

GUIDELINES FOR STAFF

In order to promote positive and sustainable campus-community partnerships, TCU requests your assistance in communicating service expectations to students seeking to coordinate volunteer opportunities for their peers. During the course of the year, organizations are approached by students looking for individual opportunities to engage in community service by student leaders in charge of organizing service experiences for the groups they represent.

If you are thinking about starting a new program or integrating service into an existing departmental program, please contact Community Involvement & Service-Learning (CISL) directly to ensure successful collaboration.

Below are steps to successful community service planning that you can use when advising students in their endeavors:

BEFORE

1. Send coordinating student leader to service training listed on CISL's website.
2. Set up meeting with CISL's staff and student if training dates have already passed.
3. Meet with student leader to discuss guidelines for student leaders coordinating service.
 - a. Is the student prepared to make contact with community partner?
 - b. Schedule a time to make initial contact together on speaker phone.
 - c. Follow up with community partner(s) via email or phone call, letting them know how to reach you if they have any concerns.
4. Assist student with preparation for facilitating reflection of service experience.
5. Determine how learning outcomes will be assessed for participants.
6. If questions or concerns arise, contact CISL for assistance.

DURING

1. Be on site if possible to maximize learning experience for students.
2. Encourage formal or informal reflection at service site.
3. If you are not able to be on site, check in with student leader and be available via phone/text for trouble shooting.

AFTER

1. Send community partner an evaluation (available at www.involved.tcu.edu)
2. Review evaluation with student leader(s).
3. Conduct coaching session with student leader (keep in mind learning outcomes for service)
 - a. What went well?
 - b. What was tricky?
 - c. What would you do differently?
4. Ensure that the community partner receives a thank you note with specific things the student learned through the experience to reinforce co-educator role.