ST. OLAF ACADEMIC CIVIC ENGAGEMENT

Partnership Agreement Form

This form intends to clarify roles, responsibilities, expectations, and outcomes between community partners, faculty, and students that are associated with academic civic engagement (ACE) projects within a course. Ideally, faculty and community partner(s) work collaboratively to develop shared aims for the ACE project; then faculty relay expectations and project parameters to students in course materials (e.g., on the course syllabus, share this form, etc.). Please adapt this form to fit the needs of the stakeholders involved. Whenever possible, face-to-face meetings to discuss projects are recommended. Please contact Alyssa Melby, ACE Office, at melby1@stolaf.edu if you would like support or have additional questions.

General Information

Course Name: _____ Course #: _____

Faculty: _____Email: _____

Semester/Year:_____Today's Date: _____

# of enrolled students:_____   # of students with this CP: _____

Community Partner (CP): _____ Phone: _____

Community Partner (CP) Supervisor:_____

Street Address: _____City: _____ Zip: _____

Website: _____

Questions to Guide Your Initial Conversation:
- o What are the learning outcomes for the students in this course?

- o What are the community and/or organizational priorities and impact outcomes?

- o How could learning outcomes and community impact outcomes be best matched (direct service, capacity building, and/or advocacy)?

- o How does this project ensure mutual benefit and reciprocity?

- o Ultimately, what would success look like at the end of this course for all participants –students, CP, and faculty (deliverables, behavioral change, relationships, etc.)?

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Project Description

Choose **ONE** of the following project types that best meets your goals and describe in as much detail as possible the parameters of your ACE project utilizing the prompts on pages 2-3.

1. Direct Service Project

Direct service includes volunteering, intentional dialogue and relationship building among diverse participants, and internships. Direct service often entails contact time between students and the clients/participants/citizens of a CP.

Desired # of hours of service per student in semester (if applicable; include training):_____

Volunteer Tasks for Students:
Describe in detail the service opportunities available that students could realistically and successfully be expected to perform.

2. Indirect Service/Capacity Building Project

Indirect service or capacity building projects include community-based research and consulting for organizations. Indirect service or capacity building projects typically work to support community organizations and work primarily with organizational staff.

Desired final deliverable:

Checkpoints/deadlines throughout the semester:

Communication (frequency, method, etc.):

3. Advocacy and Community Organizing Project

Advocacy and community organizing projects may, but do not have to, work with a community partner to advance their mission. Advocacy and community organizing projects can include communicating with elected officials, participating in protests, organizing community meetings or feedback sessions, developing social entrepreneurship ideas, or creating creative placemaking and public art projects.

Desired final deliverable or culminating civic action:

Checkpoints/deadlines throughout the semester:

Communication (frequency, method, etc.):

Timeline of Project:
Please discuss academic calendar and CP calendar
Number of weeks during the term: _____
Start Date: _____   End Date: _____

Consider also including answers to the questions below in your project description:

- o How will constructive feedback be shared between faculty, CP, students, and ACE staff throughout the project? What are the best communication channels?

- o How will reflection be incorporated throughout the project for all participants (students, faculty, CP)? Who will facilitate it and how?

- o Student preparation: How will faculty, CP, and ACE staff help prepare students for this experience? What is imperative to reinforce so students engage critically and ethically in this work?

- o Assessment: How will the ACE project be assessed for success by faculty AND by CP?

- o Who will own the final deliverables or products (if applicable)? How will this be communicated to all involved? How and when will students receive credit for their work?

- o How do you plan to wrap up this project and discuss the future of the partnership?

- o How can the ACE office support your project (logistics, funding, etc.) and the goals of the project and partnership?

If using this form as a learning agreement/contract with students, please fill in student contact information below:

Student Name	Email	Telephone Number

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Roles and Expectations
Adapt as needed to the context of this ACE project

Community Partners
- Communicate with students and faculty throughout the term
- Provide student volunteers with space, materials, and information needed to perform ACE activities that are structured, well-planned, meaningful, and effective.
- Provide ongoing support and supervision, including any on-site training, background checks, and a single point of contact at the organization, that aids in the successful completion of the ACE project
- Give feedback on the project and partnership at the end of the term

Faculty
- Relay the mutually discussed expectations and intended learning outcomes for the ACE project to students
- Take primary responsibility for effectively preparing students for critical and ethical civic and community engagement, including introducing them to the cultural norms of the community partner
- Provide students with ongoing opportunities to process and reflect upon ACE experiences and its connection with course content.
- Plan a culminating event or final product (if applicable)
- Give feedback on the project and partnership at the end of the term

Students
- Complete the project to the best of their abilities within the agreed upon parameters and timeline
- Adhere to organizational rules and procedures, including confidentiality of organization
- Initiate contact with community partner to arrange for first meeting to discuss the project
- Operate with integrity and professionalism at all times; which includes being punctual, meeting deadlines and being open to supervision and feedback which will facilitate learning and personal growth
- Reflect upon and evaluate the ACE experience keeping in mind the objectives of all parties involved

ACE Office
- Serve as liaison between partner, faculty, and students
- Provide support and guidance for challenges that may arise
- Provide ACE orientation and reflection session (upon request)

_____   _____
Faculty Signature   Date

_____   _____
Community Partner Signature   Date

_____   _____
ACE Staff Signature   Date

_____   _____
Student Signature(s)   Date