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CSUSB Pedagogy Forum 2021: "Innovations in Community-Engaged Learning: Pathways for Student Success"

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CSUSB Pedagogy Forum 2021

“Innovations in Community-Engaged Learning: Pathways for Student Success”

START – 00:00:00

Judy Sylva: Okay well welcome everyone to the first ever pedagogy forum at CSUSB so that's kind of exciting.

Judy Sylva: And you're in the breakout that is called innovations and Community engaged learning pathways for student success presented today by Dr. Diane Podolske and Juan Ochoa from the Office of Community Engagement.

Judy Sylva: and Dr. Podolske is the Director of the Office of Community Engagement and has served CSUSB in the communities in the Inland Empire for coming up on years, shut up, I mean.

Diane Podolske: it's yeah I know.

Judy Sylva: Extremely impressive impressive the things that you have done in your time here at CSUSB I mean I I thought the introduction be too long, if I went in a new right at all those projects.

Judy Sylva: They use it.

Judy Sylva: um but I will share with you that she has a bachelor's degree and she graduated summa cum laude a, by the way in psychology from Southwest Minnesota State University and.

Judy Sylva: And both of her both her master's degree in counseling psychology and doctorate in educational counseling are from the University of Nebraska at Lincoln that's right.

Judy Sylva: Juan Ochoa, it is the administrative coordinator for faculty initiatives in the Office of Community Engagement, and this is the first time i'm meeting Juan, so it is my pleasure to also meet you and introduce you at the same time.

Judy Sylva: He serves as the first point of contact for faculty who are engaged in Community partnership development service learning and or community based participatory research.

Judy Sylva: Juan is an alumni from CSUSB he got his bachelor's degree in business administration and now is continuing here, as he has USB.

Judy Sylva: pursuing his master of public administration, so the combined experience and the contributions that both one and Diane have made.

Judy Sylva: To you know service learning and communities and all of the many, many things that that they do um it's an inspiration to me so i'm extremely excited to participate in this Roundtable discussion and learn stuff so i'm going to turn it over to Dan and.

Diane Podolske: Thank you, thank you Judy generous, as always, of course, and Lon I think you're going to change our screen and we have a brief PowerPoint yes.

Juan Ochoa: Let me go ahead and do so.

Diane Podolske: you're.

Juan Ochoa: Not sharing so.

Diane Podolske: dang OK, I I will I will do, I will do many I will do many things.

Diane Podolske: Can you now.

Juan Ochoa: Let me, let me try.

Juan Ochoa: Okay, let me check.

Juan Ochoa: Yes, should be able Okay, let me just go in presentation mode and the title of our presentation is called innovation in Community engaged learning pathways to student success.

Juan Ochoa: And then I will have a damn if you want to quickly introduce yourself.

Juan Ochoa: just joined us.

Diane Podolske: Well, absolutely so some of you are just coming on i'm time to scan the director deficit Community engagement and I am joined by.

Juan Ochoa: An I am one of the Faculty and new initiatives coordinator here at the opposite of Community engagement.

Juan Ochoa: And then, and then I will be the one who provides a presentation overview this presentation will.

Juan Ochoa: will talk about the CSU new Community engaged learning and service learning designation.

Juan Ochoa: We will also share best practices for syllabus construction in a bit innovative project ideas and reflection prompts.

Juan Ochoa: In addition, there will be an overview of stanford's pathways of public service and civic engagement framework and survey.

Juan Ochoa: And this framework allows for students to identify different approaches to contribute to the public good.

Juan Ochoa: I hope that everyone can stay to the end of the presentation, because we will be having a giveaway.

Juan Ochoa: To one lucky faculty Member, and then we will also have a Google drive folder with syllabus course and project ideas and reflection prompts that are mentioned throughout the presentation Now I will pass it over to Dan and she will talk about the new CSU course designation.

Diane Podolske: All right, oops.

Juan Ochoa: Oh, there we go.

Diane Podolske: There we go Okay, so this the CSU is becoming more sophisticated.

Diane Podolske: In its view of Community engagement and they're realizing that there are actually multiple ways that our our universities engaged in the Community.

Diane Podolske: So they're engaged, they want to do a new designation of these courses to make sure that we have a more fine grained understanding of of the education that our Community partners are helping us to provide for our students.

Diane Podolske: The first designation is one that should seem very familiar to to all of you, it is community service learning, this is service learning that's included as our services include as part of a course.

Diane Podolske: That has an intentionality behind it, there is a reflection component and there is an expectation that there will be both a benefit to the Community partner.

Diane Podolske: And to the students in the course and you can see in the graphic design there that the it's sort of the coming together of academic material the service experience and then the reflection activity.

Diane Podolske: The new designation that they want to add is curricular Community engaged learning, this would be any thing that happens as part of a course that happens in the Community.

Diane Podolske: But it may tend to be more of a internship or a practical where really the student may be receiving more benefit than the Community partner in this situation.

Diane Podolske: One thing you may want to think about is if i'm in a classroom and i'm only observing.

Diane Podolske: The classroom perhaps doesn't receive or the students or the teacher doesn't perhaps receive much from me, but i'm as a student and receiving more from that experience.

Diane Podolske: i'm still in the Community, but the learning is more coming toward me as a student and less of a reciprocal relationship with a Community partner.

Diane Podolske: And so that's the new destination, that the chancellor's office is promoting.

Diane Podolske: And it may be very appropriate in your course to have Community curricular Community engaged learning there's nothing wrong with that.

Diane Podolske: That may be where this the level of the students are at especially an introductory course students may not have as much knowledge or experience to share with the Community partner and they may be just there to observe and learn.

Diane Podolske: Where is it more of a community service learning experience there's the expectation that the student will be applying the theory.

Diane Podolske: And and knowledge that they've gained in the classroom in a Community context so two different types of engagement, both of them are high impact practices both have been found to be.

Diane Podolske: Effective to retain students to increase their interest in a discipline and also in a career in this field.

Diane Podolske: But they have two different outcomes and perhaps if you want to think about it is more of an introductory and advanced experience or a beginner as an on ramp to something that may be a little born impactful that may be how you might want to think about these two designations.

Diane Podolske: we're going to be engaging in an effort to help to designate our courses probably starting in spring of next year, and from then on the courses will be marked this way in peoplesoft and we'll be able to pull reports in that way.

Diane Podolske: Thank you.

Juan Ochoa: OK, so now i'll talk about pathways as an innovative approach to Community engaged learning pathways of public service and civic engagement.

Juan Ochoa: Is a framework that details a range of approaches to contribute to the public good.

Juan Ochoa: Now here at CES USB we have a long standing culture of engaging with our communities, we have a campus wide traditions, like katie cares day service learning in classes.

Juan Ochoa: And we offer countless opportunities for CSU SP students staff and faculty to volunteer in our communities and throughout all these different opportunities.

Juan Ochoa: There are multiple approaches to contribute, but oftentimes we tend to stick with the type of service that we already know, and this is what.

Juan Ochoa: This is how pathways copes to help the pathways framework gives students, the tools necessary to.

Juan Ochoa: You know explore different ways to make positive impacts in their community and also discover about how they prefer to contribute to social change and the common good, these pathways can be used by anyone, regardless of their major or profession or their background.

Juan Ochoa: And these pathways are also issue neutral so students can use them, regardless of their views or perspectives.

Juan Ochoa: Students can learn about these pathways by taking a 10 minute survey in this time they're asked about what kind of service, they would like to try and what kind of service, they are already engaged in.

Juan Ochoa: And after that students receive information about the different pathways and examples of of service through each different pathway.

Juan Ochoa: At the end of the survey the student will receive a personalized report about their preferred approaches to contribute to the public good.

Juan Ochoa: We are sharing this pathways framework because faculty all across the states have been using this to build Community project based courses case study assignments service learning and Community engaged learning courses and when building these.

Juan Ochoa: When building these Community engaged activities faculty tend to use them in one of two ways the first is that they let students talk one issue through a specific pathway.

Juan Ochoa: or they assign an issue, and then the student considers how the issue can be addressed throughout these six different pathways.

Juan Ochoa: And, of course, these are just a few examples of the uses of this framework, and then the next video, I will be in the next slide i'll be sharing a video of how.

Juan Ochoa: Each pathways interacts with each other, and it will also provide a description of each pathway car that you see on the screen.

Juan Ochoa: So hopefully this gets you thinking about how you can incorporate this in one of your classes, let me go ahead and close on the video i'm going to share my audio so it sounds good so.

Juan Ochoa: Good and can I get a thumbs up if you can hear it.

Welcome to the pathways of public service and civic engagement, the six pathways described ways to contribute to the common good.

Community engaged learning and research connects academics to Community concerns
Community organizing and activism involves educates and mobilizes individual and collective action.

Direct service works to address the immediate needs of individuals for Community philanthropy donates funds from individuals or institutions to contribute to the public good.

Policy and governance participates in policymaking and public governments.

and social entrepreneurship and corporate social responsibility use this ethical private sector approaches to create market oriented responses to social or environmental problems.

Think of the pathways as different colors in the spectrum of service, allowing us to choose from a range of activities to illustrate our own public service masterpiece.

The pathways encompass different but interconnected overlapping and reinforcing actions.

pathways are relevant at local, national and international levels and are not bound by geography nor topic, for example, these are just a few ways to advance the issue of access to education.

issues addressed by any pathway can result in measurable Community impact towards the Tongue, given the pathways tool captures students interests and predispositions in service, the tool survey students and provides data that.

helps individual students by improving device when we have shared language to describe students interest it's easier to think about how to support their development.

To guides program with data about a whole cohort we can tailor topics to students interests and expand their experiences.

And three enables longitudinal trend data for students collectively.

We can follow attitudes about pathways and relative interest in specific issues over time, which could inspire changes in advising programming and policy across institutions.

Members of our international Working Group have used the tool and creative ways to make a real impact get in touch to learn more.

Juan Ochoa: Okay perfect um and just as an fyi I mentioned the pathway tools we refer to it as the pathways survey so just something to note, and I hope this kind of gives you an idea of how these.

Juan Ochoa: Different pathways of public service and civic engagement work now, this is a great way to start developing a.

Juan Ochoa: Community engaged learning course, and I also want to encourage everyone to visit the pathways tab that we have on our website and I will I will be adding our website to the chat later on.

Juan Ochoa: But we have more information there, we have a we have the link to the survey, we have a list of examples of service through each pathway.

Juan Ochoa: And we have reflection questions to facilitate a classroom discussion, we will also be sharing a Google drive folder, as I mentioned earlier, and this will have example syllabus and class assignments, where the pathways framework was incorporated, I will now pass it over to Dan.

Diane Podolske: Well, great.

Diane Podolske: You know I wanted to say one a few more things about pathways and CSU, he was invited to be a part of this it's a Stanford initiated group and it's an international group and.

Diane Podolske: They were very interested in the CSU, and I was very pleased to see that they made a special outreach to us there's a few other see issues in this effort.

Diane Podolske: Some preliminary things we found and using the pathways and and again at the end of this presentation we're not going to go on much longer we're going to have a chance for discussion and I hope we can have a discussion about this.

Diane Podolske: We found that our students have the most experience in the direct service pathway, but there are many of them are very interested now in impact.

Diane Podolske: They no longer really want to just put in hours and sort of check a box, but they really want to have an experience, where they can see the impact that whatever they're doing is is.

Diane Podolske: Helping a Community issue, and I think, as many of us understand that most Community issues are multi disciplinary or interdisciplinary.

Diane Podolske: To address a lot of issues in the Community it's going to take direct service but also corporate philanthropy and also social entrepreneurship and also Community based research and also.

Diane Podolske: advocacy and policy change and all of those interweave together to help make change, I think, is an important lesson for for students to see, especially as future citizens and, as we all have seen.

Diane Podolske: On the news channels of how you know our community has a lot of issues that we are working through and.

Diane Podolske: Some of them are pandemic related and some of them are pre existing the pandemic and on our students want to engage in this process, I think you'll find that they are interested, and I think we do a service to them to show them the many ways that change can happen in a community and.

Diane Podolske: I just I hope we can have a discussion about that, when we get to the next, slides because I think this is an important point.

Diane Podolske: If we're thinking about back to the slide here if we're thinking about getting started with seo a good place to start is your syllabus we do have on sort of the best practices checklist available it's heffernan.

Diane Podolske: it's in the resource guide that I posted in the chat also to answer some of your questions, yes, the the PowerPoint that we're presenting is in that resource guides will have a chance to look at that.

Diane Podolske: there's examples to campus compact we're happy to share those with you and then.

Diane Podolske: I think, giving it a try, where every student that we've had taking the pathway survey and going through this you know for.

Diane Podolske: Those of us who are familiar with, like the self improvement quizzes or cosmopolitan magazine used to have quizzes like oh what's your favorite color what you know, whatever it is.

Diane Podolske: It feels like that it's it's a personal life, what do you like better do you like helping people, or do you like you know, whatever.

Diane Podolske: As students don't find it to be a burden to fill it out there, they enjoy it and it gives you a kind of a nice personalized assessment and some encourage you to try it it's free and I think it's something that may be a benefit for for some classes.

Juan Ochoa: Okay next slide yeah and just to add a little bit what Dan was saying, if you do plan to share it with any of your courses.

Juan Ochoa: We are more than happy to donate some oC swag and then you can post your own opportunity drawing for for the students who complete the pathway survey and then we will mail it mail out some swag to the student so just as a additional incentive to to share the service.

Juan Ochoa: Okay, I will now talk about finding the right Community partners so for Community engaged learning and for service learning.

Juan Ochoa: Finding the right Community Partner is very essential to the work, so if you are looking for a Community partner here are some tips to consider.

Juan Ochoa: The first and probably the most important one, will be to start looking for Community partners early you know, be sure to give.

Juan Ochoa: yourself enough time to develop the right partnership anywhere from three to four months is more than enough time and if you hope to begin a Community engaged learning or a service learning course for the fall, the best time to start is today so.

Juan Ochoa: Please be sure that that sometimes hiccups happen, and you don't want your project to be delayed so always start as as early as possible.

Juan Ochoa: The second tip is to be clear and be flexible about what you're looking for in a Community Partner ask yourself questions like what do you want students to learn.

Juan Ochoa: How can students, contribute to the mission of the Community partner and how many students will be participating in the service.

Juan Ochoa: So Questions like this can help ensure that you and the Community Partner have a clear understanding of the expectations and the scope of work.

Juan Ochoa: And also don't forget to share the pathways framework with our Community partners many Community partners tend to rely heavily on one pathway.

Juan Ochoa: For example, direct service or philanthropy so sharing the pathways framework might allow them to consider additional ways for you and your students to help advance their mission and also give students valuable learning opportunities along the way.

Juan Ochoa: Lastly, a great point.

Juan Ochoa: A great starting point is to contact our office lockers of Community engagement, we are always happy to provide recommendations provide support.

Juan Ochoa: To help you identify and connect with Community partners, so I think that.

Juan Ochoa: Oh, one more slide.

Diane Podolske: All right and just to touch on this, I know I mentioned it earlier.

Diane Podolske: To have a service learning experience and it definitely includes reflection and as a very important part of the process and links wherever you're.

Diane Podolske: teaching in the classroom and, of course, objectives to the experience that they're having in the Community it's best if it happens throughout the course and not just in one session or one journal entry it doesn't need to be structured and guided.

Diane Podolske: And it goes really what best reflection is is moving beyond just I went there and I saw this to what does this mean in my life, what does this mean, as a citizen.

Diane Podolske: As a future professional on someone who is studying in this field, what does this experience mean in the context of those lenses and.

Diane Podolske: I, we found that again students are very willing to talk about that are thinking that way, but they they need to be prompted to do so to push beyond.

Diane Podolske: I went to the soup kitchen I.

Diane Podolske: fed six families, I felt good afterwards, but really getting into the idea of of what does this mean and i'll give you an example on.

Diane Podolske: This was several years ago, I was working with a student organization and they went and did that very thing they serve.

Diane Podolske: Food in a food kitchen and or soup kitchen and the students afterwards said Oh, this is great, we definitely want to come back and do this next year and I.

Diane Podolske: Really challenge them to say wouldn't it be better to say, I want to work toward a solution so we don't have to have a soup kitchen anymore, we don't need one anymore.

Diane Podolske: know what would be a better instead of just saying well let's just perpetuate that we're always going to have this let's make some sense of how are we voting, how are we.

Diane Podolske: advocating for change How else could we support this agency and the idea of a living wage or whatever might be.

Diane Podolske: And the students got really energized around that and and saw the point I was making that it wasn't just a had a great experience, but this is just one experience that I have that I hope will prompt me into future action as a citizen.

Diane Podolske: And a resident of this Community.

Diane Podolske: And we do have examples many examples of reflection prompts we're happy to share those with you and now we're we're going to open it up for discussion.

Diane Podolske: Again, one is going to copy and paste this and put it in the chat so we can all look at each other, we can obviously.

Diane Podolske: Definitely feel like we can talk about other things as well, any questions you have and then also reminding you that in the chat i've pasted the.

Diane Podolske: link to the Faculty resource guide she has a lot of great materials that one is curated and then also our website, which also has more and more.

Diane Podolske: So, open up the floor.

Cheryl Brandt: This is Cheryl Brandt, and thank you so much for this session I'm actually out of the Department of nursing and I'm especially interested, of course, in the Community engaged learning and research.

Cheryl Brandt: I coordinate the master's program for the department and our master's program for who registered nurses, is not a program that.

Cheryl Brandt: For example, prepares the students to be a nurse practitioner nurse midwife something like that, so they have very focused and specific.

Cheryl Brandt: Clinical experiences were really broadly population health, and I think you work with Dr Theresa Doug Butera who was one of my predecessors, and so you probably know quite a bit Diane about the.

Cheryl Brandt: master's program, but we are, we are project based in a large way and we are population focused, and so it feels to me like I'm.

Cheryl Brandt: On the one hand we're trying to connect students with.

Cheryl Brandt: You know health organizations, but on the other, what are there non health organizations that a graduate student in nursing could be connected with.

Cheryl Brandt: Could you speak a little bit about the office of Community engagement and the nature of the.

Cheryl Brandt: Formal relationships that that you have with the organizations that our students often are going to, especially the ones who are doing.

Cheryl Brandt: A Community engaged learning and research, you know we've got affiliation contracts very formal things.

Cheryl Brandt: And i'm trying to imagine how a graduate student in nursing a licensed nurse who wants to do project based practice come that would address population health needs could be connected to some of the organizations that they conduct the Community engagement.

Cheryl Brandt: routinely works on Thank you.

Diane Podolske: Sir i'm happy to start with that and this section applies to all disciplines, we do have.

Diane Podolske: A large partnership database, some of the contracts that we have are more recent than others, and especially with coven this year has been a weird year and so everything's a little bit soft right now in terms of.

Diane Podolske: Who who's at the Agency and and and the work that they're continuing to do, but I think that if, if that is something that we want to pursue.

Diane Podolske: We would be right link arms with you and go out into the Community find projects, but also want to talk with the students.

Diane Podolske: Many students would prefer to do something in their home community, and so I would think I would want to also listen to those students to see if there were.

Diane Podolske: specific interests or specific agencies that they wanted to work with, and then we could either form contractual relationships or research based relationships with them.

Diane Podolske: We do also have a variety of funding sources to help support Community based research, and so we want to think through what that looks like as well on.

Diane Podolske: One effort that we're going to make and i'll be completely transparent we've been out of the Community for about a year now year and a half, ever since we've been virtual.

Diane Podolske: We have not been able to be off campus, and so our plan is the very moment that we can be back into the Community we're going to be doing a.

Diane Podolske: Pretty intensive community needs assessment to find out what are the current needs, now that we're on this sort of hopefully moving away from this pandemic time and who still at the agencies which agencies survived.

Diane Podolske: A that have been shuttered because they weren't able to do fundraising like they normally did and so.

Diane Podolske: we're going to know who is still out there, what are you doing and what do you need and then planning to come back to the Community with the here's the watch list from the Community, what can we do in the short term, what can we do in the long term and and in what ways can we help so.

Cheryl Brandt: hey let.

Diane Podolske: me work with you on it, yes.

Cheryl Brandt: I see it, all right.

Arianna Huhn: hi um.

Arianna Huhn: Thank you for all that and and I did learn a lot, I was the first one in here and I thought it was just gonna be me and.

Arianna Huhn: Say one were saying read or do you rather you know everything, but I did learn a lot and I have a lot of questions so i'm going to try to limit myself to one and then maybe i'll with multiple parts and then maybe ask another one later.

Arianna Huhn: But also, I want to clarify that I think that my questions are a reflection of what you were saying, but also kind of like.

Arianna Huhn: My own identity crisis of Community engagement and what that means, to me, and how that's changed over the years.

Arianna Huhn: I feel like I went through one identity crisis like maybe three years ago, and I remember talking about this with you Diane about kind of recognizing that just going out in the Community and just talking to people is important in itself.

Arianna Huhn: So now, I feel like I'm in a different place and really thinking about how Community engagement and service learning can.

Arianna Huhn: Be more responsive to Community needs and this goes somewhat to what you were saying Diane about kind of getting an assessment of what people need.

Arianna Huhn: But I feel like the process that we're using is still really faculty focused like here's what the Faculty want to do let's find a Community partner that matches it.

Arianna Huhn: Rather than starting with the Community needs and maybe developing something through which Community partners can.

Arianna Huhn: articulate their needs and maybe do a needs assessment and that they can make requests specifically of the university that can then be connected with faculty members.

Arianna Huhn: Rather than starting with those faculty members first, so I guess the first part of my question is then.

Arianna Huhn: Is there something that can be developed, or that we can do, or something that I'm missing where Community partners can come to us in a more I guess integrated way, and then connected to that.

Arianna Huhn: sort of is a second question of in looking at the pathways what I saw missing was capacity building and I'm wondering how that fits in, and if it doesn't.

Arianna Huhn: Can we make it fit in.

Diane Podolske: Yes, yeah I think that's a good point and that's been raised to that there are six doesn't mean that that that's it what a community.

Diane Podolske: agency would need so I definitely hear your own capacity and let's.

Diane Podolske: let's think about how we can add that in because, to be honest, I think that is going to be the number one need of our Community partners right now is we are either we're over run by.

Diane Podolske: clients at the moment, you know everyone needs housing, everyone needs food, everyone is everything and we just don't have the capacity to do so and we won't and then I think I also.

Diane Podolske: I think that's a long term need as well, and in an empire nonprofits are not well funded, we have a lot of very small nonprofits that do amazing work on a shoestring and.

Diane Podolske: They spend a lot of their time, effort and frankly other really good staff just grinding themselves into a pace, because they they have to worry about.

Diane Podolske: The paycheck for the next month, and if we could build more capacity, they would have more time to do the good work that that we know that we need them to do so, both.

Diane Podolske: I think that's those are both great great points and I I hear you about starting with the Community need, and I would prefer to do that.

Diane Podolske: My experience and i'm willing to be wrong and i'm willing to try again, but when we tried that Community partners came up with beautiful lists of things that they wanted that all seemed.

Diane Podolske: Possible and.

Diane Podolske: There just wasn't.

Diane Podolske: They were disappointed by the university's response it raised an expectation that we did not meet.

Diane Podolske: And so we've by default almost went the other way and said well what is possible for us to offer, and then only offering that to avoid.

Diane Podolske: The disappointment and I would rather do it the other way but.

Diane Podolske: And i'm open to trying it again, but I remember the aftermath of well, I thought I thought you had a blank department and I don't understand why someone isn't willing to help.

Diane Podolske: and

I didn't have a very good answer.

So.

Diane Podolske: that's that's just the truth.

Diane Podolske: You know I try to be honest and i'll be honest with the Community partners to, even though these are all your needs and we'll do our best, but he.

Diane Podolske: None of this is a guarantee and i'm relying on the good faith of of people who are willing to help and it's in my mind it's never know if just maybe not right now.

Diane Podolske: But for some partners, it was it was hard to hear not right now.

Arianna Huhn: Thanks for addressing both of those points and i'm happy to brainstorm with you on possibly thinking about the Community Center God again.

Diane Podolske: Okay i'm open to it i'm completely open to it i'd love to do it that way So yes, yes and let's do it.

Mary Frances Keiser: So I I wanted to add to the discussion on that is that I was actually the former head of the education department for the mission in foundation museum, which is a nonprofit and riverside.

Mary Frances Keiser: And I really wanted to get my students involved because I teach museum education and programming and I wanted to kind of incorporate them into contributing.

Mary Frances Keiser: The one big problem that I saw was that my education programs required some sort of commitment for.

Mary Frances Keiser: Over a span of a few months, and this was when quarters were still going so it was difficult because I needed them to build.

Mary Frances Keiser: their knowledge and help me to hire projects and that's really hard to do with students at times if it's not like a one or two day thing it's like a.

Mary Frances Keiser: day thing over the next two months or something like that that could be difficult for the students to really commit to especially.

Mary Frances Keiser: If they're working full time jobs and they have families and stuff like that, so I can see where you're saying, where.

Mary Frances Keiser: They were disappointed because they probably wanted like hey we want this commitment but it's hard to get students, sometimes, especially when they have a full time job and full time families, and you know, life is going on.

Mary Frances Keiser: So maybe like singular projects that are easy for students to sign up for one or two days and not have to worry about committee for the next six weeks and stuff like that.

Mary Frances Keiser: Because I was, as you were talking, I was already kind of thinking okay well how can I get them Okay, maybe they can lead.

Mary Frances Keiser: tours are you know they do research on a topic, and they can lead a tour at the mission in, for example.

Mary Frances Keiser: And they give it to a bunch of third graders because we have third graders visit for one day thing and students can sign up for that.

Mary Frances Keiser: And that's a way for them to engage with the Community, you know the mission in doesn't have to try to track down volunteers to do a tour We already have a list that said the students take the first.

Mary Frances Keiser: Three four weeks studying researching practicing their tour and then providing it to Community local community elementary schools.

Diane Podolske: Right, and I think that you building in that redundancy of many, many students working on something, then, even if one student doesn't participate or there's some.

Diane Podolske: reasoning, you know the the job still gets done for the nonprofit, which is the the critical bit right yeah no great point great point and I hope I don't sound pessimistic because I don't want to be I just.

Diane Podolske: I just care about our Community partners very much I know that they work really hard and have limited resources and even taking the time to talk with us and think through what the project might be.

Diane Podolske: Is is takes their time and effort, and I want to, I want to deliver gosh everything in me wants to do it on the.

Mary Frances Keiser: Definitely as as a former like nonprofit I was headed the education department, it was basically you know I had part time temporary contract positions.

Mary Frances Keiser: And so you know i'm working so many hours because that's what i'm getting paid for, and I have a ton of things to do so.

Mary Frances Keiser: I really appreciate it coming from that perspective for you to say hey I want to make sure we come in with a game plan we're not wasting your time, and you know stuff like that, because we have very little time.

Mary Frances Keiser: And we try to allocate it to projects that are most important, so I really appreciate that you don't sound pessimistic pessimistic you just so thank you.

Diane Podolske: i'm glad i'm glad, and you know we've really worked to to to try to use, even though this isn't faculty based on be very quick about this that to try to use our university resources to help with.

Diane Podolske: Just sort of basic needs of nonprofits we have a lot of excess furniture on our on our campus which is perfectly good.

Diane Podolske: We have now set up a process where we're able to share that with nonprofits we also have a lot of technology that.

Diane Podolske: is maybe not the best anymore for our needs but it's more than adequate for what that nonprofit partner needs we've set up a system to share our technology, computers and other things with.

Diane Podolske: nonprofits and then also on many times the budgets for nonprofits for professional development is non-existent.

Diane Podolske: And so, since we have all these virtual computer training courses and other courses that are offered.

Diane Podolske: It doesn't cost us anything to add, in a few spots for some nonprofit partners and so we've been able to offer those resources also to our nonprofit partners and those really appreciated on in yes really doesn't cost us anything and.

Mary Frances Keiser: Definitely definitely even just furniture like I remember, we would have hand me Downs from like banks who were trying to get rid of their furniture so and our computers, we would try to have to fight to try to get any updated computers, it was always like scrounging.

Diane Podolske: And so I.

Mary Frances Keiser: that's really appreciative I know that I would use cal state resources if I had to do a research project for my job, because I can access the library.

Mary Frances Keiser: Something like that, having access to a university library databases journals and stuff like that, especially in the history area it's greatly beneficial so.

Mary Frances Keiser: that's really great what you guys are doing.

Diane Podolske: yeah we've been remodeling our classrooms around campus and so there's quite a number of.

Diane Podolske: The desks with the art or that chair, with the desk arm and there were so many kids who were doing virtual learning that didn't have a desk at home, and so we were able to use some of our nonprofit partners to get those chairs, with a little desk to them and.

Diane Podolske: it's and it's good for the earth, I mean it's there's all kinds of reasons why that is a great partnership for us to pursue and so i'm also always looking for ways that we can, not just in faculty and in classroom projects, but just as a university itself to be a good neighbor yeah.

Mary Frances Keiser: that's wonderful that's really great.

Diane Podolske: I think we're going to find a lot when we're I mean we're going to really try to physically go to these nonprofits also and sit down with them and be.

Diane Podolske: asked them pretty frank questions about you know how are How are things going and what can we do in there, I think, to ari's point there's going to be a lot of needs, for we need money we need or directors, we need chairs, we need.

Diane Podolske: Help we need research research to help us write grants, you know we need.

Diane Podolske: Someone to do the newsletter we need I mean we just probably need all of that, and so I think we're going to come back with some pretty robust list and.

Diane Podolske: Anything that you all, can do to help me and courage your colleagues to.

Diane Podolske: Take a project, I must feel like I want to have one on this Christmas trees, we would take a project off the tree and you fulfill the wish you know, I was setting those up in the middle of campus we're like okay everybody, we are going to take a mitten off this tree let's go, you know.

Diane Podolske: cuz it's going to be like that you know, or it may just be that the the nonprofit.

Diane Podolske: administrator would just love to have somebody to talk with about it i'm struggling with my personnel issues or I need advice on how to handle coven or I mean we're doing it, too, I mean I I feel like we could share our information some.

Diane Podolske: we'll see.

Arianna Huhn: Can I ask another question sure okay this one's logistics and sorry for the sirens in the background, if you hear that um.

Arianna Huhn: The question was in terms of these designations for the courses as CSI or CCL I find that when i'm teaching.

Arianna Huhn: I go back and forth between doing service learning and not depending on projects that are available, so what happens in that case does that not become eligible for being designated as service learning or what.

Diane Podolske: It can, if we can be flexible Semester to semester.

Diane Podolske: So if you're feeling like you're just doing something that's more just in the Community, but not necessarily as reciprocal we can change that designation easily yeah.

Diane Podolske: it's it's very flexible and it really is a just intended to get a better handle on.

Diane Podolske: What contributions are we making the Community and i'm also thinking and the chancellor's office is also thinking this if our Community partners are co educators.

Diane Podolske: At some point we need to recognize that and maybe even compensate those co educators and yeah this but you've got to have data in order to be able to make any argument like that, and so this is just the start of making that that point.

yeah.

Diane Podolske: Everything has to start in a certain spot.

Juan Ochoa: Okay Diana will, if anyone else has a question, we can answer it if not we can move over to the the giveaway so.

Diane Podolske: There any let's do the giveaway.

Diane Podolske: giveaway.

Juan Ochoa: Okay, so for some oC swag and then, as I showed book and we will be raffling it off so.

Diane Podolske: I love the wheel still building suspense i'm not clicking because i'm building suspense.

Diane Podolske: Oh okay i'm ready.

Juan Ochoa: There you go.

Diane Podolske: Then we'll spend.

Juan Ochoa: All right, alright is Mary still here.

Mary Frances Keiser: Thank you.

Juan Ochoa: With an email i'll be asking you some details, so I can get your prize Oh yes, definitely.

Mary Frances Keiser: Thank you so much.

Diane Podolske: Thank you all for joining us and for your thoughtful questions I sincerely appreciate it, I hope we can work together to help our communities, and please know that one and are here to do whatever we can to help okay.

END – 00:43:48