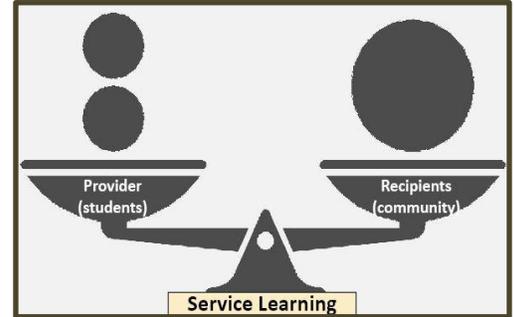


Community partners foster learning in a community setting by opening their doors to student service learners. As such, community partners are integral parts of service learning efforts. Partners can come from all parts of a community – businesses, non-profits, hospitals, schools, shelters, utility providers, tribes, government agencies and many more. Establishing and maintaining good relationships between faculty, students, and community partners is critical to success of all components and stages of service learning.

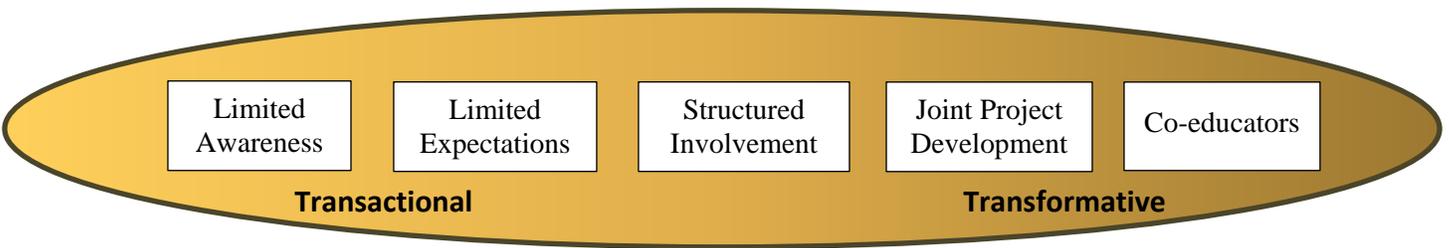
Establishing Relationships:

There is no one-size-fits-all approach to establishing and maintaining partnerships between the community and the university.

- Either the faculty member or community organization can propose a service learning project
- Each service learning experience has its own goals, needs, and challenges, which should be reflected in the design and type of partnership arrangements
- General Tips:
 - Brainstorm service learning project ideas and potential partners early
 - Be positive in how you approach organizations or faculty members:
 - Let the organization define their needs and wants
 - Remember that service learning is a two-way link where both the student and organization benefit
- Keep expectations realistic for a one or two semester time frame and student abilities



Partnerships fall on a spectrum between transactional and transformative. The more transformative the project is the more resources, time, skills, and commitment it generally requires.



Four Types of Service Learning Courses:

Discipline Based	Project or Problem Based	Capstone	Community Based Action Research
Students are engaged with an organization for an entire semester	Students act as “consultants” for specific projects	Upper-level students use experience/education to create a project or provide service	Community partners, faculty, & students create a research project to address community need



Developing the Relationship:

- Clearly state student expectations and the needs and constraints of both the organization and the academic faculty
- Agree upon student roles and logistics like funding, transportation or student scheduling
- Establish ground rules for communication, feedback, and participation
- Create plans to manage and mitigate risk, deal with potential problems, and address concerns
 - Ensure these plans and documents are compliant with regulations of both the university and organization as well as any applicable local, state or federal laws

Maintaining the Relationship:

- Communicate often and provide periodic feedback and “status checks” to both the faculty partner and the organization’s representative(s)
- Support each other: allow faculty to participate in the organization’s events and involve representatives from the organization in classroom activities
- Monitor the overall service learning activity’s progress and accomplishments
- Address problems early and take corrective action to ensure student progress and project success

After the Service Learning Experience:

- Communicate any successes, failures, or issues felt by faculty, students, or the partner during the service learning experience
- Be positive and constructive in your review: think about take-away lessons and ways that good experiences can be repeated or improved upon and challenges better addressed

Campus-Community Forum:

Each spring the University of Idaho and Washington State University co-sponsor the Campus-Community Forum. Alternating locations between the Moscow and Pullman communities, this event brings together faculty, staff, students and community partners from all over the Palouse region for collaboration, exploration and celebration.

- <https://www.webpages.uidaho.edu/cetl/>
- <https://cce.wsu.edu/events/campus-community-forum/>