THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

Community Partner Guide to Service-Learning

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OFFICE OF SERVICE-LEARNING

It is not enough to expand the intellect and talents of our students if we fail to rouse their souls to serve others and engage them in the larger issues of the day. – Former President Judith Roden, University of Pennsylvania

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Contact Us

University of Tennessee Office of Service-Learning (OSL) understands that community engagement through service-learning would not be possible without the support and willingness of our community partners to host students, build reciprocal relationships, and share knowledge with UT faculty and students. OSL serves community partners by providing a central space where partners can connect to resources on service-learning, market community service opportunities, and find institutional support. The University currently has numerous formal and informal partnerships with various community groups, organizations, and agencies. OSL was initiated to centralize the partnerships being created between faculty and community organizations in an effort to enhance student learning and community welfare. See the "Frequently Asked Questions" section on our website and an expanded version in this document for immediate answers to common questions. We are also available Monday-Friday during regular university hours for discussions and inquiries.

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Welcome

The Office of Service-Learning (OSL) is predicated on the fundamental belief that public higher education is responsible for contributing to the betterment of society. The institutionalization of community engagement in universities across the country—through methods including service-learning—actualizes this belief by fostering reciprocal collaborations between public universities and the communities with whom they associate or co-exist.

Service-learning is grounded within the philosophical frameworks of reciprocity and experiential learning. Reciprocity involves work that is of equal benefit to all involved. Experiential learning allows students to engage with learning through direct experiences. Service-learning combines these two frameworks to engage students in direct learning of course material through mutually beneficial partnerships with communities.

The extent to which reciprocity and experiential learning are valued and exercised within an institution in many ways depends upon the culture of the institution. This certainly holds true at the University of Tennessee, Knoxville. For this reason, UTK has strategically situated Service-Learning within the Office of the Provost. This administrative home speaks to a centrally-based effort to recognize and support these values across the academic sphere of the institution. It also supports a larger campus commitment to integrating mutually beneficial community engagement into faculty research, teaching, and service functions. Working together with the Office of the Vice Chancellor for Research and Engagement, the Tennessee Teaching and Learning Center, Student Affairs, the academic units, and many other offices, we hope to advance a culture that embraces meaningful, reciprocal, impact-driven community engagement as a core component of our collective identity.

Community Partner Guide

The *Community Partner Guide to Service-Learning* is a handbook specifically designed for community-based organizations, including both those currently working with The Office of Service-Learning and those interested in service-learning partnerships. It mirrors the "Faculty Guide to Service-Learning," so as to create a consistent set of processes, expectations, and best practices for faculty and community partners.. The guide gives information on how to partner with a service-learning faculty member (referred to here as your faculty partner), how to plan the service-learning experience with your faculty partner, how to design student projects that meet both your own and your faculty partner's needs, how to implementation a service-learning project based at your organization's site, and how to navigate any challenges you might face. Please use this guide as a resource before, during and after the service-learning experience, and send us any insights or suggestions you may have for its improvement.

Thank you for your interest in heightening your own and students' involvement in the community, and thank you in advance for any knowledge or experience you are willing to share with us!

Mission

The mission of The Office of Service-Learning is to engage faculty and community partners in meaningful, reciprocal, and outcomes-based service-learning experiences that enhance students' academic

learning, prepare them for democratic citizenship, and leverage their scholarship towards the pursuit of multi-faceted solutions to society's most pressing problems.

What is Service-Learning?

Service-Learning is a course-based experiential learning strategy that integrates meaningful community service with rigorous academic instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.[1]

Howard's (2001) "Service-Learning Course Design Workbook" emphasizes that in order for a course to be characterized as having service-learning, it must fulfill three criteria:

1) **Relevant and Meaningful Service with the Community:** Service that is *relevant* to the community and to the content of the academic course, *meaningful* to the community and to the students, and developed and formulated *with* the community
2) **Enhanced Academic Learning:** Learning that is advanced through an experiential learning activity which either complements or adds to more traditional methods of teaching
3) **Purposeful Civic Learning:** Learning that contributes to preparing students for community or public involvement in a diverse democratic society, while also preparing students with the knowledge, skills, values, and propensities necessary for such involvement

Benefits of Service-Learning

Service-learning is geared toward transformative work rather than charity work. Research shows that service-learning, when done well, can:

- Help meet community needs through additional human and intellectual resources
- Expose and connect community partners to University resources and opportunities
- Build sustainable partnerships with faculty doing research relevant to community problems
- Provide an opportunity for the community to educate students, faculty and university staff, as well as shape students' perceptions and values and prepare them for sincere and informed community engagement following college
- Provide a platform for community members to disseminate information and promote services
- Create an environment where new ideas and perspectives can be shared
- Provide free marketing for volunteer opportunities as students will share their experiences with classmates and friends
- Create opportunities to network with colleagues in other organizations and agencies

What Service-Learning is Not

Service–learning differs structurally from service-based field-work or internships in that it is intentionally integrated into a course. This integration is characterized by careful planning and selection of course

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[1] National Service-Learning Clearinghouse: http://www.servicelearning.org/what-service-learning

content and assignments that inform the service, as well as ongoing reflection that connects the learning and service.

There are many types of community engagement or involvement besides service-learning. It is important to note some vital characteristics of other forms of participation so you can best decide if service-learning is what your organization, group or agency is looking for at this time.

Volunteerism: The primary emphasis is on the service being provided, and the primary intended beneficiary is the service recipient.

Community Service: The primary focus is on the service being provided as well as the benefits the service activities have on the recipients. The students may receive some benefits by learning about how their service makes a difference, but the service is not intentionally connected to course content and is not complemented by ongoing reflection.

Internships: Internships tend to engage students in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study or career choice.

Field Education: Provides students with co-curricular service opportunities that are related but not integrated into their formal academic studies. Students perform the service as a part of a program that is designed primarily to enhance students' understanding of a field of study, while also providing substantial emphasis on the service being provided.[2]

Finding the Right Office

Are you still unsure if The Office of Service-Learning is the right program to work with or contact? Do you need volunteers, but not necessarily service-learners? Do you have positions open for interns, but also want to engage in service-learning? Whatever your needs, we can help you to find the right office at UT.

Below is a list of some of the campus offices that work to promote opportunities in the community.

Campus Office	Website	Contact Information
Volunteerism / Community Service		
The Center for Leadership and Service	http://leadershipandservice.utk.edu/index.php	Sally Parish *Director* (865) 974-5455 sgates2@utk.edu
Career Services	http://career.utk.edu/	(865)-974-5435 or utcareer@utk.edu
Curricular Service-Learning		
The Office of Service-Learning	http://servicelearning.utk.edu/community-partner-resources/get-connected/	Kelly Ellenburg Campus Coordinator for Service-Learning

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[2] Adapted from: Andrew Furco. (1996). Service-Learning: A Balance Approach to Experiential Education. Expanding Boundaries: Service and Learning. Corporation for National Service.

		(865) 974-9577 kellenb@utk.edu
Community-Based Research / Training / Consultation		
UT Extension[3]	https://utextension.tennessee.edu/Pages/default.aspx	Your Local Extension Office or (865) 215-2340 (Knox County Office)
Institute for Public Service[4]	http://www.ips.tennessee.edu/	Don Green *Executive Director* (865) 974-6621 or don.green@tennessee.edu

Examples of Service-Learning

Below are examples of service-learning projects from universities across the country. These examples demonstrate a variety of ways in which students can apply course learning to their work in communities.

- Veterinary medicine students provide medical and surgical care for pets of homeless people
- Civil engineering students collaborate with elementary school students to design and construct environmentally sensitive playgrounds and butterfly gardens
- Social work and educational psychology students research, design, and implement effective group interventions for first-time teen offenders in the Teen Court program
- Communications students prepare public relations materials for non-profit organizations
- Urban forestry students conduct a tree inventory and develop a community forestry management plan for a city government
- Composition students prepare grant proposals and newsletters for local non-profits and public schools
- Accounting students offer free tax preparation assistance to indigent clients
- Economics students work as tenant rights advocates or data analysts for non-profit agencies
- Women studies students partnering with an economic council for women to launch an equal wage awareness campaign

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[3]UT Extension specifically provides educational programs that improve the quality of life in communities and help solve community problems by engaging UT extension agents for a two-way link between Tennesseans, both urban and rural, and university specialists, scientists and researchers. They specialize in animals and livestock, lawn, garden and landscaping, crops and nursery, environment and natural resources, family, farm management, food and nutrition, and health and fitness.

[4] The Institute for Public Service specifically works in three areas: government, law enforcement, and industry to provide expertise, consultation, and training to improve workplaces and create and retain more jobs in the state of Tennessee.

- Public health students partnering with the local health department to conduct community health assessments of targeted groups and develop strategies for preventative care
- Studio arts students partnering with a local arts foundation to prepare a grant funding proposal for an "art for change" initiative
- Statistics students partner with a government-initiated committee on temporary shelter to survey disaster victims and analyze results
- Fisheries students create presentations for a lake aquarium and science center, providing the center with resources to share with the public
- Environmental studies students partner with a community food systems group to design a resource manual for a community farm

Assessing Your Capacity for Service-Learning

There are many factors that influence a community partner's willingness to take on service-learning. While your interest in engaging service-learners is unique to your organization, it is helpful to consider the following capacity issues before determining if it is right for you at this time:

Time, Energy, and Resources: Based on the nature and scope of the service-learning project under consideration, determine whether your organization has the time, energy, and resources needed to make the project successful, and consider whether your organization is equipped to provide these. In addition, if the project entails having service-learners work at your site, make sure that you have the space to accommodate them, make plans to stagger their service hours, or plan with your faculty partner to only host a certain number of students. OSL will always be available to assist organizations and faculty members in addressing capacity issues, as well determining the number and skillset of students that would produce the most successful service-learning experience.

Preparatory Work: The foundational work that goes into starting and establishing a partnership requires significant forethought. It requires you to 1) meet and correspond with your faculty partner, and agree upon tasks and activities for service-learners (with your own criteria being advancement of your organization's mission and your faculty partner's criteria being advancement of their defined student learning outcomes), 2) complete the online Memorandum of Collaboration (MOC) tool with your faculty partner, or another University planning tool provided by your faculty partner to help guide your planning with your faculty partner (feel free to require use of your own planning tool[5] as well), familiarize students with your organization's policies and procedures, and prepare you organization's staff for the incoming service-learners. It may also necessitate that you screen students for placement at your organization or attend the course as a guest speaker. Make sure you are aware of the amount of time and energy required of the project, and that you or a staff person at your organization is prepared to put forth the necessary effort to ensure students are well prepared to engage in service with your organization.

Time to Supervise Service-Learners: The Office of Service-Learning recognizes that many community organizations have limited time to supervise service-learners. Service experiences that take place on-site

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[5] The OSL Memorandum of Collaboration and Expanded Memorandum of Collaboration are non-legally binding agreements. If you choose to require the University to undergo a contractual agreement in order to engage students in service with your organization, this contractual agreements must be processed through the University of Tennessee Office of Budget and Finance

can require varying levels of supervision. Be sure to assess the amount of time you or your staff can dedicate to this process over the course of the project, to ensure that supervision will not be overly burdensome.

Project assignments: The quality of a service-learning project is highly dependent upon the quality of the tasks and assignments the students engage in. If you are considering having service-learners at your site, work with your faculty partner to design assignments, projects, and/or tasks that will maximize their time and yield meaningful learning experiences.

If you determine that you have the capacity to host service-learners and participate in the planning process with your faculty partner, the remaining sections of the guide are geared toward helping you establish a healthy partnership. If you have determined that you need to build more capacity before engaging in service-learning, feel free to contact another campus office who may be able to better meet your current needs. The Office of Service-Learning is aware that an organization's capacity to host service-learners changes from year to year. We expect our community partners' needs to change as the community itself fluctuates and we understand that committing to service-learning may not be feasible all of the time. If your organization is unable to participate in service-learning every semester, you may still engage in partnerships or opportunities in the future.

How to Form a Partnership

The first step to forming a new service-learning partnership is to contact The Office of Service-Learning. We will schedule a time to meet with you at your site and discuss your needs. After this meeting, we will work with you to draft an opportunity description, which will outline your needs and connect them to prospective student learning activities. After the opportunity description is completed, OSL will disseminate it to our faculty network and try to find a match. If you know of a prospective faculty partner or have worked with a faculty partner in the past, feel free to contact them directly to determine if they might be a good match. OSL will also post your scope of work on our website for faculty to view, and will market it through other channels as appropriate. The process of finding a faculty partner may take some time, and unfortunately is not guaranteed. You are welcome to market your partnership opportunity through other avenues as well, and may also explore other partnership opportunities at UTK or elsewhere during this time. If you partner with another campus office, you can still decide if you want to engage in service-learning when an opportunity arises. You may pursue as many partnerships as your need and capacity allows.

After a match is made (either by a faculty member finding you or by you finding them), it is recommended that you and your faculty partner meet in person to design and plan the service-learning project. OSL is available to attend this initial partnership meeting as well should you and your faculty partner deem it helpful. If you would like someone from OSL to attend this meeting, you or your faculty partner can contact us via telephone or email to schedule a common meeting time.

During your in-person meeting with your faculty partner, you both can work out the details of the partnership and the service-learning project. To best guide this process we strongly encourage you to complete either the [Memorandum of Collaboration](#) (MOC) or [Expanded Memorandum of Collaboration](#) (EMOC). The MOC is intended to be used as tools to guide you and your faculty partner in thinking

through the design and implementation of the project. The EMOC can be used in lieu of the standard MOC when projects warrant more involved planning and collaboration. After completing the MOC or EMOC, both you and your faculty partner should keep a copy and your faculty partner should submit it via email, campus mail, or in person to OSL.

Once the MOC or EMOC is completed, you both can begin the service project at any time. OSL may contact you during the service to touch base, and we invite you to contact us as often as you like over the duration of the service. Please note that communication with the OSL is not a substitute for communication with your faculty partner, and your faculty partner should be your primary point of contact regarding the service.

Upon completion of the service, OSL invites you and your faculty partner to complete the Service-Learning Partnership Evaluations, which can be found here. These evaluations are intended for use by both partners to facilitate continuous improvement of the service-learning experience over time. We invite you and your faculty partner to share your evaluation results with us by sending them to servicelearning@utk.edu. Evaluation content will be used to improve campus-level support and processes for service-learning.

Roles and Responsibilities as a Community Partner

As a community partner your responsibilities are to:

- Assess your capacity to manage service-learners
- Provide welcome packets (or any other form of orientation information)
- Make students aware of organizational policies and guidelines
- Work with your faculty partner to familiarize students with the organization's programs and mission
- Work with your faculty partner to complete either the Memorandum of Collaboration or Expanded Memorandum of Collaboration
- Determine with your faculty partner your responsibility (if any) in tracking student hours
- Determine with your faculty partner the level of supervision students will have during service, and determine who will supervise them
- Determine with your faculty partner how you will communicate over the course of the service
- Communicate challenges or problems with students to faculty in a timely fashion
- Complete the end-of-service Service-Learning Partnership Evaluation

Additional responsibilities could include:

- Presenting to students about your organization, their roles as service-learners in contributing to your organizational mission, and the expectations for service
- Working with your faculty partner to facilitate students in increasing their cultural competency, and reflecting on their social status and self-identity as it relates to the community
- Working together with your faculty partner to handle problematic social and/or cultural encounters as they occur
- Giving detailed feedback to your faculty partner regarding the students' service

It is important to work with your faculty partner to determine exactly what each of your roles and responsibilities are.

Ideal Service-Learning Timeline

The timeline for service-learning will vary according to the type of course, type of service-learning project, and the final agreement between you and your faculty partner. Generally service-learning can be divided into four phases.

Phase 1: Initiation and Planning (often 2-3 months prior to the start of the service-learning course)

- *Action: Clarify responsibilities and goals with faculty partner*
- *Action: Complete the MOC or EMOC[6]*

Phase 2: Start of Service-Learning and Troubleshooting (generally within the first 3 weeks of the service experience)

- *Action: Initiate and orient students in their new service roles*
- *Action: Work with faculty partner to problem solve as they arise*

Phase 3: Service-Learning Experience and Reflection (averages 2-4 months long, depending on the start of service)

- *Action: Communicate with your faculty partner regularly throughout the service*
- *Action: Continue to fulfill responsibilities as determined prior to service*

Phase 4: Evaluation and/or Wrap-up (last 3 weeks)

- *Action: Work with faculty partner to facilitate students' completion or closing out of service projects*
- *Action: Complete Service-Learning Partnership Evaluation[7]*
- *Action: Determine with faculty partner if partnership will continue*

Tips on Working with Students

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[6] This step is intended only for partnerships with which the faculty partner's department does not already have a process for service-learning in place. Ask your faculty partner whether this applies to your partnership.

[7] This step is intended only for partnerships with which the faculty partner's department does not already have a process for service-learning in place. OSL will use the evaluation to measure the extent to which the goals outlined in the MOC or EMOC were achieved, and to get insight into how we might better support or improve the partnership.

Working with students can be an art. Most students are enthusiastic, goal-oriented, and appreciative of guidance when doing unfamiliar work. However, some students can be challenging to work with. The following tips will help you minimize these challenges and master the art of working with students to meet your organization's needs[8].

Communicating Expectations for Students

It is important to communicate to students the expectations of service-learners working with your organization. The following items are suggested expectations that can be shared with students serving at your site. These can be adapted to meet the needs of your organization.

Service-learners should be expected to:

- Know the mission and history of your organization
- Know the learning objectives of the course and the function of the service in advancing these
- Commit to completing the service project and any other activities or assignments they take on
- Communicate problems or emergencies to the appropriate person in a timely manner
- Ask questions often and effectively deal with challenges
- Perform to the best of their abilities
- Be respectful toward staff members, community members and clients of the organization
- Maintain the dress and etiquette standard of the organization
- Refrain from sharing confidential or internal information with the media
- Call ahead or notify their site supervisor in a timely fashion if they will be late or absent
- Commit to the organization's cause throughout the duration of the service project
- Be self-motivated and self-directed
- Maintain responsibility for all deadlines
- Work to recognize and understand how their own social status and ideas of self-identity influence their attitudes and behaviors as service-learners
- Recognize the community organization as an agent to improving the community

Other expectations could include:

- Actively reflecting on their experiences with you or your organization's staff (if this is part of the service-learning arrangement)
- Actively listening to your and/or your organization's staff's feedback and guidance
- Communicating their specific skills, knowledge, talents or interests to you or your organization's staff

Consider Volunteer Retention

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[8] These tips have been adapted from Stoecker, Randy & Tryon, Elizabeth. (2009). *The Unheard Voices: Community Organization and Service Learning*. Temple University Press. Philadelphia.

Many service-leaners continue to volunteer at their community partner organizations after their required hours or projects have been completed. It is wise to consider how your organization might best retain your service-learners throughout—and possibly after—the service project[9].

Research suggests that volunteers remain committed when:
- They feel appreciated
- They can see that their efforts are worthwhile and necessary
- They have opportunities to deepen their levels of involvement
- They have opportunities for personal growth
- They receive private and public recognition
- They feel capable of handling tasks assigned to them
- They enjoy a sense of belonging and teamwork among their colleagues
- They are involved in administrative processes, such as problem solving
- They recognize the organization's role in accomplishing something meaningful

On the other hand, volunteers may lose interest when:

- They perceive discrepancies between stated expectations and what can realistically be accomplished
- There is no easily accessible person to offer support, leadership, or guidance in difficult situations
- They receive no recognition for their efforts
- They do not feel that their efforts are making a difference
- The tasks assigned to them are extremely routine, not stimulating, or lacking in variety
- They perceive a lack of support from their colleagues
- They perceive little value related to the assigned task
- They perceive no opportunities for personal growth

Tracking Service-Learners' Hours

OSL recommends you discuss with your faculty partner the best approach to tracking service-learners' hours. We encourage students to record their hours in the Center for Leadership and Service's online tracking database in addition to any other tracking method established by you and your faculty partner. You can use this database as your primary tool for tracking hours, or you can come up with an alternative method. Hours logged through the CLS database will be confirmed with the host organization, and if students acquire100 service hours prior to graduation they will receive a Service Medallion at commencement.

If you have any questions specifically about the *Service and Volunteer Hour Tracking* system please contact the CLS at (865) 974-5455 or leadershipandservice@utk.edu.

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[9] These tips have been adapted from Louisiana State University's "Service-Learning Community Partner Handbook," found at http://uiswcmsweb.prod.lsu.edu/ccell/#.

Accommodating Students with Disabilities

The Office of Service-Learning is committed to helping faculty and community partners provide reasonable accommodations for persons with disabilities. Students with disabilities have the option of disclosing to their faculty member and working with the campus Office of Disability Services (ODS) to arrange accommodations. If your faculty partner has a student in their course who has disclosed a disability, they should inform you of the student's disability and work with ODS and your organization to make accommodations for the student. If your faculty partner does not disclose this information but the student has an obvious disability, you and your faculty partner can work together to come up with an accommodation plan for the student. Your faculty partner can contact ODS with questions, and may enlist the help of OSL in coordinating the logistics of the accommodation. We will do all we can to ensure that students with disabilities have access to the same service-learning opportunities as other students.

If you and your faculty partner are unable to make accommodations for a student with a disability for any reason, please make this determination well in advance of the start of the service so that your faculty partner can make alternative arrangements with the student. For ideas on alternative assignments, please contact OSL at 865-974-9577 or servicelearning@utk.edu.

Risk Factors and Management

When working in communities through service-learning there are always risks factors to be considered. Identifying and managing those risks is everyone's responsibility, including the service-learners'. As a community partner, the ability to foresee risks while hosting students will help to minimize the level of risk. OSL is committed to protecting all stakeholders of the service-learning project, and is available for phone or in-person consultations on best practices of risk management. While all risks cannot be predicted, taking steps to foresee and minimize risk can reduce your liability should something happen.

Some risks may be inherent in your project, so it is important for to advise your faculty partner of these. If your organization has procedures for training volunteers in understanding and minimizing risks, service-learners should receive this training. You may also require service-learners to sign a Waiver of Liability for your organization before engaging in service. You may also require that students serving at your site undergo background checks and/or purchase accident liability insurance before beginning the service, and are advised to do so if the service entails working with vulnerable populations. If requiring a waiver, background check, or liability purchases, it is important to notify your faculty partner of this requirement early into the planning process.

The Office of Service-Learning encourage faculty to use the risk management approach described on our Risk Management page. We invite you to visit this page for information on how your faculty partner can minimize and manage risks.

Consider the following questions of liability before and after planning your project.

- Is the service-learning setting safe for all involved?
- Does the setting pose danger to the student or staff?
- To what degree would students or staff members be held responsible in case of an emergency?
- Do service-learners have accident liability insurance?

- Are my clients at risk for verbal, psychological, emotional and physical abuse?
- Does my organization have procedures to prevent and report these incidents?
- Is the service-learning project safe for the student?
- Is the service-learning project safe for the people the students are responsible for?

From these questions you should be able to specifically **IDENTIFY** risks. This involves making a list of what could go wrong, such as:

- A student being injured
- A student sexually assaulting a client
- A student sharing confidential information from the organization with the media or speaking publically about an internal incident
- A student stealing, breaking, or losing a piece of equipment

Next, consider the risks you identified in the above step, and **EVALUATE** the risks by prioritizing them into either high or low risk levels. Consider the level of vulnerability of the students and those they will be in contact with, the location and conditions of the organizational site, the nature of the work the students will be engaged in, and the level of supervision they will have. A good rule of thumb is to avoid any activity or situation that is too risky. Retain low risk activities or modified versions of high risk activities (which make them less risky).

For your convenience, OSL has provided the following examples of ways to help minimize and **MANAGE** risks. We encourage you to customize and adapt this list to your organization's risk management needs.

- Selection of Service-Learners, Setting, and Activities: If your organization has a screening process for volunteers, you can require it of your service-learners. Careful selection of volunteer *sites* (if applicable) and *activities* should also take place early into the planning process. For certain tasks, you may want to obtain background checks, and keep these on file.
- Education & Training: Instruct students on any potential risks and make sure they are aware of all safety procedures and the appropriate methods for upholding these procedures. Talk with students about their responsibilities as service-learners, and the expectations of this role.
- Inspection: With your faculty partner, inspect your site(s) and determine ways to address any concerns associated with the service-learning setting.
- Documentation: Document the steps you have taken to evaluate and reduce risks for service-learners, and anything remotely questionable or potentially problematic that occurs during the service. Documenting everything is a best practice in minimizing liability.[10]

Addressing Problems with Students

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[10] Some information in this section has been adapted from Service-Learning Community Partner Handbook. *The Center for Community Engagement, Learning and Leadership.* Louisiana State University. http://uiswcmsweb.prod.lsu.edu/ccell/#

For routine problems with students, OSL recommends that you use the following steps to address the situation. Problems may arise with students as they could in any collaboration, but OSL is committed to making sure students are responsible and accountable for their actions. You have the right to refuse to host any student for any reason if you feel the student is or may pose a threat to your organization. However, the following steps may prove useful if you prefer to address the problem in another way.

Address the Student: Most problems or situations can be resolved between you and the student. Consider first taking time to talk with the students about the situation. Often minor situations are a result of miscommunications or unclear understanding of expectations. In these cases, talking with the student about the situation and clarifying expectations can often help resolve the issue.

Contact the Faculty Partner: If you have spoken to the student about the problem and it continues to persists, alert your faculty partner. You and your faculty partner can decide whether the faculty partner should address the situation with the student, or remove the student from the site.

Contact the Office of Service-Learning: If a student's behavior is particularly disruptive or if the student is continually tardy or absent, we ask that you contact both your faculty partner and our office for assistance.

Documentation: If a student seriously abuses your organization's policies or if the unsatisfactory behavior persists, make sure you are properly documenting the incidents. If this happens, you are encouraged to dismiss the student from the service, and notify your faculty partner and the OSL.

If a student commits a grievance or poses a threat to others while engaging in service at your organization, you can address the situation in an immediate fashion using the same protocol you use for any other volunteer. In addition, we ask that you notify your faculty partner as soon as possible. Students are subject to jurisdiction by both the state and the University, through the Office of Student Judicial Affairs.

Emergency Contacts

For immediate emergencies involving fire, rescue, bodily danger, biohazard or chemical emergency
- 911

For police services to report a non-emergency issues, public endangerment or onsite investigation
- 865-215-7268

For questions concerning risk management or reporting an student-involved incident to the University
- OSL: 865-974-9577
- Judicial Affairs: 865-974-3171

For the General Campus Information and Directory
- 865-974-1000

University of Tennessee, Knoxville Web Resources

Academic Calendar: http://registrar.tennessee.edu/academic_calendar/

Office of the General Counsel: http://bot.tennessee.edu/counsel.html

Office of Risk Management: http://riskmanagement.tennessee.edu/

Office of the Provost: http://provost.utk.edu/

Hilltopics Student Handbook: http://dos.utk.edu/hilltopics/

Service-Learning Reading Resources

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Brown, D. M. (2001). Pulling It All Together: A Method for Developing Service-Learning and Community Partnerships Based in Critical Pedagogy. http://www.nationalserviceresources.org/files/r2087-pulling-it-together.pdf.

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