The Center for Experiential Learning at Loyola University Chicago provides the following guidelines for all university faculty, staff, students, and community partners while the university continues to make changes to operations to meet the health and safety needs of our campus and community during the COVID-19 pandemic during the 2020-2021 academic year.

Principles
- Ensure the safety and well-being of all students, community partners, faculty, and community members who participate in the wide range of Engaged Learning courses.

- Promote and support positive outcomes for community partners and participants. Actively listen to community agencies in making plans and decisions for ongoing engagement.

- Prioritize and encourage opportunities for students to contribute to advocacy, public policy, resource creation, and/or other capacity building, systemic change efforts, in addition to direct service, which may not be possible in online settings.

Service-Learning Classes
- Whenever possible, faculty will plan their service-learning projects to be indirect, research-based, or advocacy-based service projects rather than direct service. In order to be direct service projects, they are to be designed to be contactless, remote, and/or virtual.
  - A student cannot be forced to participate in an in-person service opportunity
  - If it is Legally Allowable and Medically Advisable and permissibly by the organization, students may, with the permission of their instructor, choose to do their service opportunity within their city of residence.
- Faculty will communicate with community partners in advance about how a transition to online instruction would impact the service-learning project where possible.
- Any service learning project conducted off campus should follow current guidelines from the CDC for group size, as well as abiding by local and state regulations.

- Student volunteers will observe all protocols form Loyola, the partner organization, and local government related to face coverings and social distancing when serving in the community.
- Students who are at risk of complications of COVID-19 are advised to avoid in-person service opportunities and seek remote/virtual service opportunities instead.

Recommendations for Faculty and Students

Faculty members whose service-learning courses include direct service are asked to consider alternative types of service-learning:
- Many service-learning courses include an indirect, research-based, or advocacy service-learning project. If your course includes direct service, consider ways in which students might engage in other types of service-learning. Examples include
  - Research, assessment, or evaluation requested by a partner organization
  - Creating deliverables for a partner organization, such as digital media or social media content, print materials, or other information-sharing products
- Explore ways in which direct service could be offered virtually, such as offering services via video conferencing platforms or engaging in virtual service opportunities.
- Consider opportunities for students to reflect on COVID-19, global health, the impact of pandemics on communities, and ways that community members can support one another while (and by) remaining socially distant.

Recommendations for Community Partners

We understand that changes to the university's instructional delivery method and policy for student community engagement impacts you. Nonprofit community partners are asked to consider ways to continue to engage with our students in remote or contactless service. If the organization does decide to accept in person volunteers and it is Legally Allowable and Medically Advisable (LAMA), we expect all nonprofit community partners to have COVID-19 related safety policies and procedures in place for volunteers.
- Develop COVD-19 related safety policies and procedures for volunteers.
- Virtual service opportunities include ways that volunteers can support your organization from home or online, such as

- ○ Raising awareness of your organization and related social issues through advocacy
- ○ Offering a skilled service that they can do remotely, such as web development, graphic design, writing/editing, translation, or sewing
- ○ Offering online delivery of services such as financial coaching, tutoring and mentoring, enrichment activities or classes, or theater or musical performances

Resources for Virtual Service Opportunities
https://www.idealist.org/en/careers/how-to-virtual-volunteering
https://www.dosomething.org/us/articles/9-places-to-volunteer-online-and-make-a-real-impact
https://www.volunteermatch.org/
https://www.allforgood.org/

Campus Compact
-https://mncampuscompact.org/resource-posts/coronavirus-and-the-engaged-campus/

For more information, please contact Susan Haarman at shaarman@luc.edu