



Job Description

SECTION 1: JOB DESCRIPTION

Job Title:	Community-Engaged Learning Fellow
Department:	Careers, Life, and Service
Reports to (Title):	Associate Dean & Director of Service and Social Innovation
Date completed:	September 2019

JOB SUMMARY

In three to five sentences, please briefly describe the job's primary purpose to the department.

The Community-engaged Learning Fellow is a 1-2 year term position. The Fellow will be a key member of the Center for Careers, Life, and Service (CLS) team leading curricular community-engaged learning especially as it pertains to the humanities. The position will be responsible for identifying and supporting mutually beneficial partnerships that: leverage the benefit of faculty and student scholarship and creative activity; enhance curriculum through applied civic learning opportunities; and prepare students to be responsible, self-reflective, and civically engaged citizens.

Under the supervision of the Associate Dean & Director of Service and Social Innovation, the Fellow will work collaboratively with community partners and Grinnell College faculty to develop mutually beneficial, rigorous community-engaged initiatives in their courses. The fellow is responsible for:

- Researching and sharing best practices in community-engaged learning,
- Facilitating professional development for faculty,
- Promoting and exploring faculty interest in developing community based initiatives in their courses,
- Developing a toolkit for faculty that will walk them through the process of adding a community-engaged aspect to their courses
- Collaborating with faculty to develop and implement community-engaged initiatives in the classroom;
- Collaborating with the Academic Dean's Office to explore how to account for community-engaged learning initiatives in promotion and tenure processes,
- Collaborating with the Academic Dean's Office and the Registrar to develop a method for tracking classes that include a community based aspect to them,
- Matching community partners and faculty together for course based community-engaged activities,
- Assisting in logistics related to curricular community-engaged endeavors,
- Developing a process through which community based learning initiatives are tracked and assessed from student learning, promotion and tenure, and community impact perspectives,
- Developing a process to track faculty scholarship related to community-engaged practices in the humanities

Additionally, the fellow will be given time to do research, create new scholarship and publish on the value of community-engaged scholarship in the humanities.

ESSENTIAL JOB RESPONSIBILITIES

List the job's most important responsibilities. There are probably no more than six of these. Also indicate the approximate percent of time spent on each job function. (Note: Do not record how the job responsibilities are carried out.)

#	Responsibility	% of Time
(1)	<p>Program Development and Management</p> <ul style="list-style-type: none"> • Provide leadership and direction for programming that promotes consistency of philosophy and policy for curricular, community-engaged learning initiatives; • Develop and manage the infrastructure necessary to maintain and support the initiatives; • Develop partner relationships and identify, assess, and cultivate opportunities for community-engaged learning partnerships; • Research and share best practices in community-engaged learning; • Promote and explore faculty interest in developing community based initiatives in their courses, • Develop a toolkit for faculty to use that will walk them through the process of adding a community-engaged aspect to their courses; • Develop professional development opportunities for faculty interested in adding community-engaged initiatives to their courses; 	40
(2)	<p>Course Development & Logistics</p> <ul style="list-style-type: none"> • Collaborate with faculty to develop, refine, and implement community-engaged initiatives for their courses; • Match community partners and faculty together for course based community-engaged activities, • Help maintain faculty/community partner relationships; • Assist faculty with logistics related to curricular community-engaged endeavors; 	30
(3)	<p>Administration and Assessment</p> <ul style="list-style-type: none"> • Develop and administer a method for transitioning curricular initiatives into the co-curricular realm when appropriate; • Collaborate with the Academic Dean's Office to explore how to account for community-engaged learning initiatives in promotion and tenure processes; • Develop and administer a process to track faculty scholarship related to community-engaged practices in the humanities. • Develop and administer a process through which community based learning initiatives are tracked and assessed from student learning, promotion and tenure, and community impact perspectives; 	20
(4)	Personal Research and Scholarship	10
(5)		
(6)		

GENERAL RESPONSIBILITIES

#	Responsibility
(1)	Maintain regular attendance in accordance with department policy.
(2)	Comply with all safety policies, practices and procedures. Report all unsafe activities to supervisor and/or Human Resources.
(3)	Understand and comply with the policies of the College Staff Handbook.

#	Responsibility
(4)	Demonstrate commitment to customer service. Establish effective relationships with internal and external customers and respond to their needs.
(5)	Perform duties as a team member in a manner supportive of department and College procedures, policies and goals.
(6)	Protect confidentiality of College information.
(7)	Provide leadership to others through example and sharing of knowledge/skill.
(8)	Communicate with others in a courteous and helpful manner.
(9)	Perform other duties as assigned.

SUPERVISORY RESPONSIBILITIES

Does this job have supervisory responsibilities? **Yes** **No**

If no, proceed to the next section (supervision received).

If yes, then check all that are supervised by this position.

- 1: Student Staff
 Approximately how many students? 1 - 2
 Approximately how many total hours of student staff? 260
- 2: Support Staff
 How many support staff?
- 3: Administrative Staff
 How many administrative staff?

Check one of the following:

Leadership:

- 1: Provide limited supervision to others through motivation, direction, review and feedback of assigned tasks.
- 2: Supervise work through the planning and scheduling of work, and the review and approval of tasks.
- 3: Supervise in both their work assignments and performance development (appraisal).
- 4: Supervise/manage/direct the selection, training, development, and appraisal of personnel.
- 5: Supervise/manage/direct the selection, training, development, appraisal and work assignments of personnel.

SUPERVISION RECEIVED

Select the level of supervision that this position receives from their supervisor.

- 1: Immediate supervision: receive close supervision related to specific work activities, assignments, methods, etc; usually receive frequent surveillance over job activities; instructions are detailed and assignments are typical short-term.
- 2: General supervision: routine duties are performed with minimal supervision; standard practices or procedures allow me to proceed alone at routine work; occasional check of work while in progress; work is reviewed upon completion.
- 3: Direction: receive guidance with respect to general objectives; in the majority of tasks and projects assigned, determine methods, work sequence, scheduling, and how to achieve objectives of assignments; operate within specific policy guidelines.
- 4: General Direction: receive very general guidance with respect to overall objectives; work is usually quite independent of others; operate within division or department policy guidelines using independent judgment in achieving assigned objectives.
- 5: Nominal Direction: subject only to very broad communication associated with my position.

EDUCATION

Select the level of education needed to successfully accomplish the essential duties of this job.

- 1: Less than high school education
- 2: High school diploma or general education degree (GED)
- 3: One year certificate from college or technical school
- 4: Associate's degree (A.A.) or equivalent from two-year college or technical school
- 5: Bachelor's degree (B. A.) from four-year college or university
- 6: Master's degree (M.A.) or equivalent
- 7: Doctoral degree (Ph.D.) or equivalent

If a specific degree is necessary, please list it below. (i.e. B.A. in Accounting)

EXPERIENCE

Select the level of experience needed to successfully start the position and accomplish the essential duties of this job.

- 1: Less than six months
- 2: Six months or more
- 3: One year or more
- 4: Three years or more
- 5: Five years or more
- 6: Seven years or more
- 7: Ten years or more

COMPUTER OPERATIONS

Please check one of the following:

- 1: Not applicable.
- 2: Basic personal computer skills including electronic mail, word processing, etc.
- 3: Intermediate personal computer skills, including electronic mail, routine database activity, word processing, spreadsheet, graphics, etc.
- 4: Proficient personal computer skills including electronic mail, record keeping, routine database activity, word processing, spreadsheet, graphics, etc.
- 5: Demonstrated use of intermediate computer operations (relational databases, and operating systems) and intermediate software packages (word processing, spreadsheet, graphics, etc.)
- 6: Utilize complex computer operations (intermediate programming, relational databases, and operating systems) and advanced features of software packages (word-processing, spreadsheet, graphics, etc.)

CERTIFICATES, LICENSES, REGISTRATIONS

List the licenses, certificates, or registrations that are required to perform the essential duties of this job.

TRAVEL

Please check one of the following:

- 1: No travel required.
- 2: Minimal overnight travel (up to 10%) by land and/or air.
- 3: Occasional overnight travel (up to 20%) by land and/or air.
- 4: Moderate overnight travel (up to 30%) by land and/or air.
- 5: Heavy overnight travel (up to 50%) by land and/or air.
- 6: Extensive overnight travel (over 50%) by land and/or air.

ADDITIONAL INFORMATION OR QUALIFICATIONS

Include any other information that will aid in the preparation of an accurate description of this job.

Three years or more in an area directly related to community-engaged learning preferably in the humanities or social sciences

SECTION 2: ESSENTIAL FUNCTION ANALYSIS

Accurate identification of essential and marginal functions and the time required is important for making a variety of personnel decisions, including recruitment, hiring, performance evaluation, discipline, training and accommodation. The analysis explains the components of the job by identifying who, what, why, how much, and when.

MENTAL/COGNITIVE REQUIREMENTS

How much on-the-job time is spent in the following mental/cognitive activities? Show the amount of time by checking the appropriate boxes below.

	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Analyzing information or data	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective communication skills (written and verbal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Composing & comprehending communication materials (written and verbal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Establishing effective interpersonal relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Adjusting to changes (work load, environment, department structure, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Using logic to define problems, collect information, establish facts, draw valid conclusions, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Making decisions of moderate to substantial consequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Performing mathematical calculations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Editing reports or technical materials	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Planning and organizing (work load, schedules, events, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Handle stressful, emotional and/or frustrating situations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Working with numerous distractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Working under a time pressure and within timelines/deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Coordinating work with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Handling multiple assignments and priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Completing work in an accurate manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Concentrating - maintaining attention to details and tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Memory functions (remembering names, details and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PHYSICAL REQUIREMENTS

How much on-the-job time is spent in the following physical activities? Show the amount of time by checking the appropriate boxes below.

	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Walk	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sit	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to walk up or down stairs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use hands to finger, handle, or feel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reach with hands and arms	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Climb or balance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stoop, kneel, crouch, or crawl	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk or hear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Taste or smell	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does this job require that weight be lifted or force be exerted? If so, how much and how often?

Check the appropriate boxes below.

	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Up to 25 pounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 50 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 100 pounds (with an assisted device)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than 100 pounds (with an assisted device)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please check one of the following:

- 1: Sedentary physical activity performing non-strenuous daily activities.
- 2: Light physical activity performing non-strenuous daily activities.
- 3: Moderate physical activity performing somewhat strenuous daily activities.

- 4: Heavy physical activity performing strenuous daily activities.

Does this job have any vision requirements? Check all that apply.

- No vision Requirements
- Close vision (clear vision at 20 inches or less)
- Distance vision (clear vision at 20 feet or more)
- Color vision (ability to identify and distinguish colors)
- Peripheral vision (ability to observe an area that can be seen up and down or to the left and right while eyes are fixed on a given point)
- Depth perception (three-dimensional vision, ability to judge distances and spatial relationships)
- Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus)

WORK ENVIRONMENT

How much exposure to the following environmental conditions does this job require? Show the amount of time by checking the appropriate boxes below.

	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme cold (non-weather)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme heat (non-weather)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor weather conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work near moving mechanical parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in high, precarious places	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Air Contamination (i.e., dust, fume, smoke, toxic conditions, disagreeable odors)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toxic or caustic chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with explosives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk of electrical shock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vibration (i.e. operating jackhammer, impact wrench)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk of radiation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confined Spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please check one or more of the following locations where this job would work:

- 1: Well-lighted, heated and/or air-conditioned indoor setting with adequate ventilation.
- 2: Outdoors exposed to changing weather conditions (for instance, rain, sun, snow, wind, etc.)
- 3: Outdoors but in an enclosed vehicle protected from extreme weather conditions.

How much noise is typical for the work environment of this job? Check the appropriate level below.

- Quiet (example: private office)

- Moderate noise (examples: business office with computers and printers, light traffic)
- Loud (examples: metal can manufacturing department, large earth-moving equipment)
- Very loud (examples: jack hammer work, front row at rock concert)

ADDITIONAL INFORMATION

Include any other physical, mental or environmental information that will aid in the preparation of an accurate description of this job.

It is important that this person visit students and their supervisors at work sites on a regular basis (in the town and nearby towns/cities).