Community-Based (Service) Learning
Faculty Handbook

2021-2022

Contents

Community Engagement Contacts

Valera Hall 280
(818) 677-7395 (Office)
communityengagement@csun.edu (Office)

Julia Heinen, D.M.A. Interim Director of Community Engagement	julia.heinen@csun.edu
Pamela Palacios Community Engagement Analyst	pamela.palacios@csun.edu

Risk Management https://www.csun.edu/risk	**S4 Database** https://app.calstates4.com/csun
Risk Management Emails: Lisa.Telles@csun.edu; Cyndi.Paull@csun.edu	**Community Engagement Canvas Site** https://canvas.csun.edu/courses/57583

Introduction to Community-Based (Service) Learning

What is Community-Based (Service) Learning ?

There are many definitions of Community-Based (Service) Learning in the literature, each one with common elements that define how service is conducted in conjunction with course content. Course content/concepts, Community-Based (Service) Learning projects, and student reflection. The Office of Community Engagement at California State University, Northridge adopted the below definition in 2012.

Community-Based (Service) Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Faculty choose a limited number of meaningful partnerships with the goal of providing students with different, but consistent off-campus learning experiences. Through community-based learning, students-from kindergartners to college students-use what they learn in the classroom to solve real-life problems. They not only learn the practical applications of their studies, they become actively contributing citizens and community members through the service they perform.

Key Elements of Community-Based (Service) Learning:

- Community-Based (Service) Learning links service to the community through academic study.
- Community-Based (Service) Learning requires structured reflection of community work, which is integrated into the course work.
- Community-Based (Service) Learning emphasizes working with organizations and individuals to address needs defined by the community.
- Community-Based (Service) Learning includes civic responsibility, collaboration with the community, directed reflection, and integrating critical thinking into a course.
- Community-Based (Service) Learning results in clarification of career objectives and acquisition of work-related skills.
- Community-Based (Service) Learning provides students with an excellent avenue to promote personal and professional growth.

Students involved in Community-Based (Service) Learning are expected to make observations and work with the community in a manner that incorporates academic theories in order to

achieve course-specific learning objectives.

Introduction to Community-Based (Service) Learning

Benefits of Community-Based (Service) Learning

Student Benefits:

Community-Based (Service) Learning is a High Impact Practice (HIP) that helps to…
- Makes learning relevant
- Personalizes your educational experience
- Provides experience in the local communities to enhance learning
- Increases understanding of the four facets of community: justice, compassion, diversity and social responsibility
- Provides an understanding of the economic, political, and cultural structures of society and the impact these structures have on individuals, as well as specific groups
- Allows the opportunity to learn from individuals who are different from and similar to you in age, class, gender, educational level, physical ability, sexual orientation, and life experiences
- Encourages active participation in the community
- Develops social responsibility and leadership skills
- Influences decisions regarding major career options

Community Benefits:

Community-Based (Service) Learning helps to…
- Provide access to knowledge and skills of university students
- Provide access to academic expertise
- Promotion of organizational sustainability
- Gaining new perspectives on programs and services
- Building a responsive work-forced community

Getting Started

Selecting a Community Based Organization (CBO)

CSUN's Office of Community Engagement believes that Community-Based (Service) Learning and engaged community projects should be what Caryn McTighe Musil calls "reciprocal" or "generative": they should be grounded in methodologies and theories that reflect the needs, interests, and desired outcomes of all community agents: faculty, community partners, and students alike (see "Educating for Citizenship" in the appendices or on Canvas).

As you begin to develop your project, please identify or work with us to identify a small handful of community partners that have a strong history of collaborating with CSUN and a partnership agreement on file with the office of Purchasing and Contracts. You can find a list of these community organizations in the S4 Database. We recommend no more than three community partners per class, depending on your class needs. It is up to you to decide if it is pedagogically appropriate to allow students to make substitutions, they can be made (with your consent) and an approved partnership agreement with CSUN's Office of Community Engagement.

Step One:
Things to consider when selecting your Community-Based (Service) Learning Site…
- What are the pedagogical and intellectual needs of your project?
- What is your most appropriate setting for your students (i.e. one-on-one, small groups, etc.)?
- What do you want your students to learn from their Community-Based (Service) Learning experience (i.e. new skills, job experience, etc.)?
- What populations do you most want to serve through your project (i.e. school-age children, elderly, etc.)?
- How much time should you and your students reasonably give each week?
- Does the community organization have business hours that are compatible with your schedule?
- Do you have site options that offer adequate and reliable transportation to the community organization's site?

Step Two:
Confirm that your Learning Sites have an up-to-date partnership with CSUN. Then:
- Call and/or email the site and talk to the appropriate representative (Volunteer Coordinator, Executive Director, etc.) about your proposed project, the approximate number of students, and the timeline for completion.
- Ask the site what needs they have and how your proposed project might help them meet these needs.
- Design a work plan accordingly.
- Working with your Student Service Scholar, input this information into the S4 Database.

Getting Started

How to Designate Your Community-Based (Service) Learning Course in SOLAR

All faculty who wish to list their courses as Community-Based (Service) Learning in SOLAR and use the S4 Database must follow the following steps:

- Email your College SOLAR Coordinator using this list:
    - AMC (26): Rachel Valiensi, Rachel.Valiensi@csun.edu
    - CJS Larry Oconnor larry.oconnor@csun.edu
    - CSBS Justine Cramsy justine.cramsey@csun.edu
    - DNCBE (42) Varissa Rhoads carissa.rhoads@csun.edu
    - ECS (52) Alex Head alexander.head@csun.edu
    - EDU (50) Maria King maria.king@csun.edu
    - HHD (92) Arpine Khachheryan arpine.khachheryan@csun.edu
    - HUM (47) Evelyn S. Garcia evelyn.s.garcia@csun.edu
    - PSYCH Leta Chow leta.chow@csun.edu
    - SBS (31) Justine Cramsey justine.cramsey@csun.edu
    - SCM (76) Sonia Martinez migdonia.martinez@csun.edu

- In that email, request that your course receive a "Community-Based (Service) Learning" designation. Please provide your College SOLAR Coordinator with the following information:
    - Term:
    - Instructor Name:
    - Subject/Class Number & Section (example: KIN 478, Sec 2):
    - 5 Digit Class Number (ex. 13527):

The following note will be attached to your course in the class listing once it has been identified as Community-Based (Service) Learning:

Class Note:
9925 – Service hours in the community are attached to the course content. Your instructor will provide hands-on experiences that will tie theory and practice to help the community.

To view a list of courses identified as Community-Based (Service) Learning, please use CSUN Class Search, found on the portal at http://www.csun.edu/class-search, and select the additional category of "Community-Based (Service) Learning."

Once your course has been given the Community-Based (Service) Learning designation, you and your students will be given access to the **S4 Database** where they can complete their Community-Based (Service) Learning risk management forms. **See page 9 for more on these forms**. https://app.calstates4.com/csun

Choosing a Student Scholar

WHAT IS THE GOAL OF THE STUDENT SCHOLARS PROGRAM?
Scholars in the CBL Student Scholars Program contribute to CSUN's mission to cultivate civic responsibility amongst students by assisting Community-Based (Service) Learning professors and leading Community-Based (Service) Learning students. While each student scholar experience is different, the goal of the program is to ensure that Student Scholars can enhance their professional development and leadership potential while gaining community based research and project coordination skills.

WHO ARE STUDENT SCHOLARS?
Student Scholars are selected by professors to serve as the student leaders of a Community-Based (Service) Learning class and receive a scholarship grant for their leadership duties. Student Scholars are chosen by their professors for showing leadership potential, an interest in civic engagement, and strong research and organizational skills.

WHAT ARE THE STUDENT SCHOLAR REQUIREMENTS/QUALIFICATIONS?
Each Community-Based (Service) Learning professor has their own set of qualifications and required hours of availability. Student Scholars are typically asked to be able to commit up to 20 hours of assistance for their Community-Based (Service) Learning professor per semester. The Office of Community Engagement requires that all Student Scholars:
- Are **enrolled at CSUN** during the academic year they serve, **but are not enrolled in a Community-Based (Service) Learning class during the semester when they are acting as Student Scholars**
- Attend the CBL Student Scholar Training and Orientation in the beginning of the semester
- Work closely with their professor and complete the assigned tasks by the mutually agreed deadlines
- Sign a Student Scholarship Disbursement form to allow CSUN to process payment to their student accounts, which is disbursed at the end of the year.

WHAT ARE *NOT* STUDENT SCHOLAR RESPONSIBILITIES?
Student Scholars are not to serve as Academic Student Employees (Teaching Associates, Graduate Assistants, and Instructional Student Assistants) and cannot participate in grading, lesson planning, teaching lessons, etc.

WHAT ARE THE RESPONSIBILITIES OF A STUDENT SCHOLAR?
The responsibilities of Student Scholars vary depending on the Community-Based (Service) Learning professor's project needs and goals. These duties may include, but are not limited to:
- *Managing the S4 Service Learning Database:*
  - Tracking student placements and form submissions
  - Assisting students in utilizing the database and getting their sites approved
- *Completing Research and Reflection projects*
  - Collecting data and critical literature for professor's class reflection pieces

- ○ Tracking data to be used for the online Year End Report on behalf of the Community Based Learning class
- ● *Leading student projects*
  - ○ Serving as liaison between the class and their community partner
  - ○ Event coordinating and planning
- ● *Collaborate with and Support the Office of Community Engagement*
  - ○ Complete Community Engagement assessment surveys
  - ○ Participate in the mid-semester networking meeting
  - ○ Collaborate with other Student Scholars on presentation/roundtable discussions on Community-Based (Service) Learning and/ or their project (once either in Fall or Spring Semester)

Attending an Orientation

FACULTY BEST PRACTICE TIP: Your students should attend a site orientation in advance of beginning their service; we encourage you to do the same, so that you are familiar with how the site supports their volunteers:

Attend an In-person or Phone Learning Site Orientation with the Community Based Organization (CBO)

This must be completed on or before your first day participating at the organization

Prepare by:
- Making sure to have your course syllabus and any details you have about the Community-Based (Service) Learning assignment. Sharing this with your learning site supervisor will insure all persons **have a clear understanding of the learning outcomes defined by the course instructor.**
- Knowing what days and times you are available to complete your Community-Based (Service) Learning assignment.

Things You Can Expect to Be Covered at Site Orientation Include:

- The mission of the organization
- Minimum daily, weekly, or monthly time commitments they may require.
- Who will be your site supervisor
- How can you contact your site supervisor
- The procedures for checking in at the learning site
- Who will sign your daily timesheet
- If TB test or background checks are required
- What type(s) of work you will be doing while at the community organization to achieve the learning outcomes defined by the course instructor
- Any training the community organization requires
- Are they willing to fill out a Supervisor Evaluation of the Student Form
- The organization's privacy rights
- Any risk associated with the site

Risk Identification
To ensure your safety while learning off campus please make sure to…

- Pay attention to all safety issues
- Identify emergency exits
- Locate fire extinguishers
- Identify obvious damage to floors, walls, or ceilings that might create a risk
- Discuss if you will ever work unsupervised with the organization's clients
- Take a tour of the site
- Find out where to park

Possible Additional Organizational Requirements

Background Checks (Not Required By All CBO's)

Background checks (which may include fingerprinting) are often required for Community-Based (Service) Learning students who come into contact with protected classes of people, such as children, persons with disabilities, and persons living in assisted living facilities. The decision of a learning site to require a background check depends on the learning site's interpretation of the laws or regulations that govern it. As such, the decision to request a background check from Community-Based (Service) Learning students falls under the organization's responsibilities. The university plays no role in this decision.

Federal and state laws and regulations governing background checks are very strict regarding the privacy of the person being reviewed. Most laws allow only the entity requesting the background check to have access to the results. Consequently, because the university is not responsible for requesting the background check, **no faculty or staff member will ever be given the specific results of a student's background check.** All learning sites are under strict guidelines to keep background check information private, and can have their licenses revoked if they violate this right of privacy. This means that if a student takes two separate Community-Based (Service) Learning courses, each requiring a background check, they will need to submit to two background checks so that the results can be sent separately to both locations. This holds true even if both Community-Based (Service) Learning courses are taken in the same semester.

Although it is the sole responsibility of the learning site to determine whether a background check is necessary, that does not mean that the learning site is always responsible for paying for the process. **If the learning site cannot cover the cost of the background check, then this responsibility falls to the student, not the university.**

TB Tests (Not Required by all Learning Sites)

Students who will be working with minors or the elderly are often required to obtain a current TB Test before they begin their Community-Based (Service) Learning assignment. This test can be obtained from the

Klotz Student Health Center at a cost of $5.00. The Office of Community Engagement will provide a limited number of vouchers to cover the cost of Community-Based (Service) Learning Student's TB Tests.

Please pick up your voucher in the Office of Community Engagement (Valera Hall 280 - check with us for deadlines each semester). Please be prepared to fill out a form with the following information:
- Your name as it appears on your official CSUN records
- Your 9-digit CSUN Student ID
- The course title, number, and CSUN professor for which you are completing a Community-Based (Service) Learning Assignment
- Name of the Learning Site you have selected to complete your Community-Based (Service) Learning Assignment

- Arrange an appointment at the Klotz Student Health Center for a test and follow- up reading (48-72 hours after the test is administered)
- Go online to schedule an appointment or call at (818) 677-3666
- Schedule your test for Monday, Tuesday, Wednesday, or Friday; as you will need to go back in 2-3 days to have it "read" by the nurse
- If you do not go back for a reading within 48-72 hour time frame, you will need to arrange another appointment and start the process from the beginning; and you will be responsible for paying the $5.00 fee
- You will receive documentation of your clearance upon completion of the test reading
- You should retain your TB test document for your records and provide a copy for the community agency for which you are serving
- NO TESTS WILL BE PROVIDED ON THURSDAYS!

Once you have the voucher you can then make an appointment for your test in the KLOTZ Health Center.

For more information visit:
https://mycsun.box.com/v/tbtestinfo

Privacy and Risk Management Overview

Privacy and Photo Releases

Before taking videos or photos at your learning site please ask your subjects to sign a CSUN Video/Photo Release form. This form can be found at:
http://www.csun.edu/sites/default/files/visual_audio_image_release_form.pdf

Risk Management and Student Forms

All required forms are to be submitted online and are available in the S4 Service Learning Database. Faculty and students must be logged in to access all forms.

- **Student Service Learning Plan** *(SLP)*
  Due **prior** to reporting to the organization's site. **STUDENTS CANNOT ATTEND THE SITE PRIOR TO COMPLETING THIS FORM.**

- **Student Timelog**
  To be completed by the student prior to the request for approval of service hours by the faculty or site supervisor.

  Optional Forms:
  - **Pre-service Learning Evaluation**
  - **Post-service Learning Evaluation**
  - **Site Supervisor Evaluation of Student**

Risk Management Requirements

Student Service Learning Plan *(SLP)*

- Students are required by campus Risk Management to **submit this form prior to reporting to the organization's site**.

- The Student Service Learning Plan is a mandatory agreement that serves as a contract between the university and the service learning student. It is a document of informed consent that demonstrates student's awareness of the potential risks and behavior expectations at the learning site.

- Students must submit a separate agreement for each leaning site they plan to work with.

- Students who participate in a CBL assignment without submitting a Student Service Learning Plan & Agreement <u>are not</u> covered under the <u>SAFECLIP campus insurance program</u> and can be held liable for any damages incurred at the learning site.

  *On July 1, 2007, a new insurance policy was put in force to cover "professional and personal/general liability" of enrolled students performing community service or volunteer work for academic credit, and students enrolled in radio, television or film credential programs. This policy protects the student, the university and the community partners at a very low cost /year per student affected. Executive Order 1012 was issued to authorize the campus presidents to establish a SAFECLIP fee.

- Minors must also fill out a hard copy of this form, which can be obtained from the Office of Community Engagement. This physical copy must be filled out and signed by both the student and their parent/guardian.

- **Accessing the Student Service Learning Plan:** Only students enrolled in a Service Learning course have access to log into the database. After students log into the database with their CSUN credentials, students must place themselves with a site in order to be prompted to fill out the Student Service Learning Plan. *See S4 Service Learning Database Guide*

Student Timelog

How to View Timelog Data for your Course - <u>How to View Timelog Data for your Course</u>
- Log into your S4 dashboard and click "Manage Courses"
- Select the course you would like to review timelogs for. Press "View course"
- Select "Timelogs" from the menu once you are redirected to the course information page.
- This page displays every time entry that has been submitted by every student. You can filter the entries by first name, last name, date/time, hours completes, or submission status.

How to Run a Report on Student Timelogs - <u>How to Run a Report on Student Timelogs</u>
- Log into your S4 dashboard and click "Manage Courses"
- Select the course you would like to review timelogs for. Press "View course"
- Select "Student Report" from the menu once you are redirected to the course information

page.
- This report will show timelog data by individual students. It compares the expected hours versus the actual hours entered on the timelog. You can sort this report by first or last name.

You may wish to send an email to certain students based on this report. For example, you can send an email to students who have not entered any timelog data to remind them to enter information. [How to Send an Email from the Student Report](#)

- Check the boxes next to the names of students you want to email. Then, select "send email."
- Edit the fields for the email. You can change the sender's name, email address, etc. You must also select the field for the recipient's name and email that it will be sent to.
- Press next. On the next screen, you will be able to review the email template. Make any final changes, then press send.
- The email has been sent and you will be redirected back to the student report.

Pre-Service Learning Evaluation & Post-Service Learning Evaluation

The Pre-Service Learning Evaluations and Post-Service Learning Evaluations are designed to measure students' **inclination** and **participation** in Community-Based (Service) Learning classes and the likeliness of students to participate as active members in their community. These evaluations also improve and enhance the Community-Based (Service) Learning experience for future CSUN students. Both evaluations are required at the discretion of the professor.

Pre-Surveys are available across the first 8 weeks of the semester.

Post-Surveys are available across the last 8 weeks of the semester.

- These evaluations are meant to measure experiences **before** and **after** volunteering.

Evaluations are to be submitted through the Service Learning Database.

Risk Management Optional Documents

Site Supervisor's Evaluation of the Student

This form, which is required at the discretion of the professor, is meant to provide site supervisors with the chance to evaluate student performance. The Learning Site Supervisor Evaluation can be found on Community Engagement's website here:

- Students may be given an evaluation form by their professor or the community organization.
- Completed evaluations should be turned in using the Service Learning Database.
- Please note students must log into the database using their CSUN credentials before viewing or submitting these forms.

Tips for a Successful Community-Based (Service) Learning Experience

FACULTY BEST PRACTICE: Include this language on your syllabus or Canvas to help support students! In particular, help students avoid the dreaded "SAVIOR COMPLEX" (see last bullet here).

The following tips are meant to help ensure students have the best experience possible.
If after reading these tips you need any further assistance, please contact The Office of Community Engagement at 818-677-7395.

- **Don't delay. Get started early!** Some community organizations only accept a few students at a time, so it is best not to procrastinate. An early start also allows plenty of time to complete the hours and class assignments related to your community engagement experience.
- **Be flexible!** One aspect of Community-Based (Service) Learning is working with people, but there are many areas and opportunities for learning.
- Communicate effectively with the community organization's staff. They are there to support you and to help you create a positive experience. Sharing the course syllabus with a site supervisor will help to guide your experience toward your learning objectives.
- Participate in classroom discussions regarding your Community-Based (Service) Learning experiences; share your thoughts and experiences with others. This will help you deal with new situations that may arise and will provide insight as to how others might handle similar situations.
- Learn about the community and the people in it before making assumptions. You may come from a very different community than the one you will become part of through your Community-Based (Service) Learning assignment.
- Make an effort to learn about existing strengths and needs of the community you are serving.
- Learn about the history of your chosen community organization. Understanding the agency's purpose and goals will help you to better serve the organization.
- Be open to form other viewpoints. Observe and respect cultural differences; this includes differences in language, expectations, and values.
- Critically think about the purpose of your Community-Based (Service) Learning assignment and actively work toward meeting the community organization's needs while understanding the relevance within your own area of study.
- Pay attention to how you practice power. Learn and serve **WITH** the people at the community organization. We are reaching our hands out, not down.
- Try to attend the site, at least for the first few times, with a class partner; use the buddy system when possible.
- Keep your automobile a non-attraction. Do not leave items visible in the car's interior. Place valuable articles in the trunk prior to arrival at the learning site.
- If you take the bus, be sure to know the route and cost of bus fare.

- In case of a breakdown or a mix up with transportation, carry enough money for an alternate ride home.
- Develop a community safety net of resources in your learning site area.
- Get to know your learning site supervisor at the learning site.
- Familiarize yourself with people, places and things in the area that can be of assistance in times of emergency (e.g. know the location of phones, 24-hour stores, police station, etc.).
- Give the phone number of the agency where you'll be serving to a roommate, friend, or relative before leaving for your learning site.
- Use common sense and conduct yourself in a professional manner at all times.
- Every learning site has its own rules, policies, procedures, protocol and expectations for which you are responsible. Familiarize yourself with the workings of the learning site. This will contribute to both your success and your safety.

Prohibited Actions in Community-Based (Service) Learning

It is prohibited to:
- Report to your learning site under the influence of drugs or alcohol.
- Give or loan a client money or other personal belongings.
- Make promises or commitments to a client that you cannot keep.
- Give a client or community organization representative a ride in a personal vehicle.
- Use your personal vehicle to provide services for your organization.
- Tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative.
- Tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of her/his age, race, gender, sexual orientation, ability or ethnicity.
- Engage in any type of business with clients during the term of your Community-Based (Service) Learning assignment.
- Enter into personal relationships with a client or community organization representative during the term of your Community-Based (Service) Learning assignment.

It is imperative to:
- **KNOW that you can request an alternative learning site if you are not comfortable with your current learning site. Contact your faculty member immediately if you are in this situation.**

Creating Closure at the Learning Site

How can you best prepare yourself and individuals you have been working with for your students' departure? Through Community Engagement, students experience the frustrations and difficulties as well as the successes and hopes of working with different populations on a short-term (semester long) basis. Closure signifies the ending of an experience, and will involve a period of time meant to effectively prepare participants for the conclusion of a community engagement partnership.

- **Give an Advanced Notice of Two to Three Weeks Before your Service Ends:** In anticipation of final visits to the learning site, you should inform the learning site supervisor and those with whom you have worked, the number of weeks left of your commitment. This way, the learning site supervisor will be alerted to the loss of assistance and the persons being served will have the opportunity to emotionally prepare for and express "Goodbyes."
- **Plan a "Ceremony" for your Final Session:** Plan a gathering with drinks and snacks. This may be a time for acknowledgment, sharing accomplishments, providing certificates and awards, taking and sharing photographs or creating a bulletin board, photo album, or another memento to reflect on the experience.
- **Write Letters:** Write a letter to the learning site and/or the person you served sharing how the experience changed you, what you learned, and the lasting impact the service has had on you. If you would like to continue communication after the semester, invite the individual(s) you worked with to write back.
- **Give Small Gifts as Remembrances:** Make a DVD of music both parties like, take a Polaroid camera to the last Community-Based (Service) Learning visit and take pictures of each other to exchange, give a book (one that you have read together or one that you think the person might enjoy). Please don't spend large amounts of money on gifts.
- **Behaviors to Avoid When Saying "Goodbye":** Emotions may surface for you and the people you have been working with. It is likely that the people with whom you have worked have experienced losses and it is never an enjoyable part of a partnership. However, leaving a partnership without saying goodbye will leave both you and the other person feeling unsettled and abandoned. Be aware that you may become "romanticized" and may be inspired to make promises to perpetuate that feeling of goodwill. However, you must **BE HONEST** about ending the experience. Your time commitment is finished, and it is appropriate for you to say goodbye. Do not make promises that cannot be kept.

CSU Sexual Harassment Policies

The California State University Chancellor's Executive Order No. 345 requires each campus of The California State University to maintain a working and learning environment free from sexual harassment for its students, employees, and those who apply for student or employee status. The following federal and state statutes prohibit sexual harassment as a form of sex discrimination:

Title VII of the Civil Rights Act of 1964 (as amended) – Title IX of the Education Amendments Act of 1972; Government Code Section 12940; and the California Education Code, Section 200 et seq.

Responsibility – All members of the university community are responsible for ensuring that their conduct does not sexually harass any other member of the university community. This same responsibility extends to employees of third parties doing business with the University and to campus visitors. University administrators and supervisors have the further responsibility of preventing and eliminating sexual harassment within the areas they oversee. If administrators or supervisors know sexual harassment is occurring, receive a complaint of sexual harassment, or obtain information indicating possible sexual harassment, they must take immediate steps to ensure the matter is addressed, even if the issue or alleged problem is not within their assigned area of responsibility.

Faculty, staff, and students are expected to inform an appropriate administrator (i.e., deans or vice presidents) or other university officer (i.e., director of Human Resources) if they have reason to believe sexual harassment is occurring. Program administrators and department heads/chairs are responsible for taking appropriate steps to disseminate this policy statement to students and employees in their respective areas. All faculty, staff, and administrators will be held accountable for compliance with this.

Definition of Sexual Harassment – Sexual harassment is defined by the Equal Employment Opportunity Commission as follows: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or academic advancement
- Submission to or rejection of such conduct by an individual is used as a basis for affecting an individual's employment or academic standing
- Such conduct has the purpose or effect of unreasonably interfering with a person's work or academic performance or creating an intimidating, hostile, or offensive work, learning, or social environment

CSU Sexual Harassment Policies

<u>Types of Sexual Harassment</u>

- Verbal or physical contact with the intention of sexual relations may be quid pro quo (i.e., "in exchange" for favors such as promotions, employment perks, better grades etc.). The power of the person in authority (employer, supervisor, professor, etc.) to sexually harass increases in direct Correlation to lack of organization of the potential victim group – i.e., women laborers in the informal sector, temporary workers, students, women in institutions for the mentally/physically handicapped etc. are most vulnerable.
- Sexual harassment by colleagues
- Sexual harassment by clients – particularly in professions where women's role is "sexually packaged" – such as airhostesses, workers in beer bars, etc.
- Sexual objectification of an individual though sexual relation not intended (harassment on the road etc.). This can also include negative comments like "you're fat/ ugly" etc. • Hostile, anti-woman environment (pornography in public places, foul language etc.). This may not be directed at any woman employee in particular, but the effect on women is one of discomfort.

Faculty Pedagogical and Research Strategies

Best Pedagogical & Research-Based Practices: A Checklist

Below, find a brief checklist of best pedagogical and research practices for designing and implementing a Community-Based (Service) Learning course. Please consult our Canvas page for more materials related to Community-Based (Service) Learning readings, sample syllabi and assignments, and other materials.

On your syllabus:

- Designate your class a "Community-Based (Service) Learning" in SOLAR **(see page 5)**
- Include relevant Student Learning Outcomes related to Community-Based (Service) Learning
- Include a definition of Community-Based (Service) Learning, tailored to your class
- Include a description of why you are incorporating Community-Based (Service) Learning into your course, including expected hours required (we suggest a minimum of 15-20 hours, taking place over at least 5 weeks of the semester)
- Include contact information and brief descriptions for your service site(s)
- Build in deadlines surrounding required risk management forms (you may wish to assign points or extra credit)

Assignments:

- Factor Community-Based (Service) Learning participation into your grade calculations (if appropriate)
- Build in reflection essays
- Create a public-facing assignment (PPT or Poster presentation, Symposium submission)

For your research:

If you want to write an article or perform other related research surrounding your engaged or Community-Based (Service) Learning work, be sure to:
- Require pre- and post-service surveys (build these deadlines into your syllabus)
- Complete all required IRB (Institutional Review Board) forms: https://www.csun.edu/research-graduate-studies/research-sponsored-programs/irbhumansubjects-research

For more information, visit our OCE Canvas Page.

Faculty Community-Based (Service) Learning Checklist

Community-Based (Service) Learning Logistics: A Checklist

For all Community-Based (Service) Learning and engaged faculty:

- Choose an approved community partner/create a community partnership
- Designate your class a "Community-Based (Service) Learning" in SOLAR **(see page 5)**
- If you have funding, choose a student scholar **(see page 6)**
- Use the S4 Database for all required risk management protocols **(see pages 10-14)**
- Complete the "Best Pedagogical and Research-Based Practices Checklist" **(see page 21)**

For faculty with OCE grant funding: 5
If you want to write an article or perform other related research surrounding your engaged or Community-Based (Service) Learning work, be sure to:

- Attend the Office of Community Engagement Faculty Institute
- Choose an approved community partner by August 1 (fall semester) and/or January 7 (spring semester) [non-approved partners take an average of 3 months to receive approval; keep this in mind if you would like to create a new partnership)
- Create a final budget by August 1 (fall semester) and/or January 7 (spring semester)
- Designate a Student Scholar by August 1 (fall semester) and/or January 7 (spring semester)
- Student Scholars must attend a training session in week zero for each respective semester
- Faculty members must attend an Office of Community Engagement reflection session at the end of the semester their course is taught
- Use the S4 Database and have students submit all required risk management forms
- By mid-March, Nominate at least one student or small group (3-5 student max) representative (and no more than TWO representatives/groups) for the annual Research and Service Symposium, to take place in April
- Provide an online year-end report by late May

Share Your Experiences

The Office of Community Engagement would like to hear about your Community-Based (Service) Learning project. Help us showcase the difference CSUN students are making in the community every semester by sharing your photos, videos and reflections through the service learning database or send them to communityengagement@csun.edu.

Before taking videos or photos at your learning site please ask your subjects to sign a CSUN Video/Photo Release form. This form can be found at:
http://www.csun.edu/sites/default/files/visual_audio_image_release_form.pdf

Stay Connected

Like us on Facebook to stay up to date with Community Engagement events and connected with community organizations. You can also keep an eye out for social media contests which will run throughout the semester on our Facebook page. When posting about your Community-Based (Service) Learning experience or anything related to community engagement, feel free to tag us and use **#csunservice** or **#csunce.**