Making CSL Successful

1. Create the environment for success, right from day one.

Get Connected
• **Community Partners**: Touch base (at the orientation, by phone or email) with the course instructor.
• **Instructors**: Touch base (at the orientation, by phone or email) with the community partners. This will help you both to clarify your role in supporting student learning.

Meet In Class
• **Instructors**: Schedule your CSL in-class information session for the beginning of term. Invite community partners and CSL staff.
• **Community Partners**: Plan to attend the CSL in-class information session to introduce your projects and organization to students.

Manage Student Placements
• **Instructors** and **Community Partners** discuss how you will jointly manage student placement choices at the beginning of term.
• **Community Partners**: Expect students to contact you in the first 2-3 weeks of the term. Be ready to meet with them, to discuss the projects, complete any intake forms you have, and sign student agreements.

Get Started with Placements
• **Community Partners**: Welcome students into the culture of your organization. Introduce them to other colleagues, make sure they know their way around the facility (washrooms, etc.) and know who to ask if they have questions.
• **Instructors**: Encourage students to familiarize themselves with the non-profit sector early in the term. For instance, review CSL’s “Non-Profit Primer” in class.

2. Sustain the momentum and keep students engaged.

Help Students Get Involved
• **Community Partners**: Provide an orientation, schedule hours, discuss tangible tasks.
• **Instructors**: Have students write about why they want to work with particular organizations. Have students do background research about community organizations (check websites, read annual reports, etc.).

Establish Regular Communication with Students
• **Community Partners**: Schedule regular meetings with students (once every 2 – 3 weeks) if possible.
• **Instructors**: Schedule in-class or individual check-ins with students. These could be integrated as graded assignments.
**Provide Discussion & Reflection Opportunities**

- **Community Partners**: Invite them to attend a meeting, event, or to do something a little different.
- **Instructors**: Include focused discussions, reflective papers, free writing.

3. **Communicate regularly.**

**Community Partners and Instructors** can:

- Schedule regular check-ins with each other. Don’t be afraid to connect at other times to share concerns or questions.
- CSL staff will also check in on how things are going.
- Ask for feedback on how the experience is going for the student.

4. **Finish with a bang!**

- **Community Partners**: Meet one last time before the term is over to wrap up the students’ experience and consider attending end-of-term class events.
- **Instructors**: Consider planning a wrap-up session, such as presentations or poster session. Invite community partners and CSL staff to attend end-of-term events.

**Anticipating Students’ Questions**

**Instructors** and **Community Partners** can prepare for discussions with students by reviewing the following questions. Feel free to contact CSL Staff for further assistance as well.

- What is CSL?
- How will my coursework fit with my CSL placement experience?
- What are the ethics issues involved in my volunteer experience? (eg., protecting identities of people at the organization, confidential information).
- What are my responsibilities as a volunteer to the agency?
- How will my activities (especially those outlined in the student agreement) be measured? How am I expected to demonstrate my progress to my community supervisor and to my instructor?
- Will I be encouraged or expected to share my final project/presentation with my community partners?
- How will my service-learning project or activities be evaluated? Will my community supervisor evaluate my work?
- What do I do if I encounter a problem or difficulty with my placement?