Community – Student Collaboration Clarification Template
Prepared by Rhianna Nagel, UVic SOSC CEL Coordinator – January 2017, Update July 2018

Student Name (Last, First): ___________________________________________________________ V #: ______________________________
Phone: _____________________________________________ Email: ___________________________________________________________
Major(s): _______________________________________ Minor(s): _______________________________________ Year in School: _____________
Course Name & Number: ______________________________________ Department/School: __________________________________
Course Instructor Name: __________________________________________________________________________________________
Course Instructor phone: _________________________________________ Email: ____________________________________________________
Placement Coordinator Name: __________________________________________________________________________________________
Placement Coordinator phone: _______________________________________ Email: _________________________________________________
Course Meeting Day(s) and Time(s): _______________________________________________________________________________________
Name of Community partner organization: _______________________________________________________________________________
Type of Community partner organization (e.g. non-profit, cooperative, social enterprise, govt): ___________________________________________
Community partner organization address: ____________________________________________________________________________________
Community contact person name: ____________________________________ Community contact title/role: ______________________________
Community contact phone: ________________________________________ Email: ___________________________________________________
What is the preferred method of contact between the student, faculty, and community contact(s)?
Circle preferred methods: individual email, cc’ all email, telephone, project management site, other______________________________________
Community-Engaged Learning Start Date: ________ Check-in date: ________ Deliverable Review Date: _________ Deliverable delivery: _________

<table>
<thead>
<tr>
<th>Scheduled hours for community engagement project (hours &amp; days of week)</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
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</table>
### Overview of tasks, desired outcomes and relevant assets
(where applicable, circle answers that apply in the right column)

<table>
<thead>
<tr>
<th>Type of student placement</th>
<th>Course research supervised by UVic professor; Course project supervised by UVic professor; Volunteering in regular volunteer stream; Other, please specify</th>
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</thead>
<tbody>
<tr>
<td>Type of activity (choose up to 3)</td>
<td>Research; General volunteer support; Event support; Presentation for community; Workshop facilitation; Program development; Fundraising; Communications; Other, please specify</td>
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<tr>
<td>Brief description of the tasks, project, etc. with which the student will engage (what will be done, guidelines, expectations, hopes, and/or expected final “product”).</td>
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<td>How does the task, project, etc. support efforts to meet the mission and/or goals of the organization?</td>
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<td>Community-Engaged Learning Outcomes: (What knowledge and/or skills will students gain by engaging in and reflecting on the community-engaged learning experience?)</td>
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<td>Student’s personal and civic development goals</td>
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<td>What resources and pre-service education are needed (books, articles, movies, documentaries, statistics, stories, etc.)?</td>
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<tr>
<td>What relevant skills, knowledge, experiences, attributes, and values does the student bring to this experience?</td>
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<tr>
<td>Other relevant or helpful information not indicated above:</td>
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</tbody>
</table>
What are the do’s and don’ts? (Dress code, language, office etiquette, frequency of contact, etc.)?
________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________
How are students going to get to and from the site(s)?
________________________________________________________________________________________________________________________________
If student cannot make scheduled hours or meet the determined deadline, who do they call/contact? What’s the process for making-up hours/late deliverables?
________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________
In what way, and how often, will students receive support and feedback regarding their work with the community organization? (e.g. weekly one on one, every other week in groups, just via email, twice during the semester from both faculty and partner, etc.)
________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________
What are the expectations around confidentiality at the organization, including taking pictures/videos?
________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________
Any hazards or risks (emotional, physical, and reputational) involved with the work the student will be doing?
________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________
What are the safety rules in regards to these hazards/risks?
________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________
What are the procedures should something happen? How should the student report issues they find concerning at site?
________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________
RESPONSIBILITIES OF UNIVERSITY OF VICTORIA STUDENTS (check all those that apply; add any as required/desired):

- Be on time and notify Community contact person in advance if cannot come as scheduled
- Notify Community contact person in advance if cannot fulfill my deadlines;
- Consider all information concerning those working with to be confidential;
- Conduct oneself with dignity, courtesy, consideration, and in a professional manner;
- Follow site policies and procedures and accept supervision graciously;
- Notify Community contact person of any problems, emergencies, safety hazards, concerns, or suggestions regarding activities;
- Actively pursue meaningful learning experiences that relate to the course material while volunteering by asking questions and searching for answers through experiences gained, participating in special activities, gaining background knowledge, etc.;
- Fulfill hour requirements with the community partner site;
- Fulfill commitment to all agreed upon deliverables;
- Arrange my own transportation to and from the site(s) unless other arrangements are made;
- Fulfill ALL conditions and assignments outlined in the course syllabus.

RESPONSIBILITIES OF COMMUNITY PARTNER SUPERVISOR(S) (check all those that apply):

- Provide clear expectations and directions for the assignment/responsibilities so that UVic students can proceed with appropriate independence and make good use of their time working with the Community partner;
- Work with the class professor/placement coordinator to provide direction regarding expectations of the students;
- Orient students to the overall operation, mission, and goals of the community partner site; to the role of your agency in addressing social issues and needs; and to the students’ tasks and roles while at the site;
- Monitor UVic student service, communicate progress and setbacks to UVic students and faculty/staff, and complete evaluation reports;
- Give UVic students advance notice regarding any changes of schedule;
- Refer problems or special requests regarding UVic students to the class professor/placement coordinator

RESPONSIBILITIES OF COURSE INSTRUCTOR and/or PLACEMENT COORDINATOR (check all those that apply):

- Design and implement an appropriate community engaged learning assignment to the objectives outlined in the course syllabus and in response to community requests;
- Guide articulation and deepening of learning from the community engaged learning project through intentional critical reflection activities and/or assignments;
- Advise the students on various aspects of the projects as needed;
- Monitor the student’s progress at the placement site through on-going communications with the student and Community contact person;
- Provide the students with timely and constructive feedback on their learning, as well as simple evaluation tools for the Community contact person;
- Work collaboratively with the community partner to arrange the service placement and assign students to appropriate partners;
- Provide adequate orientation to community engaged learning, risks and liability, the community partner, and the connection between the agreed upon community engagement and course goals;
- Facilitate solutions to problems which may arise in the community engaged learning placement;
- Review the agency’s evaluation of the community engaged learning experience and the students and incorporate feedback in future collaborations.
Ending the semester = Reflective Analysis
This reflection will provide you the opportunity to critically examine the community-engaged experience and connect it to learning objectives. Each step has suggested questions that are meant to prompt your thinking.

WHAT? (Describe Experience)
- What was my role?
- What did I observe in this experience and what were the key events and features?
- What did I observe about the physical surroundings, about my behavior/actions, and those of others?

SO WHAT?
Personal Reflection:
- How has this experience touched upon my own values and beliefs?
- What emotions and thoughts does this experience trigger in me?
- What does this experience point out to me about my own attitudes, biases, or preferences?
- What behaviors (verbal and non-verbal; personal or from others) enhanced or diminished my participation and/or effectiveness in the experience? Why?
- What, if anything, did I feel uncomfortable about in the experience?
- How have my attitude towards and views of “serving” been changed? of “those people?” of “community”? of “respect”?

Academic Enrichment:
- What course work or reading have I done that is relevant to this experience?
- What principles, theories, skills, or information have I learned which relates to this experience?
- How is the experience consistent or inconsistent with my academic knowledge?
- How does my academic knowledge help me to organize, understand, make sense of, or develop hypotheses about this experience?
- What disagreement is there between my personal views and theories/knowledge of the profession/discipline involved in the experience?

Learning Articulated:
- What are the major lessons learned (skills developed, knowledge gained, deeper understanding, etc.)?
- Did you meet your learning objectives? Was your most important learning related to your own objectives, or rather, something unexpected?
- What did you learn about yourself? About others? About the world around you? About issues involved?
- What wisdom or insights did you gain?
- How do I know that I learned the above?

NOW WHAT?
- Where do I go from here in both my work and in my learning?
- What gaps do I recognize in my knowledge and skills?
- How might I modify my approach to similar experiences in the future?

Document adapted from University of Dayton Community Engaged Learning Partnership Agreement.