

Community-Engaged Learning Memorandum of Understanding (MOU)

Name of Institution

Name of Program and/or Center

Note on the Template: *This MOU agreement is designed to outline the work related to any community-engaged learning project involving faculty member(s), student(s), and administrator(s) and a community partner. That partner could be a nonprofit, school, government office, or agency that hosts and works with volunteers, including students from the Bonner Program or the institution. When creating an MOU for a course, the intention is to bring some clarity to the expectations for each party involved, but without making it so constrained that it prohibits faculty. Often in community-engaged learning projects, work may not proceed exactly as originally conceived. Thus, the MOU also should include information on how those involved will communicate, as well as how often, including key milestones. Community-Engaged Learning MOUs usually have minimal legal language, as they are often undergirded by an understanding of the nature of academic work and research as well. This form is based on a model from Washington & Lee University.*

This Memorandum of Understanding (MOU) describes partnerships and projects involving:

_____ (*Name of Faculty and Course*)

from _____ (*Name of Institution and/or Center*) and

and _____ (*Name of Agency*)

Agency Address: _____

Agency Representative

(should be the person with whom the faculty is/are working):

_____ (Please Print)

Agency Representative's Position or Title: _____

Representative's Phone: _____ Representative's email: _____

This Memorandum of Understanding sets forth the roles and responsibilities of each of the above parties in organizing and carrying out community-engaged learning project(s) which will ...

[ADD BRIEF SUMMARY OF TOPIC AND FOCUS].

Community-Engaged Learning Project Goal:

[In 2-3 bullet points, describe the goals of the project. You may want to address goals for partners (work produced), students (learning goals), and faculty (research, teaching, and service goals)]

- Goal 1

- Goal 2
- Goal 3

When clarifying the nature of the project, it is helpful to consider a list of the types of work typically involved in a community-engaged learning (which may also be called service-learning, community-based research, field study, course-based internship, etc.) projects. Faculty and partners may want to review this list to discuss which may be involved this term (and perhaps to plan for future projects):

- Small scale surveys or focus groups: for example, of clients' or residents' needs
- Program evaluation: participant observations to assess the program's operations; reviewing client records to report program activities; interviewing clients and/or staff
- Oral histories: undertake interviews to collect oral histories around a specific location, organization, or particular issue or topic
- Data analysis: collect and systematize data from client records or other sources, compile and tabulate, produce reports of interest, analyze Census data or other primary data
- Community asset mapping: street-level collection of data regarding assets and liabilities of a community, entering data into a database, produce mapping
- Policy research: examine and analyze policies in a particular issue area; explore policy options and alternatives; review pros and cons of alternative policy options
- Best practices: examine similar programs to explore best practices from other programs, to review their program evaluation methods, devise program innovations.
- Business planning: work with staff to undertake strategic planning, outreach plans, marketing plans, devise training, and assess innovation implementation
- Website construction: work with staff to collect materials for website, design site map, construct organizational website
- Popular education and outreach: organize and/or create materials for outreach or population education forums, organize event, facilitate event, document and assess effectiveness of event
- Grant writing: undertake organizational research on program effectiveness, community needs, and funding possibilities; write draft proposal.

Research and/or Publication Agreements (if applicable):

If the community-engaged learning work involves the gathering of data, surveys, research and/or any kind of quantitative or qualitative study, please describe how data will be gathered, handled, and shared.

Are data and study results confidential? (Yes / No)

Who can have access to them? (Yes / No)

If data need to be secured in a special manner and location, specify below.

Can faculty/students use data for publication? (Yes / No)

Dates: research will be conducted between the period of _____ (add dates)

Responsibilities of Each Party *(review, add, and modify)*

Responsibilities of Faculty and Administrators [ADD STAFF/FACULTY SUPERVISOR NAMES]

- Meet with student researchers XX per week *(or specify frequency. If the work and meetings are to be conducted remotely, you may also want to specify format, expectations, etc.)*
- Oversee and provide supervision through any required institutional processes, such as the Institutional Review Board process.
- Provide support in connecting any students involved with the training, guidance, and resources needed to successfully carry out the assignments, project, and work.
- Provide guidance and supervision to any research or data gathering processes, such as survey design, focus groups and interviews, as needed.
- Provide adequate financial resources, funding for incentives and for other project expenses.
- Coordinate and provide information to the Bonner Program and center that runs it, so that the project work can be documented and the partnership sustained over time.

Responsibilities of Students [ADD NAMES IF DESIRED]:

- Attend class and meet with [ADD FACULTY AND PARTNER SUPERVISOR NAMES] once a week [OR HOW OFTEN].
- Meet with _____ director once a week [OR HOW OFTEN].
- Commit approximately _____ hours per week to project work.
- Participate in required institutional processes, such as to get Institutional Review Board (IRB) approval for project, if necessary.
- Conduct project work in alignment with course content and best practices around _____ *(add specific models, disciplinary standards, or programs if this applies).*
- **Clarify any data collection roles here:**
- Develop and distribute surveys to _____. *(Clarify population and scope).*
- Conduct interviews and/or focus groups with _____. *(Clarify how students will interact with clients/community members here).*

Below, DESCRIBE FINAL PRODUCTS/DELIVERABLES FOR STUDENTS:

Responsibilities of Community Partner [ADD NAMES IF DESIRED]:

- Meet with Faculty/Administrators (*specify dates, frequency, and format*)
- Meet with Students (*specify dates, frequency, and format*)
- Provide orientation and training to students and faculty necessary for them to effectively engage with the organization, program, clients, and broader community.
- Connect Faculty and Students with appropriate stakeholders (such as those who need to be involved to successfully design and carry out the projects)
- Provide supervision and feedback to students (*specify frequency, format, or other details if desired*)
- Provide guidance and feedback to faculty (*specify frequency, format, or other details if desired*)
- *Add any other specific agreements necessary for the partnership and project.*

SIGNATURES:

_____ [STAFF/FACULTY NAME]

_____ [STUDENT RESEARCHER NAMES]

_____ [PARTNER NAME]

DATES:

This agreement will serve for the period of _____

CONTACT INFORMATION:

Add relevant contact information for the parties involved, as necessary for the project.

Credits:

This form template was developed by the Bonner Foundation, drawing on an example provided by Washington & Lee University, often used there in conjunction with its community-based research.