



The University of Georgia

UGA Graduate Portfolio in Community Engagement FACULTY MENTOR INFORMATION

Overview and Purpose

The University of Georgia's *Graduate Portfolio in Community Engagement*, launched Fall 2012, is a voluntary, non-credit recognition and professional development program for graduate and professional students at the University of Georgia from a variety of disciplines, programs, and interests. This program is intended to help graduate and professional students develop and document competencies relating to community-engaged teaching, research, and public service and outreach, and participating students must develop, implement, document and assess the impact of a project in one of these engagement areas for their Portfolio. (Please see the separate document for a full description of the Portfolio and requirements.)

Faculty Mentor Role

Upon submitting their intent to participate in the Portfolio, graduate students indicate whether they have a faculty Mentor in mind, or would like one assigned. In the latter instance, the Office of Service-Learning works to identify a good match for the student based on their discipline and proposed project.

The role of the faculty Mentor includes: to support the student in their engagement work, including advice about developing, implementing and assessing their Portfolio project; to help the student understand how broader engagement practices and discussions relate to and are situated within discipline-specific practice; to help the student reflect on the processes, challenges, and rewards of community-engaged work in higher education; to help students consider how their engagement work relates to opportunities for publication and presentation; and to help students link this work to their future careers. As such, we encourage the faculty Mentor and student to communicate regularly throughout the process of conceptualizing, implementing, reflecting on, and preparing the Portfolio.

Mentor's Support Letter for Portfolio

The student's Portfolio must also include a *letter of support from their faculty mentor*, commenting on the processes and outcomes of the student's community engagement work. This support letter (1-2 pages) should corroborate the student's description of the processes, products, impacts, and learning related to their Portfolio engagement work. Ideally, it should also extend and contextualize the significance or impact of the student's engagement work, based on the faculty Mentor's understanding of the associated discipline, the community, and/or department.

Questions?

Questions relating to the *Graduate Portfolio in Community Engagement* should be directed to the Office of Service-Learning, 706-542-8924 or osl@uga.edu. Information is also available online at <http://servicelearning.uga.edu/graduate-portfolio-in-community-engagement/>.