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I. Key CS&L Guidelines

A. How does WVU Define Service?

These guidelines provided by the Center for Service and Learning at West Virginia University, are intended to design and explain what constitutes service both on and off campus. This is not a policy and these guidelines may be updated or changed. Furthermore, some service opportunities may need to be explored more carefully to determine if the service is meeting the goals intended for a particular requirement.

**Volunteer:** Any student, faculty or staff member from any WVU campus, engaged in any type of service defined below.

**Community Service:** The practice of volunteering one’s time and talents to promote the common good and personal growth, while meeting actual community needs.

**Service-Learning:** A teaching and learning strategy by which students learn through intentional and structured community service tied to specific learning outcomes and integrated through reflection.

**Outreach:** Improving outcomes for individuals and families in West Virginia and the surrounding region through sustainable, active collaborations, building on resources, skills, expertise, and research-based, knowledge in a manner that is consistent with the land grant mission.

**Civic Responsibility and Advocacy:**

- Lifelong citizenship development through participation, engagement and empowerment
- Institution fulfills its purpose while acting to promote a strong inclusive democracy
- Creating a larger sense of mission, purpose, integrity, and clarity of direction
- Supports the development of community and belonging

**Approved service opportunities meet the following criteria:**

- The volunteer may not be paid or compensated in any way for the duration of the placement. Food or nominal items such as t-shirts are acceptable.
- The service must be supervised and provided in a safe environment that promotes learning at all times for the volunteer. Volunteers may not be directly supervised by family members.
• Typically, activities with for-profit business organizations are not appropriate. The service may include, but is not limited to, participation with non-profit, governmental, public, faith-based, campus, or community-based organizations designed with any or all of the following purposes:
  - Improving the quality of life for community residents;
  - Meeting the needs of community residents; or
  - Fostering civic responsibility.

• The Center for Service and Learning and iServe cannot accept opportunities from private families/individuals. This includes, but is not limited to, tutors, personal care assistants, nannies, and pet care.

B. Monetary or Material Donations

Monetary or In-Kind donations are not considered a replacement for completing service hours. If volunteers assist in the collection or distribution of donated goods, the time spent doing so may be tracked as service hours. Remember the rule that “an hour of service counts as an hour of service.”

C. Blood Donation

Students who would like to experience service through presenting to donate blood will have the opportunity to earn two (2) community service hours. If a student is not eligible to donate, they will be given the opportunity to volunteer at that site for the same number of hours. For more details about blood donation, visit http://service.wvu.edu/r/download/200204

D. Non-Partner Volunteer Opportunities

Although most charitable, non-profit, faith-based, public or governmental organizations are eligible to post their volunteer needs in the iServe system, only official partners of the CS&L may host students from service-learning courses or supervise student placements that require academic supervision. Official Partners also enjoy a variety of other benefits and services. Inquiries on joining our partner program should be referred to our website at service.wvu.edu.
II. CS&L Partner Program Information:

“Official” Partners (those listed on our website) have a Memorandum of Understanding on file with the CSL and participate in ongoing training and development events. As co-educators of students, only official partners may supervise service-learning students from academic courses. Official partners may also access certain WVU benefits offered through the program.

- Most charitable, non-profit, faith-based, public, or governmental organizations are eligible to post their volunteer needs in the iServe system regardless of whether the enter official full partnership with the CSL. Any organization posting on iServe must provide opportunities for students in service that meet the following criteria:
  
  ✓ The student may not be paid or compensated in any way for the duration of the placement.
  ✓ The opportunity must be supervised and provided in a safe environment that promotes learning at all times for the student.
  ✓ The opportunity must meet a community need, either in the local community or on campus. Approval of service opportunities is at the discretion of the CSL team and is evaluated on an ongoing basis.

III. Partner Program Requirements:

- All partners are required to complete a Memorandum of Understanding with the CSL and keep it on file with up-to-date contact information. New MOU’s are required periodically or when organization staff changes.

Upon entering into a partnership (and as needed) partners will meet with the Partner Program Coordinator to establish partner relations, goals, and training. This meeting should be onsite at the partner organization facility if possible. Site visits may be requested at any time by CSL staff.

With over 140 official Campus and Community partners, the WVU Center for Service and Learning (CS&L) provides diverse and meaningful opportunities for local organizations to make connections with WVU Campus.
• Each partner must have one person designated as the CSL primary contact so that CSL staff have a consistent person with whom to communicate and refer students. The designated contact may be anyone that the partner chooses; however, they must be able to utilize the iServe system, receive and send regular email communications with the CSL, be onsite when needed to supervise students and/or delegate others to do so, and attend CSL events.

• We ask that Partners attend at least one CSL networking event annually. Other events throughout the year are strongly encouraged. Partners must establish and maintain a process for recruiting, managing, and supervising student volunteers. This includes any partner-initiated or required screening, back-ground checks, orientation, or paperwork.

IV. Benefits and Services for our Partners:

• Personalized consultation and recommendations for partners by CSL staff regarding how civic engagement opportunities can enhance and support their mission and programs.

• Access to professional and qualified faculty and students with expertise and fresh perspectives that can offer meaningful and lasting deliverable outcomes and/or direct service through course-based service-learning placements.

• The opportunity to post volunteer needs in iServe, the Online Service Management System used at West Virginia University and managed by the CSL to recruit, place, and verify hours for student volunteers. Official partners are offered consultation and review of posts for maximum impact.

• Organizational volunteer data from iServe available upon request (such as placement reports, student logbook reports, total hours per year, etc.).

• Invitation to CSL partner networking events.

• Priority selection for annual, large-group service opportunities and service-learning course opportunities.

• Access to specific campus benefits as outlined on the chart that follows.
CSL Partner Benefits

- Hanging approved agency banners on campus.
- Posting announcements on the student webpage and in the weekly Student Organizations newsletter.
- Referrals for agency employment or internship opportunities to the WVU Office of Student Employment and WVU Career Services Center.
- Referrals for community work study placements at 501c3 non-profits.
- Publicizing community news and events through social media, within partner network (Facebook group) and on campus when possible.
- Promoting partner Board vacancies to WVU faculty and staff.
- Support for student-created products including free printing (brochures, flyers, etc.), laminating, binding, and more.
- Support for project supplies and/or student travel (when available).
- Reserving booths in the Mountainlair student union for partners to disseminate information, promote events, or recruit student volunteers in person.
- Reserving rooms in the Mountainlair student union for partners to meet with community members, students, or for special activities. Specific guidelines and restrictions apply.

http://service.wvu.edu/partners/partners-resource-page
V.  Partners Resource Page

http://service.wvu.edu/partners/partners-resource-page

The Partners Resource Page provides access for partners to:

- Request Banner approval and reserve space on Stansbury bridge
- Post Announcements
- Update Contact information
- Post Board opportunities
- Request Mountainlair meeting rooms
- Find contact info for Federal Work-Study placements
- Download service-learning contract and evaluation forms

!!! Please Use our E-Forms Posted on this page for your requests!

VI.  iServe

A.  Registering an Organization for iServe

- Your organization may already be in the iServe system--please check before registering. You may do so by searching for organizations.
- Visit http://iserve.wvu.edu/agency/signup/ to register your program or organization/
- Here you will create a unique profile that provides your contact information, location, mission, and more. The email you enter for the “organization manager” will be your username. This will be your login. You can add additional users later.
  - NOTE: If you are a WVU-user you will already have a personal profile, to create an organization, you must login with your WVU LOGIN first before entering the above URL.
- All organization registrations will be approved by the CSL.
- You are now ready to begin posting your volunteer opportunities in iServe.
B. Posting “Needs” in iServe

- Registered organizations may post volunteer opportunities in iServe called “Volunteer Needs”
  - Once registered, you should begin posting opportunities immediately. After logging in, you will see your personal profile first. To manage your organization, click “My Organization” in the upper left corner at the very top of the screen.
    i. If you are working on a mobile-phone or tablet, this option will be in a drop down
    ii. If you manage multiple organizations, this button will be a drop down after clicking a “sliders” icon.
  - Once you click “My Organization” you will see a red box with some tabs below it. Select “volunteer needs” and then “Add New Volunteer Need” to post a need. Complete the entire form and click submit at the bottom of the page.
  - All needs will be approved by the CSL.

- When posting opportunities, details are important!
  - Be sure to give accurate information about the date, time, frequency, location, and contact person (who may be different from the contact listed for the organization if needed).
  - You can select from several different “types” of needs based on duration. Currently the system allows you to select from Ongoing, Runs Until, Happens On, and two versions of “shifts,” Consider which of these options makes the most sense for the volunteer opportunity you’re looking to fill.
  - Be creative with your need! Volunteers have many options to choose from. Think through your posting on what a perspective volunteer needs to know, but also what will draw their attention.
  - When selecting “interests and abilities” be thoughtful about the need. Volunteers can sort needs by these parameters and also receive notifications/communications about needs with their selected interests.
  - Clusters allow the CSL to add additional information/search parameters for students looking for needs. Some clusters will be completed by the CSL staff, but others, such as bathroom and wheelchair accessibility should be added by the partner.
  - You may add additional e-mail notifications on this screen. This can be useful if you have someone managing the volunteer opportunity, but who is not an organization manager in iServe.

- You may create as many volunteer opportunities as you like. A few tips:
  - Read needs posted by other Organizations to get an idea about how you’d like to post your own.
  - The CSL recommends posting dated needs 3-5 weeks in advance to give volunteers plenty of time to sign up.
The volunteer need date and sign-up deadlines dictate when your opportunity will close out in iServe and volunteers will no longer be able to sign-up themselves.

- By default needs are displayed by the most recently added or updated. You can bring your need to the top of the list by editing your need every so often – especially for ongoing needs which do not have an expiry date.
- To remove a posting from iServe (for example if you have enough volunteers for now) but still have it available to you for posting again later, change the sign-up deadline to yesterday’s date.
- To change information for an opportunity you currently have posted, select “edit” on your list of Volunteer Needs in the organization manager section.
- To re-post a volunteer need, you have two options. You can either create a new need, copying and pasting the information OR you can take advantage of the “clone feature” by going to any created need and scrolling to the bottom of the page. You’ll see the option to “clone need.” This will allow you to create a copy of the need. To finish setting up your new need, edit the title, the times and any other information and hit submit. You can clone a need multiple times.

To track volunteers, you have a few options:
- When volunteers respond to your need, you will receive a notification with their information. Cut and paste information about each student from their sign-up email into an Excel or Word document. Add and remove students prior to your event based on emails you receive from iServe.
- You can run a report from iServe! Under the Volunteer “Needs” tab, select the need(s) you wish to run a report on by checking the box next to the title and then select “export responses” at the top of the section. iServe will send a download link for the report to your email.
- You can also click “responses” under the need title to view all of your responses or messages responders.

C. Communication from iServe

Email is the main method for communication used by iServe, and organizations are required to have a working email address that you can access frequently and easily. The CSL suggests that you set up at least one folder in your email account designated for iServe communications to avoid cluttering your main inbox. Be aware that any managers you add to the account will also receive all iServe communications.
Volunteers may contact you by phone or email before signing up for an opportunity. It’s important that the contact person listed for each opportunity is expecting to provide information for volunteers. Be sure to remind students to Sign-Up to be connected to your need, otherwise they will not be able to track their volunteer hours!

When volunteers sign up for a need, in iServe, you’ll receive an email with their contact information. **You should contact the student ASAP to coordinate their placement.** Please be sure that when responding by email to student sign-ups that you do not reply to iServe. Instead, cut and paste the volunteer’s email address into the “to” field or a new message.

When volunteers report service they have completed, you’ll receive an email notification requesting that you Approve/Deny Service Hours.

D. Approving a Student’s Service Hours

1. Volunteers login to iServe to report their service hours. They may only submit hours for those needs they have **signed up** for in the system.
   a. If students have not signed up to a need that has closed out of the system, you may – at your discretion – add them to the need. This can be done by going to the “volunteer needs” tab and scrolling to the bottom of the page. You will see the option to “manually add a volunteer.” Select the correct need and shift, then add their email address and hit submit. If a need has reached capacity, you will need to increase the need’s capacity before adding them. **The volunteer must still log their own hours.**
2. You may log in at any time to approve service hours, not only when you receive an email from iServe.

3. To approve or deny service hours:
   a. Click “Time Tacking” in your Organization Manager view.
   b. You will see a list of all of your pending hours. You may approve, decline or leave the hours pending. The entry will disappear once you’ve approved or declined the hours, but will now be visible to you under “stats.”
   c. You cannot edit a user’s submission. If a volunteer has submitted an incorrect hour amount you may either decline them or contact the volunteer and suggest they edit their entry. Declined hours trigger an email notification to the volunteers informing the user to contact the volunteer supervisor.

4. Organizations should approve all service hours submitted within 3 business days. We encourage you to make time for this process in your regular routine.

E. Adding an additional organization manager.

1. Your organization may have up to 16 organization managers. You may add additional managers at your discretion; be aware that organization managers receive all notifications.

2. To add a new organization manager:
   a. Have the new user create an account by going to: http://iserve.wvu.edu/user/register/
   b. After they have created an account the primary organization manager can add them to their organization by inputting their name or email in the organization manager field on their organization’s profile in the organization manager panel.

Announcements!

1. An exciting new feature in iServe is the ability to post an announcement. Announcements can be used to draw attention to an event, posting a call for board members, volunteer opportunity or program your organization wants to feature.

2. Posting an announcement works very similar to posting a need, and is accessible through the “announcement” tab in the Organization Manager Panel.
   i. At this time, the CSL requests that you do not use the RSVP feature. This is to assure that announcements are not confused with Needs, as volunteers cannot track hour associated with an RSVP.
   ii. You can link an announcement to a need by placing the link to the need in the text of an announcement.
Login (for posting opportunities or editing your information)

User ID: ______________________________________________________

Password: ____________________________________________________

Cut and Post in a visible place to assist with using the system.
F. Additional Information

Logon Troubleshooting
When logging into the system, if you are not a WVU-user, scroll past the button in the middle of the page and instead use the email and password fields on this page. WVU users will click in to button indicating WVU LOGIN to logon with their WVU credentials. If you encounter any problems, please contact us.

What if I need help using iServe?
For the most immediate assistance, you may email iserve@mail.wvu.edu anytime. Someone will get back to you right away. You may also contact the CSL for more personalized assistance by calling 304-293-8761. Andrew Facemire is our iServe Administrator, and he is available M-F from 9:00 AM to 5:15 PM for assistance.

Resources and Information
In addition to contacting us, you can also find our Organization Manager user-guide as well as links to our Youtube page with step-by-step instruction videos in the Resources and Information page.

Additional Training:
The CSL offers regular training for partners. We will communicate the times and dates of these through the partner listserv, but we are also available for more individualized training. You may also take advantage of a fun, free bi-weekly training offered by our service provider, GalaxyDigital. You can find more information about Galaxy's training on their website.
VII. Service-Learning

A. Service-Learning Courses and Placements:

Students engage in service for many reasons, including for their major, for sanctions, for experience, or for a course. When they do so as part of a specific course, and when the instructor wants them to meet specific learning outcomes from the experience, they are engaged in Service-Learning.

The CS&L works with faculty from every college and school at WVU to offer great service opportunities for our students. On average, the CS&L places approximately 1,400 service-learning students each semester with our Community and Campus Partners.

A definition cited from Barbara Jacoby, Service-Learning in Higher Education, 1996:

- Service-Learning: A form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service-learning.

Service-Learning Group Request forms are used to match student groups or individuals in service-learning courses with placements at partner organizations. This form is updated and sent out prior to each academic semester. Timely completion of this form is essential to receiving consideration for placements.

Some of the same needs, placement opportunities, or projects may also be appropriate for posting in iServe, but that these placements should provide an appropriate learning experience for the students. CS&L aims to get information from Partners to best match the right students from the right classes with the opportunities Partners have for them to contribute.
Placements can be:

Direct Service

- Students usually work on-site and have direct contact with clients. They may or may not complete administrative tasks, but their contribution enhances your programming and achieve your organization's mission.

Example: A group of students from Sociology 101 attends an after-school program and completes their required hours by helping children with homework, helping provide physical activity by playing games with children in the gym, and assisting the staff with supervision, serving snack, and cleaning up.

- The organization gains resources to enrich their program, staff assistance, new ideas for games, and energy from college-students to play with the kids.
- The students have an opportunity to learn and the course’s learning outcomes are achieved.

Indirect Service

- Students work on and/or off-site and usually are assigned to help with an administrative product, an event, or some other deliverable that helps your organization build its capacity.

- Example: A group of students from Leadership 201 are asked to plan a "family fun night" for an after-school program and they complete their required hours by planning and implementing the event. Tasks include brainstorming ideas, creating a plan and deciding what resources are needed for the event, contacting local businesses for donations for refreshments for the event, publicizing the event with a flyer, and attending the event to meet families and help it run smoothly. After the event they may help send thank-you notes to donors.

- The organization gains resources to enrich their program, staff assistance, new ideas for games, and energy from college-students to play with the kids.
- The students have opportunity to learn and the course’s learning outcomes are achieved.
Service-Learning Timeline:
A general outline of the process for service-learning placement is listed below. Specifics differ by course and semester.

1. **CS&L solicits projects or course participation from partners (July and December)**
2. **Faculty work with CS&L to design course logistics and goals (ongoing)**
3. **CS&L presents appropriate placements options to students in various courses (first 3 weeks of the semester)**
4. **Students submit choices for partner or are placed by instructor (during first 5 weeks of the semester)**
5. **CS&L is notified of placements and confirms with partners (week 3-5)**
6. **Students contact partners to schedule an initial planning meeting where service-learning contract is completed (week 2-5)**
7. **Service commences, students track hours in iServe, partners approve entries. Partners should communicate continuously with CS&L and students (ongoing)**
8. **Service concludes, partners complete electronic evaluations (sent by CSL) about the student work, and instructor incorporates partner grading into student semester grades (1-4 weeks before semester end)**
VIII. Best Practices Checklist

Partners will be most successful in working with students if they:

• Make sure students know who to talk to if they have a question.
• Make sure students understand the project and the goals.
• Make students feel as though they are a part of your team.
• Make sure they get as much out of the project as they give to the project.
• Allow the students to have the opportunity to lead and explore.
• Involve students in our culture (have them attend department meetings, attend county-wide meetings, and participate in recruitment and organizational events).
• Interview the students and assess their strengths and interests, then develop projects around these.
• Provide as much background as possible prior to the firsts meeting via email.
• Be very clear when identifying what you expect of the students.
• Put expectations in writing and make sure each student has a copy. Hold the students accountable to these expectations.
• Don't blindly trust students when they say they are working on things or promise they will have you something after a deadline has passed.
• If it is a one-time volunteer, still set expectations ahead of time, remind them of the date and time of service, and review expectations when they start the project. Check in with them often. Ask them to bring any forms they need filled out or signed with them.
• Be accepting of limitations the students explain to you; i.e. if spreadsheets are not their strong suit; structure your projects to have spreadsheets done by someone else. The students can research and compile the data.
• Meet the students where they are... find out what they want to accomplish and allow this to be an experience that they can apply to their future jobs/experiences.
• Be honest with students in assessing their work and make them feel comfortable. Offer constructive criticism if warranted.
• Let them take ownership of the project and really consider their ideas even though you would have never thought of them. That's part of the learning experience for partners.
• Outline the desired project during initial discussion with the student, and break projects down into weekly assignments with specific expected outcomes. Allow students to work off-site on weekly assignments and then review results in a weekly meeting. Keep WVU breaks & holidays and class times. Get Contact information from your student.
• Have a check-in meeting with the student before the first item is due.
• Don’t overbook and, unless you are just handing them a broom or paintbrush, be prepared to commit some time and effort to their course requirements as well. It is also good to review the course syllabus so your expectations can be coordinated with the instructors.

• Have open communication and encourage your students to be comfortable checking in with you.

• Keep up with iServe -- students are waiting for these hours to be approved for courses, so check often.

• Establish regular meetings with students.

• Make sure to create a sign-in sheet. What time they came in and what time they leave.

• Tell them they will not receive their hours if they fail to sign in or out.

• Make sure to hand out name tags especially if you are dealing with multiple volunteers.

• Make sure to give all volunteers a phone number at which you can be reached before their first or subsequent visits, in case they need directions or to cancel.

• Prepare a timeline for work to be done, Stress commitment.

• Get student feedback on experiences.

• Treat them like they will be in the real world.

• Always give a deadline, and ask regularly about how the project is developing.

• Have a clear idea of what you want your site to get out of the projects. Don’t be afraid to deviate but make sure you are focused on what you want, how you want it to look, is it feasible in the time the group or student has allotted for the service learning experience and remember these students are not volunteers; they need to get something concrete out of the process.

• **Contact CS&L staff when you have questions or need help!!**
For more information:

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<td>• Suggestions/referrals for partnerships</td>
<td>• Mentoring students</td>
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<td>• Work-Study Community Placements</td>
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<td><strong>Catherine Whitworth</strong></td>
<td><strong>Lindsey Rinehart</strong></td>
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<td>Community Coordinator</td>
<td>Academic Service-Learning Coordinator</td>
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X. Appendix

1. Suggested Script for Initial Meeting with CSL Students

Today’s Date: ________________________________

Student Name: _____________________________ Student Major: _____________________________

Course Number for Volunteer/Service Learning Requirement (if applicable): ________________

Number of Hours Required for Volunteer/Service Learning (if applicable): ________________

Student Phone: ___________________________ Student Email: ______________________________

What is the method of communication they prefer you use to contact them? ________________

Whom may I contact on behalf of the student in case of emergency?

Name/Relationship: _______________________________ Phone: _____________________________

What conflicts in scheduling might the student have this semester? (days/times they are unavailable):

What is the student’s expected schedule at my agency this semester?

What are the student’s interests, goals, and special talents (for example, they enjoy photography, have experience working with children, they play the piano, they have skills in web-design, etc.):

We have discussed the following details about the student’s volunteer placement or service learning project:

We have reviewed the following issues with the student during our initial meeting:

☐ I have exchanged contact information with the student
☐ My expectations for Dress Code, Punctuality, and Professionalism
☐ Emergency Procedures for my agency
☐ Rules, Regulations, and important policies at my agency
☐ Office protocol and procedures (if working with others in the office)
☐ Client confidentiality (if applicable)
☐ I have given the student a tour of my agency and introduced them to office staff
☐ I have retained a copy of the student’s school/work schedule if desired
☐ I have retained a copy of any documents I require to be on file for the student (driver’s license, etc.)
☐ I have retained a copy of the student’s completed Pink Project Acceptance Contract
1. Sample Service Learning Contract (As of Spring, 2017 this document will be completed online. The link will be distributed to students and partners in advance of the initial planning meeting. When the online contract is submitted, partners, students, faculty members and the CSL will automatically be emailed a copy.)

---

**Service Learning Contract**

<table>
<thead>
<tr>
<th>Course name:</th>
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<tbody>
<tr>
<td>Course Description:</td>
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<tr>
<td>Instructor:</td>
</tr>
<tr>
<td>Instructor’s contact info:</td>
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<tr>
<td>Service hours required:</td>
</tr>
<tr>
<td>Group size and general expectations:</td>
</tr>
</tbody>
</table>

**Contract due date:**

**Service completed by:**

**Organization name:**

**Contact person:**

**Contact Email:**

**Contact Phone Number:**

**Learning Outcomes**

*As a result of this service-learning experience, it is expected that students will be able to:*

1. 
2. 
3. 
4. 
5. 

**Project supervisor prefers to be contacted by:** (choose all that apply)

- Email
- Phone
- Text
- Other

**Students in group:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
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This document must be completed online or returned to the Center for Service and Learning.

Hand-deliver: Annexed Building between Colson and Hodges Halls

Email: ServeandLearn@mail.wvu.edu  
Fax: 304-293-2906

23
Service Learning Contract

Service project description/goals *(What will you be doing with your community partner this semester):*

Steps students will take to complete project goals:

<table>
<thead>
<tr>
<th>Task</th>
<th>Learning outcome achieved list number(s)</th>
</tr>
</thead>
<tbody>
<tr>
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How many students attended this initial planning meeting?

Please list anyone who was unable to attend the meeting:

Everyone at this meeting agrees to this service-learning contract: □

Partner Signature: ____________________________  Date: ____________

This document must be completed online or returned to the Center for Service and Learning
Hand-deliver: Annexed Building between Colson and Hodges Halls
Email: ServeandLearn@mail.wvu.edu  Fax: 304-293-2906
2. **Sample Service-Learning Evaluation** *(As of Fall, 2016 this document will be completed online. The link will be distributed to as the end of the semester approaches)*

---

**Service-Learning Evaluation**

2016

Partner Organization: ____________________________

Name of evaluator: ______________________________

Course: ________________________________________

This evaluation consists of three sections. The goal is to assess individual students, the group as a whole and finally the overall effectiveness of the project.

*Please complete this portion of the evaluation for individual students using the following rubric:*

<table>
<thead>
<tr>
<th></th>
<th>Met Expectation (3)</th>
<th>Developing (2)</th>
<th>Needs Improvement (1)</th>
<th>Deficient (0)</th>
<th>Not Applicable (NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dependability</strong></td>
<td>Completes all assigned tasks on time and completely. Is always present when expected.</td>
<td>Completes some assigned tasks on time and completely. Communicates schedule conflicts.</td>
<td>Does not complete assigned tasks on time or completely. Rarely communicates schedule conflicts.</td>
<td>Does not complete assigned tasks. Does not show up.</td>
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<tr>
<td><strong>Initiative/Critical Thinking</strong></td>
<td>Develops insight about the needs and challenges of partner organization and uses this understanding to come up with innovative strategies to meet the need.</td>
<td>Inquires about needs and challenges of partner organization. Makes suggestions but may not understand complexities.</td>
<td>Follows instructions but does not ask questions or contribute new ideas.</td>
<td>Is unable to complete tasks without frequent and explicit instructions.</td>
<td></td>
</tr>
<tr>
<td><strong>Communication Skills</strong></td>
<td>Demonstrates professionalism in communication style. Listens and speaks appropriately to advisor and clients if applicable.</td>
<td>Listens or speaks too much or too little some of the time, does not always demonstrate sensitivity in communication.</td>
<td>Listens or speaks too much or too little most of the time, difficulty communicating appropriately with client population.</td>
<td>Listens or speaks too much or too little all of the time. Inappropriate language and communication.</td>
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<tr>
<td><strong>Attitude</strong></td>
<td>Interacts well with group members and advisor. Exhibits positive attitude and professionalism during interactions.</td>
<td>Interacts well some of the time and is usually respectful during interactions.</td>
<td>Often does not interact well with group members and advisor and is sometimes disrespectful.</td>
<td>Does not interact well with group members and advisor and is disrespectful.</td>
<td></td>
</tr>
<tr>
<td><strong>Achieved Placement Goals</strong></td>
<td>Understood and accomplished all aspects of placement goals.</td>
<td>Accomplished most of the placement goals, areas not accomplished were discussed along the way.</td>
<td>Placement goal was partially accomplished but barriers to full completion were not discussed.</td>
<td>Placement goal was not met.</td>
<td></td>
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<tr>
<td>Group Member Name</td>
<td>Dependability</td>
<td>Initiative/Critical Thinking</td>
<td>Communication Skills</td>
<td>Attitude</td>
<td>Application of knowledge</td>
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</table>

Comments:


Please use this portion to evaluate the performance of overall group (if applicable).

<table>
<thead>
<tr>
<th>Please rate the students by checking the appropriate boxes.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation: Students in this group worked well together to complete the placement.</td>
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<tr>
<td>Communication: The group communicated with my organization and each other effectively.</td>
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<tr>
<td>Commitment: The group was committed to the placement and did what was asked of them.</td>
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<tr>
<td>Dependability: The group was reliable and I could count on them to do what was asked of them.</td>
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<tr>
<td>Professionalism: Students in this group behaved appropriately and were professional.</td>
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<tr>
<td>Attitude: This group demonstrated a positive attitude towards the placement.</td>
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<tr>
<td>Placement Outcome: The placement was completed successfully and had a positive outcome.</td>
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</table>

Please give a brief description of the placement considered in this evaluation:


Did the placement meet the goals established in the placement contract? Why or Why not?
This section of the evaluation refers to your experience with the service-learning project as a whole.

1. Did the project structure of this course work well with your organization?
   Yes □  No □  Somewhat □

2. Was there adequate communication among the students, faculty, CSL and yourself?
   Extremely adequate □  Somewhat adequate □  Neither adequate nor inadequate □
   Somewhat inadequate □  Extremely inadequate □

3. In your opinion, did students apply course knowledge to their project? This may have been
demonstrated by sharing facts, theories or even the ability to understand the complexity of
problems.
   A great deal □  A moderate amount □  A little □  None at all □  Unable to evaluate this □

4. After working with this course would you consider working with students from the same
course again?
   Yes □  No □  Maybe □

5. If so, do you have any particular ideas for how you may utilize students from this course in
the future?

6. Do you have any recommendations for improving the service-learning project within this
course?

7. Students from this class: (check all that apply)
   □  Provided direct service
   □  Provided indirect support (fundraising, organization, marketing, etc)
   □  Developed a tool or resource that will continue to be used
   □  Helped to plan/staff an event
   □  Other

8. Please share one way in which the students impacted your organization or the population
you served. If the project was not successful and had no impact, state that.

9. Is there anything else you would like to share with us?

   CSL Service-Learning Evaluation
   Updated Summer 2016
3. Service-Learning Project Examples

**BCOR 199 – Honors Intro to Business (Fall Course)**

Groups of 4-5 students who will complete 8 service hours. Projects should allow the students to explore some basic business practices such as accounting, finance, management, marketing or economics. These are first year students. If you are looking for ideas, some previously successful projects included:

- Literacy Volunteers had a group of students plan and conduct a resume writing and job application workshop for adults in the community with low literacy levels.
- The Mountaineer Area Robotics had a group of students research potential funding sources and organize a binder for potential funding opportunities.
- Students working with Westwood Middle School organized a game to help middle school students learn about the stock market.

**HNF 353 – Food Service Systems Management (spring)**

This is a mid-level course for students majoring in Human Nutrition and foods. This course is focused in practical skills and students will be working in the community to practice their skills as developing dietitians. Students can do a wide variety of food related work as they look at food systems, meaning helping with food coming into a program, being prepared/packaged and utilized or composted. Students also learn about the purchase of food through state or national budgets and can help with menu planning for facilities with this type of restriction.

Project examples are:

- sourcing local foods for your operation
- composting with food waste
- participant nutrition education and cooking demonstrations
- menu revisions for your agencies + nutrition information cycle menu development
- food insecurity/food banking activities

**LDR 201 – Principles of Leadership (Fall and Spring)**

Groups of 4-5 students will complete approximately 15 hours. These students are studying to be leaders and this is an opportunity for them to practice their skills, they are generally midlevel students who are likely to show initiative. As these students are learning about leadership, it is a good opportunity to give them some ideas and information about your organization and allow them to plan and implement a project. The instructors of this course are particularly interested in expanding projects with local government and faith based groups however all interested partners can request projects! Past successful projects have included:

- Students at the Madison Center planned, promoted and put on events for the residents
- Students at Christian Help held a toiletry drive, they independently planned and promoted the event and were able to donate a significant amount of supplies.
- Students at the Mountaineer Boys and Girls Club planned and executed a superhero themed dance party for the afterschool kids.
MANG 480 – Corporate Social Responsibility (Spring)

This is an upper-level management course that students apply to be accepted into. Students will complete 20-30 hours individually or in pairs. Students will be learning about the critical role of the nonprofit sector in communities as well as how businesses can serve as effective partners. Projects should have a long-term impact for the organization. This class also has $20,000 to award in grant funding at the end of the semester, they will put out an RFP and will act as a foundation board to award funds. Having a student from this class does not impact whether or not you will receive funding but is a great way to make sure they are aware of your organization! Successful projects have included:

- Students at CASA for Kids developed a volunteer manual/handbook that can be used to help train volunteers.
- Students at In Touch and Concerned worked closely with the ED to update policies and procedures manuals for staff and board

MDS 489 – Multi Disciplinary Capstone (Fall and Spring)

Groups of 4-5 students who will complete 20 hours. This project can accomplish a lot and is especially good for helping to plan and put on a fundraiser or other type of event! These are usually seniors who are getting the opportunity to put into place the skills they’ve been developing over the past 3-4 years. Previous successful projects included:

- The Mountaineer United Soccer Club had students coordinate with vendors and participants for their spring soccer celebration. The students were responsible for developing a schedule of events as well as advertising and promoting the event.
- Arthurdale Heritage had students conduct interviews with nursing home residents to help create a written

STCM 315 - Strategic Communications: Strategic Advertising and Public Relations Writing, 3 credit hours (Fall and Spring)

This course has a very specific focus on strategic writing and public relations. Pairs of students will complete 30 hours. You pick the message you would like to promote as well as your target audience. Through specific assignments, including a press release, a public service announcement, social media strategies and event materials students will help with your communications campaign. They can also meet custom communication needs such as helping with websites, designing promotional materials etc. These students are juniors or seniors and are excited to have the opportunity to put the skills they are learning to work in a real setting! Successful projects have included:

- Operation Welcome Home had students help with the promotion of a fundraiser, specifically targeting current and potential donors.
- Golden Horseshoe had students work to promote their organization and spread the word about their mission and services.
4. Sample Partner Program MOU

Partner Program

Memorandum of Understanding

**Mission:** The WVU Center for Service and Learning (CSL) commits to building a campus and community that encourages meaningful service connected to academic success, integrity and growth in civic responsibility.

**Vision:** Students, staff, and faculty will be involved in multifaceted activities and experiences that enhance learning through service. A stronger infrastructure for engagement will support teaching principles of democracy, compassion, and cultural diversity. WVU will have a campus culture of service, supporting sustainable partnerships with local, regional, and statewide communities that help students realize their strengths, become engaged across campus and pursue lifelong learning.

Although most charitable, non-profit, faith-based, public, or governmental organizations are eligible to post their volunteer needs in the iServe system, only official partners may host students from service-learning courses. Any organization posting in iServe or in full partnership with the CS&L must provide opportunities for students in service that meet the following criteria:

- The student may not be paid or compensated in any way for the duration of the placement.
- The opportunity must be supervised and provided in a safe environment that promotes learning at all times for the student.
- The opportunity must meet a community need, either in the local community or on campus. Approval of service opportunities is at the discretion of CS&L staff and is evaluated on an ongoing basis.

**Responsibilities**

**The Center for Service and Learning will:**

- Provide orientation, training, and ongoing consultation for partners in areas including, but not limited to:
  - volunteer recruitment, supervision, and verification through iServe;
  - service-learning pedagogy, placements, and supervision;
  - Partner benefits, policies, and best practices.
- Publicize partner news, events, and initiatives to students, faculty, and staff at WVU by printing/hanging flyers; banner reservations for the Stansbury bridge; sharing with MIX homepage, student organizations weekly newsletter, WVU Calendar, and other outlets including social media.
- Connect partners with campus by reserving booths in the Mountainlair for disseminating information, promoting events, or recruiting student volunteers in person (no fundraising, sales, or donation collection is permitted).
- Arrange meeting or event space. Reservations in the Mountainlair or Evansdale Crossing can be made for partners (at no charge) to conduct meetings with community members, students, or for special activities. Use of space is subject to all WVU policies. No outside food or beverage permitted.
- Provide limited printing resources for partner publications developed by students (requests considered and granted on a case-by-case basis by the CS&L).
• Solicit partner needs for service-learning courses prior to each academic semester.
• Provide guidance and access to iServe, the online service management system that enables partners to recruit, communicate with, manage, and verify service hours for student volunteers in a simple, easy to use way.
• Provide data for partners (such as placement reports, student logbook reports, total hours per year, etc. from iServe) as quickly as possible when requested.
• Host partners events that include training, networking opportunities, and service-learning course sign-ups annually.
• Provide support for project supplies or expenses (requests granted on a case-by-case basis as funds are available).
• Provide several large-group service opportunities annually that are prioritized for Official Partners.
• Provide extensive teaching and orientation for students to encourage professionalism, concise and consistent communications and connections that compliment course or program directives and community needs. Also encourage and facilitate relationship-building with partners, fellow students, and the WVU community.
• Provide regular support and liaise to ensure success of service-learning placements, including communication with students, instructors, and partners.
• Provide ongoing consistent consultation for and communication with faculty and partners to ensure mutual understanding and achievement of course learning outcomes, presenting the best chance for success in improving community outcomes.

The Partner will:

• Designate one person who will serve as the main contact for CS&L communications and activities.
• Attend a minimum of one annual CS&L Partner Networking Event.
• Update contact information when necessary using the Partner Updated Contact Information form.
• Notify the CS&L when publicity is needed by: using the Banner Reservation form; using the Partner Announcement form; using the Board Member Request form; emailing flyers to be printed and/or hung up; and sharing information using social media.
• Use aforementioned forms or contact the CS&L to submit news or announcements to WVU media outlets (including MIX, WVUToday, WVU Calendar, and WVU Social Media outlets). Community organizations should not contact WVU news outlets directly. The CS&L must submit on behalf of our partners (may not apply for campus partners).
• Create and maintain an iServe account, monitoring opportunity dates, student placements, and pending approval for student service hours (addressed in 3-5 business days whenever possible).
• Direct all WVU student volunteers to use iServe. Also refer course instructors or student groups not referred by the CS&L to contact our office for consultation.
• Communicate regularly and as needed with CS&L staff regarding problems, accomplishments, questions, ideas, and major changes in placements that deviate from original contract agreements.
• Provide any/all screening, orientation, or background checks if required for placement. Site orientation (as applicable) should include at minimum a facility tour, staff introductions, appropriate paperwork, discussion of expectations, goals and needs, exchange of contact information, etc.
• Enable a sustainable partnership with the CS&L that maximizes achievement of both community outcomes and student learning.
Partners working with service-learning students agree to:

- Complete, sign, and return (as applicable) CS&L service-learning forms including contracts, evaluations, etc. by the due dates provided.
- Assist in placement success at the beginning of each semester by responding to CS&L as well as student communications or requests for meetings as quickly as possible.
- Foster learning and achievement of course outcomes for all student volunteers and service-learners.

Agreement
By signing this Memorandum of Understanding, I have read, understand, and agreed to the terms described and have the authority to commit to partnership with the WVU Center for Service and Learning. This MOU is effective from the date it is completed and received by the CS&L, and will remain intact on a year-to-year basis unless changes are deemed necessary by the Partner or CS&L.
5. Sample Volunteer Sign in Sheet

Please adapt the following sign-in sheet to meet your organization’s needs.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Email</th>
<th>Today's Date</th>
<th>Time In</th>
<th>Time Out</th>
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