Best practices for pre-project planning process (example using fall semester, service-learning courses)

Based on Fall Semester:

March       Instructor and service-learning staff meet to discuss fall course syllabus and project.

March to April  Service-learning staff contacts up to five appropriate potential partners, based on expressed partner needs, to gauge interest and compatibility with course learning objectives.

April       Schedule May appointments with up to five partners, the instructor, and service-learning staff to discuss potential collaboration.

May        Instructors and a representative from the Office of Service-Learning, meet with community partners. At this meeting, instructor provides a copy of the course description, contact information, syllabus, and the expectations form (Stakeholder Expectations below). Partners have an opportunity to ask questions and give feedback.

May to June  Instructor meets with service-learning staff member. Partners are selected and all are notified with a decision; contact information is reiterated in this communication. Best practice is for partners to have a cell number for the instructor in case of emergency, as well as contact information for the Office of Service-Learning and/or a service-learning scholar or intern if applicable. A communication plan is communicated, including who will contact whom, frequency, and method (email, phone, etc.). Instructor files necessary paperwork with university, i.e. HSIRB application, etc. when required

June to July  Instructor finalizes class calendar/schedule and shares with community partner for feedback. This includes information about what dates partners will be asked to make classroom visits, if any, and deadlines.

September 1   Instructor emails partner to confirm dates, etc.