SERVICE-LEARNING ASSISTANT TRAINING MANUAL

FALL 2006

BOISE STATE UNIVERSITY SERVICE-LEARNING PROGRAM

MISSION STATEMENT
Service-Learning at Boise State University exists to enhance learning and to foster citizenship through active involvement in academically-based community service.

DEFINITION
Service-Learning is a teaching method that integrates course content with relevant community service. Through assignments and class discussions, students critically reflect on the service in order to: increase their understanding of course content, gain a broader appreciation of the discipline, and enhance their sense of civic responsibility.
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Service-learning Definitions

Service-learning is using community service to meet a specific learning objective.

*Renée Buchanan, University of Utah*

Service-learning programs emphasize the accomplishment of tasks which meet human needs in combination with conscious educational growth.

*Southern Regional Education Board*

Service-learning helps participants see their work in the larger context of issues of social justice and social policy — in addition to the context of philanthropy and charity. What aspects of our social reality present the needs we respond to as volunteers?

*adapted from J. Kendall, NSIEE*

Service-learning emphasizes **reciprocity:**

- between campus and community
- between those who serve and those who learn

Service-learning is an approach to experiential learning and expression of values — service to others, community development and empowerment, reciprocal learning — which determines the purpose, nature and process of social and educational exchange.

*T. Stanton, NSIEE*

Traditionally, service-learning is differentiated from volunteerism by its attention to reflection. Service-based study assumes many forms, such as courses with service-related content, community-based research conducted with (not on) communities, and independent majors and projects that build from students’ service experience.

*Rethinking Tradition: Integrating Service with Academic Study on College Campuses*

Service-learning is a method by which students learn through active participation in thoughtfully organized service; is conducted in, and meets the needs of the community; is integrated into and enhances the academic curriculum; includes structured time for reflection and helps foster civic responsibility.

*National and Community Service Trust Act*
PRINCIPLES OF GOOD PRACTICE IN COMBINING SERVICE AND LEARNING

An effective and sustained program:

1. Engages people in responsible and challenging actions for the common good.

2. Provides structured opportunities for people to reflect critically on their service experience.

3. Articulates clear service and learning goals for everyone involved.

4. Allows for those with needs to define those needs.

5. Clarifies the responsibilities of each person and organization involved.

6. Matches service providers and service needs through a process that recognizes changing circumstances.

7. Expects genuine, active, and sustained organizational commitment.

8. Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.

9. Insures that the time commitment for service and learning is flexible, appropriate and in the best interest of all involved.

10. Is committed to program participation by and with diverse populations.

NINE CRITERIA FOR DESIGNATION OF SERVICE-LEARNING CLASSES**
Based on "National Principles of Good Practice in Community Service-Learning"

1. **What service** will students provide to individuals, organizations, schools, or other entities in the community?

2. **How does the service relate** to the subject matter of the course?

3. What methods will you use to encourage students to think about what they are learning through the service and how it relates to the subject of the class?

4. What reflective strategies will you use to **assess the learning** derived from the service? (Explain how credit will be given for the learning and its relation to the course, not for the service alone).

5. Explain how the service recipients (clients or agency) will be involved in the planning and evaluation of the service.

6. What methods or resources will you use (Weblinks, articles, etc.) to illustrate how the causes (or solutions) of the community issue(s) relate to the discipline?

7. How does the service-learning experience foster civic responsibility, which may be in conjunction with career preparation?

8. What methods will you use to help students learn from each other (e.g. through reflection sessions) as well as from the instructor?

9. Explain how course options ensure that no student is required to participate in a service placement that creates a religious, political and/or moral conflict for the student.
POSITION: Service-Learning Assistant
Boise State University Service-Learning Program

DUTIES:
The Service-Learning Assistant (SLA) helps faculty teach service-learning classes. Duties may include:

- Help students understand Service-Learning (SL) concepts, procedures, requirements
- Support students in SL placement, orientation, troubleshooting, and maximizing learning
- Serve as liaison among students, faculty, agencies, and SL staff
- Help faculty facilitate class discussions on service issues
- Help faculty establish and document service-learning procedures
- Accompany students to community agencies and service site
- Responding to students’ phone and email questions
- Work as a team at staff meetings with other SLAs and SL staff

COMPENSATION $7.50-7.75 per hour
- Training in service-learning methodology, leadership, facilitation, and basic volunteer management
- Valuable contacts with community agencies
- Close relationships with faculty
- A deepened understanding of human services and non-profit networks in the Boise area
- Letters of recommendation

HOURS
Negotiable 10-20 hours per week. Flexible schedule.

REQUIRED QUALIFICATIONS
- Successful completion of a service-learning class (highly desirable)
- Demonstrated interest in community issues
- Excellent interpersonal and communication skills
- Past experience leading discussions in large or small groups (preferred)
- 3.0 cumulative GPA minimum
- Ability to work independently
- Ability to be flexible and creative
- Must currently be enrolled at Boise State University for a minimum of six credit hours

TO APPLY:
Send resume and cover letter to:
Kara Brascia, Director
Service-Learning Program
Gateway Center
Boise State University
1910 University Drive
Boise, ID 83725-1150
(208) 426-2380 telephone
karabrascia@boisestate.edu

What is Service-Learning?
Service-Learning is a teaching strategy that integrates academic instruction with relevant community service to gain further understanding of course content and an appreciation for the real-life relevance of the discipline.

Examples
- English students assist in an adult literacy program.
- Sociology students educate their peers on HIV/AIDS Prevention.
SERVICE-LEARNING ASSISTANT ROLES & RESPONSIBILITIES

Relationship to the Service-Learning Program:
Although the SA is working with a particular faculty member, the SA is also considered Service-Learning Program staff. Other Service-Learning Program staff is available to support the SA in every way possible. If the SA will be paid by the Service-Learning Program (as opposed to academic dept.), make sure the SA has filled out all of the appropriate paper work in the Human Resources Department to ensure the SA receives pay checks.

NOTE: When calling on behalf of the Service-Learning Program, be clear and specific. Let other SL staff know about your contact via e-mail or contact log on the database. Identify yourself and the reason for your call, referring to specific student and class names, i.e. “I’m calling regarding this class, this faculty and this student”.

Relationship to the Students:
The SAs role with the students will, to some extent, be determined by the course. In general, be supportive and encouraging, but require cooperation. The SA is there to assist with volunteer placement, to guide student efforts, to learn through service, to clarify expectations, and to promote student involvement with the course service content. Don't be led into re-teaching the content or simply answering questions. Insist on student participation in every session.

Students will vary greatly in their relationship to the SA. Some will trust the SA with personal confidences; others will simply come to the reflective discussions and leave without comment. Some will perceive the SA as another instructor; others will see the SA as a compatriot. Be sensitive to these individual differences. Strive for a good blend of leadership and friendship.

NOTE: As part of their job, SAs can choose an agency partner to work with for one hour per week. SAs should do work similar to what the service-learners are doing. This allows SAs to be in the community and to learn more about what the service-learners are being exposed and to gain their own insights, as well.

Relationship to the Community:
In some cases, the SA will be the primary contact between the agencies, the students and the faculty. The SA may also be the primary contact between the agency and the Service-Learning Program. The SA will need to make sure that there is clear communication between the agency and the faculty about agency/course needs, time commitments, availability, etc. The SA may be required to solve problems with a placement. It is important to be sensitive to the agency’s time constraints, while maintaining regular communication to avoid problems and assure a quality experience for both the students and the agency.

Relationship to the Faculty:
Since the SA is offered only with the permission of the faculty, the SA should be welcomed and supported. The faculty has agreed in advance to allow the SA time to survey the class and to make announcements as needed.

It is critical that the SA maintain a professional relationship with the faculty. The faculty is the SAs ally, never the SAs adversary. If students in class criticize faculty, the SA should never join in — no matter how legitimate the SA perceives the complaint to be. SAs should encourage students to take their complaints directly to the faculty.

Faculty teaching service-learning classes may have a SA for the first time the class is taught. A large part of a SA’s function is helping the instructor to be able to teach a service-learning class in the future without an SA. Therefore, the SAs role is not only to facilitate the service-learning for the current semester, but also to work with the instructor to create an example for future use.

During the course’s first service-learning experience, the SA and the instructor can assess the appropriateness of the service placement, journal and reflection questions, how students document their service hours, and the extent to which the class provides an opportunity to make connections between course work and service. The SA can greatly assist the instructor by documenting the process of the SAs work so that the two can learn together. The following are recommendations for teaching faculty and creating a structure from which to build in future semesters.
Service-Learning Student Assistant/Faculty Agreement

This agreement is intended to provide a framework to clarify the parameters of Service-Learning Assistants with their faculty partners. Service-Learning Assistants will be evaluated based on their performance of the responsibilities outlined in this agreement.

Service-Learning Assistant:________________________________ Phone:________________________________
Service Learning Faculty:________________________________ Phone:________________________________
SL Course #:__________ SL Course Title:_________________________ Sem/Year:______________

I. OVERVIEW OF RESPONSIBILITIES

All Service-Learning Assistants (SAs) must complete the following to receive full compensation and to continue participation in the Service-Learning Assistant Program:

- Be available to work with each faculty partner/class approximately 2-3 hours each week
- Participate in SA orientation and training at the beginning of the semester
- Attend bi-weekly training/update meetings with the Service-Learning Coordinator
- Participate in faculty and agency workshops conducted by the Service-Learning Office
- Fulfill the responsibilities stated in their individual SA Responsibilities Agreement (below).

II. RESPONSIBILITIES OF SERVICE-LEARNING ASSISTANT

Please check the following areas you have agreed are responsibilities of the SA:

Classroom Related Responsibilities (SA)
- Assist faculty in explaining Service-Learning to students the first week of class
- Distribute and explain Service-Learning forms and/or handouts in class
- Provide assistance when students register for projects on the SL website
- Attend agency orientations with students, when possible, to clarify SL procedures
- Follow-up with students to ensure their service meets their needs, course needs, and the needs of the service recipient (recommendation: make contact twice a month)
- Co-develop/co-facilitate reflection activities with faculty, if requested
- Offer feedback on class structure and activities as they relate to Service-Learning
- Prepare and distribute fact sheets to help students learn about the issues they are addressing
- Assist faculty in helping students disengage responsibly and thoughtfully from service placement
- Advise students and faculty of upcoming Service-Learning opportunities
- Document Service-Learning component details in a "Resource Guide" to give to instructor at semester end
- Other responsibilities (please specify, attach another sheet if necessary):

Community Partner Related Responsibilities (SA)
- Identify, orient, and coordinate potential agency partners
- Arrange for agencies to attend class on ____________________________
- Communicate with agency monthly to troubleshoot student involvement
- Other responsibilities (please specify, attach another sheet if necessary):
III. **FACULTY ROLE**

Please check the following areas you have agreed are responsibilities of the faculty partner:

- Classroom Related Responsibilities (Faculty)
  - Introduce your SA to class and clarify their role
  - Review with students the deadlines of when placement connections are to be made, agreements and logs submitted, evaluations returned, etc.
  - Emphasize consequences of failure to submit or breach of agreement
  - Frequently reinforce the connection between service and class content
  - Co-develop reflection activities with SA, if relevant
  - Co-facilitate reflection activities with SA, if relevant
  - Offer feedback to the SA as it relates to Service-Learning

- Community Partner Related Responsibilities (Faculty)
  - Prior to beginning of semester, contact screened community partners to finalize expectations of students, learning goals for the service, timeline, and evaluation. Share syllabus
  - Contact agencies at mid-semester and semester end to evaluate the experience together
  - Ensure agency receives final product produced by students, if relevant

IV. **STRUCTURE OF PARTNERSHIP**

1. Planning
   a) How often will SA and faculty meet for planning and troubleshooting? ____________________ (recc: once a week for the first month, biweekly after that)
   b) What time and where will you meet?_____________________

2. Class Participation
   a) How often and when will the SA attend class?________________________
      (recc: first week of class, one class per week or during formal reflection, beg/mid/end of semester, every week for first five minutes of class, etc.)
   b) Is the Service-Learning Assistant expected to read course material? Yes__ No__ If yes, specify:

3. Office Hours
   a) Will the SA have designated time to meet with the SL students? 
      Yes____ No____
      If yes, what day and times?________________________(suggestion: either right before or after class in the same classroom or building)
      Location?____________________________________________

V. **ADDITIONAL COMMENTS**

VI. **SIGNATURES**

I agree to honor this responsibility agreement and am willing to commit the time, energy and communication needed to make this a successful partnership.

Service-Learning Assistant:_____________________________ Date__________________

Service-Learning Course Instructor:_________________________ Date__________________

Please send a copy of this agreement by the second week of the semester to the Service-Learning Coordinator (Mail stop 1150, Gateway Center 109, Tel 426-2380; Fax 426-4228).
Resource Guide

An outline for service-learning assistants and faculty

The role of the service-learning assistant is not only to facilitate the service learning (SL) for the current semester, but also to help the instructor prepare to run the SL component independently next time. The resource guide created by the SL assistant will be the faculty’s main tool.

The SL assistant will submit a resource guide to the faculty member at the end of the semester and provide a copy to the Boise State University SL Coordinator (Gateway Center). The format should be single spaced, paginated, with headers. Below are recommendations of what to include in the resource guide.

1) INTRODUCTION/CLASS INFO
   a) Introductory paragraph explaining the class, semester, year, instructor, and TA.
   b) Table of contents
   c) Class syllabus including SL component

2) COMMUNITY PARTNERS
   a) Brief description of the service performed and how it relates to the class
   b) List all agency contacts
      i) Contact name, phone number, address, email
      ii) Tips on how to reach the contact person, if they are good to work with, etc.
   c) Follow-up communication with agencies:
      i) How often and how should they be contacted to get feedback
      ii) Issues that were raised
      iii) Copies of follow up letters, memos, maps of campus, evals, etc.
   d) What worked well; what you would do differently next time, if anything

3) REFLECTION
   a) Reflection format and activities
   b) Reflection questions
   c) What worked well; what you would do differently next time, if anything

4) JOURNALING
   a) Journal questions
   b) Journal evaluation method
   c) Copy of a fantastic or exemplary journal (get student approval first)
   d) What worked well; what you would do differently next time, if anything

5) ISSUE AWARENESS
   a) Copies of readings, articles, and/or fact sheets used in the class (about SL, service, or community issue, etc.), plus TA colloquia readings if helpful
   b) What worked well; what you would do differently next time, if anything

6) STUDENT COMMUNICATION
   a) Student contracts or tracking forms if any
   b) Memos or announcement
   c) Notes on problems, issues, or dilemmas. (Chances are the issues will recur)
      i) Include how you resolved them, or how they might be resolved next time
   d) What worked well; what you would do differently next time, if anything

7) CONCLUSION
   a) Briefly assess how consistently the service-learning criteria are being met and how it can be improved next time.
ADMINISTRATIVE ASSISTANT

Scheduling: (Charlotte)
- Schedule, coordinate, and prepare material for events (orientations, workshops, lunches, focus groups, and recognition events)
- Schedule class presentations to informal feeder classes
- Schedule faculty/agency visits (Kara, Charlotte)
- Schedule promotional banners and booth, restock brochure rack

Reception: (Charlotte)
- Respond to informational requests and inquiries from agencies, students, and faculty

Office Duties:
- Update database (enter new classes, new faculty, new agencies, etc.) (Kara and Charlotte)
- Run reports from database (Charlotte)
- Take minutes at advisory board meetings (Charlotte)
- Prepare (copy, compile, and distribute) training material, class packets, etc. (Charlotte)
  - Coordinate (distribute, collect, and compile) assessment forms from students, agencies, and faculty (Charlotte)
  - Process mailings (Charlotte)
  - Send thank you notes (Charlotte)

Coordinate student hiring:
- Process student employee applications and complete student hiring process (Jillana)
- Collect and process timesheets and maintain records of student hours (Jillana)

COMMUNITY PARTNERSHIP DEVELOPMENT AND MAINTENANCE: (Kelly and Charlotte)

[We are moving toward this model: we tell faculty “You can look at our list of agencies, and we can give you suggestions. You call the agency first, then we follow-up to get them on board (receive orientation, post projects, list orientation dates, troubleshoot, etc.). Then it’s in your hands.]

(Charlotte lead):
Provide information/outreach:
- Respond to informational requests and inquiries from agencies
- Conduct mid semester check-ins (over phone, site visits), particularly to new agencies and agencies that have a lot of students
- Send thank you notes to agencies at end of semester
- Develop recognition methods for agencies
- Train agencies on database
- Maintain accuracy of agency data

Coordinate:
- Coordinate visits to agencies by faculty (site visits)
- Make matches between SL courses and agency needs; developing agency menus for each course.
- Coordinate Community Advisory/Focus Group
- Schedule and coordinate on-campus agency orientation and luncheon (pre-semester, mid-semester)
- Invite and coordinate agencies to come to campus reflection sessions or Brown Bag lunches

(Kelly lead)
Agency Development (SLAD):
Conduct site visit orientations, phone orientations with new agencies (SLAD)
Modify/send pre-set email contact on correct date
Co-host annual focus group with 4-6 agency partners to discuss issues & develop recommendations

Program Development:
- Refine virtual volunteering processes and procedures (Kelly)
- Refine “rogue student” site development procedures (with Gretchen)
- Refine, when needed, community partner handouts, site visits, and orientation material
- Identify consistent one-shot projects for 101 classes

**COMMUNITY-WORK-STUDY PROGRAM (Jillana and Kelly)**
- Recruit, Orient, and support agencies as CWS sites.
- Negotiate job descriptions and contracts
- Recruit, screen orient, support, and coordinate student applicants
- Maintain close contact with the Office of Financial Aid on site contracts, invoices, and work-study awards
- Process applications, distribute resumes, and complete student hiring process (Kelly with Charlotte’s help)

**STUDENT SUPPORT (Jillana)**
- Co-ordinate SA training
- Provide necessary support to SAs: contact or meet with TAs every two weeks to provide support, answer questions; send email reminders.
- Send out all necessary SA related correspondence to departments, faculty, agency, and S.A.s
- Process timesheets of “departmental SAs”
- Provide class support for classes that need minimum class support
- Coordinate student focus group
- Coordinate Student recognition event

**STUDENT ASSISTANTS (Jillana, Kelly, Amanda, Sara, Abel) (for classes needing support)**
- Explain SL to students in class, help them understand the benefits, procedures, and action steps
- Help students register for projects during busy times (in office, in computer labs, by phone, at student stop)
- Conduct or coordinate mid-semester check-in
- Help faculty prepare for reflection
- Attend on-site project orientations
- Stay in touch with students one on one to support, check-in, problem-solve as needed
- Check in with faculty every two weeks, share student feedback, offer support for faculty, problem-solve together
- Help instructor implement reflection tools (discussions, activities, journals)
- Maintain files of class/agency/professors partnership
- Encourage students to come to mid-semester luncheon
- Distribute and collect assessment
- Coordinate and go on site visits with faculty pre-semester or during semester
- Attend faculty/agency luncheon with your faculty member

**ALL STAFF PROJECTS:**
- Attend all SL faculty and/or agency orientations, if possible. Present occasionally at these events. (All staff)
- Staff marketing booth in SUB, fairs (All staff)
◊ Check database for accuracy in your area (All staff)
◊ Write and/or revise manuals for SL programs and procedures (All staff)

**FACULTY SUPPORT AND DEVELOPMENT - (Kara)**

◊ Host on-going series of workshops: see faculty outreach guide in program manual
◊ Plan and implementation of Faculty Fellows Institute
◊ Check in with faculty mid-semester (get story ideas)
◊ Develop recognition methods for faculty
◊ Send thank you notes to faculty
◊ Write articles about SL faculty every month for Arbiter
◊ Host monthly SL brown bag sessions and SL orientations, when possible
◊ Help faculty prepare for reflection (empower them to do it themselves).
◊ Post BSU SL website and course syllabi on top three national sites
◊ Share information on publishing opportunities with all SL faculty
◊ Enhance SL Program web site to facilitate faculty course applications (KERRI)
◊ Promote, coordinate, and process faculty grant program (travel, research, and teaching grants)

**COORDINATE SL ACROSS CAMPUS (Kara)**

1. **Enhance foundation of SL at BSU/ Increase visibility and reputation of service-learning (SL)**
   a. Build relationships with and offer support to existing SL faculty, individual Advisory Board (ABSL) members, Volunteer Services Board (VSB), and community partners.
   b. Sustain close ties with News Services, Arbiter, Student Activities, and New Student Information
   c. Participate on campus and community committees (with women’s center, CEDB, gender studies advisory board, BSU Student Leadership Committee, and the new Diversity Requirement Committee)
   d. Strategize and plan for program growth and to enhance quality and capacity of SL services
   e. Secure funds for SL program; forecast and manage program budget
   f. Get the word out about SL with articles, stories, opinions, editorials, etc. (work with PATRI)

2. **Expand availability of SL courses for students at BSU.**
   a. Increase number of SL modes, "levels of involvement", and "levels of service".
   b. Foster an interest in SL in all colleges; offer resources and incentives to faculty and departments
   c. Add at least ten new SL courses

3. **Develop faculty resources, incentives, and support to ensure quality SL experiences**
   a. Organize and facilitate monthly SL brown bag sessions and SL orientations
   b. Share information on publishing opportunities with all SL faculty
   c. Enhance SL Program web site to facilitate faculty course applications (KERRI)
   d. Develop and implement annual “Faculty Fellows” Institute
   e. Promote, coordinate, and process faculty grant program (travel, research, and teaching grants)
   f. Design and distribute SL faculty development handouts and manuals
   g. Keep SL on the radar screen of president, provost, deans, and chairs (present at meetings)
   h. Develop recognition methods for faculty, agencies, and students. Dovetail with current recognition events
   i. Send Witt list of faculty and make sure she sends thank you letter to chairs, faculty

4. **Improve technical support and service delivery**
   o Proactively improve and enhance database functions as program needs change
   o Interface bronco web with SL database
   o Provide program statistics from database
   o Provide on-line assessment for agencies, students, faculty
5. **Involve students in leadership, promotion, and execution of SL program**
   - Recruit and mentor students for roles as SL student recruiters, SL assistants, and spokespersons for BSU SL program in classes, on campus, in community, and at conferences.
   - Involve students as important collaborative members of ABSL and student strategy group.
   - Initiate and sustain collaborative relationship with VSB and other BSU community-oriented student groups.

6. **Assess and publicize academic and community achievements**
   - Involve ABSL as consultants in reviewing instruments and procedures
   - Assess enhanced student learning, community impact, and faculty satisfaction and distribute data

7. **Research, solicit, and write grants which support SL objectives.**
   - Research grants drawing from networks with Campus Compact, Corps. for National Service, FIPSI

8. **Develop civic engagement programming**
   - Work with the steering committee to develop and implement programming goals for the Civic Engagement Steering Committee and the American Democracy Project
   - Design handouts and faculty development programming on civic engagement teaching methods
   - Collaborate with other BSU or college civic engagement initiatives

9. **Increase regional and national recognition of SL program (put BSU on national websites)**
   - Present at campus compact conference in March 2005
   - Publish BSU Service-Learning vignette in national book on “Service-Learning and Student Leadership”
   - Post BSU SL website and course syllabi on top three national sites
1. **THE AGENCY PARTNER: (non-profit organization)**
   - Designate a SL supervisor who will serve as the liaison with BSU-SLP, the faculty, and the Service-Learners.
   - Follow the recommended BSU-SLP agency checklist, including:
     - Provide SL project descriptions to the BSU-SLP staff by published deadline.
     - Schedule orientation dates and times by published deadline; send to BSU-SLP.
     - Orient Service-Learners to the agency partner’s rules, policies, procedures, methods, and operations, community issue, and population served.
     - Sign student agreements and log sheets (log sheets include opportunity for you to evaluate the student).
     - Check-in formally with the Service-Learners at regular intervals (recommended: beginning, middle and end of semester AT THE MINIMUM).
   - Notify the faculty partner immediately, preferably by phone, on any cause of dissatisfaction or of misconduct on the part of the Service-Learner.
   - Maintain good communication w/Service-Learners, BSU-SLP staff, and faculty (return calls/emails within 2 days).
   - Offer suggestions and ideas for improvement in BSU-SLP procedures and opportunities.

2. **BSU-SERVICE-LEARNING STAFF**
   - Recruit, support, and facilitate faculty, Service-Learners, and agency service-learning partnerships.
   - Find, screen, and orient agencies whose needs match class learning objectives.
   - Provide orientations, trainings, and roundtables about service-learning.
   - Facilitate student placement through classroom visits and agency referral lists, upon request.
   - Provide contracts and forms that clarify responsibilities and increase accountability.
   - Support and troubleshoot with Service-Learners, agencies, and faculty.
   - Evaluate the service-learning experience for Service-Learners, agencies, and faculty.
   - Maintain regular contact with agency partners, faculty, and Service-Learners (at beginning, middle, and end of semester). Email upcoming opportunities and information.
   - Seek and respond to feedback from agency partners, Service-Learners, and faculty.

3. **FACULTY PARTNER:**
   - Set learning objectives for the service experience that relate to course objectives.
   - Identify community issues or service that relates to the class.
   - Contact screened agencies to clarify course goals and service expectations.
   - Adapt syllabus, class assignments, lecture examples, and class discussion to include links between course theory and service experience. Structure and schedule reflection assignments or activities.
   - Discuss the service-learning expectations and requirements, agency orientation dates, deadlines for starting service, and evaluation guidelines with Service-Learners.
   - Use written agreements, time logs, evaluation instruments (recommended by the BSU-SLP).
   - Maintain regular contact with agency partners (recommended: beginning, middle, and end of semester).
   - Evaluate student Service-Learners’ experience (SL staff can assist).

4. **STUDENT/SERVICE-LEARNERS:**
   - Maintain personal health/BSU student health insurance, along with liability insurance if a personal vehicle is used.
   - Complete required amount of service hours and/or service project.
   - Attend agency orientation at scheduled time.
   - Sign agreement with agency partner.
   - Start service by the fifth week of the semester, or as specified in the course syllabus.
   - Track hours using hour log sheet, or another method specified in the course syllabus.
   - Maintain regular communication with agency partner regarding service hours and activities (recommended beginning, middle and end of semester AT THE MINIMUM).
   - Respect rules, regulations, and confidentiality standards of agency.
   - Participate in reflection activities and assignments.
   - Evaluate SL experience and the agency partner.
OFFICE ENVIRONMENT/PROFESSIONALISM
Kerri McCanna and Kara Hartmann
September 22, 2003
Y:\Boise State SL files\KerriMcCanna\FALL03\office suggestions.doc

The following information was adapted from:
http://www.computerweekly.com/Article123356.htm

OFFICE SPACE:

1. Post Staff Office Hours on Door on IN/OUT board. Check in upon arrival, out upon departure, and note where working, if not in GC 112.
2. If both workspaces are being used, a third person should not conduct business on phone.
3. If you share an office, keep controllable distractions and interruptions to a minimum.
4. Keep common areas clear of personal items, except on shelf and walls.
5. Keep personal calls and e-mails to a minimum during paid work time.
6. Come to work at scheduled time.
7. Keep personal visits to a minimum.
8. If you need to make a personal long-distance phone calls, use a calling card or charge to your home phone.
9. Eat in, and throw trash away in, the kitchen or at back tables. Noise and aromas/odors from eating in the office are distracting to others.

TELEPHONE PROTOCOL:

1. Check Voice Mail for 1004 and your own station each working day; save messages for others and send them a GroupWise phone message to check VM.
2. Use speakerphone only for conference calls.
3. Give everyone else on S-L staff PROXY to your Groupwise calendar and appointments. This will enable us to be aware of where others are, which will ensure that in the case they receive messages for someone else, they can let the caller know when that person is expected in.
4. If taking a message for another person, open Groupwise and e-mail it to them while you’re on the phone. Handwritten messages are often difficult to read and keep track of.
EFFICIENCY AND PROFESSIONALISM:

Your responsibilities with the Service-Learning Program go beyond those of normal student work; we are all interfacing with community and campus professionals, and are serving as role models to students. Our role here is often informal and we laugh a lot; at the same time, we need to be very professional when appropriate, and consciously maintain professional work standards.

Personal Work Standards:

1. Keep requests for changes in work hours and time off to a minimum during heavy times in the office (two weeks before and after each semester, and the last two weeks of each semester).

2. Attend weekly staff meetings (required). Kara Hartmann can be reached at home 424-8743 (evenings) or office 426-2380 (during work hours) in case of an emergency.

3. The completion of homework, school projects, etc. is not allowed in the SL staff office.

4. Maintain a professional appearance. Dress respectfully and professionally when representing SL with classes, faculty, or agencies. Identify yourself as an SL staff member by wearing your nametag.

5. Student employees are entitled to a fifteen-minute break (paid time) for every four consecutive hours of work and a lunch break (unpaid time) of at least thirty minutes during eight consecutive hours of work.

6. Use copy and fax machines for work-related projects only.

7. Work in at least 2-hour increments between the hours of 8:00 AM and 7:00 PM.

8. Use the PeopleSoft system for official SL queries only.

Written Work Standards: Consistency in style is important for our professional credibility:

1. Insert file path in header or footer. All documents should have title, date, author, and file path.

2. All documents going outside the office should be Arial or Times New Roman, mostly 11 font, and should have the standard line under the heading (see above. Highlight text, click “format” then “borders”).

COMMUNICATION STANDARDS:

1. Respond to all e-mail and phone messages within two business days.

2. Have all external e-mails and documents (to non S-L staff) proofed by GA or S-L Coordinator prior to sending.

3. CC: Kara and any other involved S-L staff on e-mails to faculty/faculty correspondence.
Dear Students:  The process of enrolling, attending orientations, and starting your service will be pretty smooth, but you should be prepared for bumps in the road.  If you have difficulties, talk to your instructor or the Service-Learning staff at 426-1004, 426-2380, servlern@boisestate.edu, or drop by the Gateway Center.

STUDENT RESPONSIBILITIES (*note: not all classes use all of these; check with your instructor)

- Attend agency orientation at selected time
- Sign an agreement with agency partner (to clarify your learning objectives and their needs)
- Start service by the fifth week of the semester*
- Track your service hours: sign in and out and get a supervisor’s signature every time you serve*
- Communicate with agency partner regarding service hours and activities
- Respect rules, regulations, and confidentiality standards of agency.
- Participate in reflection activities and assignments during class, online, or at lab sessions
- Complete required amount of service hours and/or service project on schedule. Agencies and their clients count on you. In case of emergency, contact the agency ASAP to work out alternative projects.
- Evaluate the SL experience and your service site at the end of the semester
- Maintain personal health insurance or BSU student health insurance. (BSU liability insurance does not cover you if you are injured at the site; however, it will protect you if you cause any harm). Most agencies carry liability insurance in case you are harmed on-site
- Maintain auto insurance if you plan to use your personal vehicle. BSU is not liable for students getting to and from community sites. The Service-Learning Program strongly discourages students from driving as part of their service experience, and is not responsible for incidents involving driving.
- Discuss risks, safety measures, and waivers with your agency supervisor. If you feel uncomfortable, contact your instructor or SL staff to discuss options

STUDENT RIGHTS

- To learn about the agency (organization-policy, people, programs, and activities)
- To receive orientation, training, and ongoing supervision for the job expected
- To receive sound guidance and direction
- To do meaningful and satisfying work
- To be evaluated and receive letters of recommendation based on services completed
- To have an advocate in the SL Office if problems arise

---TURN OVER FOR CHECKLIST---

**SL LABS:** Some instructors offer SL as an integrated part of the class; a few instructors offer SL as a separate one-credit SL Lab. A SL Lab is a one-credit class involving 40 hours of service and biweekly reflection discussions with faculty. Students choosing to take the SL Lab class must register for it on Broncoweb at http://broncoweb.boisestate.edu/ BEFORE THE END OF THE SECOND WEEK OF CLASS. Ask your instructor for assistance or call the Service-Learning Office at 426-1004 or 426-2380.
1. SELECT A PROJECT: Ask your instructor if s/he posted your S-L project(s) options on the SL website--
   - If yes, refer to the text box below for directions
   - If no, consult your syllabus for directions on identifying your SL project

2. ATTEND AGENCY ORIENTATION
   - Bring your calendar/day planner and your “Student/Agency Agreement”
   - Don’t leave without scheduling a start date for your service
   - Clarify with agency supervisor exactly what you will be doing and when you will be doing it. Sign “Student/Agency Agreement” with your agency supervisor. Return agreement to your instructor
   - If you miss your scheduled orientation, it is your responsibility to call the agency to reschedule ASAP
   - If, after you attend orientation, you decide that the agency is not the right place for you, the SL staff can help you find another opportunity if you contact the S-L Program BY THE END OF WEEK THREE of the semester

3. START SERVICE and RECORD HOURS
   - Start service no later than week five of the semester. Special projects/events may be exceptions

4. REFLECT Think about your experience at the agency in terms of concepts you are learning in your course, broader social issues, your own value system, policies, and how you can affect change. Be prepared to discuss these in class

5. EVALUATE Once you have completed your required hours of service…
   - Your agency supervisor will evaluate you on-line. If you wish to see a copy, consult your instructor.
   - Your instructor wants to know your opinion of your experience at the agency. Forms will be distributed at the end of the semester

HOW TO SELECT & REGISTER FOR A S-L PROJECT ON-LINE:
If you run into problems in registering on our website, SERVICE-LEARNING STAFF ARE HERE TO HELP! Call 426-1004.
1. Go the Service-Learning website http://servicelearning.boisestate.edu to get started

2. Click “Students” from the left side menu, and log-in.

3. Select your class, browse the projects, select a project, and choose an orientation time.
   - Choose carefully: the “project descriptions” indicate orientation times, background check requirements, schedule flexibility, and whether you can bring your children.

4. Print your project STUDENT/AGENCY AGREEMENT. This form:
   - Helps you clarify expectations, days/times you will serve, and your goals
   - Provides directions to the site
   - Requires agency signature (to be obtained at orientation)
   - Must be returned to your instructor; consult syllabus for deadline

5. Print your LOG FORM
   - Track your hours. A site supervisor should sign it each time you serve.

Note: If you need to change your project, orientation time, or reprint your “agreement”, just log-in again.

TIPS and ADVICE
►►► BE PERSISTENT! Please understand that these are community agencies with very limited staff…
   - If your call is not returned within two days, call again ASAP (during business hours). Use e-mail AND phone. If your call or e-mail is still not returned within one week, call the SL Office
   - When leaving a message, clearly state your name and phone number, that you are an SL student, what your orientation date is, your phone number, and the best time(s) to reach you

►►► CHECK YOUR BRONCOMAIL: If you prefer to use your home e-mail, you must forward your Broncomail by logging into BroncoMail (www.broncoweb.boisestate.edu), click “Options”, “MailBox Management”, “Options”, and “Forward All New Messages”.

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**SERVICE-LEARNING ASSISTANT TIMELINE**

**Updated 2/9/2012 (JP)**

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### PRE-SEMESTER

- Complete I9, W4, and Direct Deposit paperwork with Office of Human Resources (the SA will need driver’s license and social security card or a passport)
- Talk to Jillana about process and timing of picking up timesheets, submitting them to Kerri. If on a stipend, get a copy of the contract.
- Attend SL staff training.
- Attend Pre-Semester Luncheon; introduce yourself to agencies and faculty.
- Assemble your supplies:
  - Class Folders (from outside GC109).
  - Copy of Service-Learning Video.
  - Student Brochures.

### TWO WEEKS OUT

**Initiate Contact with your faculty members** via email/phone/office visit (if phone, follow-up with email).

- **Introduce yourself** as Service-Learning staff who will be their SL assistant for the class. You have been a SL student and are now a staff member (or something like that). The purpose of your call is to clarify how you can be of assistance to them this semester.
- **Suggest a time to meet** with your faculty partners to decide on expectations for your work together (by filling out the SA/faculty agreement *together*).
- **Email or mail them a copy of the SA/Faculty Agreement** (available on the SL website under “Forms”). This form helps clarify your role, protects you from doing non-SL work, and helps you build a rapport. Both of you must sign this agreement then give a copy to Kara.

**Prior to Meeting:**

- Review syllabus and 9 Criteria
- Review projects:
  - Do they clearly relate to the class?
  - Any typos?
  - Do the orientation times conflict with class times?
  - What are the strengths/drawbacks of individual projects? (flexibility, on campus, one day)
- Think about the goals of the meeting:
  - Establish rapport with instructor
  - Clarify expectations and roles
  - Instructor should be able to introduce you to the students in clear/accurate way
  - Arrange dates/times of first two weeks of class visits and presentations

**At the meeting**

- **Clarify your role**
  - Give them an **overview of what you can do** to help them with their class **i.e.**
    - help students feel comfortable with and understand SL
    - help explain the steps and forms,
    - help troubleshoot placement issues,
    - occasional monitoring, etc.
  - Make clear the fact that you can work with her class 2-3 hours per week at the max.
  - Read and sign agreement

- **Make Plan for the first week of class**
- Ask them if they would like you to join them on either the first and/or second day of class.
  - SA can explain the SL portion of the syllabus -- or at least to field SL questions.
  - Gives the students a chance to get to know you as a resource.
- Suggest that you could present for 5, 10, 15, or 20 minutes… ask them what is most convenient.
  - If you present for 15 minutes or longer, offer to show the “SL video” (5 minute motivational video that covers the basics of what SL is, as well as the benefits).
  - Usually your presentation will cover the who, what, where, why, and how of SL, including project registration, timeline, forms, and expectations (most of this is in the checklist).
- Consider splitting the details into two class presentations: the first gives a clear idea of what SL is and a general idea what will be expected of them. The second presentation will review the checklist, offer details on agency/projects, etc.
- Write down the date, time, and room number of when you will present, and length of presentation.
  (Send date, time, and room location to Jillana. She will make sure a VCR is delivered to the classroom, and will put a video in your box.)

□ Review Forms
  - 1) the SL “agency menu”
  - 2) the “mini menu”
  - 3) the “checklist” (give the faculty partner a copy of all 3)
- Ask them for a copy of the syllabus, and if convenient, a copy of the class roster (or you can get it from them on the first day of class).
- Tell your faculty partner that you can bring the checklist and the mini-menu to the class to distribute to students. They may prefer you email it to them to include in their syllabus… that is fine. Regarding “forms” and “student/agency agreements”, students will print those off the website.

□ Clarify Details of Class
  - Will s/he allow students to count orientation towards required hours?
  - Will s/he allow student initiated projects? (If yes, review form for “rouge” projects)
  - Does s/he want to come the computer registration on Thursday 8/31 8:00 am-3:00 pm in B206?
  - Does s/he need the student checklist modified?
  - Would s/he want agency reps to come to class? When?

□ Summarize Meeting
  - Go over any tasks you agreed to complete, set due date
  - Go over tasks instructor agreed to complete, set due date
  - Make sure they have your contact information

ONE WEEK OUT

CONTACT YOUR FACULTY PARTNER (AGAIN)
 □ Ask if she is feeling ready and if you can do any last minute SL things for her
 □ Confirm/review any unclear aspects of your SA/agreement
 □ Confirm the day/time she wants you to come to class
 □ Review what her expectations are for you on the day you present (how much time is allocated for you, etc.). Describe exactly what you plan to say/do (faculty do NOT like surprises.
 □ Agree on how she will introduce you
 □ Confirm that she you will distribute the “mini menu” (aka “service list”) and the “student checklist”
 □ Review the agency menu, if relevant, to make sure she is comfortable with those agencies
 □ Ask them if they want the agency orientations to count toward the service hours. It’s up to each faculty member.
ASSEMBLE two copies (one for you, one for the faculty member)
- Course syllabus and responses to SL criteria (get the syllabus from the faculty member, the SL criteria from Kara)
- Agency menu, service list
- Checklists
- Copy of the class roster (get this from the instructor)

WEEK 1 OF CLASS

The First Day of Class

1) Ask the professor to introduce you to the class; then take a little time to explain why you are looking forward to working as the Service-Learning Assistant for this class.

2) Explain service-learning. “It is a way of teaching that allows you to use what you are learning in class to meet community needs.” Take the student brochure and give some examples of the benefits to students.

3) Explain your role to the class as already agreed upon by you and the professor. This Service-learning assistant position is a little different from what students are used to seeing, so explain carefully what you will be doing.

4) Put your name on the board and give students a phone number where they can reach you. If you have office hours at the BSU Service-Learning Program, this might be a good on-campus time students could reach you.

5) Reinforce the idea that you are there to help the students.

6) Clarify to the students when they will be seeing you, what to expect from you and when, and what you will be expecting of them… explain what the expectations are the FORM (initiative, persistence, accountability for their own learning, communication with you and the agency, etc.)

7) Stress the importance of student accountability to the agency, to connect class and service, and their responsibility in contacting you and the professor if they have any troubles… before the due date.

8) Review packet, stressing timeline and agreement.

9) Instruct them as to the next steps.

10) Conclude with a sincere statement about the benefits of SL.
WEEKLY PROGRESS CHECKLIST

SL staff progress week #1
- Did you cover all points at your presentation? How was response/ How do you feel about the classroom visit?
- Were you able to answer all questions/concerns? If not, e-mail GA/SLC. How are you following up?
- Did you plan a return visit or set up for the class to go to computer registration day?

SL staff progress week #2
- By end: Are students placed?
- Troubleshoot
- Prepare for reflection #1??
- Remind students:
  - Register on-line- how to get assistance
  - Remind students that orientations will begin next week
  - Emphasize deadlines
  - Explain forms again

SL staff progress weeks #3, 4
- Finalize student placements; SL office sends roster to agency/faculty
- Conduct necessary follow-up and troubleshooting
- Speak with faculty about reflection facilitation help
- Now what? Look at checklist/timeline/goals
- Other projects? Are you involved with committees/presentations/serving with students/marketing booth?

SL staff progress week #5
- Promote issue education/think with faculty about second reflection
- Check in with faculty/agency/students; do necessary troubleshooting, share info with SL staff as is appropriate

SL staff progress week #6
- Report to faculty with agency feedback, if appropriate
- Conduct agency visit/serve with students/take photos/get stories (check with SL staff)
- Reflection facilitation and troubleshooting

SL staff progress week #7
- CHECKSHEETS: Turn in completed to Kerri by end of week.
- Where are we now?
- Special projects

SL staff progress weeks #8
- Ensure critical thinking and issue education... discuss with faculty whether you see students understanding issues, making connections, getting charged up... or not. Offer suggestions.

SL staff progress week #10
- CHECKSHEETS: Turn in completed to Kerri by end of week.
- Review articles on closure and transition.
- Discuss closure plans with faculty member.

SL staff progress week #11
- Prepare for student evaluation
- Remind students of upcoming deadlines, obligations
- Scout stellar students to be future SAs, work-study applicants ADD CHECKSHEET TO WEEK 12

SL staff progress week #12
- CHECKSHEETS: Turn in completed to Kerri by end of week.
Presentations: Explaining Service-Learning to Students

I. Highlight need.

What if I told you that you could:
- make lectures and text books come alive by
- applying your knowledge in real-life settings
- get hand-on experience
- make a difference in the community
- build your resume?

The service-learning experience offers you this opportunity. And it's all set up for you, so it's easy to participate. In the next few minutes I'll explain what it is and how you can make it work for you.

II. Make it personally relevant. Identify with them. Involve them.

I remember the strain of being in school… wondering how I can translate what I'm learning in [history] to… helping me figure out my career or graduate school plans, boost my competitive edge in applications, or even helping me make sense of what I read in the newspaper. I imagine many of you feel that way sometimes. Do you ever wonder how studying [history] is going to impact your future? The service-learning experience can help you apply academics to your life; and helps you apply academics to current community issues (which will impact your life). That makes sense.

III. Describe SL as means to resolving need; emphasize organizational credibility and potential efficacy

Service-Learning is a program in which active service in the community is used to reinforce academic learning objectives. In other words, the service-learning program at Boise State has worked with [Dr. Kincaid] to organize several community sites at which you can apply concepts learned in class to meet a community need. For example….[give example from that class].

Service-Learning is different from volunteering, internships, and practica in three ways:

1. First, the service is integrated with the curriculum… that is, it is like an assignment that adds to the learning of class material.

2. Second, it is designed to meet a community need, like helping people who are under-served or working with organizations that are trying to make Boise a better place to live for everybody.

3. Third, there is structured reflection involved, such as questions that help you make connections between your service and your class, and that help you relate the discipline of [history] to broader [social and environmental] issues that you hear about in the news.

4. Fourth, the experience of service-learning aims to foster a sense of civic responsibility… giving you an opportunity to explore your role as a professional [in theatre] or as a citizen in the context of community work.
Service-learning is extremely popular nationwide. 30% of all college students at four-year institutions are engaging in service-learning experiences. At Boise State the program is small but growing, and well supported by the president and the provost. It promised to be a cornerstone of the University's slogan "Real Education for the Real World".

IV. Personal invitation to join

In this class you have an opportunity to engage in service learning. There are [five] agencies that have found a match between their needs and this class. In a minute I will explain their service-learning opportunities and you can go on to our website to read more about their projects.

Service-learning in this class will include [40 hours of service], [a journal], and class discussions [every other week]. Your faculty member will supervise your experience, and I as a staff member of the service-learning program, will assist. I am your advocate, and am available to assist you in signing up, getting in, and troubleshooting should you have any difficulties. Here is my contact information. I will also email you or call you every few weeks to see how things are going with your experience.

V. Benefits of participating

As I said, you and millions of other students across the country have the opportunity to gain hands on experiences, apply [history] theory in the field, and make a difference in the community. You never know what connections and networks you will develop and where new knowledge will take you.

VI. See specific action immediately

All you have to do is
a. Review the projects we’ve set up for your class and select which ones you are most interested in working with
b. For Lab classes: [Register for the lab. The final date to add officially is September 3rd, because agencies have scheduled orientations early so you can start quickly.

c. Sign up with your class during computer registration next Thursday, September 2nd, in B206 at [scheduled time] or online from your computer any time before then
d. Attend the scheduled orientation with your community partner
e. Be ready to engage in [40] hours of service as agreed upon with your community partner
f. And make connections through writing assignments and/or scheduled discussions
g. Make it what you want it

VII Restate need and potential for progress

I think you will see how service-learning can give you an opportunity to make your learning come alive, build your accomplishments, and make a difference in the community at your time.
- Arrive at the orientation site early.
- Where your name tag.

- When you arrive, introduce yourself to the coordinator, telling her/him that you are there to answer any SL questions that might arise. Introduce yourself to the students in the same way.

- Take a copy of the orientation roster, as well as a copy of the log sheet to show students as reference.

- Sit through the orientation, taking notes about:
  - potential questions the students might need answered (ask them at the end if students do not), and
  - possible issues that might arise between the students and agencies (offer this feedback to the agency at the end, or report this to the staff at the next staff meeting)

- At the end of the orientation, mill around a little bit chatting with the students about their SL. Do they have any lingering questions? Are they feeling welcomed and prepared? If they seem squirmy or nervous, you could tell them that it’s natural to feel a little uncomfortable at first, and that will go away once they get started... and that in a little while they will be really into it.

- Note which students did not attend the orientation. Email the students that they were missed, and that they need to make it to the next orientation date (give them this).

- Email the faculty with a list of students who missed their orientation.
FIRST DAY OF REFLECTION

NOTE: You will offer support and ideas for the faculty to facilitate general reflection. You should attend all of the reflection sessions or those that are agreed upon between you and the instructor. In the lab classes, the students will meet with the instructor every other week. You should attend all of those reflection sessions or those that are agreed upon.

NOTE: If you work with a fully integrated class, you should plan to come to class either right at the beginning or right at the end of class sessions, at least every other week so the students can see you. For lab classes, you should attend the reflection sessions every other week.

The final reflection session is important so students can have a sense of closure and celebration of their service. See reflection in the operations manual.

1) Explain your role again and what you'll be doing.

2) Explain what you won't be doing (reviewing lectures, etc.).

3) Be prepared to answer some general questions, even though they may not relate to your job description. For instance, how the professor will handle the grading (should be explained in course syllabus), tests, books, etc.

4) If you will be requiring journals, discuss them with students:
   — how should it be organized?
   — computer, typewritten or handwritten?
   — how often will dialogue journals be turned in for your response?
   — When will you return them? (We suggest within one week).

5) Stress the importance and value of reflection verbally as well as through your actions.

6) Reinforce the connection between the academic, classroom work, and the service done in the community. Encourage students to come up with this themselves. Reinforce frequently.

7) Keep in mind that others see you as a BSU Service-Learning Program representative and act accordingly.
The process of enrolling, attending orientations, and starting your service is meant to be as easy as possible, but you should be prepared for a few bumps in the road. If you have difficulties, speak to your professor or call the Service-Learning office 426-1004.

Trouble with registering on the service learning website
If you run into problems or complications in registering on our website, WE ARE HERE TO HELP! Contact us immediately at 426-1004, servlern@boisestate.edu, or stop by our offices in the Gateway Center. We will assist you in registering and enrolling in a project.

Orientation troubles
Your are required to attend an orientation prior to starting your service. This is your opportunity to learn more about the agency and your service project, and let them know what your needs and talents are. Here are some hints to make sure this process goes smoothly:

- When you chose an agency, make sure you will be able to attend their orientation.
- Write the date, time, agency phone number, and location of the orientation in your day planner or calendar.
- Take your day planner or calendar with you to the orientation and use it to arrange your service hours (i.e.: every Friday 2-5pm in December and January). If you can’t set your hours for the entire semester, don’t leave without at least scheduling your start date.
- Please, please don’t …but if you do miss the orientation:
  1. Call the volunteer coordinator at the agency to apologize for failing to attend the orientation and inquire about alternative orientation dates. The agency has no obligation to schedule a separate, individual orientation for you. If they do, thank them profusely and for goodness sake... don’t miss it!
  2. If you are unable to attend the next orientation or there is no other orientation scheduled, you must choose a different service site. Contact the Service-Learning office ASAP to arrange this.

Phone tag
Phone tag can be very frustrating, and can seriously delay your start date. Some phone tag may be unavoidable, but there are things you can do to reduce it.

- Call during business hours (M-F, 9-5)
- When leaving a message, clearly state your name and phone number, the reason you are calling, and the best time(s) to reach you.
- If your call is not returned within two days, call again. If your call is still not returned, contact the Service-Learning office to arrange your service hours at a different agency.
- Use e-mail!

Background checks
Background checks are required by many non-profits that receive government funding and/or work with vulnerable populations (children, elderly). The agency’s project description will indicate whether or not the agency requires a background check. Most background checks search your record for state and/or federal convictions involving assault, battery, domestic violence, and misconduct with minors. You may be required to travel to the business that performs the background check to submit fingerprints.
The Service-Learning staff tried to think of every possible question or problem that MIGHT arise during the semester. Only a few may happen with each class… but it’s good to be prepared!

**The First Few Weeks: How do I handle these situations?**

Q: Some of my students don’t like the agencies offered; they want to know why they can’t choose another agency from the SL website.

A: Explain that SL staff asks each agency how many students it can take and assigns those slots to classes whose goals match theirs. The other agencies are likely paired with other classes, so the slots are saved for them.

Q: A student tells me that the project they want is “full” (they were blocked from selecting it online).

A: Again, explain that each agency tells us how many students they can take. If the student has a compelling reason to want to ask the agency to extend a slot for them, you can refer them to our SL Community Outreach Assistant, who can check for a leftover spot after the end of week two. (Give the students her email and phone. chartlottelanier@boisestate.edu or 426-1004)

Q: Some students are registered for more than one SL class concurrently, and want to know if their hours can be reduced.

A: The Service-Learning Office recommends a reduction of 25% of the combined hourly requirement. However, the student must complete all of their service at one agency (in order to ensure that agencies have sufficient participant-hours), and only if that agency offers an experience that the student can relate to the learning objectives of both classes. Course assignments must not overlap (i.e. the same essay may not be submitted to both instructors). Agencies should be consulted about any reduction in hours of service. The student, faculty, and agency should discuss and record how these requirements are met and then clarify the hour reduction.

Q: A student really wants to do a particular project but the orientation does not fit their schedule.

A: Tell the students that they could call the agency and ask if they would mind scheduling an individual interview. The agency may or may not say yes, because it requires them to go beyond what we have asked them to do.

Q: A student is already volunteering somewhere, so wants to do his SL there. Other students ask if they can do their Service-Learning someplace else...but none of these places are on their agency list.

A: The faculty member decides whether “Student-Initiated Projects” are allowed (the SL Program recommends going “off the agency menu” only in extenuating circumstances). If the faculty says it’s okay, then direct the student to our “Student-Initiated Projects” information on the SL website under “Forms”. They will need to create a project proposal, and have it signed and returned to the faculty. You’ll want to note their name and agency on your records, too, so that you don’t forget them in e-mails or class discussions.

Also, emphasize the benefits of selecting a project off the class-specific project list: (It’s EASIER for the students if they choose from the list...because everything is already set up logistically, the agency already knows how to work with students, the orientations are already set up, and the student need only show up. On the other hand, if a student sets up their own project, THEY HAVE TO DO A LOT OF WORK ON THEIR OWN (they have to schedule orientations, coordinate their own project, and solicit their own evaluation… and that may involve a lot of phone tag). SL STAFF DO NOT ASSIST STUDENTS WITH “Student-Initiated Projects”.

Q: The checklist says students must maintain health insurance to participate in SL. What if they don’t have it?

A: Health Insurance is not mandatory to participate in SL; however we strongly encourage it because BSU liability insurance does not cover students if they injured at the site. Most --but not all-- agencies have liability insurance to cover students. The important thing is for students to be aware of this.
Q: Students are asking if orientations count toward their service hours.
A: This is up to the faculty. Make sure you ask the faculty about this ahead of time, so when the question comes up in class they are not taken off guard. The SL Program recommends that the orientations are NOT considered part of the service hours. Agencies are providing a service to our students by orienting/training them; if students count their orientation times, agencies get the short shrift.

Q: All students are supposed to register by the end of week two, because orientations start in week three. It's the end of week two and a lot of students have not registered.
A. In class, tell the students that they must register ASAP! …or else they may 1) not get the project they want, 2) risk missing the agency orientation, 3) in general find themselves in a muck. Offer to help them register if they would like help (If possible, stay after class and help them in the nearest computer lab)

Another approach:
1. Ask the instructor to establish consequences for non-compliance. For example, "if you are not registered by next Tuesday, you will miss x# points"... or maybe even, "if you miss the established orientations because of late registration then you must write a letter (it's a writing class after all) of explanation to the agency and/or a thank you for the extra scheduling". We should always offer reasons for our rules, e.g. agencies have set up orientation times to save you (the students) time and hassle; they may be very put out if they have to make ten individual appointments. You could post these on blackboard.

2. Offer a specific time when you can help them. This might be, "I will stay after class today to assist anyone who would like help registering.”.

3. Learn WHY the students have not registered. Maybe do a five minute paper (or a post on blackboard) asking questions that get at this, such as "have you registered for a project? if not, why not? " "have you gone to an orientation yet? If no, when is your orientation scheduled? "Are you encountering any challenges?" "What are you most looking forward to?" or something like that (I just brainstormed these quickly... they may not fit your situation). Ask them to include their contact information (you won't have it for non-registered students). Collect cards and contact the students individually who need extra attention. Share this list with the faculty... they will be interested.

Q: It is the end of the third week and some students are calling and e-mailing me that they missed their orientations.
A: Agencies usually provide two pre-scheduled orientations. If the student has missed both orientations but would like to serve with that agency, tell the student they need to make their own arrangements with that agency. The agency may (or may not) be able to accommodate their special needs (each orientation requires 1-2 hours... imagine if several students ask for individual orientations). Usually the agency will accept the student, but if not, ask Kara for alternatives.
Throughout the Semester

Q: When should the faculty be facilitating their first reflection discussion? How am I supposed to contribute?

A: If your faculty asks you to lead a reflection session, you will need to:

- choose an activity (you should have lots in your training manual); if not, contact Kara

- propose the activity to faculty prior to the class so that you can get their input. Some will give you a lot of freedom in designing a reflection, and some may want you to do a specific thing. The best way to avoid going to a lot of trouble preparing something that isn't quite what they wanted is to ask in the early stages.

- practice your activity with another staff member. Have them mock some responses for you to deal with.

Q: What do I do if there are students who are really negative or disruptive in the reflection session?

A: Your job is to facilitate, but if you get stuck, you should ask your faculty and other students for input. For example, if a student says, “I don’t see how putting together a brochure relates to writing . . .”, you might say, “What do others of you think brochure writing has to do with composition?” Chances are, someone else will step up. If they don’t, you can always say, “Dr. So-and-So, how have you seen brochure writing help students in their writing classes?” Remember, it’s not your job to have “all the answers”. It’s your job to guide the discussion and make sure that everyone’s concerns are heard and reflected upon, but not necessarily “solved”. Part of Service-Learning is seeing that not every problem has a quick fix!

Q: What if students have not started and show no signs of starting their SL?

A: Communicate your concerns to the faculty member. Suggest they strongly remind the class the expectations, timeline, and consequences of delaying their SL. Try to end the discussion with a positive note… “Those who are doing their SL are getting ahead and making connections.”

Q: What if a student is asked to change agencies, or if a student wants to change agencies in mid-to-late in the semester?

A: Only allow a student to switch agencies if the student is willing to serve no less than ten hours for the new agency, because the agency will need to invest time giving that student an orientation. Then decide whether the original agency or the new agency (or both) should evaluate the student. If the student cannot serve ten hours at the new agency, brainstorm with the original agency possible alternative assignments that would satisfy both the student and the agency.
Q: When I ask in class how everyone is doing and if they’re getting their hours, they just shrug and nod and I’m not sure if they’re really doing okay. Is there any way I can really find out?
A: Here are a couple of quick “check-in” ideas for use in weeks 6-12. In all cases, discuss your findings with faculty and collaborate on any problems:

- **The “Five minute paper”** Ask students to take out a blank sheet of paper and ask students to record: their name, their agency name, the supervisor they most recently worked with, whether they have attended an orientation (ask in week 5-6 only), the number of hours complete so far, challenges they are having (if any), and whether they anticipate problems completing their hours. Students find it helpful if you write these questions on the board. Collect, review, respond as needed, and share with the faculty member.

- **The “reflection check-in”**: Ask students to take out a blank sheet of paper. Assign a five minute prompt on appropriate site topic i.e. “What was something that happened at your S-L that surprised you or made you uncomfortable; how did you handle it?” or “What have you seen to be the reason why your site is needed in our community and who else do you think should be helping out?”. Collect, review, at least write a comment, and give to the professor to return at next class meeting. They’ll know you’re concerned!

Q: The project isn’t giving students as many hours as they had planned, and the students might come up short. Do we have any back-up hours or projects for them?
A: Ask our Community Outreach Coordinators (Charlotte or Kelly at 426-1004). They pull together periodic lists of “Last-Minute Opportunities” from our agencies that need/want help with a special event. These are to be used at your discretion i.e. for students who are already successfully working towards completing their hours. Kara sends this list to faculty late in the semester.

**WRAPPING UP**

Q: I’ve just found out that a student hasn’t started their hours and it’s over halfway through! What do I do?
A: Let the faculty know immediately; the student may be failing the class, too, in which case it will be no surprise and there isn’t much you can do. If, however, the student is doing well otherwise, check the project list for the class, and talk about possible agencies that can take late comers. Contact the SL Community Outreach Coordinators for ideas. Note: If this is after week ten, you need not help the student; refer the student to the faculty member. Service-Learning Program sends an e-mail to faculty in week ten telling them that out of respect for our agencies, we will not place students after this date. It will be up to the faculty to assess the student.

Q: If the students are not participating in group discussions or in reflection, should I contact the agencies they’re working with just to make sure they’re doing the SL?
A: It’s a good idea to check in with agencies and ask how your specific students are doing. Some agencies work with multiple classes, so be specific about which class you are calling from, and which students you are checking on. Make sure you communicate this action and response to the faculty.

Q: How do I help the students transition out of their service if they are working with vulnerable populations and have established personal relationships?
A: It’s important students do something to bring closure to their relationship. Suggest students talk to their companion about their approaching end of time together. Often students will give their companion a small symbolic gift (a poem, a greeting card, etc.). Sometimes they plan a little celebration together.

Q: Students ask if they can continue serving even after their SL requirement is complete. How do I advise them?
A: That’s wonderful! The agencies will really appreciate their continued participation.

**********IF YOU EVER HAVE QUESTIONS, Call Jillana Finnegan at jillanafinnegan@boisestate.edu or 426-5631. You can also contact Kara Brascia at 426-2380 karabrasica@boisestate.edu **********
SUMMARY: When a student registers for more than one service-learning class concurrently:

The Service-Learning Office recommends:
- A reduction of 25% of the combined hourly requirement.

The Service-Learning Office requires:
- Faculty signatures from participating courses on Service-Learning Confirmation/Agreement.
- If reducing hours by 25%, student must complete service at one agency (in order to ensure that agencies have sufficient participant-hours), and only if that agency offers an experience that the student can relate to the learning objectives of both classes.
- Course assignments must not overlap (i.e. the same essay may not be submitted to both instructors).
- Agency is consulted about any reduction in hours of service.

The student, faculty, and agency should discuss and record how these requirements are met and then clarify the hour reduction.

BACKGROUND AND DETAILS
As Service-Learning becomes part of more classes, it is likely that students will enroll in more than one Service-Learning course concurrently.

Circumstances:
- Each Service-Learning course has a set number of hours that students are required to serve.
- Each course also has a set “menu” of agencies selected by the faculty member for their course.
- A student who is enrolled in two Service-Learning courses may like to use the hours at the agency to count for both classes.

Assumptions:
- The academic objectives of the courses are not the same, therefore what the student learns with regard to the concepts and theories presented in class will be different.
- At the agency, these differences will result in different outcomes.
- More learning objectives result in more hours required to meet them; however, there will be overlap.
- Students will be inclined to more in-depth participation in experiences in which they have two sets of coursework invested (and be more apt to “scaffold” their knowledge between courses).

Criteria:
- The courses must be taken during the same semester (Spring service does not count for Summer credit).
- The service experience must clearly relate to both courses. Students wishing to “propose” an agency match may do so through the process detailed at http://servicelearning.boisestate.edu. Click “students”, “forms”, then “student site proposal”. This requires faculty consent, as is noted on the form.
- The student must complete different assignments (i.e. journals, papers, reflection activities) for each course.

Summary of Recommendations:
- Reduce combined hour requirement by 25%.
Reflection

“We learn by neither thinking nor doing, but by thinking about what we are doing.”
George Stoddard

Reflection is thinking about a service experience in order to connect the service experience and the course material. Although one can reflect alone, it is important to share thoughts with others who may have different interpretations of the experience.

Why Reflect? Reflection is critical in challenging or reinforcing values. Students may find their assumptions or philosophies challenged through a service experience and need to hear other opinions to help understand their experience. They may use observations from the service experience to validate incorrect preconceptions. Through discussions in an open forum, they can be guided to confront inaccurate conclusions. Students may come to better understand their own ideas about the experience through listening to others as well as their own verbal exploration. Without thinking about the experience, the service can do the student more harm than good, especially if it reinforces negative stereotypes.

Reflection may be the only way some students learn that their volunteer experience is valuable to the community. Most people want to directly serve individuals and are frustrated when the public benefit organization needs help in a way that does not have direct contact with clients, such as research for designing brochures. Through reflection, students may realize their experience freed time for staff who have the knowledge and expertise clients need but their work with clients would not have been possible without the students’ behind-the-scenes work.

Effective reflection should go beyond the application of concepts learned in the classroom: it should promote good citizenship. Most university and college mission statements include fostering responsible, participating citizens. Reflection should include some discussion on why it’s important to work together to solve community problems.

When to Reflect: You can reflect before, during or after an experience. Understanding technicalities of what will be done for the service and factors that created the need for the service beforehand will deeply enrich the students’ experience. Facilitators can help students reflect while performing the service through casual comments and questions. Students may informally discuss what is happening during the experience, especially if the instructor gives the students questions beforehand. During breaks, or directly after the experience when students are still developing their perspectives of the event can be an excellent moment for reflection to ensure a positive experience. Reflection can happen a few days later in a classroom, or through a directed writing exercise. It is important to not let too much time pass between the experience and the reflection so students can remember well their experiences and thoughts.

Ways to Reflect: You can reflect through speaking, writing, and performing activities — anything to help think about the experience, especially in ways that help draw connections to the class. Students can orally reflect through: one-on-one meetings with an instructor; large and small group discussions; discussions with representatives of the organization or community; leading a discussion; or presentations. Through writing: essays; research papers; final papers; project reports; and journals, especially when these address specific questions supplied by the instructor; writing a guide for future volunteers; an evaluation of the program; or a printable article based on the volunteer experience. Through acting: dance movement; art; simulation or role playing games; teaching others; analysis and problem solving; scrap books; photo essays; imaging; or any other activity that will help distill their ideas and provide an opportunity to share them with others. In other words, there are a myriad of ways to reflect.

Reflection also helps students understand that by working in the community they are fulfilling an obligation that every citizen in a democracy shares: to participate in one’s community. If students are left to infer conclusions on their own, most will connect the academic work with the applied work in the community, but only about half the students spontaneously make the connection that their work has helped them be active citizens. Usually, it only takes a short discussion to help students understand that it’s important for all of us to be involved in solving community needs. Students are anxious to feel a part of their community, and focusing on why it is good to be an active participant contributes to their self esteem and sense of belonging. Helping
students understand “citizenship” can begin by your asking questions such as: *How will the service experience from this class enable you to become involved with another community problem? Why should you become involved?*

**Reflection Questions:** When facilitating a reflection, be sure to listen closely to the students to ensure your questions probe the core of their experience. Understanding what you want the students to learn from volunteering will also determine what questions you ask — it is difficult to guide a conversation without knowing where it should go.

Questions fall into three main categories: Affective — how do you feel about the experience; Cognitive — how does this connect to the readings, the class, or past experiences; and Behavioral — what will you do differently because of the experience. Don’t fall into the trap that reflection is only “touchy-feely” or “warm and fuzzy.” It can be just as much an academic, intellectual exercise.

The following questions can be used as a jumping off point for composing questions that are pertinent to your experience:

1. How did people respond to you as a volunteer?
2. Did past experiences prepare you for or contradict the experience?
3. What obstacles or dilemmas were encountered? How were they overcome?
4. What are some of the causes of the situation?
5. Where is this situation likely to occur in the future?
6. Is there anything you are doing or aren’t doing that perpetuates the situation?
7. What can you do with the knowledge you gained from the experience?
8. How does the activity or its implications relate to a class reading?
9. Did the experience contradict or reinforce class readings or lectures?
   Please see Appendix J for a more in-depth list of reflection questions.
   Questions should be phrased to draw out conversation.

**Four Types of Reflection Questions**

**TYPE I:** To find out what the student knows.
   ex: Q: Who can give a definition of ____________?
   A: (Student give the definition word-for-word from the text)
   P: That’s great. Now, can you put that into your own words?

**TYPE II:** To take the student more deeply into the material, either by relating ideas to a larger picture, or by becoming more specific.
   ex: Q: What is the main premise of ____________ theory?
   A: (Student gives answer)
   P: That’s good. How do you think this theory relates to some of the others we have been studying?

**TYPE III:** To help the student get past "I don't know."
   ex: Q: What is the difference between mass and weight?
   A: I don’t know.
   P: Let me give you a hint. One involves gravity, the other doesn't. Which one do you think involves gravity?

**TYPE IV:** To include students in the discussion.
   ex: Q: Duke, what was one of the main causes of the civil war?
   A: (Duke gives one of the causes)
   P: That's right. Loretta, can you give me another cause?
Reflection is a key component of Service-Learning. Despite its intuitive appeal, many instructors struggle with implementing it effectively in Service-Learning courses. It’s important to understand three dimensions of reflection:

One dimension of reflection is AFFECTIVE. This involves exploration of feelings and emotions. Students should explore whether they are emotionally comfortable with the information they have just processed or the experience they have encountered. There is no judgment to this process. Students and faculty merely acknowledge feelings, good or bad.

A second dimension is BEHAVIOR which represents action. This can be explored by asking students to consider how they have acted in the past or present within the context of their Service-Learning experience. Another option is to have students speculate how they might behave in the future now that they’ve had this experience. This process facilitates application of information or skills presented in the learning experience. In other words, how has or will the information and/or experience be used or applied?

COGNITION is the final dimension of reflection. Students think about the information or experience and then make connections between course context and their experience. This is the most critical component for instructors to consider. It is an opportunity for students to clearly demonstrate that they understand the concepts being presented in the course. The process is a chance to test theory, principles, or assumptions discussed in class. Students may be asked to describe an event from their Service-Learning experience that demonstrates or “reflects” a concept or skill presented in class. If they DON’T or CAN’T make the cognitive connection you can use this as a focus for discussion or review. It may also provide an instructor valuable information regarding the clarity of the concept itself or how it was presented in class.

The actual reflection process can be done during group discussions or through written expression. Instructors should, however, give a context or framework for students. It is not enough to simply instruct students to “reflect” on their experience. Select a concept or skill from the course and have students use the ABCs enumerated above. For written reflection assignments, points can be assigned for each dimension. Typically, no evaluative points are awarded for feelings. Instead, points are merely awarded if students addressed affect. Points may, however, be awarded to the other two dimensions as they indicate to what extent students understand and apply concepts from course
**Fostering Reflection:**
The facilitator can do a lot to inhibit or expedite reflection in discussions. You may want to consider the following when planning reflections: schedule regular time periods for discussion or other reflection activities; allow for spontaneous reflection at the time the issues arise; link reflection with readings, discussions, projects, writing, etc. allow time for responses — a few moments may help students organize their thoughts as well as make them more willing to speak; keep individuals from monopolizing the conversation.

**Reflecting through Journals**
A journal written in regularly can be a valuable reflective activity and is one of the most common. In some cases the journals remain the confidential property of their writers; in others, they are shared with a leader or peer; sometimes they are discussed by a group.

The point of keeping a journal is to prompt people to notice what is happening, think about their experiences, think about what it means, and subsequently grow. Reflection helps the student connect the learning in the classroom with the learning in the community. At the very least, keeping a journal gives participants a record of what they have done and some ideas to share in group discussions and individual conferences. See Appendix C for an example of a journal and possible questions to be answered.

**Leading Reflection Discussions**

- **Know students’ names.** Being able to call directly on students for their feedback will help you keep the discussion going.

- **Make eye contact** and use forms of appropriate body language.

- **Create an environment which facilitates good communication.** For example, you may want to rearrange the chairs into a circle. Consider dividing the class into smaller groups for part of the discussion: this gives more people the chance to talk. Bring the groups back together and have a representative of each group share a main thought.

- **Come prepared with questions.** Ask questions that help draw out conversation as well as make connections between the class, the service, and what it means to be involved in one’s community. Ask follow up questions after the answers — be willing to spin off on students comments. Knowing what you want the students to come away thinking about will help you guide the discussion.

- **Don’t be afraid of silence.** Avoid fillers such as "Okay," "Ummmm," etc. Students also can be uncomfortable with silence — it may help them be more willing to talk.

- **Be creative, more than one approach may be necessary.** Come prepared with a few different approaches. If afterward you feel the discussion was unsuccessful, think about why that was so. Were you less prepared than you should have been? Was the class just unusual? Think about what part you can change and what you can’t — don’t get discouraged over what you can’t change.

- **Encourage everyone to comment if they are comfortable doing so.** Calling on students by name and asking their opinion can draw more into the conversation. Through reading journals, you will know who had interesting non-confidential experiences or thoughts that you can draw out. Be sensitive to the students — some may feel uncomfortable revealing their thoughts in a group.

- **Be enthusiastic.**

- **Turn questions from the students back to the group.** “That is a good question. Does anyone have a thought on this they would share?”
Facilitating Reflection

What is Facilitation?

The Difference between leading and facilitating

Understanding facilitation begins with an awareness of the *difference between facilitating and leading*. It has been said that leadership is something you do to a group, while facilitation is something you do with a group. Although many leaders can (and should) be effective facilitators, the facilitator differs from a leader in that the former is cognizant about the use of power, authority, or control and places limitations on uses of it. A facilitator should be "a neutral mediator whose job is to provide information and accommodate the exchange of dialogue among ... participants" (from Catalyst).

*Facilitators* assist groups as they work together toward achieving group goals, and in most instances *do not interject their own personal opinions or agenda*. By expressing their opinions to the group, facilitators risk discouraging others with differing opinions from speaking. They remain alert to group dynamics and encourage challenging reflection while maintaining respect and safety within the group. Although facilitators may help guide a discussion, they also recognize and *foster the groups own ability to lead itself*. Thus unlike authoritative leaders, good facilitators relinquish control to the group and promote open, democratic dialogue among group members. Effective reflection requires that facilitators demonstrate an open-minded attitude, communicate appropriately, manage group dynamics, incorporate diversity, and provide closure. Developing skill in each of these areas involves learning and becoming comfortable with numerous facilitation practices. An explanation of practices pertaining to each area follows. Also refer to the "Activities" section of this manual for ideas about promoting certain behaviors in the group.

**Attitude**

Never doubt that a small group of thoughtful, committed citizens can change the world: indeed, it's the only thing that ever has.

-- Margaret Mead, Anthropologist


- **Be honest:** Effective facilitation requires that he facilitator be honest with him/herself and with the group. This includes being honest about the limits of one's own abilities and knowledge. If the facilitator doesn't know the answer to the group's questions, s/he should admit it and work on finding the answer. Honest facilitators gain the trust of the group and model the importance of honesty from all participants. However, facilitators should be careful not to stray from preventing a neutral stance while maintaining honesty.

- **Managing dual roles:** There is some disagreement among expert, facilitators as to whether a facilitator should always maintain a neutral stance, particularly if the facilitator is, an active member of the group and a decision making is taking place. A skilled facilitator will calculate the potential impact of his or her interjections into the group and determine if it will result in a misuse of power. Sometimes, a skilled facilitator will state that s/he wants to suspend his or her role as facilitator for the sake of making an opinion or perspective heard. These instances should be handled with extreme caution and some forethought.

- **The facilitator is not an expert:** Facilitators must keep in mind that their role in the reflection is to moderate and guide communication, not make personal contributions to it, or push their own agenda. By controlling the group, facilitators threaten the open sharing of thoughts and feelings, and may close themselves off from the group's feedback. Instead facilitators should remain flexible and responsive to the group, and encourage evaluation of the, process. The facilitator's neutrality throughout the process is crucial. An effective way for facilitators to avoid voicing their personal opinion is to reflect question back to the group. For example, when asked whether s/he supports the death penalty, a facilitator may say "The death penalty is, a controversial topic. What do you think are the main issues for and against it?" By responding in this way the facilitator has remained neutral and encouraged further reflection by the group.
Everyone can learn: Facilitators should view reflection as a learning opportunity and should communicate this attitude to the group. This means that facilitators themselves remain open to learning from others, and that everyone’s contributions are treated as credible and educational. This serves to validate group members and helps to avoid arguments between them.

Other qualities of an open-minded attitude include:
- Somewhat informal
- Be empathetic
- Maintain a sense of humor
- Stay interested in group discussion
- Be, real, direct, and genuine

Communication

Set ground rules: Ground rules establish a foundation upon which the group's communication will occur. They help to create a safe environment in which participants can communicate openly, without fear of being criticized by others. Ground rules that have been arrive at by all members are the most useful and can be repeated if tension rises during reflection. Sample ground rules follow.
- Be honest
- Listen, even if you disagree
- Avoid prejudicial comments
- Criticize the idea, not the person
- Pass if you're not comfortable
- Use "I" statements
- Don't interrupt
- Be brief
- Everything is confidential
- Agree to disagree

Use "vibes watchers": In order to monitor ground rules the facilitator may choose to identify one or more "vibes watchers". The vibes watcher observes the reflection and takes note of group dynamics that are potentially problematic (for example, one person dominating the discussion, a participant's ideas being attacked, etc.). S/he can interrupt the discussion if the situation is particularly problematic, and explain, in a non-accusatory tone, what s/he observed. The facilitator can decide if all participants should be encouraged to voice such concerns during the session. At the conclusion of the session the facilitator should ask for a report from the vibes watcher, so that future session may be improved. Participants should not be forced to vibes watchers, but should volunteer. Ideally, all members of the group will become sensitive to group dynamics, and, in a sense, monitor themselves.

Promote "active listening": Staying quiet and considering others remarks can be challenging when controversial topics are discussed, but is crucial to respectful communication. Facilitators should discourage participants from professing their opinions without considering and responding to others' comments. Instead, facilitators should model communication in the form of a dialogue, in which participants listen and respond to each other. The type of communication used (whether "polite conversation" is favored over informal or slang conversation) can vary, and should be determined according to such factors as the group's cultural background, familiarity with each other, goals for reflection, etc.

Encourage participation by all: Facilitators should clearly communicate that reflection is an egalitarian process in which everyone has a right to speak, or to choose not to speak. Group members
who have not spoken should be encouraged to do so, if they wish. This can be accomplished by creating a space for more introverted group members to speak. This can be accomplished by stating something like, "Let's give an opportunity to hear from some people who haven't spoken yet..."

- **Use "stacking":** In order to promote full participation, the facilitator should guide the allocation of speaking time by "stacking" (or "queuing"). This involves the facilitator identifying and placing in some order those individuals who wish to speak. One example of this technique is to list the names of the four people who have raised their hands, invite them to speak in order, and then indicate that you will recognize others who wish to speak after the four people have finished. Another technique is to simply give a nod to a person who wants to speak, acknowledging that they have been noticed and will be called upon soon. Additional strategies for inclusion can be found in the "Activities" section of this manual.

- Other practices for effective communication include:

**DO:**
- use open-ended questions (not "Should the welfare system be reformed?", but "What aspects of the welfare system would you change?")
- ask for specifics and examples
- paraphrase and summarize ("So what you're concerned about is who defines what's best for the se communities?)
- acknowledge contributions
- redirect questions to group ("Rehabilitation may not be occurring in our prisons, should that be the goal of the criminal justice system?")
- be creative
- take some risks by posing provocative questions

**DON'T:**
- refute people's ideas
- put people on the spot
- downplay thoughts, feelings
- force people to speak

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### Group Dynamics

Each of us guards a gate of change that can only be unlocked from the inside. We cannot open the gate of another, either by argument or by emotional appeal.

-- Marilyn Ferguson, Educator and Writer

- **Create a safe space:** The key to open and honest reflection is an environment in which participants feel safe and comfortable. In order for group members to express their thoughts and opinions they must feel that they can do so without fear of attack or condemnation. It is the facilitator's job to create such an environment, to monitor participant's comfort levels, and to take the necessary steps to maintain safety. This includes understanding and planning for individual differences in needs, abilities, fears, and apprehensions. Participants who feel safe are more likely to make honest and genuine contributions and to feel camaraderie and respect towards other group members.

- **Manage disagreements:** It has been said that "whatever resists will persist." Facilitators must be adept at recognizing tension building in the group, and respond to it immediately. Among the most useful strategies is to repeat the ground rules established by the group, including a reminder that criticism should pertain to ideas not to people. In addition, facilitators should not permit any disrespect or insults and should clarify misinformation. It is important that negative behavior be handled immediately so that participants do not get the impression that the behavior is condoned by the facilitator.

- **Promote equality:** As indicated, effective reflection is not designed around the leadership of one person. Equality of participants should be communicated and modeled by the facilitator. Again, the
facilitator must be an alert observer, identifying signs of a developing hierarchy, or of divisive factions within the group. S/he should not permit arguing up against any group member(s), and should not take sides in any developing debate. Such situations can be counteracted by recognizing all members, and encouraging their participation equally.

- **Be mindful of power, and who has it:** All groups have opinion leaders or people who most others look up to. Often, these opinion leaders will set the tone for a discussion, thereby limiting active involvement of the more reserved members. Identify who these opinion leaders are and if it appears as though their power and authority is dominating the discussion, ask them, politely, to entertain other opinions.

- Other keys to managing group dynamics include:
  - know the group
  - keep the group on track
  - don't avoid topics
  - reflect responsibility back on group
  - be prepared for disagreements
  - encourage challenging issues

- **Build in diversity:** In order to appropriately handle diversity issues in reflection sessions, facilitators must begin by recognizing their own attitudes, stereotypes, and expectations and must open their minds to understanding the limits these prejudices place on their perspective. The facilitator will be the example to which the group looks, and should therefore model the values of multiculturalism. It is important that diversity be integrated throughout the reflection programming, rather than compartmentalized into special multicultural segments.

- Monitoring communication for expressions of bias requires the facilitators attention and sensitivity. Facilitators should be aware that some language and behavior has questionable, different or offensive meaning to some people, and they should encourage them to share their perspectives and information. Specifically, facilitators should watch out for statements or situations that generalize groups, or that identify race, sex, age unnecessarily (for example, just as it is inappropriate to say "Bob Dole, White presidential candidate," it is also inappropriate to say "Colin Powell, Black political hopeful"). When qualifiers are used that reinforce stereotypes by suggesting exceptions to the rule, facilitators should ask for clarification. For example when a participant describes his/her experience working with a "respectable gay resident" of a shelter, the facilitator should ask the participant why he/she included the word "respectable." Is this a statement about gay people’s respectability? About shelter residents? Is this based on his/her experience with specific populations of one shelter, or a generalization about all such people? Helping participants identify the assumptions inherent in their statements fosters greater understanding and sensitivity.

- Most importantly, while expressions of prejudice should be interrupted, the person who spoke should not be publicly attacked. Placing guilt on the speaker is likely to increase the tension and stifle further exploration of the topic. The Building Bridges Coalition suggests the following appropriate ways to respond:
  - *Express empathy and compassion.* (example: "You must have been disappointed about not getting the job you thought you were qualified for.")
  - *Ask for more information.* (example: "Please tell me more about why you think a person in a wheelchair can't do that job?")
  - *Paraphrase the feelings you hear expressed.* (example: "it sounds like you aren't conformable working around gay people.")
  - *Give information* (new information may alter their attitude). (example: "Did you know that Ms. Jones has a college degree?")
• It is important that responses to prejudice be nonjudgmental and non-confrontation, and that you express genuine concern and interest.

• **Closure and Evaluation:** As a challenging and meaningful reflection session draws to an end, participants may feel that their intended objectives have not been met, that questions have not all been answered, or that a plan of action has not been finalized. Nonetheless, the group needs to recognize that progress has been made and that the process must continue. It is the job of the facilitator to initiate this sense of resolution, and to invite feedback so that the process may foster as it continues. Suggestions for accomplishing this include:

  • Request a closing statement from each participant about what they learned, what they plant to do next, etc.
  • Review the session with the group, recognizing participants; contributions and the necessity of further reflection.
  • Provide participants with resources, such as written material and upcoming events, to encourage their continued involvement.
  • Request written and verbal evaluations so that participants may voice those concerns and ideas that have been left unsaid, and so that facilitators may understand the strengths and weaknesses of their skills.

As with any skill, the ability to facilitate effectively will develop through experience, feedback, observation, and reflection. Using the tools described in this and future sections of this manual you are equipped to begin refining your facilitation skills.

**Trouble Shooting for Facilitators**

Given the non-authoritative and flexible nature of facilitation, it is not unusual for situations to arise that can compromise the effectiveness of the reflection. Facilitators need to stay alert to these possibilities, and be prepared to deal with them. Following are suggestions for handling such situations, (taken from Catalyst):

1. **One Person Dominates the discussion or continually interrupts it.**
   Make it clear that you want input from everyone: "Can I hear from someone that hasn't spoken yet?"
   "I've noticed that no women have said anything about this issue. Would any of the women like to say something about this?"

   Use activities that require everyone's participation, i.e., gathering questions and ideas. If a person consistently talks for long periods of time, without singling out that person specify that you would like everyone to be brief.

   If someone continually interrupts, don't become defensive or ignore him or her, Instead, acknowledge the value of their input. Point out that in the interest of the group, interruptions should be kept to a minimum. Offer to speak to them at length at the break or after the session.

   If someone keeps their hand in the air while others are talking, explain that when you hand is up for you mind is processing what you will say so that you are not listening to the person talking. Keep track of people who wish to speak by "stacking" (verbally list names of people who have raise their hands, indicating the order in which people will speak).

2. **Several people refuse to talk or participate.**
   If some people refuse to participate in the large group, you might try dividing the group into pairs, threes, or fours. People who will not speak up in front of the full group will sometimes feel more comfortable sharing in a small group.
Distribute index cards and ask participants to respond to a question on the card. This is more comfortable for those who are shy in groups; you can shuffle the cards and have each person read someone else’s response. In this way, everyone participates, but no one has to know who wrote what.

3. **The group becomes distracted and loses its focuses.**
   In refocusing a group it sometimes means interrupting someone or interrupting a two-way argument that is going nowhere. Although you may be hesitant about this, remind the participants of the original topic and put the tangent on hold, at least until the first topic is resolved.

4. **An offensive comment (e.g., pertaining to race, gender, sexual orientation, etc.) from a participant evokes angry reaction or shocked silence from the group.**
   If anyone makes an offensive comment, expect conflict. Your job is to control the processing of what happened and allow the workshop to continue. You can ask people to vent, but without argument. (refer to the previous section on diversity for specific suggestions.)

5. **Someone asks you if you're prejudiced, against who, and tries to test you.**
   The best response is honesty. Acknowledging that you - like everyone else - have learned prejudice and are working against it, will establish respect and lack of pretense in the group.

6. **Someone verbally attacks your leadership and completely throws you off.**
   Usually they are very upset and are to blame. DO NOT TAKE THE ATTACK PERSONALLY. Explain your rationale. Discuss it with the person privately during a break. If you actually erred, apologize and continue.

7. **Someone presents inaccurate information or strays away from the focus of discussion.**
   Allow participants to point this out and/or reject the comment. You should invite other participants to correct the misinformation; if they don't, correct it yourself. If you don't know the answer, acknowledge and commit to looking into it. Don't leave the group with any misinformation.

8. **Group participant states: "It's all hopeless anyway; you can't change people's attitudes. Why even try?"**
   Acknowledge their feelings. Point out the hopelessness, without buying into it yourself. Point out the hopefulness of the training itself, and that you have seen attitudes change and grow by doing this work. Don't get into a debate about whether the work makes a difference - you wouldn't be doing it if it didn't.

9. **You find yourself disliking a participant.**
   Remember that you are a human being and entitled to your own personal likes and dislikes. However, you must also keep in mind that as a facilitator, your neutrality is essential to the success of a workshop. Acknowledge your feelings to yourself, and move on.

It is helpful to practice responding to challenging situations by role playing them with others. As you gain experience as a facilitator you will discover additional responses to these and other situations and will develop your own style.

**FOR IDEAS ON LEADING REFLECTION**, you may want to look at these references:


There is no happiness if the things we believe in are different than the things we do.
-- Albert Camus, Philosopher, Writer

Although the Reflection Circle is a basic structure for reflection, not all groups or group members are comfortable or interested in speaking up in this environment right away. Being creative and using a variety of activities helps to gain the participants’ interest and can foster comfort and familiarity in the group. A mixture of approaches can also address a range of learning and communication styles. Some activities break the group into smaller units, allowing participants to become comfortable speaking in a less intimidating environment. Others spark discussion through the use of quotes, visualization and role plays. Group activities thus offer a framework for reflection, and encourage participants to begin thinking critically about their experiences. Through exposure to a variety of viewpoints, participants develop their understanding of the issues and improve their ability to reflect without relying on structured exercises. A selection of group activities follows.

**Reflection Starters: Basic Discussions**

A single question is often the simplest way to start a group talking. The questions listed in the previous “Reflection Circle” section are basic to reflection and address a range of aspects of the service experience. Facilitators should review that list and consider incorporating some of these or similar questions into the group's reflection sessions. A well-known structure for reflection questions is described below, as well additional basic reflection starters. Alternative discussion activities can be derived from the role plays, quotes, and group exercises in this manual.

**What?/So What?/Now What?**

This structure for reflection questions is perhaps the most widely known and used. It is a basic way to promote discussion that begins with reviewing the details of the experience and moves toward critical thinking, problem solving, and creating and action plan.

**What?:**
- descriptive
- facts, what happened, with whom
- substance of group interaction

**So what?:**
- shift from descriptive to interpretive
- meaning of experience for each participant
- feelings involved, lessons learned
- why?

**Now what?:**
- contextual-- seeing this situation's place in the big picture
- applying lessons learned/insights gained to new situations
- setting future goals, creating an action plan

**Concentric Circles (from David Sawyer)**

The group is divided in two, with half of them forming a tight circle in the center of the room. The remaining people then pair up with someone in the circle. The facilitator then poses a question for each pair to answer in a few minutes. Then, either the inner or outer circle is asked to rotate “x” spaces to the right or left. Another question is asked for the new pair to discuss. This activity can go on for as long as desired, giving people the chance to have one on one discussions with many different people in the group. The following are examples of questions that the facilitator may ask:
- What social or environmental problem touches you most right now and why?
- What's wrong with formal classroom education?
- What do today's undergraduates want from their teachers?
- What do you like most about service-learning?
- What did you learn about ________?
- Talk about a time when someone really supported you.
- Who did you meet during your service work that touched you deeply?
- Describe a high point/low point in your service work and explain why.
- Discuss an underlying social issue(s) your service work addressed.
Open-Ended Questions (from "Students Trained in Advocacy and Community Service" (STACS))

Although not a formal training technique, it is important that facilitators be proactively by using open-ended questions that allow for creativity to surface. Open-ended questions may sound like "How might this look different?" and "What would our program look like if a bomb were dropped and we had to start from scratch?"

Sentence Stems (from University of Maryland, Community Service Programs)

Sentence Stems can be useful in helping participants begin to think about their expectations for the experience [or their perceptions after concluding the experience].

Example:
- "Today I hope..."
- "I am most anxious about..."
- "I expected community members to be..."

How Do You Define Service? (from Koln & Hamilton)

People define service in many different ways. Discussion about these different definitions can be very interesting and eye-opening. This exercise is also important to reveal the diversity of ideas within the group, and to underscore the importance of recognizing differing perspectives. The sample definitions that follow can be presented one at a time through the course of the discussion or can be offered all at once and then ranked by each participant, according to their personal philosophy of service (for example, assigning a "1" to "voting" because the participant believes it best represents service).

- Joining the armed services
- Providing dinner once a week at a homeless shelter
- Talking with a friend
- Chaining yourself to an old growth tree as loggers enter the forest
- Leaving your car at home and biking to work every day
- Giving $50 to the United Way
- Walking a frail person across a busy street
- Writing a letter to a congressperson about the dangers of nuclear proliferation
- Giving blood
- Tutoring a migrant worker
- Adopting an eight year old boy
- Quitting your job to move to a monastery and meditate for a year
- Working as a state legislator
- Voting

Free Associations (from STACS)

The best facilitators are those who do not consider themselves to possess the "expertise" but work cooperatively with the expertise and experiences of the participants. A Free Association is a simple technique that quickly draws on, and captures, the true expertise of the group. This method of facilitating simply asks the participants to freely associate answers to certain questions. For example: "Generate twenty solutions to apathy on campus;" "List/brainstorm what is empowerment;" and "what do we know about Marxism?" All of these questions used in a Free Association will enable the facilitator to quickly chart responses from the group and gain a sense of the levels of sophistication and the "teachers" hidden with the group. (see also Hoshim Brainstorming.)

Hoshim Brainstorming (from STACS)

This techniques is a variation of the Free Association technique. However, the Hoshim Technique asks participants to list answers, solutions, ideas, or opinions on "Post-it notes" or other stickies. For example, a facilitator that is leading a conflict resolution workshop may ask for participants to generate ten responses to low conflict, medium conflict, and high conflict issues on Post-It notes. Similar to a free association, the Post-It notes are then placed on the wall. The entire group then has a large gallery exhibit walk-through of all the notes in which they can review the responses to conflict. The Hoshim Technique tends to be an effective tool for assisting groups that are not open to discussion or are stuck on a particular issue.

Note: additional topics for discussion can be obtained by contacting the Georgetown University Volunteer and Public Service Center.
(202)687-3703; vps@guvax.georgetown.edu
Role Plays

Using role plays with groups can be an active and interesting way to get students involved in reflection. Role plays involve students identifying a problem situation and assuming the identities of those persons affected by the problem in order to act out potential solutions. A major benefit to this kind of activity is that it asks participants to try to understand the experiences of others. For example, a role play about a parent who does not want her child disciplined by a volunteer tutor requires that a participant assume the role of the parent and try to understand the reasons for her feelings.

Role plays are also beneficial in that they actively engage participants in a problem-solving. Participants are challenged to develop potential solutions to the identified problem and then try out their comfort level in implementing the solution. In the process participants can realize the strengths and weaknesses of the proposed solutions, and may discover new facets of the problem. Equally important, participants learn more about their own strengths and weaknesses in handling such situations and can receive feedback from other group members in order to improve their knowledge and skills.

Role plays can involve as many or as few people as the situation warrants but should allow several participants to observe so that they may offer additional ideas and insights from the seemingly neutral point-of-view of an "outside."

The facilitator should consider starting the exercise with a simplified version of the problem and can then add complexity as the role play progresses. Complexity can be achieved by offering more background information (for example, the tutored child has a history of aggression), or adding facts (for example, the parent will stop bringing his/her child for tutoring unless the tutor agrees not to discipline the child). Participants should be encouraged to contribute to this problem generation as well as to the development of the solutions. Whenever possible, scenarios should come from real events encountered in participants’ service experiences.

The set up:
Sometimes role playing exercises are implemented at the spur of the moment, suggested by the facilitator or someone else in the group as a creative means of exploring a particular problem or issue. In other instances, the facilitator will think about a role play ahead of time. A scenario might be written down and distributed to all group members. Certain roles may be defined ahead of time and shared with only a few members who will be acting the role play out. In any case, encourage creativity and spontaneity. There is no right or wrong way to perform a role play, as long as mutual respect is maintained.

Who starts:
Generally, each group will have a few extroverts who can be called upon to begin a role play. Another possibility is inviting people who are most familiar with a given situation to begin the exercise.

How long should the role play last?
Enough time should be given for the actors to explore the various intricacies of the situation. If it feels as if the role play has degraded into something or silly or irrelevant to the discussion, the facilitator can the step in and call the role play off. If it appears as though the actors are stuck in a given situation, a more interactive approach is suggested,--see the next paragraph.

Tapping the should technique:
One technique to involve observers is to instruct them to intervene in the role play to off their ideas by tapping the should of the person whose role they wish to play. For example, if a participant has a different idea for how a tutor might respond, s/he should tap the should of the person playing the tutor, replace them in that role, and then act out their idea.

Follow-up debriefing:
The facilitator must make sure that the entire group is aware that the role play has ended. The rules of reflection that we have already touched on should be maintained. Sometimes, in the spirit of the moment, the participants can cross boundaries of acceptability. In some situations, one person may be playing the heavy or devil's advocate, much to the disdain of the group. It should be stressed that the actors have left their roles and are now themselves. Sometimes as the debriefing unfolds, and other dilemma is encountered. The facilitator can suggest another scenario to role play to explore the issues.
Quotes Exercise
Quotes can be a useful way to initiate reflection because there is an ample supply of them, they are often brief yet inspiring, and they can sometimes be interpreted in multiple ways. Facilitators need not limit quotes to those that represent the popular view or the view supported by the group, but can offer a mixture of quotes that represent several viewpoints, or one that has multiple interpretations. Participants should be challenged to consider the other meanings the quotes may have to different individuals. Participants can also be invited to share personal quotes, taken from their own journal entries or their other written work. Facilitators may want to make the reading of quotes a group activity by filling a hat with strips of paper containing different quotes. Each participant draws a strip of paper and reads the quote to him/herself. Participants take turns reading their quote out loud, explaining what they think it means, and discussing how it might pertain to the service project at hand. The following quotes can be used in this manner (see handout at end of this manual).

Group Exercises
The following exercises range in style and substance, with some being more serious and complex than others, and some geared toward issues, while other focus on group dynamics. Facilitators are encouraged to transform simple icebreakers to more reflective activities by adding substance to the questions being asked. For example, instead of having participants state their hometown and favorite color, ask them to explain why they serve and to identify a pressing concern in the community. Additional activities that are appropriate as "ice breakers" have been identified as such in italicized text.

"Gotcha" (from Chesborough & Hill)
The facilitator or participant starts to tell the story of the day. When the speaker omits a detail, someone else in the group says "gotcha" and continues. There are no "right" or "wrong" answers, rather it is a way to promote sharing of details and feelings, and to point out differences in experiences and interpretations.

The Landing (from Jennifer Sawyer)
This exercise takes 45 minutes - 1 hour for a group of 25. The Landing [can be used as] the first group activity of a session and helps folks feel solidly grounded for the upcoming experience. It includes a visualization of people bringing their full energy and attention from wherever they have come from. People are then asked to think of what it is they are carrying with them. It can be a gift or a burden, something they would like to share with the group to help them feel more present. The setting should be quiet (maybe some relaxing music) and softly lit. Sitting on the floor in a circle around a couple of lighted candles gives the ambiance of being around a campfire.

* Facilitator introduces the Landing, asking people to close their eyes and visualize all of their energy catching up with them and "landing" in their bodies here for this event. The tone set here by the facilitator is important. Some people tend to be uncomfortable in this setting so you may need to set people at ease with some reassurance that the value of this exercise will become apparent to them shortly.

* Facilitator asks people to consider what it is they are carrying with them what they are bringing. Do they carry a gift or a burden or maybe both. Have a moment of silence then ask people to speak their names and share their gifts and burdens with the group. This can be done as people are moved to speak rather than going around the circle. Remind folks to be aware of the time, keeping their comments to one or two minutes so that every one can speak.

* It is good to leave some space between comments, but you may need to encourage people to "keep the pace going."

* Facilitator thanks group for their courage and openness and makes appropriate closing comments: “Hope you feel that you have landed” etc.

Stand and Declare (from David Sawyer)
The facilitator makes a statement to the group, to which members can strongly agree, agree, disagree, or strongly disagree. Groups form around each of the four responses to the statement, showing the group's "differences." Members from each opinion group are asked to explain their stance, fleshing out the many facets of the issue. People must listen carefully, and can change positions if they change perspectives. This activity helps everyone learn to disagree without being disagreeable, but must be carefully facilitated. Questions are intentionally stated to allow for personal interpretation and to limit responses to one of the four categories. Several group members will want to take some sort of an intermediate stance, but should be encouraged to choose the stance about which they feel the strongest, or which is their instinctive response. Part of processing this activity can then be discussion how it felt to be so limited, to be categorized. Questions should proceed from lower risk statements to higher risk, more controversial statements. Sample statements include:
Service learning is transforming higher education. Service isn't really service if people get paid. Direct service is mostly charity work and does little to promote social justice. Public education does a good job of preparing young people for the future. The goal of service-learning programs is the development of the student (or the transformation of the community). Service makes a lasting impact, on the participants/community.

Alternative to Stand and Declare (from Students Trained in Advocacy and Community Service)
Different groups are asked to stand in front of the rest of the participants. For example, all Latino/a individuals stand in front of the room. The group then answers four questions:
- What is wonderful about being Latino/a?
- What term do you never want to be called again?
- How can the participants that are listening be helpful to Latino/a people?
- Do you feel heard?

After the group in front of the other participants answers the questions, another, group is selected to gather together and answer the questions. This exercise is affirming and provides an opportunity for individuals to draw on their own experiences, their own stories, etc. This tends to be a good exercise for building common ground and bonding groups.

Pair and Share (from David Sawyer)
Good as an introductory exercise or as a reflection tool to help students “think out loud” about some aspect of their service or classroom experience. Participants pair with one or two others to share ideas on a specified topic. Helpful way to encourage participation from individuals who are not comfortable addressing the larger group.

Affinity Groups (from David Sawyer)
This is a good example of a traditional icebreaker activity that can incorporate substantive service issues and lead in to full reflection. The facilitator announces a topic and instructs participants to form a group with those individuals with a similar response to the topic. This activity helps to get a visual picture of who makes up a group, and to accentuate similarities and differences within one group. Topics can begin with “low risk” issues and proceed to higher risk. For example:
- Grouped according to favorite color (how does it relate to service?)
- Grouped by favorite art form: poem, song, dance, sculpture, painting (and why?)
- Diversity groups (race, ethnicity, gender, sexual orientation, class, age, etc.)
- Grouped according to reason for serving.
- Grouped according to perceived purpose of their service program.

Fish Bowls (from STACS)
Fish Bowls provide an opportunity for a select group of participants to openly discuss an issue, video, problem, or strategy in an open manner. Simply select volunteers to sit in a tight circle in the middle of the room. The facilitator may choose to have only men, only people of color, etc. in the Fish Bowl. Provide two or three questions for Fish Bowl participants to discuss. The goal is for those observing to keep quiet and notice, comment, or observe different perspectives. The value of a Fish Bowl is that certain groups relate in different ways when uninterrupted. Men sometimes approach conversations in a different manner than women. Much awareness can be raised by simply hearing what other groups have to say on particular topics. As a general rule, the facilitator should allow equal time for each Fish Bowl group. For example, if African-Americans are given ten minutes in the Fish Bowl, then Asian-Americans should also be given ten minutes. If the facilitator allows one group more time than others, conflict may arise. In order to process the Fish Bowls, simply allow for all to discuss openly, at the end of all Fish Bowls, any group's observation (also see Freirian Fish Bowl).

Freirian Fish Bowl (from STACS)
Often, for many reasons, certain individuals will feel uncomfortable voicing their opinion in a group environment. One mechanism for gaining full-group participation is to have all participants write their respective responses to issues on a piece of paper (do not include names). The issues, or pieces of paper, are then placed in a hat in the middle of a circle. For example, the facilitator asks that everyone explain (on paper) "why are there so many homeless people in this city?" Answers may range from, "people do not want work because they are lazy" to "there exists a government conspiracy and homeless funding is often misused." These are typical statements that are controversial but tend to not be voiced openly. Thus, the Freirian method gets all opinions down on paper. Once opinions have been recorded on paper and placed in a hat, pass the hat among the group. Everyone must respond with their interpretation of the written response and then voice their personal reaction to the paper.
Dark/Light (from Chesbrough & Hill)

After the event, have all the participants sit in a circle with lit candles. The facilitator shares a dark part (or feeling) of (about) the experience and blows out his/her candle. The next person shares until the room is dark. The facilitator lights his/her candle and shares a happy moment of the experience (or something that they would like to improve over a period of time). S/he lights the candle of the person sitting next to him/her with his/her candle. Slowly the room becomes light. (An intense sharing--lots of analogies can be made with dark and light.) Questions to promote discussion: Are you the candle, which emits light, or the mirror, which reflects the light of others?)

Three Minute Speeches (from David Sawyer)

Wonderful opening exercise that helps people find their inner motivations for the work they do and learn to express them to others. This exercise is an even more in depth way to build a sense of community and shared vision in service programs, retreats, or trainings. Allowing four minutes per person will give you a fairly realistic time frame. It is best not to tell people about this exercise too far in advance. This adds somewhat to the drama and risk involved. Sometime between an hour and thirty minutes before Three Minute Speeches folks are told about the exercise and asked to ponder upon a specific question. One very good question is "What is the deep core reason you do the work you do?" Tell folks they can tell a story from some part of their lives, about a particular person whose influence figures greatly, or any other reasons that they are involved in the service field. You may want to craft to other appropriate questions. People should be encouraged to extend themselves and to let others know some of the deeper reasons for their dedication to helping others. The setting that works best is somewhat solemn and formal with a table for people to stand behind while they speak. Good lighting is essential, a table lamp off to one side works well. (Specific instructions follow.)

- Facilitator gives announcement of activity sometime prior to the time to begin.
- Just before the speeches let people know that there will be a timekeeper who will give them a "one-minute warning" by holding one finger in the air. Speaker can select a timekeeper or there can be one or two volunteer time keepers.
- The seating should be in rows and there should be one less chair than speakers. Explain that this means that the current speaker cannot sit down until someone else comes forward to speak.
- Responses can be quite profound. Facilitator should provide appropriate closing.

Guided Imagery (from University of Maryland Community Service Programs)

This exercise can help participants get in touch with their expectations, assumptions, and even fears about the service experience. It can also be used to help participants imagine the lives of those with whom they serve. Participants get comfortable, close their eyes if they wish, and listen to a narration. Get creative and write a narrative leading participants through the day.

Example: "Today you are going to serve meals to people who are homeless. Picture yourself arriving at the shelter. What do you see? What do you smell? What do you hear?"

Building Solutions (from Chesbrough & Hill)

In a small group, form a circle. Ask one member of the group to identify a problem that s/he feels needs action and resolution. The next member in the group is then to pose a solution through action. Each subsequent member is then asked to build on this solution until the group feels it has reached a consensus on how the problem can be solved. This can be altered in a number of ways using the same process of group reflection and sharing. Consensus may or may not be a part of the process.

The facilitator can also pose questions such as "If these solutions exists, why have thy not been implemented? Would the people affected by this problem agree with these solutions? Who might not agree? etc.

The Strong Circle (from City Year, cited by David Sawyer)

This exercise is a relatively quick way to check in with a group at the beginning or end of a meeting and gives a sense of connectedness. It resembles the huddle in team sports and creates a feeling of solidarity and team effort.

- A Strong Circle is announced.
- The group stands in a tight circle, shoulder to shoulder, everyone in the circle and no one outside the circle.
- A pertinent question may be to put the group asking for a one word answer: "Tell us in one word how your service project went...what you thought of the retreat...how your semester is going..." etc.
- People speak their answers in turn, around the strong circle.
- Any appropriate closing comments are added.
Lifestories (from Dorothy Stoneman, cited by David Sawyer)

This exercise is designed to help a small group of individuals get to know something significant about each other in a very short time. People rarely get a chance to talk about themselves without interruption, (and without advice or judgement) since in normal conversation we tend to go back and forth. It is a true gift when someone gives you a piece of their life story, and a gift to the speaker for others to hear that story with interest and attention. This is an effective ongoing exercise for an organization when the small groups are changed each time.

- Facilitator makes sure chairs are in a tight circle or other close arrangement. Remind folks of the instruction.
- Each person speaks without interruption for 5 minutes on “a piece of your personal history that will really help others get to know you.”
- You can talk about your cultural or familial or religious roots, or speak about people or things that have shaped you in significant ways.
- Speaker chooses a timekeeper (should be rotating) that will give him/her a one minute warning and gently remind them of the time if needed.
- Two people in the group volunteer to give that person an affirmation, something they really like about that person, when the speaker is finished (one minute apiece). Facilitator may need to remind group members to let everyone share in giving these affirmations.

Block Arrangement Exercise (from Wilmes, Scott, & Rice)

Two participants sit back to back. One participant creates a design with a set of blocks. They are then asked to describe their design to the other participants so that s/he can draw a picture of it. The drawer cannot ask any questions. Process what assumptions the designer/describer made about what the drawer would understand. What assumptions did the drawer make about what the describer meant? How did it feel to have communication limited? How does this relate to the assumptions we make each day about people or situations?

Who Am I? (from Wilmes, Scott & Rice)

Tell participants you would like them to respond in writing to 10 questions. Then ask them 10 consecutive times to respond to the question “Who am I?” At the end of the “quiz”, ask them to cross off 3 of the items, then 3 more. Process what types of responses they wrote for their identity (acknowledging that some may have hidden identities that they may not wish to share). How did it feel to cross items off? What types of responses were crossed off first/last (e.g. most negative, less important, etc.)? What did you learn about how you see yourself?

Stereotype Simulation (from Wilmes, Scott & Rice)

Participants are asked to close their eyes as they are read a scenario which brings them to a party where they do not know anyone. Party guests have been given a set of rules requiring them to talk with everyone at least once. Guests all must wear headbands, that they have not first seen, that have an identity written on them (e.g. "Male, Black, 4.0 g.p.a., divestment leader"). Guests relate to one another based on the identity on the headband, but may not ask one another what their own identity is. At the end of the "party," initial processing occurs before personal identities are revealed: How did they feel about others’ reactions to them? After participants discover their personal identities, process how the group felt about responding to stereotypes. How did individuals choose to respond? A simple version of the exercise can be found in “Headbands: Group role expectations.” A handbook of Structured Experiences for Human Relations Training, Vol. VI (304), University Associates, 1977, p.25.

The Ball Game (from Wilmes, Scott & Rice)

Participants are asked to form a circle. The facilitator has a ball and a stop watch. Participants are told the rules to this game: the game begins and ends with the facilitator; each person must touch the ball only once; you must remember the order of who has the ball before you and who you give the ball to; these are the only rules of the game. The facilitator throws the ball to someone in the group who then throws it to someone else, etc., until the last person throws it back to you, the facilitator. The facilitator or timer tells the group how long the process took. (Participants were not previously informed it would be timed.) Instruct the group to cut their time in half. Repeat the process until the group cuts their time down to 3 seconds. Typically it will take the group several tries to refine their strategies (e.g., standing next to people who pass them the ball, asking the facilitator to play an active role in moving the ball). The facilitator should not answer questions except to say there are only the four rules that s/he gave at the beginning of the game. Process how the group could complete the task in 3 seconds when it took ____ minutes the first time. What helped you reach the goal? What hindered you? How did you look at the problem in new ways? What does this tell us about human nature? Did anyone suggest you do it in less time than the facilitator suggested? Who or why not? This activity takes approximately 20 minutes for group of about 25 people.
Describe, Interpret, Evaluate (from Wilmes, Scott & Rice)

Select pictures from magazines (helpful to select on that may draw stereotypes with captions that would counteract stereotypes) to hand around the room. Captions should be removed or concealed. Ask participants to individually examine the pictures and “describe what they see.” As a group, ask participants to describe what they saw. The facilitator should tabulate responses in three columns at the front (as a description, interpretation, or evaluation) without explanation to the participants. Process the exercise by describing what the facilitator was recording, distinguishing between description, interpretation and evaluation. Discuss the role of assumptions and stereotyping in the exercise. How did the group description exaggerate or modify individual perceptions? End by sharing the caption from the picture. Variation: ask several participants to be blindfolded and paired with partners who describe the pictures to them. Ask for descriptions from the blindfolded participants first in the processing. Did getting the information second hand contribute to distortion? Why or why not?

Force Field Analysis (from STACS)

In every organization, work environment, family, or community, there exists a natural tendency (a force field) which acts to keep the situation from changing. A force field represent posers that are proposing change and those that are working towards change. In essence, those forces want to keep the issue at an equilibrium.

A simple Force Field Analysis lists pros and cons on a chart. For example, forces that are keeping children in poverty may be: lack of education, inadequate health care, poor nutrition, violence in homes. On the other side of the Force Field are forces that are helping to get people out of poverty: social workers, loving fathers, school nutrition programs, etc. Chart both on the wall and discuss what issues the group is capable of changing. How can the group break the forces that are working towards equilibrium?

A Force Field Analysis (pro and con chart) can be used for any problem. Examples included: What forces are keeping you interested in this training? What forces are keeping our service program from expanding? What forces are preventing women from being leaders in our program? Once the pros and cons are charted, the dynamics and tension in groups often begin to dissipate. This is an excellent tool for getting groups to think about strategies for making small and large commitments to change (also see Web Charts).

Web Charts (from STACS)

This brainstorming tool can be used by facilitators when groups are “stuck” and see no options. Simply place the “issue” or “problem” in the center of the chart and all of the obstacles in “bubbles” outside of the central issue. This is a different strategy for looking at pros and cons and force fields (see Force Field Analysis).

Readings

Providing participants with readings about the issues they will be addressing can stimulate thinking and discussion, much like Quotes. Readings can include a mixture of viewpoints, including some that may be controversial or challenge participants to consider alternative ideas. Participants should be encouraged to connect the content of the readings to their service experiences, and to bring in other reading that they believe to be relevant. Such material includes relevant literature (philosophy, fiction, policies), newspaper articles, service provider pamphlets, poems, and student reflection essays. Samples of some of these can be obtained from the Georgetown University Volunteer and Public Service Center.
Service-Learning Reflection Questions

REFLECTIVE DISCUSSION #1 (early in course – could be before the service starts)
1. Describe your site and the type of people it serves (give some examples but do not use full name):

2. How will serving at this site help you understand your course information? . . . understand the community?

3. Why is there a need for your service? What do you perceive as the underlying issue, and why does it exist?

4. What is the mission of your organization, and what services does it provide to address the community need?

REFLECTIVE DISCUSSION #2 (after the students begin service)
5. Describe one scenario at your service that has affected you the most or sticks out in your mind the most. Why did you choose this scenario and what is its significance?

6. Have there been any challenging situations that you feel need to be addressed? What are some ways you can help resolve these situations?

7. What are some of the ways this experience reflects what you are learning in your course? How does it increase your understanding of the course material?

8. Imagine that you are one of the people you are currently serving:
   a. What would be your attitude about your situation?
   b. How would you communicate your feelings to those around you?

REFLECTIVE DISCUSSION #3 (latter half of the class)
9. If a new student asked you what your service-learning class was about, how would you describe this course?

10. What have you gained from participating?

11. What are some challenges you would want him/her to know about?

12. What suggestions would you give him/her to help create a successful experience?

13. What have you accomplished at your site during the past two weeks? What have you learned from this experience?

14. How has your course helped you to understand the service you are expected to provide? What course information do you feel needs to be provided to create a more informed experience?

15. Have there been any challenging situations that you feel need to be addressed? What are some ways you can help resolve these situations?

REFLECTIVE DISCUSSION #4 (end of class)
16. Identify and discuss three areas of growth or skills and attitudes you have developed through your involvement in the Service-Learning course. (Are these things you would have learned in other courses? How does this knowledge, attitude, or skill differ from what you develop in other classes? How do they complement your other classes?)

17. Consider the following quote then answer the question below.
   “Service-learning is a method by which students learn through active participation in thoughtfully organized service; is conducted in, and meets the needs of the community; is integrated into and enhances the academic curriculum; includes structured time for reflection and helps foster civic responsibility.”
   --National and Community Service Trust Act

18. If you were to design a service-learning class, what do you believe the students should learn from it? How would you design the class to help them develop those skills or attitudes?

19. Should every student be required to take a service-learning course? Why or why not?
SERVICE-LEARNING STUDENT AGREEMENT

COMPLETE THIS FORM WITH THE AGENCY SUPERVISOR BEFORE BEGINNING THE SERVICE

Student’s Name: __________________________ BSU E-mail: __________________________

Semester/Year: __________ Class name: __________ Faculty: __________________________

Organization: __________________________ Supervisor: __________________________

Supervisor’s Phone #: __________________________ Supervisor’s Email: __________________________

I. STUDENT RESPONSIBILITIES

I WILL START MY SERVICE HOURS ON THIS DATE: __________________________
I WILL COMPLETE ___ HOURS OF SERVICE BY: __________________________
I WILL SERVE DURING THESE DAYS/TIMES (Ex: Mondays 3:00-5:00 PM or 9/25 8:00-6:00 PM)

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I agree to participate/perform these activities at my service site:

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

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How do these activities relate to my course goals and to my own personal development?

_________________________________________________________________________________________________

_________________________________________________________________________________________________

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I, SL student, agree to:

 Perform my service duties to the best of my ability.
 Adhere to agency rules and procedures, including record-keeping and confidentiality issues.
 Advise BSU-Service-Learning Office if you have declined Student Health Insurance.
 Meet time and duty commitment: to provide adequate notice if I am unable to meet time and/or duty commitment to allow the agency to make alternate arrangements.

II. AGENCY RESPONSIBILITIES:

I, agency representative, agree to accept the service of BSU Service-Learning students and commit to:

 Be mindful of the learning goals of the student and the class.
 Provide a job description, training, supervision, and outgoing feedback about job performance.
 Respect the skills, dignity and individual needs of the student.
 Be receptive to student comments about ways to better accomplish our respective tasks.

III. APPROVAL:

Student Signature ___________________________________________ Date _____________

Agency Supervisor Signature ___________________________________________ Date _____________

** NOTE: All parties (agency supervisor, student and faculty member) should keep a copy of this document. It will be referred to during student evaluation.
# Service-Learning Log Sheet

**Boise State Service-Learning**

**Submission Due Date _________**

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<th>Date</th>
<th>Description of Service</th>
<th>Hours</th>
<th>Authorized Agency</th>
<th>Supervisor comments</th>
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**Supervisor Name__________________________________________

**Supervisor Signature__________________________________________ Date__________**

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**Office Updated June 21, 2002**
STUDENT SERVICE-LEARNING SITE EVALUATION

Updated January 2003

Students, please submit this evaluation to your instructor by the last day of class (or the specified date on syllabus). Instructors: please mail to the Service-Learning Office at mailstop 1150

Agency Name___________________________
Supervisor Name___________________________________________________
Class Name (optional)_______________________________________________

Circle choice of numbers 1 through 5

1. Was your work challenging? 1 2 3 4 5
2. Were your tasks/assignments clear? 1 2 3 4 5
3. Were your tasks interesting? 1 2 3 4 5
4. Was staff at your agency helpful? 1 2 3 4 5
5. Were you given adequate orientation? 1 2 3 4 5
6. Did your agency provide you with enough work? 1 2 3 4 5
7. How relevant was your classroom learning to this experience? 1 2 3 4 5
8. Did this experience fulfill your initial expectation? 1 2 3 4 5
9. Was this service a high priority for you? 1 2 3 4 5

Please rate your experience with the following: (Negative Positive)
10. Supervision 1 2 3 4 5
11. Acceptance and Support 1 2 3 4 5
12. Recognition of Efforts 1 2 3 4 5
13. Work Environment 1 2 3 4 5

14. Why did you choose this organization to complete your service learning requirement?

______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

15. Will you continue to serve with this organization? Yes Maybe No
Why or why not?
______________________________________________________________________________________________
______________________________________________________________________________________________

16. Would you recommend this agency to other BSU Service-Learning students?
Yes Maybe No
If no, please briefly explain
______________________________________________________________________________________________
______________________________________________________________________________________________

17. Can you offer any suggestions as to how your agency supervisor (or your instructor) can improve this experience for the future BSU students?
______________________________________________________________________________________________
______________________________________________________________________________________________

18. Will you be able to complete your hours? Yes Maybe No

THANK YOU!
SUPERVISOR EVALUATION OF STUDENT
SERVICE-LEARNING PROGRAM
1910 University Drive, Boise, ID 83725-1150 (208)-426-2380

Service-Learning Student: _____________________________ Date: ______________

Agency: __________________________________________ Class (if known): ________

Supervisor Name and Title: ______________________________________________________

______________________________________________________________________________

Number of hours required for service: __________ Did the student complete the required hours? (circle one) YES NO

If NO, please explain if possible: ______________________________________________________________________________

________________________________________________________________________

Please identify the most important tasks for which the service-learning student was responsible below (please refer to your written Student/Agency Agreement document). Please assess the student's performance on those tasks on the scale at the right. The description of these letter grades used in BSU’s grading policy is:

A = Distinguished Work (greatly exceeded expectations)
B = Superior Work (exceeded expectations)
C = Average Work (met expectations)
D = Unsatisfactory but Passing Work (adequate work, but below expectations)
F = Failure (failed to meet expectations)

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<th>Activity/Task/Responsibility (from student/agency partnership contract)</th>
<th>Performance</th>
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Please assess the service-learning student's performance on the following items dealing with professionalism:

| Dependability ........................................................................................................... | A  B  C  D  F |
| Initiative .............................................................................................................. | A  B  C  D  F |
| Cooperation ........................................................................................................... | A  B  C  D  F |
| Professional Attitude/Behavior .......................................................................... | A  B  C  D  F |

Was the student adequately prepared for the service-learning experience? If not, what suggestions for improvement would you make?

______________________________________________________________________________

Other comments or suggestions: ______________________________________________________

______________________________________________________________________________

Overall grade for service-learning student: (circle one) A  B  C  D  F

ACCESS GRANTED: The right to inspect and review this document by the person evaluated is guaranteed under the provisions of Section 438 of the General Education Provisions Act, as amended (Family Educational Rights and Privacy Act of 1974).
Rights and Responsibilities as a Volunteer


Several service-learning or volunteer projects around the country have published statements of the rights and responsibilities of volunteers.

The following are examples:

**RIGHTS**
1. To be treated as a co-worker
2. To be carefully interviewed and carefully assigned
3. To know as much as possible about agency organization-policy, people, programs, and activities
4. To receive orientation, training, and ongoing supervision for the job expected
5. To receive sound guidance and direction
6. To have a variety of field experiences
7. To pursue leadership roles
8. To voice opinions and to have ideas included in the planning of programs, activities, and curriculum
9. To do meaningful and satisfying work
10. To be evaluated and receive letters of recommendation based on services completed

**RESPONSIBILITIES**
1. To be open and honest at your site from the beginning
2. To understand commitments of time and tasks and to fulfill them
3. To participate in evaluation when asked to do so
4. To share thoughts and feelings with staff, including making your learning objectives clear to the people with whom you'll be working
5. To respect confidentiality
6. To seek honest feedback
7. To serve as ambassadors of goodwill for the project
8. To be an effective advocate for change when it is needed
9. To enter into service with enthusiasm and commitment
UPDATES:
- SLA’s ask instructor how he/she likes students to address him/her (Dr. Keys, Kathleen, etc).