**Stakeholder expectations**

Western Michigan University  
Office of Service-Learning  

Stakeholder Expectations

**Partnership Objective**
To develop a _____(project type, brief description, or name)_____ by collaborating in a careful, proactive, and efficient manner.

**Course Objectives**

**Partnership Deliverables**
Once a collaboration is established, our partnership will produce ___(product)________________.  
At the end of the semester, each party will receive a copy of the following items for future use:

- Product
- Product

**Example 1**
- Completed grant application
- Research and supporting documentation for grant application

**Example 2**
- Cognitive testing of 35 children
- Individual findings and remediation plan for each child

**Example 3**
- Six weekend art classes for seven- to nine-year-olds
- Art exhibit and fund raising event

**Expectations**

Community partners can expect the following from the instructor and students:

Because our partnership involves students enrolled in a semester-long course, it is important that we share our expectations in advance. Once the partnership is established, our community partner can expect:
Instructor will:

- Communicate with you at midterm and end-term or more frequently as needed or agreed upon.
- Secure the necessary clearance for this project through Western Michigan University if necessary.
- Coach students on professionalism in advance of their contact with your organization.
- Manage the students / teams so that deadlines are met.
- Work with students to produce high-caliber products.
- Review final products for thoroughness and effectiveness.

Students will:

- Be on time or call in advance if tardiness is unavoidable.
- Dress appropriately for the organization or project.
- Rescheduling days / times must be preapproved by the instructor and missed visits cannot be made up at the end of the semester unless arranged in advance with the instructor. If an unavoidable emergency occurs (traffic accident, hospitalization, etc.) student must contact instructor as soon as possible following the absence. Excused or unexcused status is at the instructor’s discretion; excused absences may be made up with community partner approval.
- Student will communicate upcoming planned absences with partner not less than one week beforehand and will contact partner as soon as possible if an unavoidable absence occurs.
- Communicate on a regular basis, i.e. ask questions, request feedback, share concerns.

Likewise, your organization will:

- Communicate with the instructor and students throughout the semester, especially if there are concerns.
- Allow students to conduct on-site visits as applicable and agreed upon in advance.
- Respond to student inquiries during the project, based upon agreed protocol.
- Complete an evaluation form at the conclusion of the semester.
- Send a representative to the following two class meetings if applicable or as agreed upon:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Purpose</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>To introduce the class to your organization. To brief the class on your project.</td>
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<td>To attend student presentations if applicable</td>
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Students should expect:
- Understanding prior to registering for a service-learning course of the out-of-class service hours requirement.
- Clear understanding of what is expected of them from instructors and community partners.
- Clear grading criteria.
- Responses to emails in a timely manner.
- Timely assistance with problem solving.
- Communication with or from the instructor throughout the semester, especially if there are concerns.

From the Office of Service-learning, all parties should expect:
- A copy of service-learning resource guide before the project begins.
- At least a midterm and end-term contact.
- Responses to emails in a timely manner.
- Support for all stakeholders.
- Assistance with problem solving.