

How Mellon, the CLS, & Dean's Office Can Help

Susan Sanning, Associate Dean and Director of Service & Social Innovation

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- Navigate Mellon funding criteria & proposal process
- Help you identify community partners relevant to your interests
- Help you identify the capacity of local organizations
- Liaise with partner organizations
- Organize transportation and other logistics
- Provide assessment and project management tools/resources

Associate Dean of the College

- Advise and facilitate scheduling and housing arrangements for out of town guests
- Help you navigate non-Mellon funding resources
- Liaise with academic offices on campus
- Get the word out about your community-based course

EXPLORE

3 MONTHS TO 1 YEAR
IN ADVANCE

potential community-based learning opportunities: modalities, learning goals & potential partners

Explore the purpose of adding a community component: what depth or dimension could a partnership bring?

Explore what kinds of partnerships would be beneficial: community speakers, community as lab, field trips, observation, etc.

Identify key constituents with whom to talk about resources (Assoc. Deans & Fellow could be key resources)

Sketch out potential learning goals, course structure, and community partners and seek informal approval from dept

DESIGN

3 MONTHS TO 1 YEAR
IN ADVANCE

course structure, community partner experience & expectations, funding

Identify any needed funding sources (on campus, grants, partnerships, etc.) (Assoc. Deans & Fellow can help)

Outline course structure or possible syllabus

Submit new course/course change paperwork if necessary

Confirm community partners and clarify partnership expectations logistics (Associate Deans & Fellow can help)

FORMALIZE

NO LATER THAN 1 MONTH
PRIOR TO START
OF COURSE

expectations, timeline & logistics

Formalize partnership expectations through an MOU (Fellow can help)

Finalize funding sources and accounting responsibilities (Assoc. Deans & Fellow can help)

Finalize logistics (Assoc. Deans & Fellow can help)

Continue to edit syllabus, as needed

IMPLEMENT

SEMESTER
OF COURSE

community based learning course's experience(s)

Teach course-implement community based learning experience (Fellow can help coordinate partnership & logistics)

ASSESS TRANSITION SUSTAIN

END OF
COURSE

provide resources for student & partner reflection/feedback; plan for any needed changes or curricular/co-curricular needs related to transitions and/or sustainability of project

Provide avenue for assessment (Fellow can assist with evaluation tools)

Create plan to transition project to another semester, sustain the current project, and/or make other appropriate changes (Associate Deans & Fellow can help)

1.

2.

3.

4.

CEL Course Development Guide



Grinnell College

Course Models

Based on the courses that we have already developed using these values, we can frame out a (non-exhaustive) set of models that faculty members and community partners could pursue together:

Site-Based Learning - Classes connect with organizations that may shed community-engaged light on course content. In some cases, these are single trips, while in other cases, the interaction can span several weeks.

Community Experts - Classes may incorporate local experience or expertise into a course. These interactions can be short-term or can involve a more substantial part of the course.

Course-Embedded Community Research and Community-Based Projects - Classes conduct research for or use data offered by local organizations in order to answer questions of mutual interest. Courses must balance needs of community partner and learning objectives for the students, offering invaluable opportunities for the partner and the students to collaboratively address pressing problems facing our community. While many of these projects are traditional classroom courses, they can also be conducted as faculty- and community-mentored student research projects.

Sustainable Collaboration

One of the challenges that we have discussed with our community partners is that our community's needs do not end when the Grinnell semester comes to a close. To address this issue we will provide support for students who (with the consent and support of faculty and community partners) wish to continue a project developed in a community-engaged course through an internship or research project. Grinnell's strong record of undergraduate summer research, internships, and service-learning work-study projects has built an infrastructure on campus for this work.

As we assess both the courses and the follow-up projects, we will help faculty, staff, students, and community partners reflect on how humanistic fields help us address community issues. These possibilities will enable us to offer more sustainable collaborations for community partners that also deepen our students' humanistic engagement in and beyond the City of Grinnell and strengthen the College's ties to our community.

Connect With Us

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