### Advancing Your Organization’s Priorities WORKSHEET

<table>
<thead>
<tr>
<th>Volunteer Roles</th>
<th>Some existing roles that students could fill:</th>
<th>SUPERVISORS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Some new roles students could fill:</td>
<td>SUPERVISORS:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Projects or Research</th>
<th>Current projects where students could “plug in”:</th>
<th>SUPERVISORS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Back burner” projects that students could advance:</td>
<td>SUPERVISORS:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Getting the Message Out</th>
<th>Current community education/advocacy efforts:</th>
<th>SUPERVISORS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Great ideas for building our movement:</td>
<td>SUPERVISORS:</td>
</tr>
</tbody>
</table>

For more information, visit:

LUC.edu/servicelearning

Or contact Chris Skrable,
Service-Learning Program Manager,
cskrbl@luc.edu

LUC.edu/experiential
How to Advance Your Organization’s Priorities through Service-Learning

Invite Students to Volunteer with your Organization! (Placements)
- Develop clear, evocative job descriptions for standard volunteer roles
- Advertise volunteer opportunities on RamblerLink AND at the Service and Job Opportunities Fairs
- Associate a specific contact person with each volunteer position so that students know where to direct their questions about the opportunity
- Schedule at least one volunteer orientation at the beginning of each semester (2nd or 3rd week), advertise it with the position, and make it mandatory for all new volunteers
- Assign a particular supervisor to each volunteer position, and make sure volunteers know who their supervisor is and how to contact him/her

Engage Students, Classes, or Multiple Classes in Projects and Community-Based Campaigns
- Projects (whether one-shot efforts or components of ongoing community-based campaigns) require significant lead time and preparation, so approach the CEL or faculty member at least three months before the start of the project
- Specificity of process and deliverables, supervision of student progress and comprehension of the project goal, and ongoing dialogue for direction, retooling, and improvement are the keys to project success
- Remember the limits of the academic calendar, but don’t be afraid to think about engaging multiple classes or groups over multiple terms on discrete aspects of an ongoing project
- Engage the CEL directly for any interdisciplinary, multi-class, or longer-term commitments
- Ask the CEL to write letters of support for grants and other funding

Invite Students to Help Spread Your Message (Presentation/Community Education)
- Presentations or events require more lead time and coordination—approach the CEL or faculty member at least three-six months ahead of the start of the program development semester
- Assign a particular staff member to supervise the program’s development and content. He/she should review it at least twice to give feedback and to make sure it reflects your organization’s goals/message
- A message is only effective if it has an audience, so lay the groundwork to build one. Consider inviting other area non-profits (and their clients) to participate in events, symposia, or campaigns
- Request that all educational/communication materials developed by students be shared with your organization so that you can use them again even after the students have moved on to other experiences