

TO HOST A STUDENT ASSISTANT APPLICATION FORM

This program is offered by FL|CC for the purpose of providing a student assistant to the CSDs in order to promote FL|CC's mission on campuses, build sustainability and a stronger infrastructure. The program will also provide training that will enhance student leadership, helping to develop a stronger student voice on participating campuses. Participating students will also serve on the statewide FL|CC Student Leadership Council.

Please provide the following information. Please attach any additional pages if necessary.

CSD Name: _____

College /University (campus location): _____

Position: _____

Contact Information:

Address: _____

Email: _____

Phone: (_____) _____

Best time to contact: _____

Please list any students you would consider for this position (If possible, please include their student applications along with this form):

- I am still looking at applicants for this position
- I am applying to host a Student Assistant, and I have approval to list it as a Federal Work Study Position
- I am applying to host a Student Assistant and am awaiting reply from the financial aid department to know if it can be listed as a Federal Work Study Position*
- I am still interested in hosting a Student Assistant, but cannot list it as a paid Federal Work Study Position.

* Information about the FWS aspect of this program have been previously discussed through emails and calls between CSDs and FL|CC. However, if questions or concerns arise during this process, FL|CC is happy to provide any advice, or assistance necessary.

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APPLICATION/WORK PLAN

The following is a sample format of the work plan that will be created by the Student Assistant, CSD and *FL*|CC Staff for the Student Assistant. This work plan example has been modeled after the Furco Rubric, a tool used in many service-learning (SL) institutions. The Rubric observes the five dimensions of SL that experts consider to be key factors for institutionalizing and sustaining SL in higher education. In each of the five dimensions, there are several components that make up and describe each one.

For this sample, we have provided some goal guidelines for each component in each dimension. Focus on one dimension, modify the goals to meet the needs of your campus, and provide a detailed process for attaining these goals that will be achieved by the Student Assistant.

DIMENSION 1: PHILOSOPHY AND MISSION

A primary component of service-learning institutionalization is the development of a campus-wide definition that provides meaning, focus, and emphasis on campus wide efforts. How narrowly or broadly a definition is on your campus will effect which campus constituents participate/do not participate, which campus units will provide financial resources and other support, and the degree to which all five community-based instructional activities will become part of the campus’ institutional fabric.

	Process for achieving goals	Goals
Campus Definition		<ul style="list-style-type: none"> - Identify a formal definition for all five instructional activities for the Institution. - Confirm that the definitions are universally accepted and that the definitions will be used consistently to operationalize many or most aspects of the five instructional activities on campus.
Strategic Planning		<ul style="list-style-type: none"> - Develop an official strategic plan for advancing all community-based instructional activities on the campus. - Include short-range institutionalized goals. - Include long-range institutionalized goals.
Alignment with Institutional Mission		<ul style="list-style-type: none"> - Ensure that all five community-based instructional activities are a primary concern of the institution. - Be certain that community-based instructional activities are included in the campus’s mission and/or strategic plan.
Alignment with Educational Reform Efforts		<ul style="list-style-type: none"> - Confirm that instructional activities are tied formally and purposefully to other important, high profile efforts on campus. - Examples: Campus/community partnerships, learning communities, improvement of undergraduate teaching, writing excellence emphasis, etc.

DIMENSION II: FACULTY SUPPORT FOR AND INVOLVEMENT

One of the essential factors for institutionalizing the five community-based instructional activities in higher education is the degree to which faculty members are involved in implementation and advancement of campus wide efforts.

	Process for achieving goals	Goals
Faculty Knowledge & Awareness		<ul style="list-style-type: none"> - Verify that a substantial number of faculty members know what the five instructional activities are, and are aware of their individual benefits within a collegiate setting. - Ensure that awareness of these instructional activities are extended to include other collegiate staff and faculty members through written documentation that allows for easy circulation in a campus setting. - Make certain that awareness of the five community-based instructional activities are included in new faculty orientations.
Faculty Involvement & Support		<ul style="list-style-type: none"> - Make sure a substantial number of influential faculty members participate as instructors, supporters, and advocates of the institutionalized community-based instructional activities through the institution's overall mission as well as through individual professional work. - Develop several support mechanisms to be put in place in order to help integrate community-based instructional activities within the curriculum (seminars, workshops, breakfast meetings, etc).
Faculty Leadership		<ul style="list-style-type: none"> - Ensure that a highly respected, influential group of faculty members serve as the campus' community-based instructional activity leaders and/or advocates. - Be certain that the best practices for institutionalizing community-based instructional activities have been created and made widely available to current and incoming faculty members.
Faculty Incentives & Awards		<ul style="list-style-type: none"> - Make sure any Faculty who are involved in community-based instructional activities receive recognition for it during the campus' review, tenure, and promotion process; faculty are encouraged and are provided various incentives (mini-grants, sabbaticals, funds for conferences,

		etc.) to pursue community-based instructional activities.
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DIMENSION III: STUDENT SUPPORT FOR AND INVOLVEMENT

An important element of institutionalizing community-based instructional activities are the degree to which students are aware of the various opportunities on campus and are provided opportunities to play a leadership role in the development of community-based activities on campus.

	Process for achieving goals	Goals
Student Awareness		<ul style="list-style-type: none"> - Create campus wide awareness by coordinating mechanisms that will help students find various community-based instructional activity resources and opportunities. - Create campus wide awareness by coordinating a campus asset mapping exercise. (Such as <u>:Raise Your Voice Student Guide To Making Positive Social Change</u>)
Student Opportunities		<ul style="list-style-type: none"> - Develop community-based instructional activities (in which service is integrated in core academic courses) are available to students. - Be certain that community-based instructional activities are found in many areas throughout the academy, regardless of major, year in school, or academic and social interests. - Create a variety of outlets are developed in order for students to practice developing their voice (forums, round table discussions, lunch groups, committees, community dialogues, learning circles etc.)
Student Leadership		<ul style="list-style-type: none"> - Make sure that students are encouraged to serve as advocates and ambassadors for institutionalizing community-based instructional activities within their departments or throughout the campus. - Ensure that students are central partners in the community building process.
Student Incentives and Rewards		<ul style="list-style-type: none"> - Create one or more FORMAL mechanisms that encourage students to participate in community-based instructional activities. - Create an awards program for those who participate in the activities. - Examples: notations on transcripts, graduation service ropes, etc.

DIMENSION IV: COMMUNITY PARTICIPATION AND PARTNERSHIPS

An important element for institutionalizing community-based instructional activities are the degree to which the campus nurtures community partnerships and encourages community agency representatives to play a role in implementing and advancing such programs on campus.

	Process for achieving goals	Goals
Community Partner Awareness		<ul style="list-style-type: none">- Create methods for providing community partners with awareness of campus' goals for community-based instructional activities.- Create awareness of the full range of community-based instructional opportunities that are available to students should also be included in the methodology.- Ensure there is an assessment for community outcomes.
Mutual Understanding		<ul style="list-style-type: none">- Create a methodology for establishing a partnership between the campus and community representatives that include the following awareness; each others needs, timelines, goals, resources, and ability to capacity.- Create an agreement that would bind the campus and community concerning their goals for community-based instructional activities.
Community Partner Voice and Leadership		<ul style="list-style-type: none">- Establish appropriate community agency representatives who are formally welcomed and encouraged to serve as advocates and ambassadors for institutionalizing community-based instructional activities on the campus.- Provide community partners with substantial opportunities to express their particular agency needs or recruit student and faculty participation.

DIMENSION V: INSTITUTIONAL SUPPORT

In order for community-based instructional activities to become institutionalized on college and university campuses, the institution must provide substantial resources, support, and muscle toward the effort.

	Process for achieving goals	Goals
Coordinating Entity		<ul style="list-style-type: none"> - Coordinate an entity (committee, center, or clearinghouse) that is devoted primarily to assisting the various campus constituencies in the implementation, advancement, and institutionalization of community-based instructional activities.
Policy-Making Entity		<ul style="list-style-type: none"> - Develop/implement formal policies that boards/committee(s) recognize as community-based instructional activities which become an essential education goal for the campus.
Staffing		<ul style="list-style-type: none"> - Locate and establish a process where your campus houses and funds an appropriate number of permanent staff members who understand community-based instructional activities, who hold appropriate titles that can influence the advancement and institutionalization of such programs on campus.
Funding		<ul style="list-style-type: none"> - Establish support for community-based instructional activities through hard funding on campus. - Increase Federal Work Study dollars in order to increase campus-community service partnerships.
Administrative Support		<ul style="list-style-type: none"> - Develop/implement a plan where campus' administrative leaders understand and support community-based instructional activities and actively cooperate to make such programs a visible and important part of the campus' work.
Departmental Support		<ul style="list-style-type: none"> - Establish a fair to large number of departments where community-based instructional activities are an integral part of their academic programming. - Locate and then develop a plan where departmental funds are the primary support for these academic activities.
Evaluation & Assessment		<ul style="list-style-type: none"> - Create an on-going and systematic way to account for the number and quality of community-base instructional activities that are taking place throughout the campus.