here with outreach, asking if the faculty are interested in rekindling the partnership.
     - Note: faculty come and go. Check iGPS, accessed through One.IU.edu, to confirm who is teaching the course. If the faculty has changed, your outreach will need to provide additional context on the partnership that existed previously. This is a good time to check in with Michael and see if the new faculty have ever taught service-learning courses.
   - Not finding a way to meet the need in your transition binder and agency’s history with service-learning? Let’s do some brainstorming, then.

2. Identify points of connection with campus: Use the Community Partner Questions (page 27) this document to get a better understanding of what type of service and course might best support the need you identified.
   - Remember: you’ve only completed the first column of step 1 in your Needs Assessment. To begin filling in the second column, let’s take a step back and answer some questions. These will help you create a list of keywords to find a more extensive list of classes that may be a good partnership for your course. (For example, working in Hilltop’s garden deals with sustainability and food security. Initially, these seem ideal for partnerships with SPEA and food studies. However, gardening also deals with ideas of land use and community; this could connect to the Ostrom Workshop, geography, and English.)
     - What social issues does the need address?
     - What experiences would the student be gaining?
What skills are required? What skills do the people at your agency who would be working with student learners possess? Where on campus do people gain these skills?

How does this connect to your agency’s mission and goals?

What is the service helping your agency accomplish? What does this mean for the Bloomington community more broadly?

What could the service help students gain professionally and personally?

Before looking for classes, get more precise about the need.

Is this a one-time partnership?

If so, contact Megan and Michael about existing service-learning faculty who may be working in that area or seeking a partnership. If this doesn’t present a viable lead, carry on with the following steps.

If it is recurring, then this is a good opportunity to look for a faculty with whom to form a lasting partnership.

3. Find faculty and courses that could serve your partnership well: Through searches on the IUB website and the Registrar’s course listings, identify potential classes that could be potential matches. Before moving on to outreach, flesh out clearly the connection between the course and the service you are proposing.

Search IUB.edu to identify faculty, classes, and departments that match the needs of your agency. IUB.edu is a big place. Here are some corners great for learning what faculty are up to.

The Newsroom (https://news.iu.edu/indiana-bloomington/index.html) has coverage of faculty research and work. Their research will give hints to the interests and angles they take on class content. Look for faculty doing research on keywords central to your agency’s work, then check out the classes they’re teaching.

Faculty, faculty research, or “research and faculty” pages on school and department websites. Use your answers to the questions in step 2 to create a list of schools and departments that may be fits for your agency, then check out what the faculty members’ interests are. Do any align with the mission of and social issues addressed by your agency? Think creatively. To get going, here are two resources.

Explore the list of schools on IUB’s campus (https://www.indiana.edu/academics/schools.html) to find departments and centers that may have faculty with research interests and courses that align with your agency’s work.

Use skill-based keywords (example: writing, communications, counseling) from your answers to step 2 to search among the degree list to find degree programs (https://www.indiana.edu/academics/degrees-majors/index.html) that may house students and faculty interested in your agency’s work. Then, explore the courses and faculty of these programs.

Feel stuck? Contact Megan to schedule a meeting.

Bring your Needs Assessment and a list of faculty members you’ve already contacted. You’ll have a brainstorming session to see what new areas of campus may be matches.

Check the Registrar’s Schedule of Classes, searchable through iGPS via One.IU.edu. Above, you were going by faculty to find research interests that may translate into their classrooms. Here, we’re going the opposite direction: The course sounds like it’s a connection. Do the faculty see it that way? Do they run their course in a way that would make service at your agency connect and reinforce learning outcomes?

Build a robust search. Search by keywords to find classes whose topics align with the need at your agency. Again, refer to your answers to questions in step 2. What were some distinguishing words? What are the core issues your agency addresses? Might the
service help students think about, for example, activism, citizenship, policy, education, health care? What are the themes that your service opportunity addresses? Use this as a starting place for your search.

☐ For the best results, prioritize results that have been offered recently, are offered each semester, or are offered on a regular basis. Also, check out the faculty. If they have ‘professor’ in their title, they are more likely to stay at IUB for a longer time; you’re more likely to have success here in starting (and retaining) a partnership.

☐ If you have the flexibility in your Needs Assessment—if this isn’t an immediate need—don’t limit your search to the current semester. Take time to build a relationship with the faculty and plan for a partnership in a coming semester, when the course is next offered.

☐ Remember: you should be looking at courses that are not currently service-learning. Looking at courses already designated as service-learning means you risk creating competition or poaching among ACEs. When opportunities for changing and growing partnerships emerge in existing partnerships, SLP staff will connect you to the appropriate faculty.

☐ When you have identified several faculty with courses that could be interested in your service opportunity, find their contact info in the IU Address book (https://people.iu.edu/).

4. Reach out to faculty: When you have identified several potential matches, it is helpful to pause and check with SLP staff to understand the faculty member’s experience with service-learning. Then e-mail the professor an email to see if they would be interested in discussing a service-learning partnership. If you receive a positive response, coordinate a meeting; inform SLP staff of the meeting.

☐ E-mail the professor to see if they would be interested in discussing a service-learning partnership.

☐ The e-mail should be short, direct, and well proofread. It should directly relate the service opportunity to the class, demonstrate the value to students. Build the connections for them; don’t make them guess why you’re sharing a service opportunity.

☐ If you do not hear back in a business week, e-mail again.

☐ If you do not hear back in a business week, share this with Megan and Michael so that they can support your outreach efforts. Include the number of times you attempted contact, the responses you got, and what the service opportunity is for which you’re seeking partnership. Also inform Megan and Michael if you have contacted other faculty regarding the same need.

☐ Keep Megan informed of meetings with faculty, so she knows the needs you’re actively working to get met and the faculty to whom you’ve already reached out. This will prevent duplication and enable her to better support your work.

☐ Meet with faculty to discuss the service opportunity.

☐ Ask to hear more about the class; ensure that it is a good fit for the service opportunity you have identified.

☐ Bring a sample Statement of Expectations and be prepared to articulate how you as an ACE can support the service-leaners, what service the students will be completing, and how you see this connecting to course content.

☐ Remember: your expertise is in service-learning at your agency. SLP staff is here to support the faculty person in developing their course as a service-learning course. Inform them that staff are available to help identify assessments, reflections, and assignments that can make service-learning a successful model for their course. ACEs are not expected to support faculty in course design beyond offering to attend or coordinate reflection sessions.
☐ If the faculty is interested in entering into a partnership with your agency, include Michael or Megan on the follow-up e-mail with them, thanking them for the meeting and introducing them to us. We will then help them work on course development while you begin preparing your partnership and Statement of Expectations.

5. Establish a Statement of Expectations: If the meeting goes well and the faculty wants to enter a partnership with your agency, share a Statements of Expectations (Appendix C) to guide the creation of the service-learning class. Also, inform SLP staff of the partnership and refer the faculty to Michael, the SLP program director, for support in connecting service to course content.

☐ Contact Michael with the name of the professor to let him know you are setting up a new partnership. He will reach out to the faculty and ensure they have the tools they need to adapt their class for service-learning and help them complete the course designation.
**WORKFLOW FOR DEVELOPING SERVICE-LEARNING CLASSES**

**Start Here:**
Work with agency supervisor to conduct a Needs Assessment to determine ideas for service-learning at your agency.

- **Is this a new need?**
  - **Yes**
  - **No**

- **Is the need similar to a need service-learners have supported in the past?**
  - **Yes**
  - **No**

- **Check your transition binder and reach out to faculty who previously supported your agency with this need.**
  - **Positive response from faculty?**
    - **Yes**
    - **No**

- **Check the Registrar’s Schedule of Classes; search for courses not currently doing service-learning.**
  - **Find a Class?**
    - **Yes**
    - **No**

- **Contact instructor to explore creating a partnership.**
  - **Positive response from faculty?**
    - **Yes**
    - **No**

- **Explore IUB.edu with keywords relevant to the partnership. Feeling stuck?**
  - **Explore the Registrar’s Schedule of Classes; search for courses not currently doing service-learning.**
    - **Find a Class?**
      - **Yes**
      - **No**

- **Contact instructor to explore creating a partnership.**
  - **Positive response from faculty?**
    - **Yes**
    - **No**

- **Explore the Registrar’s Schedule of Classes; search for courses not currently doing service-learning.**
  - **Find a Class?**
    - **Yes**
    - **No**

- **Contact instructor to explore creating a partnership.**
  - **Positive response from faculty?**
    - **Yes**
    - **No**

- **Let Megan know you are setting up a new service-learning partnership.**
  - **Contact Michael with name of professor to let him know you are setting up a new service-learning partnership.**
    - **Yes**
    - **No**

- **Schedule a strategizing meeting with Megan to brainstorm outreach ideas.**
  - **Positive response from faculty?**
    - **Yes**
    - **No**

- **Check with Megan & Michael to find existing service-learning faculty working in that area.**
  - **Positive response from faculty?**
    - **Yes**
    - **No**

- **Is this need one-time or recurring?**
  - **Recurring**
  - **One-time**
COMMUNITY PARTNER QUESTIONS
Use these questions to explore the potential role for service-learning for your agency.

- What are some direct service activities in which IUB students could participate that would meet a genuine need of your agency?
- How many service-learning students could your agency accommodate in these activities each semester?
- How many hours would you like for a service-learner to serve at your agency each week? Does your agency have a minimum hour requirement for service-learners or volunteers? What are the hours of operation in which direct service-learners would be working at your agency?
- Would service-learners need to complete a background check? Is there a cost? If so, who covers this cost?
- What kind of orientation would you provide for these service-learners? Who would provide this orientation? Where would it take place? Is there a regularly scheduled time? If so, during what hours?
- Who would supervise these service-learners on site?
- What are some needs of the agency that could be met by student projects or research?
- If the course instructor requests that an agency representative visit the class to introduce the agency and the project or to visit at the end of the semester to view final projects, who at your agency would likely be the contact?
- What would you like the service-learning faculty member to know about your agency before sending students there? How would you impart this information to the faculty member?
- What expectations would you like the faculty to set with their students before they arrive on site?
- How will you help the students to learn about your agency and the needs of the population your agency serves?
- How do you plan to communicate with the faculty member about the students’ performance? Will it be initial, periodic or on-going?
- How do you intend to create a true partnership with the service-learning faculty member? What makes this relationship a true partnership? How can this be established, nurtured and maintained?
- How will you help students be responsible and professional at your agency?
- What will you do if the students are not professional or do not meet agency expectations?
MAINTAINING SERVICE-LEARNING AT YOUR AGENCY

This section largely provides information for working with service-learning students.

ENSURING QUALITY SERVICE-LEARNING PLACEMENTS

When setting up placements for students, it is critical to ensure that the placements make for high quality learning experiences for students. Try to think like a professor when looking at potential service opportunities and be ready to discuss these activities, potentially negotiating to ensure the best possible balance between meeting both agency needs and learning objectives tied to the course.

Professors report some of the biggest benefits of service-learning to be:

- **Direct Service**
  - Critical thinking/Problem solving (how to approach complex community problems without throwing up hands)
  - Empathy (reduction of stereotypes, increasing tolerance)
  - Change the way students explain social problems and seek solutions
  - Citizenship
- **Project-Based**
  - Personal Development (efficacy, self-knowledge, career opportunities)
  - Interpersonal Development (working with others, leadership)
  - Applying learning

The quality of placement (or what the student is asked to do at the agency) has a lot to do with whether students will achieve the most sought-after benefits professors are seeking. To ensure a high quality of placement, ensure students have placements that offer:

- Variety of work
- Interesting work
- Challenge
- Responsibility
- Application of course material to service (and vice versa)
- Opportunities that promote rich reflection
- Community voice (service needs identified as important by agency)
- Diversity (student interacting with people different from themselves, including population, agency staff, and fellow students)

To ensure that service-learning has the highest impacts possible for all parties and to help in guiding debriefs and revisions to the Statement of Expectations for coming semesters, we strongly recommend conducting end-of-semester evaluations with service-learners. Have service-learners complete the evaluation on their last day of service, near the end of the semester, or at a class-wide reflection session. An example of such an evaluation can be found in Appendix D.

ATTENDANCE POLICY FOR SERVICE-LEARNERS

Service-Learners are expected to work **20 hours** (typically) over the course of a semester (**typically over a 10-week period**). The community partner, ACE, and faculty can determine another set number of hours for service-learners to work, but everyone must mutually agree on it. The service-learners are expected to be a regular and consistent presence at the agency when they are completing their service.

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hours. Whatever absence policy and hours requirements have been determined for the service-learners, be sure to include this information in your Agency Orientation.

Handling Issues with Service-Learners: Absences and Tardiness

- **Things the Agency/ACE should NOT do to address absences and tardiness:**
  - **Don’t mention grades as leverage** (that the grade would be lowered for poor attendance or lateness): Let the teacher do this. Students grades are always confidential, and are not allowed to be discussed by other students. Insinuating that you have power over the grades is inappropriate.
  - **Don’t feel that you should accept service-learners who are not doing their job:** If you are having issues with a student(s), be sure to voice those to the professor and the student and have an open discussion about what should be done moving forward.

- **Things the Agency/ACE should do to address absences and tardiness:**
  - **Determine an Agency Absence Policy for service-learners:** the agency can AND should determine what’s best for the agency based on agency needs and situations that have arisen in the past (i.e. issues with students not showing up, missing too many shirts, waiting until the end of the semester to complete all of their hours, etc.). Determine standards of behavior at the beginning of the semester, including: attendance, punctuality, and professionalism while at the agency, and communicate those to the faculty and the students.
  - **Utilize the Statement of Expectations:** this is one of the reasons this document is in place for developing service-learning partnerships—you can determine everyone’s responsibilities in the partnership (ACE, Community Partner, Faculty, and service-learners) and what actions will be taken if individuals are not fulfilling their commitment. When completing this document, assume that you will have absences and late students, and talk to the professor to determine how they would like you to handle student absences and tardiness.
  - **Communicate with all parties involved if absences or tardiness are a problem:**
    - **Contact the professor in the event of a service-learner absence,** late arrival (or a pattern of tardiness), or if you are concerned about a student’s ability to complete their service hours by the end of the semester. Be sure to give them names, dates, and specific details of the situation so they can follow-up with their student. Some professors may not want to be that involved in addressing absences and tardiness and will prefer that you (the ACE/Agency) handle student absences based on the agency policies. Even so, it’s best to keep them in the loop with what’s going on via a short email.
    - **Contact the student in the event of an absence,** late arrival (or pattern of tardiness), or if you are concerned about the student about their reason for missing their shift (or multiple shifts) or being late, explain to them the importance of showing up for their scheduled shifts, and inform them of their options for making up their hours (if there are any). Also, be sure to inform the student that the professor has been contacted (and be sure to be up front about doing this from the start—share this information during orientation).
    - **Communicate with agency staff** about any absence or tardiness issues with service-learners. Also, be sure that agency staff are communicating with you (if they are the ones tracking service-learner hours on particular days) so can keep accurate records of service-learner hours.
Attendance Exceptions

• **Weather-Related IU Closure:** If IU campus is closed due to weather, service-learners are NOT expected to go to their agencies, however; hey will be expected to make up that time. Sign up for notices from the Herald Times to find out when campus is closed so you have the earliest possible notification, and work right away to alert service-learners and re-schedule them. **Even if your supervisor prefers that the students work during this time, we have been instructed that students are not to be expected to travel to an agency if there is an IU closure. If they were to get into an accident, IU could become liable.** If the student wants to do service on his or her own, by all means, count their hours, but don’t require it.

• **Campus Breaks** Service-Learners should not be expected to do their shifts during holiday breaks. If the student wants to do service on his or her own, by all means, count their hours, but don’t require it. If your agency wants to talk with our office about this, they can contact the Community Partner Coordinator.

• **Weather Related Agency Closings and Delays** It is the ACE's job to keep an eye on agency closures (even if you aren't working that day) and to contact the students as early that morning as possible to notify and to reschedule. **We don't want students traveling all the way to the agency in bad weather, only to find out that the agency is closed.** Ask your agency to work out a system with you to be notified immediately in case of closures.

• **School ACEs:** Make sure to sign up for alerts from the Herald-Times so you can alert your service-learners that their agency or school is closed before they go that morning. You will usually find out the night before, but occasionally they send it by 5:30am of the day of the closing. It is very important that you alert your service-learners before they head out, considering that the roads will be especially bad in the event of a closing. Often schools and agencies will be more likely to close than IU, so it is critical to sign up for alerts. Here is one option: [http://www.heraldtimesonline.com/nl/](http://www.heraldtimesonline.com/nl/)

**Expectations for Service-Learners**

• **Be professional – treat this as you would a job**
  - Be there and on time!
    - People and agencies depend on you to be on time and ready to work. If you are unable to make a shift make sure you let the agency know in advance. Make sure the agency knows which day is your last day as well.
  - Maintain a professional attitude.
    - Be courteous.
    - Learn about the stated and unstated expectations of your agency. Consider how you dress, speak and act and if it is appropriate for the agency setting.
    - Be positive. Maintain a positive attitude and set up a time to talk with your ACE about challenging issues.

• **Be asset-oriented**
  - Consider the people you are helping as if they were family or friends.
  - Avoid condescension or pity.
  - Look for strengths – avoid focusing on need or weakness.

• **Seek opportunities for learning**
  - Reflect on the course
    - Consider how ideas and themes from class relate to your service experience.
  - Reflect on the service
    - What issue does the agency address? How does it address this issue? Does the agency focus on symptoms or causes?
Reflect on your preconceptions
- Ask yourself about your preconceived notions entering into service. What do you think this experience will be like? What perceptions do you have about the population or the issues the agency addresses? What are you learning from this experience that challenges these preconceptions?

Reflect on yourself
- Check back with yourself frequently on what you have learned and how additional information and experiences have changed (or added to) your understanding of the topic, the agency or yourself.

Consider this a life experience
- Look at how this experience might change you.
- Keep in mind that this is the kind of experience you will remember long after you leave IU.

SUPPORTING SERVICE-LEARNERS

1. CREATE A WELCOMING ENVIRONMENT
   - Be accessible
   - Be flexible
   - Be understanding
   - Build trust
   - Generate an environment where service-learners feel comfortable coming to you with questions, concerns, and input
   - The more comfortable and relaxed service-learners feel, the more productive they will be
   - Make it clear that they are needed

2. EDUCATE THEM
   - Emphasize critical concepts—agency mission, goals, importance of teamwork and communication, etc.
   - Help them to see the big picture—continuously tie in what they are doing with the agency mission
   - Show them how their service has real value in the community
   - Finding a way to incorporate direct service into their experience (if it’s not already). This will help service-learners see the tangible impact they are making

3. SHOW RESPECT
   - Treat the service-learners like adults
   - Treat the service-learners individually
   - Make good use of their time, be organized and ready for service-learners
   - Students treated with dignity will give you their best effort

4. SET CLEAR EXPECTATIONS
   - People are leery of things they don’t understand. Once students can grasp what’s going on at the agency (the goals and expectations), they will be more responsive
   - Provide the service-learners with clear, accurate, concise, and outcome-based goals so they will have the direction they need to be successful
   - People tend to conform their behavior to meet expectations
   - Be firm in your expectations
5. **LEAD BY EXAMPLE**
   - Be enthusiastic
   - Let your passion for your agency and your service-learners be visible
   - Don’t demand anything from your service-learners that you wouldn’t be willing to do
   - Jump in and work alongside your service-learners, modeling how to work within the agency and showing them you are willing to work hard

6. **BE AN EFFECTIVE COMMUNICATOR**
   - Keep them up-to-date on the agency and how their work is helping to meet agency goals
   - Keep them informed on progress of any projects they are working on
   - Give them an opportunity to offer input
   - Listen to understand
   - Check-in with service-learners regularly, be their go-to person
   - Openly discuss and share stories, issues, successes, and struggles—bring service-learners into the conversation
   - Keep your communications simple, attractive, mission-focused

7. **GIVE THEM AUTONOMY**
   - People are motivated by freedom and responsibility, not rules and policies. Don’t limit their ability to exceed expectations
   - Don’t give too many orders (you have to give some!). Focus on the “WHAT” of the work and let the service-learners focus on the “HOW” of the work. We have X end goal, you can figure out the path to get there

8. **FOCUS ON STRENGTHS**
   - Embrace the diversity of your team
   - People will do things differently than you do and that’s OK. Everyone has something to contribute
   - Help them play to their strengths! If you see that a service-learner has particular gift, find ways they can utilize that to benefit the agency
   - Don’t assume the worst. If someone is not meeting expectations, learn what’s really going on before you make assumptions

9. **RECOGNIZE ACCOMPLISHMENTS**
   - Reward their work
   - Thank them for their contributions
   - Praise their work ethic
   - Reinforce positive behaviors
   - Recognition drives people to perform at higher levels
   - Rewards don’t have to be tangible, they can be simple things like affirmation and encouragement

10. **CHALLENGE THEM**
    - Figure out what stands between your students and success. Work to remove any barriers that you can and encourage your students to take steps to overcome any barriers they can
    - Trust your service-learners and expect them to deliver great results; hold them to a high standard
    - Keep them engaged
11. HELP THEM IMPROVE
- Don’t micromanage them
- Bring out the best in your team
- Find ways to connect with your service-learners
- Coach, encourage, and motivated them
- Mistakes are opportunities to learn—be careful not to criticize missteps, but provide helpful feedback
- Engage in role-playing if possible, giving them a chance to practice skills and language that’s needed in particular situations
- Your management style matters—make sure you are managing in a way that meets service-learner needs

12. REMIND THEM WHAT THEY’RE GAINING PERSONALLY
- Meeting new people
- Exploring career possibilities
- Observing / shadowing professional staff
- Learning new skills
- Sharing already honed skills
- Having fun!
- Helping meet community needs
- Getting to know their community better
- Networking opportunities
- Integrating what they’re reading and learning in class into real-world experiences and situations
- Being an advocate
PREVENTING AND HANDLING DIFFICULT SITUATIONS WITH SERVICE-LEARNERS

**Prevention**
- Provide a thorough orientation
- Be available and responsive
- Address concerns quickly
- Clearly communicate expectations of behavior (dress, timeliness, communication and interaction with clients, etc.) and service (timelines, schedule, sign-in, etc.)
- Provide clear communication with scheduling. Once a time is decided upon, send a follow-up email to the student that includes time, location, and any directions they might need.
- Keep the service-learner focused on the mission of your agency and course curriculum
- Be familiar with your agency’s Human Resources and Volunteer Management Policies. These serve as protection for you, your agency, and the service-learner. Some agencies may not have policies in place, in which case you will need to discuss with your Community Partner how the agency wants to handle managing service-learners.

**When problems arise**
- **For minor problems:** simply remind the service-learner of the mission of the agency and the expectations of service-learners that help fulfill that mission. Clarify the expectation that the service-learner is not meeting and ask him/her to do so. Often this is enough to resolve the situation. ACEs should only handle situations of tardiness, absence, and other minor infractions.
- **For major problems:** immediately let your Community Partner (in most cases your Agency Supervisor) and the professor know what happened, who was involved, actions and reactions, and any other pertinent information. NEVER handle a situation beyond tardiness, absence, and other minor infractions on your own. Issues of boundaries, legality, power, mental health, and repeated minor infractions should be addressed by the Community Partner and the faculty. An ACE should never be responsible for “firing” a service-learner.
- **Include your Community Partner and Faculty member in communications with service-learners:** if you are emailing a service-learner to address poor behavior, be sure to cc your Community Partner and the Faculty member. (be very up front with service-learning students from the beginning that faculty and agency staff will be looped into communication to address poor performance). If you are meeting face-to-face with the service-learner, let your Community Partner and the Faculty know and invite them to join.
- **Document any infractions service-learners have:** Your agency may have specific protocol for documentation. Generally, all documentation should be factual and confidential. If service-learning students develop patterns of poor behavior, you’ll want to have documentation of what occurred when entering into email or face-to-face conversations to address the issues

**REMEMBER:** Your ACE Coordinator is available to help you as you try to prevent and handle problems. Don’t be afraid to ask for help!
MANAGING UNEXPECTED SERVICE-LEARNERS

Every semester, we hear from ACEs who have received students who are coming in with classes you have not set up specific partnerships with. Sometimes this is an accident—even good professors forget sometimes. Other times it will happen because a grad student is handed a class and they don't understand service-learning. Regardless, we want to train them not to do this. Training them not to do this helps all agencies in town, including fellow ACE agencies, as the students you don't take might just be sent to other agencies.

If your agency wants to take the students on, that is absolutely fine, but we ask that you do a couple things first:

- Ask the students who have come to give you the professor name and course name/number. Send this information to Michael Valliant (mvallian@indiana.edu)
- Write to the professor to request a meeting to fill out a Statement of Expectations. (You can help them see the benefit of this by assuring them that this helps your agency make sure that the students are getting out of it what they need for the class and so that you guys can develop a point of contact and agreement on what to do if the students don't show up, etc.
- Ask the professor to contact Michael Valliant (mvallian@indiana.edu), who can help guide them through the process for setting up a service-learning class

If your agency is at capacity and does not want to take the students on, that is also fine! In that case:

- Ask the students who have come to give you the professor name and course name/number. Send this information to Michael (mvallian@indiana.edu)
- Write to the professor to explain why the students can't come to your agency, but that perhaps (if you want) they could come in future semesters
- If the professor is interested in finding other partners and continuing the service-learning class, ask him or her to contact Michael (mvallian@indiana.edu), who can help guide them through the process for setting up a service-learning class

SERVING AS A PEER MENTOR

Many of the resources listed about, including “Expectations for Service-Learners” and “Supporting Service-Learners” can help you serve as a Peer Mentor to service-learners. Beyond that, there are many articles and resources on the all-ACE Canvas Site that can provide you with more information and tools so you fulfill this role. You may also find resources in your Agency Transition Binder.

LEADING REFLECTION SESSIONS WITH SERVICE-LEARNERS

Reflection is an essential component in service-learning. Think of it as the dash between service and learning—it bridges the gap between the service students are engaging in and the concepts they are learning in class. It is a means through which service and course content can be studied, interpreted, and unpacked individually or as a group.

While reflection is an essential component of service-learning, each agency and faculty handles this process differently due to faculty preferences, agency resources, and many other factors. As an ACE, you should openly and proactively be discussing reflection with agency staff and any faculty you have developed partnerships with. Inquire about their preferences and the ways in
which reflection has been done in the past. Let them (both agency staff and faculty) know that as an ACE, you can play an active role in helping to facilitate reflection. You have valuable knowledge, perspective, and expertise about your agency that you can bring to the table for fruitful and meaningful discussion.

On the all-ACE Canvas Site, you will find many articles and resources for developing and facilitating reflection sessions with service-learners. You can also find many helpful resources in your Agency Transition Binder that your Senior Mentor ACE has prepared.
APPENDICES

APPENDIX A: REFLECTION QUESTIONS FOR CONSIDERING SERVICE-LEARNING

Issue-focused Questions

• Why is there a need for your service?
• What do you perceive as the underlying issue, and why does it exist?
• What social, economic, political and educational systems are maintaining and perpetuating it?
• Do you see connections to public policy at the local, state, or national level?
• What can you do with the knowledge you gained from the experience to promote change?
• How is what you study preparing you to address this issue?
• How does this [profession/field] affect this issue? How do your lifestyle choices affect this issue?
• Is there anything you are doing or are not doing that perpetuates the situations?
• What is the responsibility of a person in this field to address this issue?
• How has your orientation to or opinion about this issue changed through the service-learning experience?
• What would it take to positively impact the situation (from the level of individuals, communities, education and government)?

Client-focused Questions

• What similarities do you perceive between you and the people you are serving?
• How are you perceived by the people you are serving?
• What do you think a typical day is like for the people you serve?
• What pressures do they confront?
• How does their situation have an impact on their life socially, educationally, politically, recreationally, etc.?
• What stereotypes are you confronting about the people you serve?
• Have you reconceptualized these stereotypes?
• What new information led you to do this?
• If you were in charge of the agency/organization in which you are serving, how would you improve the delivery of service to clients?

Self-focused Questions

• In what ways are you finding your involvement with your service program difficult?
• What have you found that help us you follow through despite the difficulties you encounter?
• What personal qualities (leadership, communication skills, compassion, etc.) have you developed through service-learning? In what ways do you anticipate these qualities will help you in the future? Help others in the future?
• How would you motivate others to become involved in service-experiences?
• What would you say to them? What happened during your service experience that made you feel you would (or would not) like to pursue this field as a career?
• What contributions can you bring to this field from your service experience?
Course-focused Questions
- How does the service experience relate to class material?
- Did the experience contradict or reinforce class material?
- How did course material help you overcome obstacles or dilemmas in the service experience?
- What aspects of your learning may have been due to your service experience?

Additional Reflection Questions
Here is a compilation from the University of Utah’s Lowell Bennion Community Service Center.
- Why do you do service? For self-interest or altruism?
- Describe the people you met at the service site.
- Name three things that stuck in your mind about the service experience.
- Describe the atmosphere of the service site.
- Describe some of your interactions.
- Why do you think (activity described in previous questions) happened?
- How were you different when you left the service location compared to when you entered?
- What did the “body language” of the people tell you? How did the people’s responses make you feel?
- How did the service site make you feel (compared to other identifiable places)?
- What brings people to the service site (both people seeking service and the volunteers)?
- Are “strangers” welcomed at the service site? Why or why not?
- How are you similar/different to the others (others in your service group? others seeking service? etc.)?
- In what ways did being different help/hinder the group?
- What have you learned about yourself?
- If you were one of the people receiving services, what would you think of yourself?
- How does this experience compare to others you’ve had?
- What connections do you see between this experience and what you’ve learned in your college courses?
- How has your service contributed to your growth in any of these areas: civic responsibility, political consciousness, professional development, spiritual fulfillment, social understanding, and/or intellectual pursuit?
- What have you learned about a particular community or societal issue?
- How did this experience challenge your assumptions and stereotypes?
- Do you think these people (or situations) are unique? Why or why not?
- What public policies are involved and what are their implications? How can they be improved?
- Who determines what’s best for the community?
- Describe what a typical day might be like for someone who uses the service of the organization where you worked. How would you do this differently if you were in charge? What was the best/worst/most challenging thing that happened?
- Did you feel like a part of the community in which you were working? How do you define community?
• Describe an internal or external conflict that has surfaced for you during your service work. Explain the factors that contribute to it and how you might resolve or cope with the conflict.

• Discuss a social problem that you have come in contact with during your service work. What do you think are the root causes of this problem? Explain how your service may or may not contribute to its alleviation.

• What could this group do to address the problems we saw at the service site?

• What could each participant do on his/her own?

• How can society better deal with the problem?

• How can this experience apply to the situations in your life?

• How can your solutions apply to the problem(s) of other groups?
APPENDIX B: ACE END-OF-SEMESTER PERFORMANCE REVIEW

The ACE Performance Review, completed by the ACE supervisor, is now completed online here: https://tinyurl.com/yamqrfrx The questions have been reproduced below for your reference.

Agency Supervisor Name: _______________________________
Agency Supervisor Email Address: _______________________________
ACE Name: ______________________________
ACE Email Address: _______________________________
Agency Name: _______________________________

Please choose semester and academic year: Fall/Spring

You will complete a performance review for your ACE in the fall and in the spring

1. ACE developed and attained Work Plan Goals: ACE actively participated in the development of their Work Plan, and there was evidence that the ACE was achieving or taking steps toward achieving Work Plan Goals throughout the semester.

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Comments:

2. ACE has become an integral part of the agency: ACE knows and understands the agency (i.e. staff, programming, social issues addressed, individuals served, etc.), is able to perform direct service as appropriate (or help address other agency needs), and is viewed as an asset to the agency.

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Comments:

3. ACE works to build service-learning at the agency: ACE completes Needs Assessment, assesses agency capacity, Brainstorms creative ideas for partnerships, and reaches out to faculty (i.e. email communication, face-to-face meetings, etc.) to develop new partnerships that meet agency needs.

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Comments:

4. ACE works to maintain service-learning at the agency: ACE completes and reassesses Statement of Expectations with agency supervisor and faculty, provides updates to faculty throughout the semester about the progress of service-learners, troubleshoots any issues, and checks-in with faculty about continuing partnerships next semester/year.

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Comments:
5. **ACE works to facilitate service-learning at the agency:** ACE creates and leads orientations and trainings for service-learners, schedules and tracks service-learner hours, responds to service-learner inquiries and questions, and helps supervise service-learners while on-site.

| 1 (Needs attention) | 2 | 3 | 4 | 5 (Excellent) |

Comments:

6. **ACE facilitates reflection for service-learners:** Note that we are reconfiguring and working on developing reflection plans this year with the older ACEs. Agencies and ACEs are encouraged to discuss agency limitations or opportunities for reflection. This will likely be a more active area of activity in future years. Younger ACEs will likely be present at other ACE reflection sessions, but not directly leading.

| 1 (Needs attention) | 2 | 3 | 4 | 5 (Excellent) |

Comments:

7. **ACE advocates for reciprocity in service-learning partnerships:** ACE works to ensure both the students and the agency are benefiting from the relationship. If the ACE becomes aware that this is not happening, the ACE is seeking guidance from agency supervisor and faculty.

| 1 (Needs attention) | 2 | 3 | 4 | 5 (Excellent) |

Comments:

8. **ACE serves as a peer mentor to service-learning students:** ACE has opportunities to speak directly to students about agency, the population served, and the social issues the agency works to address to help them better understand the agency overall. The ACE also models appropriate language and behavior to use while on-site and interacting with patrons.

| 1 (Needs attention) | 2 | 3 | 4 | 5 (Excellent) |

Comments:

9. **ACE responds to communication promptly and thoroughly:** ACE abides by 24-hour turnaround policy for communication with agency staff, faculty, and service-learning students. ACE also ensures that all communication is appropriate and professional.

| 1 (Needs attention) | 2 | 3 | 4 | 5 (Excellent) |

Comments:

10. **Do you have any additional comments?**
APPENDIX C: STATEMENT OF EXPECTATIONS

A blank copy is reproduced here for reference. A downloadable copy is available for your use at: https://citl.indiana.edu/programs/service-learning/resources-service-learning/

Statement of Expectations
Indiana University Service-Learning Program

The IU Service-Learning Program, facilitated through the Center for Innovative Teaching and Learning (CITL), requires IU faculty members and the community partner agencies with whom they will be working to complete this Statement of Expectations for service learning projects at IU.

Complete this form by clicking on the grey text and typing.

This Statement of Expectations is intended to clarify the roles and responsibilities of Community Partner Agency and Faculty/Instructor for Course name and number in the Department or School for the Semester and year. It is not intended to be construed as a partnership between IU and the community partner agency, and the IU faculty member whose contact information is listed below does not have signature authority to enter into any binding agreement on behalf of Indiana University.

Description of service-learning relationship

For Direct Service:

Service needs of the agency: Describe in detail the needs of the agency that can be realistically filled by service-learners; list the service(s) students will be expected to perform

(Note: Consistent with IU policy, students may not perform service as a course requirement when IU is closed due to inclement weather. Be sure to articulate how you will address this if a closing happens.)

Number of students: 

Number of hours per week: Typically 20 hours per student per semester

Number of weeks during the semester: 10 weeks is the typical service length

For Project-Based Service:

Deliverables: Deliverables for the agency, ex. Web site, database, graphic design work, research recommendations, presentation, event

Timeline: Click here to enter text.

Communication: Articulate the type, frequency, and content of communication. How will students communicate with agency representatives?
Instructor responsibilities
Instructor intends for students to learn and reflect on the following: Click here to enter text.
Instructor will address students who fail to meet agency expectations as follows: Address issues of communication, missing service, ramifications for grades. Include language in syllabus.
☐ Syllabus attached or shared with community partner?
☐ Faculty/instructor able to serve at agency?

Community Partner Agency Responsibilities:
Community Partner Agency acknowledges and understands that the university has a Programs Involving Children Policy (http://policies.iu.edu/policies/categories/administration-operations/public-safety-institutional-assurance/PS-01.shtml).

Pursuant to that policy, when IU students are participating in a service learning project that involves children at an external agency, the IU Service-Learning Program shall defer to and follow the external agency’s background checks policy. Accordingly, Community Partner Agency, as the external entity, agrees that it is responsible to perform background checks in accordance with its policy on any IU student working with children as part of the service learning project/activities described herein. Community Partner Agency acknowledges and understands that IU has not background checked any IU student who may be placed with the Agency.

If there is no background checks policy in place at the Community Partner Agency, Agency and the IU Service-Learning Program shall work cooperatively to decide if the IU policy should apply.

Community Partner Agency is solely responsible for the training and supervision of students, explained in further detail as follows: Ex. Visit class to describe agency and service, provide on-site orientation and method of checking in and tracking hours, staff or knowledgeable volunteers to direct students and answer questions.

Community Partner Agency will address students who fail to meet agency expectations as follows: Address issues of communication, missing service.

Communication:
Community Partner Agency and Instructor agree to communicate in the following ways, if deemed necessary by mutual agreement:

- **Before the course:** Meet or communicate to plan the partnership
  ☐ Met or otherwise communicated
- **During the course:** Maintain regular communication
  - From agency and Instructor: Articulate the type, frequency, and content of communication, ex. Speak to class, track and report student service hours, attend final presentation
    - ☐ Notify Instructor as soon a problem arises
    - ☐ Notify Instructor and students when the agency is closed unexpectedly (Ex. weather emergencies)
  - From Instructor and agency: Articulate the type, frequency, and content of communication, ex.
- **After the course:** Debrief to evaluate and identify opportunities for improvement. Update partnership agreement, as needed
  - ☐ When will you debrief?
Role of the ACE (Advocate for Community Engagement)
If an ACE works at the agency what will they do for this partnership? *Ex. Schedule students, track hours, present in class, conduct reflection sessions, orient students*

Agency Contact Information (Staff or ACE):
- **Name**
- **Phone**
- **E-mail**
- **Date**

Faculty Contact Information:
- **Name**
- **Phone**
- **E-mail**
- **Date**
APPENDIX D: SERVICE-LEARNING COURSE ASSESSMENT
This is an example of an assessment that can be use at the end of service. A PDF version of this assessment can be found here: [https://citl.indiana.edu/programs/service-learning/resources-service-learning/](https://citl.indiana.edu/programs/service-learning/resources-service-learning/)

Please use the following scale to address the statements below, where (1) indicates strongly disagree and (5) indicates strongly agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>1. The service work I did in this class filled a real-life need in the community.</td>
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<td>2. As a result of this course I feel more connected to the IU community.</td>
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<td>3. My time was well used by the agency.</td>
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<td>4. The service work helped me better understand the basic concepts of this course.</td>
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<td>5. The service work gave me a deeper understanding of course content than I would have been able to achieve otherwise.</td>
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<td>6. The service work I performed made me more interested in the course content.</td>
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<td>7. The service work I performed made me more motivated to attend class.</td>
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<td>8. This class helped me become more interested in solving a community problem.</td>
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<td>9. I brought lessons learned in the community back into the classroom.</td>
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<td>10. As a result of this course I plan to continue working in the community.</td>
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<td>11. As a result of my community experience I would take another service-learning course.</td>
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<td>12. As a result of my service work experience I would recommend this course to others.</td>
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1. Why did you take this course?

2. Identify the most greatest benefits and barriers of your service-learning experience.

3. How do you think your service has helped to fill a community need?

4. What was the most valuable thing you learned as a result of your service?
APPENDIX E: EXAMPLE STUDENT SERVICE-LEARNING TIME SHEET

This is an example of a time sheet that can be used to track service-learners’ hours. Should you choose to use this format, the document can be downloaded from the SLP website: https://citl.indiana.edu/programs/service-learning/resources-service-learning/

## Indiana University
Service-Learning Program

### Student Service-Learning Time Sheet

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<thead>
<tr>
<th>Name</th>
<th>Phone</th>
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<table>
<thead>
<tr>
<th>Course#, Title</th>
<th>Instructor</th>
<th>Semester/Year</th>
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<tr>
<th>Agency</th>
<th>Ace/Supervisor</th>
<th>Agency Tel#</th>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Service Performed</th>
<th>Ace or Supervisor’s Initials</th>
<th>Total Hrs</th>
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**Total Service Hours:**

Student’s Signature: ___________________________ Date: ___________________________