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Thank you. Please stand by. You will now be placed into conference.
[Sound effects]

One more time I'll just say welcome to everybody. This is a webinar on Students as Colleagues, and we're just giving people a few more minutes to sign in before we launch into the conversation.

^M00:00:22 [Sound effects] ^M00:00:47

Alright, I think we'll go ahead and get started. This is Dewey Clout [assumed spelling] from Campus Compact, and I want to welcome you to this webinar that is sponsored by Learners of America National Service Learning Clearing House and by the Compact, which was the Clearing House's program advisor for the higher-up sector. We're focused today as you know on college and university students as powerful service learning leaders in various ways of staff of service learning centers, community partner organizations as partners for service learning faculty, and as academic entrepreneurs. And before I introduce our presenters and we dive into the valuable material that they've prepared, I want to point out a couple of key features on WebEx just in case you're not familiar with it. If you look at the right-hand side of your screen to the right of the PowerPoint slide that you can see, there are few icons at the top. Again, the right-hand side of the screen; not all the way at the top but up at the top above the list of participants. And there should be sort of in the middle something that looks blue with a red checkmark. And if you click on it, you'll be able to send feedback to the presenters. If you click on it, you'll have several options. If you want to indicate that they're going to fast or too slow, that you agree with a point, or anything you can give them feedback in that way. Even more important, down below that list of participants, there's a section where you can see chat and Q and A. and if you want to submit a question at any point in the webinar, you're welcome to do so, and we encourage you to do so. Just click on the Q and A, and then type in the second white box, the smaller white box. Type in your question, and press send. And obviously below it you can choose whether you want your question to be directed to all the panelists, or you can identify one by name if you prefer. The white box above where you type in your questions is where you'll actually see questions appear. And so, again, I do want to just underscore that you're welcome to send that feedback or send questions at any point in the webinar as they occur to you. And I'll also just note that while you can indicate whom you want to send the question to, because this is being recorded nothing is completely private. So just keep that in mind. So with that said, we're delighted to have two primary presenters who bring great knowledge and experience as well as several additional resource people. Nicholas Longo is the director of the Harry T. Wilks Leadership Institute and assistant professor in the Department of Educational Leadership at Miami University in Ohio as well as an associate at the Kettering Foundation. From 2002 to 2004 he directed Campus Compact Raise Your Voice Initiative, which focuses on an increase in college student participation in public life. And Nick is the co-editor of Students as Colleagues and the author of Why Community Matters, Connecting Education with Civic Life. He received his PhD and MBA from the University of Minnesota. Erin Boley has been a consultant to campuses non-profit groups and governments focused on engagement in national service and environmental education for the past six years. She previously spent six years as associate director of Minnesota Campus Compact. And in addition to editing, Erin learning served getting the most from community service Federal Work-Study. Erin co-authored a book for community organization called the Promise of Partnership, Tapping into the College Community Asset, which was published by Campus Compact in 2005. Erin has an MBA focused on project management. And Nicholas and Erin are joined by several other great resource people as I mentioned. We have Danielle Addy [assumed spelling], a former student leader at the University of

Massachusetts Amherst who contributed to the Students as Colleagues book; Josh Young, director of Miami Dade College's Center of Community Involvement who also contributed to the Students as Colleagues book; and Angela Van Horn who's currently at University of Miami at Ohio. So thanks to all of you for joining us, both presenters and participants. I will turn it over to you.

Thank you very much, Julie. This is Larry again from the National Service Learning Clearing House. And before the presenters start, I actually wanted to tell everybody that we're going to be muting your phone. The presenters will need to unmute their phones for presenting, but that way we will stop all the feedback from everybody's phone since we have so many people online. It's great. Thank you.

The conference has been muted.

^M00:05:43 [Sound effects] ^M00:06:00

This is Erin. Can you hear me?

Yes, I can hear you. This is Nick.

Okay, great, Nick. I can hear you too. Just wanted to make sure we were both heard.

Great. So are we ready to get started?

I think so.

Great. So this is Nick Longo. And Erin and I are so happy that everyone is on this call and some people from all other the country and different types of institutions, and we're also joined, as Julie said, by three other folks who are going to help us look into and address this situation of Students as Colleagues. We're joined by Josh Young, Angela Van Horn, and Danielle Addy. And let me just start by saying that this is--the idea of Students as Colleagues is very much where the service-learning movement both needs to go and is going. But it also very much where the service-learning movement has been and started. So we--as Erin and I were talking about this, we both realized that, you know, both of us got started in this work as students. You know, I now work the Campus Compact and have done different types of work engaging students. But it started and my passion started as a student as an undergraduate where I realized through service learning that I didn't have to choose between wanting to change the world and wanting to be a good student. And I think that's an experience that students from around the country have had, and it reminds me of this quote. As Erin and I were talking about this, her experience at [inaudible] and mine at that Province College that this P.S. Eliot quote which is, "We shall not teach from exploration. In the end, all of our exploring will be to arrive where we started and know the place for the first time." In some ways, when you look at the history of the service-learning movement, this quote in some ways embodies the roles the students have played. So we wanted to start by talking about a little bit why this idea, why Students as Colleague. And there are different rationales that we wanted to go through. And the first is the history, the psycho, which we were talking about. And when people talk about the contemporary service-learning movement, they really start in the mid-1980s. And in the mid-1908s there was this kind of backlash against young people and people like Bill Benet declaring young people as the me generation, and a whole bunch of students around the country saying, "You know, that's not our experience." And that's what led to the [inaudible] doing walk down the east coast and starting Lacoole [assumed spelling], a campus outreach opportunity league, and Lacoole conference, and all the great work that they did throughout the 80s and 90s and through today in different venues now. And it also was the start of Campus Compact where four college presidents got

together and said, "You know, what we're seeing on our campus are students who are interested in volunteering, interested in being part of communities. It's not the self absorbed generation that some of these pundits are talking about." So the movement with service-learning in the mid-80s really started as a student movement, but it was primarily student co-curricular work. So that's really where the foundations are at. As service-learning developed into the 90s, then Campus Compact started ISAS and had a major forgoe thinking about how you integrate service into the academia curriculum. There was host of both institutional resources, and there was a focus on academic service-learning. So you saw the creation of the Corporation for National and Community Service in the 90s and a whole bunch of resources went into building service-learning programs on college campuses. You also saw a tremendous growth of Campus Compact. So starting with these four campuses to the growth of if you look today where there's over 1,000--1,100 actually members campuses and 31 state offices. In the 90s you saw this tremendous growth, and you saw the growth really coming from a focus on academic service-learning, institutionalizing resources. My colleague who was really one of the pioneers of the Students as Colleagues work was also one of the pioneers in institutionalizing this work in the academic setting. That's Ed Lakoski [assumed spelling], and he did the--which I'm sure the series of monographic that many of you have seen in all different disciplines; service-learning disciplines with 20 monographic series saying, "This is the way we can institutionalize service-learning in our different disciplines using different languages based on various expertise and backgrounds." So that was really the story of the 90s. And as this century we've saw much more of a movement towards an engaging university in thinking about how all of the resources of the university can be used towards community problem solving. And at the same time, we're seeing a return to the promise of student leadership that utilizing all the lessons we've learned through the 80s and 90s about institutionalizing this work in the academic setting. I think a lot of this started in 2001 with [inaudible] Conference where Campus Compact brought together student leaders from around the country to talk about their understanding of civic engagement, which led them, the new student politics, where Sarah Long who was a student at the time summarized the conversation, which was really saying students need more and more opportunities for their voices to be heard in the academic side of the curriculum. And at the same time they were questioning the economy between service between politics in saying, "Our work connects service and politics in ways that is being understood by the simplistic notion that students are less politically engaged but serving more and more in their communities." That led to the Raise Your Voice Campaign, which was a national campaign to increase college student participation in public life, was launched in 2002. And the next two years it had activities and engagement on over 300 campuses around the country. And then another important piece of this work is something that Circle has just come out with, and I'm not just saying [inaudible] did them. I'm not sure if she's on it. But they just came up with a study called the Millennials Talk Politics that you can get from their website. And in that they do focus groups of college students on 12 different campuses, and there's a follow-up study from the Kettering Foundation did in the early 90s. And they found substantial differences between both generation X and the Millennials, which I will talk about right now with this new slide. This is another kind of rationale for why Students as Colleagues. It's the Millennial Generation. And this is what comes out of the focus group study that Abby did. It's very different from the generation before it. They've had experiences with service in high school, so they're coming to higher-ed with experiences, community-based work as essential to their identity and who they are. They're also much more interested in deliberation. They're more engaged in public life, and they also have an interest in a different kind of politics, the politics not as devices. And that is one of the sort of underpinnings of this idea that this generation needs to be engaged as colleagues in the service and learning work in the higher-ed. Another rationale for why Students as Colleagues is really an instrumental one. And this is--when you talk to people around the country, especially folks that have been doing service learning for a while at some of the advanced centers, what they'll say is, "You know, we've got really strong community partners. Our center has

advanced on campus, but we're at a point now where we're not going to get more resources. We're not going to get additional staff people." So there's a really instrumental rationale for involving students in leadership roles in the curriculum work, because there's an uncapped resource that frankly doesn't cost the university much money. The other kind of instrumental reason is that there's on campus all around the country, there's this divide between academic and student affairs. And the Students as Colleagues idea, the idea of students being invited to be partners in the creation of academic service-learning is one of the core opportunities to not just talk about how academic and student affairs can partner but to give real world example and to really actualize this idea of the development of the whole person in connecting students in class and out of class experiences. And the next rationale for why Students as Colleagues is really the inspirational. There's division between democracy, epistemology, and pedagogy. I mean, the work of engagement on campus--and if you really want the higher education to be involved in revitalization of democracy you can't see students as consumers of knowledge. They have to be producers and co-creators, and it's one of things I see in this quote from Oklahoma Student Civic Engagement Resolution where they talk about, "We declare our responsibility to become an engaged generation with the support of our political leaders." And they challenge higher education. I'm going to actually try to see if this works, to educate future leaders about their civic as well as professional duties. I'm trying to highlight but it's not working. "We urge our institutions to prioritize and implement civic engagement in the classroom, in research, and in service to the community." So these students really get this idea that the promise of democracy require higher education to give them meaningful opportunities on campuses to be leaders. So at the same time, students of epistemology and pedagogy, students play leadership roles. There's a different way of knowing. We can't rely on a single source of knowledge. I mean, this is very much the foundation of the service-learning movement, the idea that learning and community, community knowledge is just as valid in the classroom. It's the same ideal with faculty and student expertise where everyone brings different experiences that have to be equally valued even if they're different. And they have to create opportunities for students experiences to be part of the knowledge creation. And finally, the idea of pedagogy. It's simply giving student real leadership opportunities is just a better way to learn. The next thing we want to talk about--so this work draws on kind of the concrete case studies a book that Ed Lokoski, and James William who was a student Princeton at the time, and I co-edited it. We had different--Campus Compact does a national survey each year. And once Ed Lokoski and I said, "Yea, we've got to put a question on there." How much are people doing around student leadership? And it was just a tremendous amount of schools who marked, "Yes, we're doing a lot around student leadership." So we went back, and we surveyed those schools. And out of those surveys, we've got to put together an edited collection so people know about these. And we had 19 different chapters where people wrote, and I think some of the people on this call; University of Utah, Nepal, IUPLI, and North Carolina's Apples Program were all chapters in that book. And these are all kind of some of the promising practices that we put those 19 different chapters. And there were so, many different great things going on. We also had 12 different vignettes, just short, little sections that describe some of the programs around these ideas about how you identify student leaders, how you do ongoing training with student leaders, how you--and this is part of the instrumental part, but how you think about students as staff members of your service-learning program, how you do genuine faculty-student partnerships. We had a last section, which was around--there is just so many interesting entrepreneurial work going on. So we had a section that highlighted some of the entrepreneurial student work going on. The first section I'm going to quickly talk about this. This is key in identify students. So if you want to--how do recruit students and bring students into service-learning programs? And some of the most innovative work going on in this area come from schools like DePaul, the center. Bentley's I think have one of the oldest scholarship learning programs in the country, and IUPLI, Sam Jones Community Scholarship Program. What they have all done is said, "We've got all this scholarship money that we give away all the time to students. We have to start think about service-

learning as an equivalent of sports scholarships where we say there's these talented folks who have been doing a lot of community engaging work in high school. We want to in the same way we recruit athletes we want to recruit them to our school, but then we don't want to just give them the scholarship money. And say thanks for coming to our school. We want to give the scholarship money, and then have them form a leadership corps on campus. And have those students who are getting scholarships be the service-learning student leadership folks on campus that are both develop mentally, going through a process of taking service learning courses but then helping to co-teach service learning courses, helping to implement service-learning partnerships on campus." So this is one of the--when we looked around the country, one of the really innovative ideas about recruiting who you're going to bring to campus but then utilizing them in the same way you utilize the talents of athletes on campus. It's also something that's very affordable, because every campus in the country has a pact of money that they're using for scholarships, but often we're not, we're kind of using consumers and not asking them to come to campus and contribute for as part of the scholarship. The next model we want to talk about was training students, and this is, I think part of I'm sure everyone's service learning programs, how you do ongoing training and reflection work. And we have different programs we've looked at, and one of the most innovative was at the CSC Monterey Bay where they have--it's a SL Square Program, student leadership and service learning. At Monterey Bay there's a requirement. Actually all students take a service learning course, but then they have a four week intensive summer training where students go through a series of things around both diversity training, community organizing training. They do action planning. Then at the end of the four weeks, they also work closely with their community partners and start doing some planning for the next year. And then these students after they go through this training, are then co-teaching classes. They're serving as community partners. But one of the key lessons is that, you know we can't just put students in these leadership roles. We have to give them preparation and the type of ongoing training and support that they need. And they do it in a really innovative way over a four week summer model. So our next we want to, I think I'm going to turn it over to Erin to talk about our next model around students as staff and especially about thinking about Federal Work-Study as a resource.

Thanks, Nick. I don't know. Did you want to talk about students as staff generally or just go straight to the Work-Study information?

Yea. Let me give--I'll give it a couple sentences on this idea. This is, it's very much on the instrumental model where service-learning centers are feeling like we're not going to get more money from institution to add on additional staff. So centers are think creatively about how we use our students to put them both in leadership positions but then to work both in courses, appointing faculty, and co-curricular on campus developing different kinds of programs, and the also as liaisons and community assistance working closely with different community sites and community partners. They often, these are paid positions. And we really wanted to look at the Federal Work-Study as a resource. But sometimes they're credit bearing institutions as well.

Alright, this is Erin Boley. And I'm going to share a little bit of information about how you can use Federal Work-Study to engage students as colleagues and to build their capacity for programs that engage students. And just a brief mention of my background. I, as Julie said worked for Minnesota Campus Compact in the 90s. And we did a couple things there that got me closer in contact with Federal Work-Study issue. One was I managed the state wide VISTA program, and the VISTA volunteers were preset at compasses. They were managing America Reads Program. And this was back when President Clinton had helped make it possible for sort of a new infusion for federal dollars to go to campuses for Federal Work-Study positions. And they could use that money how they liked. Like we typically think of work-study positions as in departments, maybe in the food service, and different roles on campus. But

President Clinton encouraged the campuses to use the new resources that they received from the federal government as funding for positions that would put students as tutors in community based positions. And so I managed that program, and I also managed Learn and Serve Grant where several campuses in Minnesota specifically tried to increase the quality of what they were doing with the Federal Work-Study program to focus on community service. And then I did some studies for Campus Compact more recently looking at best practices around the country and what campuses are doing with their Federal Work-Study. And sort of eventually that revolved in a new, free online publication that can be found at the Compact's website, compact.org, on Federal Work-Study. So if the information that I'm sharing today is confusing, or if you have additional questions, you are welcome to contact me later, because I'm going to not spend a lot of times taking about the details of Federal Work-Study though they are very confusing for many. But take a look at that new online publication that the Compact has put together and that I edited for additional technical information. So just to go into sort of a quick history. The Federal Work-Study program was created back in the 60s as part of Bounce and War on Poverty. And its intention was to be a part-time employment program for low-income students. It's revised purpose in 1965 articulated that the work was, the work that the students are doing is to be for the institution itself or for work in the public interest for a public or private non-profit organization. And that also includes schools. So back in the 60s, the purpose for the program was already articulated to be one for the institution of higher education and for institutions in the community. Community services is broadly defined as human betterment and community improvement. So that's a pretty big umbrella, and by 1995 the first requirement for campuses to actually use some of the funds they receive for community service positions was created. It was originally five percent. It's now seven percent. And what that means is that of the total amount of money an institution receives and nearly institution in the country receives Federal Work-Study funds. Of that total amount of money, seven percent of those funds should be used to pay the wages of students who are serving in community service positions. Even though the requirement is seven percent, the actual national average is 15 percent. So that's just to give everyone sort of an indication that many institutions do go above and beyond the seven percent requirement. And, Nick, you can go on to the next slide. So just to give you a sense of what a tremendous resource this is, in case at your institutions you aren't already doing very much with it. In 2006 Federal Work-Studies imported 128,000 students engaged in-service at over 3,000 campuses. And it's so that essentially makes it one of the largest and most--and it is probably the most prevalent way that students at campuses today are engaged in service even above and beyond academic service-learning. Because all institutions are required to use some funds this way, it's just very wide spread. So what do students do who are in these community service positions? They provide direct service such as tutoring in the America Reads example I gave and pretty much any kind of role at a non-profit. There are some limitations, but the allowance is pretty broad for also sorts of different roles to be played at schools and non-profits. Then what is relevant for today's conversation its the fact that students may also provide coordination such as serving as a site liaison. And by that I mean they might be--I sort of assigned or identified closely with one smaller group community partners of the service learning or civic engagement program. And they service a person on the ground at that site who really knows what's going on, who understands the needs, who maybe helping keep track of other student volunteers and service learners at that site. That's one example of coordination. They can do service-learning assistants. So assigned to particular faculty members using academic service learning. They might be doing something similar where they might be the person who is spending some time at the community partner site seeing how things are going for the service learner.

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Students may also provide coordination in the service-learning or community service office intern on campus such as coordinating a particular issue area such as children or women's issues or the

environment. So those are just some examples of coordination. For those for whom this is news, for those how think that in order to have students serving using their Federal Work-Study or maybe even their State Work-Study job in the community that the have to be required--they have to be providing direct service. I'm going to read to you literally from the Federal Government's guidelines for operating a Federal Work-Study program. "To be considered employed in the community service job for Federal Work-Study purposes, a Federal Work-Study student does not have to provide direct service. The student must provide services that are designed to improve the quality of life for community residents or to solve particular problems related to those residents' needs. The school may use its discretion to determine what jobs provide service to the community within the guidelines provide by that statute of regulations, et cetera." so I know there are many examples already out there of ways that students are essentially providing additional capacity as part-time staff for service learning and civic engagement efforts, and I hope that this gives you some ideas about more that can be done with that. And I think that I will just leave it at that, and you can see the link on this next slide at the bottom. That gives you the link to the online publications that goes into much, much more detail. But it's a great resource. And one of the things that I worked on in the past couple of years for Campus Compact was a set of principles that's best practiced for Federal Work-Studies. And those who are familiar of principles for best practice for the service learning will see a lot of similarities. There are ten principles. Here are three of them. The full list is available at the Compact's website. And there's also a companion piece that is an evaluation tool called the Developmental Matrix. For each of the ten principles that are practiced, you can determine where in development your institution is around it's Federal Work-Study for community service. And that's just kind of a self-study, self-assessment kind for tool. Here are three of the principles that realte to directly work with students. I really do encourage institutions to integrate their community service work-study in efforts into the institution overall civic engagement programs and not to have the Federal Work-Study element of your community service kind of hanging off on the side marginalized from the rest of what you do with your civic engagement work. Really use it as a tool that can be central to helping manage students as coordinators and in direct service roles. And then there are also additional principles that I'll just let you read since our time is short. But I think that's where I'll leave it. I'm really happy to say that the new publication that is online from Campus Compact has 17 articles that were written by practitioners in the field covering a real range of models and ways that institutions use Federal Work-Study both for student leadership and for building the capacity of programs to form partnerships in the community and to reach out to faculty and other things. One of the people who wrote an article both for the Federal List City Publication and also for the Students as Colleagues book is Josh Young in partnership with a number of students at his school, Miami Dade. And so I'd like to turn it over to Josh to talk a little bit in more detail about the student ambassadors program. And, Josh, are you on?

Yes, I'm here.

Alright, great. Thank you.

Thank you, Erin. I'll be brief. I'm just going to tell you a little bit about the nuts and bolts of what we do at Miami Dade College with our service learning student ambassador program. We've been developing a service learning program for 14 years. We usually have some learning and service grants. We've been institutionalized since 2000, fully funded by the community college. And I have to say the key to our success, if I have to pick one thing, has been our service-learning and student ambassador program. And basically that's using community service Federal Work-Study students to help run the program in pretty much every aspect of the program. They've contributed to the development of our program, the growth, and definitely the sustainability. And I couldn't imagine, none of us could imagine running the

program without the student ambassadors. I think all of us involved in service-learning know how labor intensive it is. And also as Nick said earlier, we never have enough staff. So, again, our students have been in the front. From the beginning, probably two years into our history, that's when we started the student ambassador program. And when you think of the labor intensive nature of service learning, and I'll just list some of the things here that our students help us with. Intervening when problems occurs, which they inevitably do. The messy work of getting students engaged in the community, making class presentations, cultivating and maintaining community partnerships, providing faculty with going support, regular progress reports, helping recruit faculty, helping at professional, development workshops for faculty where our students give the student perspective and give their testimonials about why they think service learning should be something that faculty consider using. Students do a lot of placing of students who come to our office who are looking for where to do their service learning project, and our student ambassadors counsel them, help place them. Helping student complete the required paperwork, preparing end of semesters report, preparing thank-you letters and certificates, helping organize celebration recognition events each semester. And then a very important role is just speaking on behalf of service learning, advocating, speaking to the Board of Trustees. I mentioned faculty partner workshops, helping with class presentations. So currently we have about 15 community service Federal Work-Study students assigned our various office. We have eight campus here, and they get training and professional development. Each campus has a campus director, and the student ambassadors are really the staff and help run the program. When funding is available, we try to give them travel opportunities to service-learning conference. Tons of leadership opportunities, a lot of public speaking opportunities. Our full-time staff, our limited number of full-time staff, cover multiple campuses. So the student ambassadors really have tremendous responsibility. They actually have very little time to do their studies, because I know there are a lot of work-study jobs where you answer the phone every once in a while and do your homework most of the time. But we tell students when we recruit them that this is not the kind of job. You're really going to have a lot of meaning work and challenging work and leadership opportunities. We try to recruit students who have experience in service-earning or at the very least have experience in community involvement in service. I have a student here on the line, Alejandro Mayo [assumed spelling], and he's one of our student ambassadors. I think later on if there's time, he'd be glad to make some comments about how he's grown and his thoughts on the program. So I think I'll stop here.

Thanks, Josh. So we wanted to--this is about the halfway point. We wanted to stop for a few minutes and see if there are any questions up until this point for either Erin or Josh so myself or for Josh's student, Alejandro. He could probably also take questions.

Nick, this is Erin. I know that there were a few questions that were raised in the Q and A section of the window what we can all see. One was Lena had question earlier in your presentation about what you meant by deliberation regarding millennials.

Yea, and this actually comes directly out of the Millennials Talk Politics report that Circle did. And one of the findings from talking to these students on different campuses is that they didn't like to spend. They didn't like to kind of conversation that they tended to see. They had a crossfire back and forth, partisan conversations. But they really were longing for opportunities to have substantitive, non-confrontational conversations about issues. And the focus groups themselves actually were--I think, a lot of them said, "This is the kind of opportunity we want more and more of." And you would think on a college campus, there's plenty of opportunity for deliberation. There actually wasn't. There wasn't as much as they wanted, so they wanted more and more opportunities for their kind of conversation where people use the language of deliberation. And there's a lot of tools for deliberation. I'm sure a lot of folks know the

caring foundation has a national issue forum that they've developed where you look at three different approaches to issues. The study circles which I think is now called Everyday Democracy has a series of tools. And then there's different conversation starters and tools that have been developed for having these types of deliberations on campus. It's something that students said they we more and more of.

And I see a few people, Ben and Amy have been using the question and answer. So, Nick, I'll let you read Ben's questions. I think you might be able to answer those, and I will quickly address Amy's questions, some technical quesitons about work-study. Just to clarify what I was talking about with issuing coordinators and site liaisons. These are positions where students may spend part of their time at your service learning office or center, civic engagement center, but probably also in order to be considered a true community service position, you need to also be spending some time in the community checking in with partners and seeing what students are doing while they're in the community. You could probably make an argument for it in a couple different ways, but it's a position that is part of your service learning effort over all. It does need to be pretty active and not just simply reading out the receptionist when someone walks into the service funding center. That would be more administrative and would be something your institution would need to pay for, not through community service funds. And then, yea, students who are serving in these roles really do require additional training and support. These are leadership roles. They are roles that aren't necessarily obvious to students about that they would need to do. The time you would spend training student could be paid for--they can be paid their regular Federal Work-Study wages as part of their training. Within reason, they can also be paid wages while they are traveling to sites. There is no federal money to pay for the transportation like for vans or buses, but your institution can pay for those kinds of costs. I will leave it at that. Nick, would you like to take any of the other questions there?

It looks like Ben has a question about effective ways for a high school leadership programs to develop partnerships with colleges or universities like feeder programs and vice versa for helpless secondary institutions can partner growth high school programs. And this is great question. There's a lot of different models out there. Everything from, you know, U Penn has made a great commitment to the west build up of your schools, and they have community assisted schools where they essentially use the resources of the university of partner with local schools on whatever their interests and needs are especially around health concerns and educational concerns. But then at the same time adding to that, and this is where I think the scholarship opportunities. So how can the local high schools be a feeder? And this is more difficult to do at a school like U Penn than it is to do at a school like at especially some of our public institutions where you can say, you know, Miami University has an access initiative where any student in Ohio can get under a certain income level can come to Miami University for free tuition. But at the same time we have to develop more partnerships with those high schools so that they do being to get to know our students and kind of develop relationships with them. And they see that this is the place that I can go to. And the other great tool, and a lot of states have this, is post-secondary option where when I was in Minnesota we developed a whole series with Mitchell State University and the University of Minnesota developed post-secondary courses for in civic engagement courses, civic leadership courses for high school students where they're getting college credit. And they're coming to the university. And what we focused on instead of post-secondary is often used for the students how are high achievers who become bored with high school and are ready to start college early. We focus it on kids who have leadership potential, but the traditional high school wasn't work for them. So to get to those students taking classes, service learning classes on the higher education campus. That was a great way to unleash some of their potential and to begin to develop a feeder relationship with some of the local high schools.

Great. And I don't know if you would want to maybe revert. There's a couple questions I think you might have some good insights on. Monica is asking about if you had to shift funds away from the America Reads when you develop students at the ambassador program, and also Melissa asked a question about when you set up these sort of student scholarship programs and student leadership program if you are, if a lot of those or all of those types of positions are funded through work-study you might be missing the opportunity to engage students who don't qualify for Federal Work-Study or who have a different work-study job in that they don't want to use their award for your special program. So those are two great questions to ask. Do you have any thoughts to them?

well, we do have an America Reads program. We have a great leadership from our president. I mean, he's told me that every president talks the talk of civic engagement and supporting this kind of work. But how many of them really walk the walk and fund it? And people hear, and I'm lucky in that way that that people of Miami college know that. So they know this is a prior civic learning engagement. This is a priority, so, you know, we've gone to them and said, "We need X number of students. You're not going give us another full-time person. You're not going to give us a secretary. And to do this work, at the very least we need, you know, on our work campus six federal student slots." And we've been able to get the institution to agree to that without taking anything away from America Reads. And I agree it's, our model is focusing on the work-study students and student ambassadors. But obviously there's so many. That does limit who can be involved, because obviously not everyone qualifies for our work-study. I think it's important to have a variety of different student leadership opportunities. We've had ambassadors who don't get work-study money. They just volunteer. We ask them to put in five hours a week and help out as an ambassador, and when we have funds available we give them a small stipend. That's one way we've worked around that.

I think that's a great point, because you don't really want to set up hierarchy or different kinds of execution based on Federal Work-Study eligibility since it is based on family income or student income. So just to be thoughtful about having them multiple types of opportunities is sort of key; although, I will say that one of the great things that I do hear from student who are Federal Work-Study students for community service is that they're often students who have to work. And many, many students have to work these days. And they would not otherwise be able to participate in community service or civic engagement experiences as equally if there wasn't an opportunity to do social Federal Work-Studies. so that is a great opportunity. I do want to sake a second and just say that the way this came up once upon a time at the very beginning of America Reads, Chelsea Clinton was a new student at Stanford University. And her father encouraged her to sign up to participate in Stanford's America Reads program, and she could not, because she did not qualify for Federal Work-Study. And that was at that time the only way you could participate in America Reads at Stanford, so that is a really--and I didn get that from a Stanford staff member. And they obviously changed the system to make it available to all students in different ways or tutoring opportunity in different ways after that. But you do want to think through those kinds of issues. Nick, I think maybe we should keep going with the next session. And we can try to answer some of the question in written form is that works too at the end of it.

Yea, and I think there was one question that I think Angela and Danielle might get on. We can also talk about it in the funding. The question is, is there a resistance from faculty or service learning administrators to the idea of students as producers of knowledge. So that might come up in either Danielle or Angela. If not, we can cover talk over that when we talk bout challenges. So next we want to invite recent graduates from Miami University, Angela Van Horn, to speak a little bit about her experiences. We've got a next part that we're looking at is student faculty partnership. And Angela has

been involved with a Look [assumed spelling] Scholar Program which is an intensive think tank in American studies, which she'll talk about.

Okay. Hi, I'm Angela, And this is my second year as part of the Look Scholar Program. It is a think tank, two year sequence of four courses and also a summer workshop. It's a class of about 23 people with six professors who all think about the courses, so there are a lot of professors in the classes. But each professor was deeply involved with the community outside the university, and they've all already been doing a lot of engagement work there either on their own or with other service-learning classes. So they had a lot of long-term relationships, and I guess the biggest thing that struck me about the program was how much trust they had in us, sharing their relationships with us, and introducing us to their community partners. So that was probably the foundation of this program and what made us able to make that our long-term larger service projects, because, I mean, we didn't necessarily have the time to build relationships on our own before we could start the programs. And so these connections were really important to us. But I guess the down side of that was that sometime it felt like--and I know at one time or another a lot of the different students expressed this feeling of the class. But sometimes it felt like our experiences were being steered by faculty interest more than our own, and sometimes it seemed that rather than building relationships and getting what was needed in the communities where we were working, we were kind of handed a community partner and an issue to work on. So, I mean, that can be avoided, I think, and it wasn't always the case. But we did, overtime all the students came to take ownership of our projects I felt like. So that brings me kind of to a cautionary note. Students who are deeply engaged in the community where they are working will have their own ideas about what is best of the partnership and their projects, so when faculty members are sharing their relationship and issues that they care about with their students they should examine it really carefully first and make sure that it's something that you want to open up to student work. Sometimes there were issues with our class about--there were issues when I guess, I don't know. Faculty were too--they had different executions for the ways they thought problems would be solved, and students had come across their own ideas in the process. So it led to some tension sometimes. But overall it was definitely worth it, and every professor expressed their pleasant surprise with us creative projects that came out of their program, and giving students so much free range with the community partners and relationships really paid off in the end I think. I think that might be it for me.

Okay, thanks, Angela. We'll have a chance to ask Angela questions at the end as well. We want to next give it to another innovative model, and it's a chapter actually. Danielle is one of the co-authors of the book. And Angela started talking about this idea of kind of some of the tension when faculty let go and lose control of the classroom. And sometimes it's hard for them to let up that control, and Danielle has been involved in a project. Well, was involved when she was a student at U Mass Amherst and taught a chapter of [inaudible]. And now she is a grad student at the University of Georgia. So, Danielle, do you want to talk about your experience with the entrepreneurial program at U Mass?

^M00:53:24 [Silence] ^M00:53:47

And, Danielle, we can't hear you. I think you may have to press star seven on your phone to unmute it.

How that? Can you hear me?

Now we can, yes.

Okay, great. Yea, so hi everybody. I will just talk a little bit about the ASB program or the Alternative Spring Break program at U Mass. This is one kind of specific class that's under a larger program that

deals with service learning on the U Mass campus. A little bit about how that program actually works, it is a classroom. I'm just going to talk a little bit about how that class unfolds. Basically, the class can read community development ideas, and it's combined with a spring break trip starting the spring semester. And so the class itself is facilitated by a team of students and a professor. I'm actually present in the class. And the students that are facilitating have taken a course themselves and also participated in a whole semester of training for that facilitator role. So it's very classroom based in the sense that you're providing students with theory in the classroom, and keeping that with the spring break trip they take in the spring. And in that's sense, it's very set on that challenging idea of expert knowledge and that thinking ball of learning. And that it actually encourages students to think about what they are learning from the commuting that they're in versus when they're bringing in, And it's been very effective on kind of promoting the student leadership on the C level. One thing that comes up from the other presenters have talked about by recruiting students from high school that have participated in some leadership roles in the past. This is actually pretty good at getting students that have not thought about necessarily giving student leadership roles or service-learning into the classroom. That kind of introduces them to that concept. The classroom is structured so that as you're teaching you're also trying to build community in your classroom and trying to get them to turn to each other for answers and for information, to think about knowledge differently. And so during that semester, you're kind of building up student leadership roles in the classroom and then also have levels of encouraging students to take on roles of the facilitator roles in the following year as well as there's no one program that can face the student learning. The other question that came up that were taking about to sort of integrate it into the wider campus system. The ASB program had kind of a developmental track I think that it started as something that a professor [inaudible] was running as an alternative spring break program. And the classroom pieces kind of gradually got introduced over time until eventually, I guess it's alright to say this. Students kind of kicked him out of the classroom as they started to take a little bit more of the leadership roles in the environment. There were also questions about kind of resistance on the part of either other faculty or administrators in institutions to have students as producers of knowledge. One of the other issues that comes up with is the program at U Mass is that students are as facilitator at U Mass are not allowed to be grading other undergraduate students. So you have the challenge of figuring out how you're going to have that education piece fit in. I think this dealt with through ASB something that's been thought out very careful in terms of the way the relationship between the classroom facilitators and our faculty advisors is created. So that he really in the leadership role as advisor, and he's kind of that faculty kind of representative to the rest of the academic community. And the students work in the classroom and then work through him to kind of integrate that relationship. They also work with the way that greeting goes with students as kind of a checklist that they work off of, and then in that facilitator role is really the one that kind of demonstrates the grade. I think there also a difference in the way the program is. As you said, the class does the regular class in the academic community and kind of what goes on in the classroom. This is really where a lot of the questions about students on knowledge and power definitely takes place. So there's a lot more that I can go into here, and I'm going to skip over a few details. So if you have questions about that, you can come up with me later. But I guess I can leave that for now and come back to any other aspects of it as we continue.

Thanks, Danielle. And we're just going to have few more slides, and then we'll have times for questions. I think also Danielle also started to answer one of the questions we got from Monica about how you make sure things aren't getting affected by faculty or research agenda, and the kind of idea of students kicking the faculty member out of the classroom is in some ways not going to happen in a lot of cases, because there are always going to be people like [inaudible] on campuses, the kind of champions of student voice. But it's a nice model to look at. We want to take a look quickly, Erin, with the entrepreneur use of work-study.

^M00:59:57

Yea, we were just in talking about sort of the idea students as entrepreneurs, I just wanted to mention that there are kind of two different paradigms that often have a work-study. And that in terms of how do the community partners that will host work study-students get chosen, and how do the projects that students might complete in the community, how do those things get chosen. And without going too into it, often times it's the staff at a service learning center or faculty members engaged in service learning would be sort of deriving the choice of the partners. They might be community partners with a history with the institution and where you know that students will have a great training experience. There might be other priorities the institution has for the type of community partners that the institution chooses to work with. But when it comes to work-study, there is also the option that students would do more of the choosing of those experiences. Literally there are some institutions where students are the ones who find a community based experience, and then the institution then creates a contract for Federal Work-Study with that site. I'd say that's not the most common way for this to happen, but that does happen. And I think even if students were in the driver's seat for choosing that staff will want to have some oversight on the quality of that experience of students, because it is a process to go through to set up a contract. The other option is that students maybe within a given set of a community partner choices could develop community projects and do them as a work-study students based on the student's interest at the community partners' input. And I can see this working well where a student who gets to know a community issue or community agency, because they perhaps are a student volunteer or in a service learning class want to go deeper with that issue. They might propose to the folks who are managing the community service Federal Work-Study to set up an opportunity for a semester for a year to work on that issues, and that might be something that people can be in the driving seat for. Diverse, so that's our plan, but I think the next slide that Nick has that shows a model is a good one pointing out the fact that anytime power is in the hands more of the faculty, more of the students, more for the community partners, and more for the institution there are certain tensions. You just want to be really thoughtful about those issues as you're setting things about that. Nick, did you want to share anything else about your diagram?

Yea, this is actually something we've developed with a few students here. Angela was one of the, and Stephanie Rail, and another student of Miami. They were thinking through some of these tradeoffs, and think it's some of the questions we've gotten asked and some of the stories we've heard from Danielle, Angela, and Erin are really around--especially around the issues of student autonomy and institutional grounding. If you have work-study students who are just going out and being really entrepreneurial and developing partner themselves, there's going to be a lot of autonomy. They're going to have a lot of ownership of it. But when those students graduate, are those partners going to be still exist? And we have one story from the Students as Colleague book. Every chapter is co-authored by a student and faculty expect one, which is just authored by a student who is just a remarkable student. So when he graduated, most of the work that he was doing didn't get continued, because it was really up here in kind of student autonomy but not necessarily grounded in the institution. The other hand when something is totally institutionally grounded, students sometimes feel they're being co-opted. I think some of Angela's kind of cautions fit in this category. So I think this one though is a tradeoff where you have to think through. I think one thing you have to think about doing is adding programs and seeing where they're at and saying, "Is that where we want to be, or do we want to move them? Do we want to move them more towards institutional grounding? Do we want to have more opportunities for student autonomy?". The other bit of diagrams around--and it's not as much. It's an ideal for curricular connection and community partnership. What we find is often when we do ownership programs, they sit either much more, you know, in a co-curricular model like America Reads where they're deep

community partnerships. Or they might really be grounded in the curriculum something like acting locally program. This tradeoff in general is something we can talk about. It's probably better to move toward the center. Where you want to be in service-learning is something that's a genuine partnership between the curricular in the community, addressing real world needs, but at the same time meeting course objective. So this arrow is probably more of a goal to be in the middle in student autonomy versus institutional grounding. There's real tradeoff that you have to think through for your program. So we want to list some very quickly some challenge in this. You need to be delivered about the tradeoff. And the example is the sustainability in the autonomy with the student model. The other challenge is the unequal power relations. I had one faculty member say to me, "You know, it's disingenuous to pretend we're all equal." I think that's to really think through what it means to have students as collages in the curriculum. I'm not saying everyone is the same, but can we get to point where everyone has something to contribute. And that's threatening to a lot of faculty, and it's because of the curriculum; the faculty ownership of the curriculum. You know, service learning is often in a lot of institutions on the margins. And then when you then say we're both going to do community based work, and we're going to give students an essential role in this work, you know, some of the very traditional faculty are going to see that as not rigorous enough. And that's why I think U Mass Amherst is the best example of this where they do so much assessment work where it's actually it's completely student run courses. But at the same time they are more rigorous than any other course that I've very seen. And the last challenge is just the time it takes to involve students. You know, I see that with the administrative work I do. It's so much easier to make the decisions yourself than to involve students, but the tradeoff is you're not going have authentic student voice involved. But there is that tension. The challenge is it takes a lot more time, and especially with students changing schedules and conflicting demands. And the last thing I want to mention is a couple of recommendations. One is to, you know, this work to really make it work and to really get the support, it can't just happen on one campus. We have to really think about regional partnerships and think about how we can support each other originally with student, faculty staff teams to development best practices. The second recommendation is this idea of scholarship program. It's something that can really be developed on any camps. And think of it like sports scholarship. Make the same kind of argument to the administration. And I think that's model from this that we can really be foundation for the Student as Colleagues work. The next is to really be thinking about how you do this ongoing training and entering cascading model of leadership where students get more developed in their going towards their upper level course in mentoring younger students. And last piece is that this is part of engaging university, so this can't be an isolated idea for just Students as Colleagues. It has to be part of a key component but still one component of the larger idea of training and engaging university. So we have [inaudible] now. We've got, I think, seven or eight minutes left that I think we wanted to use for questions for any of us.

And I think, Nick--I can't remember. Maybe Larry can remind us that we are scheduled to go until quarter after, but we can keep answering questions for a little bit longer. So people are welcome to stick with us, and I hope that you will. And otherwise we can do some questions and answer here.

And this last slide. I have some resources. So here's the link for the Student as Colleagues book. Someone had asked about other resources for student training. And there's another book also on the Compact's website called Raise your Voice, which is a more practical guide and has a lot of tools. And then here's links for the Federal Work-Study, which is an online resource. And the there's contact information for some of the folks who are on this call but not all of us.

I did want to say that there had been a comment in the section that I think was meant for the questions that Laura from Jackson Sate in Vermont brought up, which is just a great resource, and I'm just going

to mention. She said that in terms of funding for these positions and sometimes you might not have work-study funds available or not that all students are available for work-study at Johnson State, they use AmeriCorps Education Awards to promote student leadership in their programs and students going deeper with their community projects. And I think that AmeriCorps Education Awards is a great resource, and I don't know if anyone else who is on wants to share anymore about that. But I did want to throw that out there as a good resource, and that's a situation where student would not be receiving a living allowance as an AmeriCorps member but would be receiving the education award to help pay for their student loans or future college expenses.

I wonder, Danielle, if you'd be interested. We have two questions that are somewhat similar. One was around this--and I don't know can everyone see the questions? One way for--
[Inaudible comment]

I'll read the questions. The one question is around if you can address any resistances from faculty about the idea of students as producers versus consumers, and do students need a baseline before they can be colleagues. And another one was one I had mention before from Monica about, you know, how do you really avoid students that kind of create a really ego, democratic relationship and not be taunted by faculty research interests.

Yea.

Maybe Danielle, maybe Angela, and students on the call could talk about those. Danielle, you want to?

Yea, sure. The question about being taunted by faculty research intent and that serves that--I don't know if this program can necessarily speak towards that as much, because students that are in it are pretty much in commit to kind of a specific classroom to point out where the work that they're doing is really about encouraging the learning of other students. So they're not particularly driving new initiatives; although, I guess I should say that within that aspect, students are creating the curriculum. So they are working off of a model, and the students that are facilitators are part of bringing in new materials and coming up with new ways to teach it and using models. So it may not necessarily be about driving kind of a whole outlook. But within that curriculum building aspect of it there is definitely room for students to be responding to new ideas, new models, things going on around them that they want to pull into the classroom. So the classroom format itself that it kind of goes give a little bit of space for students to bring in issues that they're concerned with, and I guess that ties a little bit toward the idea of where resistance might come in from faculty members and how students deal with that. Because that ASB is set up is that it's very deliberately set up, and there's a lot of repetition that goes on in terms of how we set up the program and present the goals and the grading to people outside the ASB community. Students that teach are required to have gone through the program themselves as an application process to be a facilitator. So that process, I guess, is part of needing kind of getting students to that point to show that they have a identify body of work and have a certain amount of participation that puts them into that leadership role. So they do have to go through the process, and then they do have to make the effort and present the information about their continuing competency and how that student translates into their classroom work. And then they do also have a whole semester of training that involves readings and theory and models of teaching and engagement with those questions. Student that are facilitators are responsible for writing the responses on a weekly basis. They have a final write-up due at the end of the semester in which they're facilitating, so there is kind of on the classroom based production of papers and work that people expect out of a classroom, and that does come out of the ASB programs. And students that are facilitators are responsible for that process

themselves. The other thing I guess that kind of creates a space for students to work in the classroom is that ASB program is part of this relationship when you have facilitators, and you have art teams who is the program advisor. And I think it's really the dynamic of that relationship between the student facilitators and art that kind of allows the space for students to take on the leadership role. And their leadership is how they encourage other students to think about education and to think about how they're learning with that classroom setting. So I think it's a very much kind of that space that they've been given, and that's kind of where they get to exercise a little bit about the ideas that are somewhat different than exists in normal classroom. I don't know if that quite answers that question. Just quickly there are a few ways in which the evaluation presented at the end of the semester. The grading is set up according to a specific rubric. There is a specific number of guidelines that students in the class have to go through. They have responses due on a weekly basis. There is a lot of production on their written work that is available and is able to present to other faculty as evidence of what's going on in the classroom. And they do have two final projects that they do have to participate in as well, so there is a lot of participation in this work that gets down to kind of deal with the expectations that the academic institution has even when you're dealing with an unusual model.

Can I just add a couple of things to that, Nick?

Yea.

I really agree that especially after two years, our program left a lot of space for our students to express our concerns too. And the issues that I was talking about, a lot of them happened at the beginning, because we were trying to figure out just how to run this partnership. But eventually the students really did take ownership of the project, and although they weren't necessarily generated by us from the beginning, we really did, you know, work with the faculty partners and come up with [inaudible] and come up with our ways to solve our problems that we saw. So in that also about the research interest, I don't think that was necessarily a problem so much. I'm not sure exactly what all the faculty were studying, but I'm sure it might have been related. But really I think it's just that some of the issues we were working on were so emotional and held really closely to peoples' hearts that, you know, collaboration is going to take a lot of compromise and not being sensitive to topics, I guess.

And I'll just invite in closing, Alejandro, are you still on the call? Did you have comments you'd like to share on this issues as far as working relationships with faculty?

I think he had to go. He had a three o'clock class.

Sorry about that. Any closing comments? I don't want to sound like we're just advertising these publications; although, the one that I helped with was free, so I feel a little better about that. But a lot of the technical issues that kind of came up into the question and answer, I know can be answered by looking further into the topics. And I know that I'm certainly, and I know Nick feels this way too available to be emailed and to be contacted with with additional questions. Nick, did you have any last comments?

Alejandro actually is here.

Oh.

wherever you are. Alejandro, do you want to add something?

Yea, just sort of to add to the conservation of sort of the relationship between the students and the actual staff here at the department. It's really more of a give and take relationship. Where you have situations where not only is the institution contributing to the student's development and growth, and not only academic but different social ways. But also the students as well contributing to the department where you have a situation where they're bringing new ideas and other things as well. [Coughing]. And really giving the opportunity to them to bring fresh ideas to sort of different ways of doing things that really is going to attract a large number of different students and really bring relevant mediums and things of that nature. So just sort of to put in that little thought.

Great, and I think that, you know, that brings us in some ways full circle back to the various reasons for engaging Students as Colleagues. But it's not only instrumentals in building the capacity of service learning offices, but it's practicing what we're advocating in terms of democracy and building respectful, collaborative partnerships in which all people are able to contribute what they have to offer. So I just want to on behalf of the National Service Learning Clearing House and Campus Compact, the program advisor to the Clearing House, I just want to thank the presenters and all of you for participating in the webinar. And I want to note that this the first webinar that we've done together in this way. And we would very much appreciate your feedback. It will not only let us know what you appreciate about this event and what you would recommend about changing, but it will also shape future programming. So all of you who registered ahead of time will receive an email with a short evaluation survey as well as the materials from today's webinar. And also, again, just to reinforce what Erin said earlier that if you have the contact information for Erin, Nick, and myself. And also just note the Kevin Days [assumed spelling] at the Corporation of National Community Service does have a specific focus in part on community service Federal Work-Study, and he's also very much of a resource for anyone with questions after we close today. So thanks very much, and have a wonderful afternoon.

Thanks.

[Sound effects]

Thanks. Nice Nick.

^M01:21:22 [Silence]