



**Oregon State
University**

Oregon State University

Center for Civic Engagement

A Working Framework for Service-Learning and Community Engagement

Community Engagement Values and Principles:

- 1) **Reciprocity in Partnership:** Develop and cultivate collaborations with community partners for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity (Carnegie Foundation, 2012). Partnerships should honor the community partners' expertise and experience and involve community partners in the design, facilitation, and evaluation of service initiatives to the fullest extent possible to ensure the value and relevance of the work to the community. Participants should seek to do with rather than to do for or do to the community.
- 2) **Clarifying Expectations and Commitments:** Develop goals and outcomes based on the needs and preferences identified by community partners. Model accountability and the importance of honoring commitments made to community partners.
- 3) **Preparation:** Prepare for a community engagement initiative with the attitudes, skills, and knowledge needed to serve effectively and enter community mindfully and respectfully. Preparation should include issue-, community-, and identity-based education. Community partners should be provided opportunities to share content and contribute to context setting.
- 4) **Empathy and Respect for Diversity:** Model respect for diversity, broadly and inclusively defined, in all elements of the initiative. Actively challenge any biases, stereotypes, and assumptions regarding the community that is being worked with and include reflection on students' identity and relationship to the issue as part of the experience. Acknowledge and explore any differences in culture between the university and community as well as in identity, experience, and/or culture between participants in the program in an effort to increase learning and understanding of self and others.
- 5) **Safety and Wellbeing:** Anticipate and take steps to ensure the physical and emotional wellbeing and safety of all community engagement participants. Seek out and comply with any special safety concerns or liability requirements of the community partner and university.
- 6) **Reflection and Evaluation:** Intentionally incorporate opportunities for reflection before, during, and after community engagement, involve community partners in reflection whenever possible. Include opportunities to gather feedback from student participants and community partners to assess value and impact and inform future projects.
- 7) **Humility:** Engage with community with a listening and learning mind, heart, and attitude that is mindful of the community's needs, assets, and interests. View all community engagement as a valuable learning opportunity that expands understanding and compassion.

Values and principles were adapted from the Haas Center for Public Service at Stanford University.

Rubric for Assessing Service-Learning and Community Engagement Experiences

Curricular Alignment (Check One)

_____ Extracurricular

_____ Co-curricular

_____ Curricular

Duration (Check One)

_____ Single Day

_____ Multiple Days

_____ Month or Term

Locus of the Benefit	3 - The experience results in mutual and significant benefits to both the student and the community partner.	2 – There is somewhat of an imbalance in the benefits realized by the community and the student.	1 - Either the student or the community receives significant benefit, but benefits to the other are minimal or unclear.
Intentionality of Learning	3 – Learning outcomes are specific, directly connected to the community engagement experience, and achievement of learning is assessed.	2 – Learning outcomes are implied or vaguely stated and loosely connected to the community engagement experience.	1 – There are no explicit learning outcomes for the experience.
Student Engagement	3 –Student voice is evident throughout the identification and design of the service learning experience.	2 – Faculty member receives suggestions from students before identifying and designing the experience.	1 – The service learning experience is designed exclusively by the faculty member.
Student Learning/Relevancy	3 – The experience makes explicit connections on how the skills and knowledge gained are important in the context of the OSU program and the real world.	2 – The experience provides dialogue around the skills and knowledge gained from the student's involvement.	1 – There is no explicit mention of the relevance and importance of the skills and knowledge that will be gained from the experience.

Education, Orientation, and Skills Training	3 – The community partner is involved in providing training or orientation. Reflection, conversation, and/or training on the community context and mindful community entry are incorporated into the experience before community entry.	2 – Reflection, conversation, and/or training on the community context, social issue, and mindful community entry are incorporated into the experience.	1 - There is minimal to no issue education or discussion of community entry with students.
Reflection	3 – The experience incorporates reflection before, during, and after the community engagement that involves multiple modes and types of reflective activities (written, verbal, artistic, etc.).	2 – The experience incorporates one reflective activity.	1 – The experience does not include reflective components.
Utilization of Experiential Learning Approach	3 – Experience incorporates opportunities for a concrete experience, reflective observation, abstract conceptualization, and active experimentation.	2 – Some elements of experiential learning are evident.	1 – There is no explicit use of an experiential learning approach.
Community Partner Voice	3 – Community is an active partner in all phases of the service learning experience. The community-campus partnership is reciprocal and mutually beneficial.	2 - Community is engaged in either the selection, design, or evaluation of the service learning experience.	1 – There is no active engagement of the community in the service learning experience.
Program Orientation (charity vs. change)	3 – The program facilitates exploration of short-term relief efforts and long-term interventions that can produce social change as well as systemic inequities that may be related to or contribute to the societal issue.	2 – The program differentiates between short-term relief efforts and those that may produce long-term change through reflection, orientation, and/or training.	1 – The program is focused on addressing short-term relief efforts and symptoms of a societal issue and makes no differentiation between short-term efforts and long-term change.
Evaluation	3 – Comprehensive assessment of both student outcomes and community benefit.	2 – Some assessment of either student outcomes or community benefit.	1- No formal assessment of student outcomes or community benefit.