

## Application for a Service-Learning Assistant (SLA)

1. *Your Name:* \_\_\_\_\_

2. *Course:* \_\_\_\_\_ *Meeting day(s)/time:* \_\_\_\_\_ *Location:* \_\_\_\_\_

*Expected number of students:* \_\_\_\_\_ *Expected number of community partners:* \_\_\_\_\_

3. *Why are you requesting an SLA? Please briefly describe:*

- *The main activities you would assign to an SLA; how an SLA would improve your course*
- *What, if any, other assistance (in the form of a staff or student coordinator) you have had in the past*
- *Whether you will be receiving any other assistance this semester*

4. *SLA applicants are informed that exact job duties will depend on the course assignment, but may include any of the following items. Please indicate how many hours of work you can **confidently** provide by estimating how many hours you would use an SLA for any of these tasks, plus any additional tasks that occur to you.*

	Estimated hours/ semester
<b>Identify and develop appropriate community partnerships (service placements)</b>	
Confirm relationships with existing community partners and research new community organizations as necessary to identify sufficient student placements. Visit potential placement sites. Evaluate partnerships at the end of the semester. (suggestion: 3-4 hours per partner)	
Other/Comments:	
<b>Oversee and monitor service-learning placements throughout the semester</b>	
Coordinate the placement process, e.g., prepare descriptions of community partners, make an in-class presentation, collect forms, and match students with appropriate sites. (suggestion: 5-7 hours)	
Develop or update and carry out protocols for orienting students, e.g., in-class presentations, participation agreements. Participate in orientations at placement sites. (suggestion: 0-2 hours per partner)	
Check in with both students and community partners regularly throughout the semester to monitor student work and troubleshoot any problems. Track student hours or make sure students are meeting their commitments. Make site visits as appropriate. Hold "office hours" for students as needed. (suggestion: 1-2 hours per week of service)	
Provide guidance or assistance to individuals or student groups completing service projects or conducting community-based research.	
Other/Comments:	
<b>Facilitate critical reflection and integration with academic content:</b>	
Work with the course instructor (and any peer reflection facilitators) to develop a plan for reflection activities, assignments, student evaluations, and other efforts throughout the semester to integrate the service experience into the course. Read course texts as necessary. Facilitate class discussions as appropriate. (suggestion: 5-15 hours)	
Read /respond to written reflections, summarizing student comments for the instructor if requested. (suggestion: 15 minutes per student per assignment)	

	Estimated hours/ semester
Other/Comments:	
<b>Assist instructor with his/her research related to the service-learning experience:</b>	
Conduct literature reviews, surveys, interviews, and/or focus groups. Create or maintain databases or records. Analyze quantitative and/or qualitative data. Draft sections of a report.	
Other/Comments:	
<b>Other</b>	
Be "visible" by attending class and/or participating in service activities. (suggestion: 1-2 hours per week of class)	
Communicate and meet regularly with the instructor. Document work. Prepare an informal update mid-semester. Have an end-of semester meeting to give and receive feedback and share final documentation. (suggestion: 5-10 hours)	
Attend an orientation session and monthly meetings with Duke Service-Learning. Assist Duke Service-Learning with additional tasks as appropriate, e.g., an end-of-year celebration. Submit final reflections.	<b>7</b>
<b>Total hours/semester:</b>	
Note: SLA allotments tend to average 85-100 hours (which fits the average graduate student's work-study allocation). If you have had an SLA in the past and would like a record of their total hours worked, for comparison, let us know.	

5. *Do you have someone in mind, or would you like us to recruit someone for you? If you have one or more students in mind, please provide name(s) and grad/undergrad status here, and clarify whether you have already spoken with them. SLAs will be employees of Duke Service-Learning unless special arrangements are made to hire them through your department.*

6. *We suggest that SLAs attend class 1-2 hours/week, and will try to find an assistant who is available during your class time. If you have specific requirements for attending class, please list them here.*

7. *Other requirements or preferences (e.g., fluency in Spanish, experience working with children, etc)?*

*Please keep in mind that Duke Service-Learning may not be able to accommodate all SLA requests.*

**By submitting this application you agree to the process and expectations outlined on the next page.**

## Service-Learning Assistants (SLAs)

### Process and Expectations

#### Duke Service-Learning...

- Reviews applications from faculty members
- Posts the job on DukeList
- Screens resumes
- Interviews candidates, with faculty needs in mind
- Recommends a student to each faculty member that we are able to accommodate
- Issues “offer letters” to candidates
- Handles all HR paperwork, in collaboration with the Program in Education
- Conducts an orientation/training session (covering, e.g., communication with faculty, HR & logistics, an introduction to service-learning and university-community partnerships, and an orientation to the Durham community)
- Requires each SLA to develop a work plan for the semester, in collaboration with the faculty supervisor
- Requires each SLA to submit bi-weekly time reports based on his/her work plan and monitors number of hours worked
- Works with the Program in Education to issue payments based on hours worked, and reimbursements for travel
- Meets with each SLA monthly to discuss his/her work
- Offers additional “professional development” sessions as needed, e.g., facilitating critical reflection
- Reviews each SLA’s performance and discusses whether SLA will continue in future semesters, available hours, and interest in particular courses

#### The faculty member...

- Applies to work with an SLA
- Speaks or meets with the student recommended (if desired) and confirms that s/he would like to work with the student
- Helps the SLA to develop a work plan for the semester
- Supervises the day-to-day work of the SLA, giving direction and feedback
- Approves bi-weekly time reports in a timely manner
- Provides feedback on the SLA as requested

#### The student...

- Applies for the position by submitting a resume and brief cover letter
- Attends an interview and indicates his/her interest and level of comfort with the current courses
- Submits all necessary HR paperwork
- Attends an orientation scheduled by Duke Service-Learning
- Develops a work plan for the semester, in collaboration with the faculty supervisor
- Submits bi-weekly time reports based on his/her work plan and monitors number of hours worked, and any requests for reimbursement
- Meets and/or communicates with the faculty supervisor as requested
- Meets with Duke Service-Learning monthly to discuss his/her work
- Attends additional “professional development” sessions offered by Duke Service-Learning