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Mitigating Risks of Miseducation within Labor-Focused High-Impact Practices

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THESIS

Mitigating Risks of Miseducation within Labor-Focused High-Impact Practices

Andrew Garda

May 2020

MITIGATING RISKS OF MISEDUCATION WITHIN HIGH-IMPACT PRACTICES

A Thesis

Presented to the Faculty of the

Department of Educational Foundations and Policy Studies

West Chester University

West Chester, Pennsylvania

In Partial Fulfillment of the Requirements for the

Degree of

Master of Science

By

Andrew Garda

May 2020

Dedication

This thesis is dedicated to the many family members, friends, mentors, students, and

cups of Dunkin' coffee that have challenged and supported me during my scholarly journey.

Acknowledgements

I would like to thank the faculty of the HEPSA program for facilitating my growth as a scholar. I began this program without ever being challenged in the ways I was during it, and I've come out a better person and change agent ready to act in transformative work. Dr. Mohajeri, I have learned more about myself in your courses than I have anywhere else, and it has been a privilege to have you as my thesis advisor. Dr. Hodes, you have given me the greater professional insight to this field than I could have imagined, and I am grateful to have you as my good company. Dr. Wozniak, I must admit I was nervous about your classes at first because they were so different to me, but through those experiences I have learned to challenge the status quo, and I am confident that I can transform the field of higher education.

I must also acknowledge the various teams that have embraced me and my growth while completing this degree. To Jocelyn and Rita, your appreciation for my work even when I was struggling with the LARC's transition assured me of my place in this field. To the CDC, I am grateful to have had a team that supports me unconditionally in my academic journey, career pursuits, and bad jokes. To the Involvement Team, thank you for widening my perspective of this field and letting me know I can still have fun with my work.

Lastly, I must thank my friends and family for building my confidence to pursue this career path and supporting my journey through it. Pam and Gab, I do not know how you have listened to me complain through this thesis process for the past two years, but your listening has meant the world to me. Mike and Lauren, you have been the boundless sources of motivation, laughs, and [only sometimes] frustration that keep me motivated to do this work. Mom and Dad, thank you for everything you have done to support me throughout my life, this degree is as much yours as it is mine.

Abstract

In this thesis, I address the risks of miseducative experiences resulting from the labor-focused high-impact practices of internships and service learning/community-based learning. As high-impact practices are often considered inherently valuable, there is a need to examine these two practices under a critical action research lens in order to expose the ways in which these practices are not serving students properly. I go on to argue that issues such as unpaid internship programs taking advantage of free student labor and voluntourism existing on travel-based service learning/community-based learning programs negate the potentiality of students to experience the growth in their sense of purpose and integrity that these practices promise. To combat these risks of miseducation, I propose the intervention program *SLIPSET*, a campus-wide taskforce consisting of staff, faculty, students, and third-party representatives, to develop workshop programs for students, a scholarship fund to support students in need, and an outreach initiative to communicate student development needs to third-party representatives.

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Chapter 1

In this chapter, I discuss my positionality on my thesis intervention by laying out my relevant life experiences in narrative format. I organize the chapter by labeling sections with impactful quotations that have come from either myself or other people in my life, followed by small phrases detailing what is to come below. These phrases are important because they accentuate the storytelling nature of my positionality before drifting into an analytical piece regarding the subject. I start the chapter by describing and analyzing six vignettes from my work life and youth. Next, I transition to a discussion of the high-impact practices which were reflected in those vignettes, including both a scholarly overview and testimony from my practice in the field.

"First Real Job:" Developing Occupational Identity

My first memory of working is from when I was about four years old. My father worked for a small kitchenware importing company in New York City, and would often bring home inventory for storage. My older brother and I would be tasked to transport this inventory to our basement when my father brought it home from work, yet we questioned nothing of it and believed this to be a normal chore alongside other things like cleaning our room. As the years passed by my father's company was impacted by the aftermath of 2008 recession. Prior to this he had started his own smaller side-ventures, later leaving the original company to grow his own as a full-time entrepreneur. During all this time there were moments of uncertainty and sometimes fear, but I thought if anyone could succeed in the entrepreneurial route it was my father. My experience with an upbringing within a family-owned business confabulates the duties of occupational work and household chores. My experiences with work stemmed from my memories as a young child, growing into more complex work regarding product shipments and

demonstrations, and eventually leading to a major crossroads in my career path during my college years.

After graduating middle school, I was eager and excited to start working as a counselor-in-training for my township's summer camps that I had been attending since pre-school. I absolutely loved my first season there as it felt like a great transitional role between being a camper and a full counselor. As I was only 14 years old at the time, I was not eligible for work [almost] anywhere else, so this unpaid position was fine for building up my resume to get a paid job later. I really enjoyed working with this large group of children and I even felt a sense of camaraderie in my staff. When starting my third season at 16 years old I was finally earning an hourly wage, albeit legally under minimum wage, which had granted me an attitude change to which I began to feel undervalued by the organization. In reflection I had given them two summers of unpaid labor, only to be rewarded with a wage lesser than most other places that I was now eligible to work at. Despite my feelings of insecurity, I had returned for one final season in which my wage was finally at the minimum; however, this was not a raise from my previous three years of work but rather the new organizational minimum due to previous employee backlash. I took it upon myself to decide that this position was no longer for me, and I still remember the sweet feeling of telling the township parks and recreation director that I would not be returning for the next season.

"Overworked and Underpaid:" What is Work?

Although leaving the summer camp was a good decision, I was left without a job for the following summer, and the only employer who called me back was the local amusement park I had grown up going to. The amusement park, or "boardwalk", itself is a historical site for the state of New Jersey, being over 100 years old and having vintage rides dating back to the 1940s,

and it was clear that this was no Disney World upon entering. I label it "boardwalk" as there were absolutely no wooden boards to be walked on, but rather pathways of black asphalt that heated up intensely in the bright Jersey Shore sun. In addition to the intense heat, there was a plethora of other factors that should have combined to make this job an absolutely horrible experience for me, but there were many redeeming factors that equalized the experience and taught me a lot about what I enjoy in my work. Some of these other negative factors included day-to-day scheduling, 55-70-hour work weeks, employee affairs, understaffing, and once again a predominately under-13 clientele. Despite feeling constantly overworked I found and odd sort of comfort within this position. In comparison to my previous job, I had been paid a bit above minimum wage and even given a small overtime raise for those hours, so even though I was overworked I felt like I had provided value to the organization and that was important for me. I was also able to form several strong friendships with my coworkers here, and I realized that I need to have a sense of community in my workplace for me to enjoy it. I continued to work many long days and nights at the amusement park until I began college, and in retrospect being I did not mind being overworked in my jobs, but rather underpaid.

I am fortunate to have grown up in a household where college attendance was a reality. During high school, I took career education courses that outlined my professional future both in college and beyond. Reflecting on my upbringing, I had made the decision to pursue a degree in business administration, eventually [and regrettably] overdoing it and majoring in three separate disciplines: operations management, marketing, and business management. My interest in this field initially stemmed from working for my father growing up, and I enjoyed the camaraderie I built with some classmates who I had several courses with during my first few courses together. At college I also made efforts to get involved, finding myself in a race to tack on as many

leadership positions to my resume as I could in order to both develop a strong social life on campus and be marketable to employers. As I eventually found myself becoming "overinvolved" during my sophomore year, I started to place my involvements on a chopping block to make time for myself, and one of the first ones to go was my experience with an alternative spring break program at the university.

"Why Do You All Keep Leaving:" Building a Community a Week at a Time

I have never thought of myself as having a heart of gold or a volunteer's spirit; however, I tried to paint this image of myself when I participated in a service trip to Pulaski, Virginia. I had only ever participated in several-hour-long service projects before, so this immersive experience was completely new to me and I was nervous about what to expect. Fortunately, I underwent a phenomenal training process through the university's partnership with Break Away, an active citizenship organization, and I learned essential components that make up a successful service trip for both myself and the community. This training process focused on ethical foundations of service such as respecting cultural differences, but also tackled ways in which students participate to better themselves exclusively rather than grow as an active citizen in the communities they are a part of.

While on this trip we partnered with a local organization to guide us through different volunteer opportunities sorting produce at a food pantry, killing pests at an aquaponics farm, and mentoring elementary and middle school children afterschool. I recall my nerves about working with children again while at the elementary school, but they smoothed over as they were a great group of kids to work with. I recall one of them poking fun at my "New Jersey accent" and then asking me "why do you all keep leaving after a week?" to which I had no response. During our training we studied the concept of voluntourism, a practice in which community service is

viewed as a short-term touch-and-go activity to benefit the service provider, but his question made me think that this whole trip was like a tourist trip. At the time I had brushed it off, but it did not sit right with me that we were building relationships with this community only to leave after a few days.

"In your Job:" Education as Occupational Preparation

After I returned from my service trip, I furthered myself in my studies and became impassioned with the possibility of a future utilizing my operations management degree. I tried my hardest to find an internship so that I would have something to do besides work at the amusement park in the summer, but my search came up cold. I was fortunate to later find summer hours with my current job as a student ambassador, leading to one of the most memorable and fulfilling summer breaks of my lifetime. Many professionals in the higher education industry find their passion for the field in a "pipeline position" that gives them a taste of possible career path, and this position as a student ambassador acted as that for me. I had already been a heavily involved student and this new position allowed for me to share my experiences with prospective students, leading me to realize I truly loved my experiences in higher education. I even thought of a future "backup career" in student affairs in case I felt burnt out by operations management after a few years.

During the following semester I had attended the career fair only to see a table a Fortune 500 national retail leader with a big sign that said "Operations Management Internships"; quite literally all the signs were there for me to apply. Having already interviewed with them during the beginning of my sophomore year, I received an unfortunate email saying that human resources made a mistake on my application and that I was ineligible for consideration as I did not have junior class standing, but that had all changed with this new semester. After applying

and finishing an interview process that felt significantly more egregious than the previous time, I was ecstatic to have been offered this internship position and the possibility of a fruitful full-time job following graduation, matching my classmates who held offers from Big Four accounting firms and corporate banking conglomerates.

In preparation for my internship, I paid special attention to detail in my courses to ensure that I would have a smooth transition to the position, and I started to notice a common phrase coming from my professors, "In your job…". Now there was nothing inherently wrong with this phrase, however it was oftentimes the only phrase ever uttered by my professors regarding our immediate future beyond graduation. This sat weirdly with me as these professors all held doctoral degrees, yet the thought that their students could pursue further education either sat as an afterthought or never crossed their minds at all. Although I was excited to begin my career in operations management, I still had thought of the idea of a "backup career" in which I would need to get a master's degree. Even though I was far from set on the idea of graduate school, I felt unsettled by the ideas that my bachelor's degree only prepared me to enter the workforce and that further education was not in my capabilities.

"This Department Pretty Much Runs Itself:" Personal Fulfillment over Order Fulfillment

During the summer in between my junior and senior years, I worked for what I believed was the company of my dreams. This internship in warehouse management gave me the responsibility to supervise 25 warehouse associates, many who had more experience on the floor and were older than me, some even over three times my age. Although I was initially overwhelmed by this workload, I felt that I properly adjusted to this new environment after about two weeks. I wondered why this transition was so smooth until my assigned mentor-supervisor stated, "you don't need to do much, the department pretty much runs itself". I could not help but

wonder to myself, "if the department runs itself, then why am I here?", and soon after I became more and more frustrated with the path I had chosen. Ten-hour workday after ten-hour workday I looked forward only to my lunch break, my commute home, and my part-time job as a student ambassador I worked during my days off. This being the third summer in which I had worked a minimum of 55-hours per week, I did not expect the hourly load to take a toll on me, but balancing a job that I loved and a job that I hated at the same time made me overtly self-aware of my personal limits to my occupational wellness.

About midway through my internship I had grown content in riding the internship out and hoping for the best, falling into the typical "work-to-live" mentality often seen in a mundane office environment. Although my job revolved around mass fulfillment of online product orders, I myself lacked the fulfillment I needed to grow as both a person and a professional. Meanwhile while working as a student ambassador I had to put on a façade that the internship I was working during the rest of the week was a great experience, and although the position had me used to lying to prospective students, I felt horrible that I was lying to myself. I told myself that I would tough it out and be finished with the program soon enough, but I ultimately had to speak up against my supervisor regarding the conduct of the department. The most notable instance was when I had been performing my daily duty of coaching the associates on their scores for the day, and I was told to be stricter on a certain employee whose scores were particularly lower. While I can see why management would be upset about this, they did not factor into account that this was a manual labor job, and she was roughly 7-8 months pregnant. That instance of a severe lack of empathy was the last straw, and I ultimately felt emotionally withdrawn from my role there soon after. I recall wanting my last day to feel bittersweet, but I chose to leave on dissociating terms and have not spoken to my supervisor or upper management ever since.

"So, What Do You Want to Do, Teach?:" A Disregard for Helping Professions

After my career change, I felt burdened having to explain my pursuits to family and friends. Even though I forecasted the possibility of not enjoying this career path, I was not expecting it to happen so soon. I ultimately reverted to my interest in a career in higher education or student affairs and went on a last-minute search for graduate schools to apply to. I chose to stay relatively local with my applications, and ultimately chose the university where many of the student affairs professionals working at my alma mater had attended. After a 2-month struggle to find an assistantship, I was able to secure a position as a student success coach, and for once my life seemed completely in order. As many other student affairs professionals can testify, telling people that you are entering this industry will often beget a lot of questions as to what you will be doing. I expected this to happen to me, but I was in utter shock when I told my faculty advisor and her response was "so, what do you want to do, teach?". Despite her 10+ years in academia, even she did not understand what I would be doing. Ultimately, I cast away any additional career doubts that came along the way and started my graduate program soon after finishing my bachelor's degree. This new career path has been challenging in its own rite, but it has given me the voice to speak out on my concerns within higher education, particularly the state of internships and service learning.

"Pay with Experience:" Overview of Labor-Focused High-Impact Practices

From my own personal testimony, I discuss connections between scholarship and practice during my graduate-level years to support the ideals of sustainability within service learning/community-based learning and social justice within internships. First, I had the opportunity to lead a small program in this practice while working my practicum in a student involvement & leadership office. The second experience was my practicum performing career

counseling work in a career services center. As I introduce each site and experience below, I first define the scope of these programs in higher education pedagogy, analyze their strengths and weaknesses briefly, and then explain why critical study on them is important. Further analyses of these experiences can be found at the tail end of Chapter 3

Service learning/community-based learning and internships both fall under the terminology "high-impact practice" (HIP) and are denoted as such for their greater proposed moral commitment and time commitment compared to other educational practices (Kuh, 2008). These practices have been a site of controversy in recent years with research studies finding that certain practices may not be reaching their goals (Johnson & Stage, 2018). While researchers and universities are able to respond to these claims by either countering with other findings or internal assessments, the case still stands that high-impact practices should be assessed beyond face value and that like any educational program they hold risks of being miseducative. I have segmented service learning/community-based learning and internships as unique to this degree as they traditionally include a third-party, intern-hosting organizations and community partners, in the educational process, as well as occurring off-site from the university.

Service Learning/Community-Based Learning

In addition to my service learning/community-based learning experiences in my undergraduate career, my experience leading a small program during my practicum has greatly influenced my positionality on the practice. The program was developed to engage first-year students in this practice during their first month on campus and was partnered with an internationally-known community partner noted for interacting volunteers with community members while serving. As my department had already developed a relationship with this community partner previously, I found ease in developing pieces of the programs like its

marketing and recruitment. All of the students participating had previous volunteer experience, leading to fruitful discussion during our reflection time on how we had and had not served the community well, addressed relevant issues to the community, and grown as leaders throughout the process. This experience was critical in my positionality as it showed growth in these students' critical consciousness of the issues affecting this community and their learning. Although these students had grown through the process, I found through assessment that the short-term nature of this experience was a drawback on the students' potentialities for further growth, and that if done again this program needed to be longer that one day.

Service learning/community-based learning initiatives serve as a bridge between educational experiences and community service, advocacy, and activism (Kuh, 2008; Huguely et al., 2013). The first known case of this practice was in an Indianapolis high school in the early 1900s when social studies educator Arthur Dunn instructed his students to identify issues within local urban communities and develop solutions to alleviate said issues (Los Angeles County Office of Education, 2004). This practice eventually found its way into higher education, where it is now utilized for both extracurricular and cocurricular needs. As this practice grew in volume it faced scaling challenges, leading to balancing issues in which communities were not served effectively and student learning outcomes such as "learning to collaborate towards a common goal" were not being met (Jacoby & Howard, 2014). To address the underperformance in this practice, institutions supported service learning/community-based learning by developing campus centers and emphasizing a partnership model (Jacoby & Howard, 2014). This model bore similarities to Pulido's (2008) statements on community work through a participatory action research lens:

Just as activists and community residents resent academics who are not accountable, so too do they resent those who swoop in, collect what they need from a community, and then move on, having enriched themselves but not necessarily provided anything of substance to the community in question. (p. 352)

This model of accountability grew critical to maintain, and universities needed to understand that these communities were not experimental laboratories, but rather co-working spaces where each party relied on and supported each other (Jacoby & Howard, 2014). Methods of meeting these needs included maintaining strong relationships with community partners to maintain higher levels of service over time, and developing program plans to best serve communities in reaching sustainable development goals (Jacoby & Howard, 2014; Cortese, 2003). Through these changes, students are now experiencing this practice through the developmental frameworks of civic engagement and social justice by growing into active citizens and change agents (Jacoby & Howard, 2014).

Internships

On the contrary from my dismal undergraduate internship experience, I was able to participate in a more enriching internship practicum at a career services center during my graduate years where I was able to connect my scholarly interests by coaching students through the internship process. Although this internship had been unpaid, I experiences greater levels of both satisfaction and growth compared to the former as I had a supportive staff and supervisor that emphasized interest in my development as a component of the department's success rather than a separate goal. While working there, I met with both undergraduate and graduate students and hear many different concerns regarding the internship process, mostly regarding compensation, location, and career progression. The compensation piece was almost always

discussed to ensure that students had an income flow, as many would need to take on an additional paid position to cover their expenses. As for location, I noticed a binary in which students either wanted to stay in the area to cut back on living expenses or move to a different metropolitan area which would require compensation to cover new expenses. Regarding the internships themselves, most students expressed want for a position that could either lead into a full-time offer or give them the necessary skills and experiences to discover their passion area for their future career. These testimonies had exposed the need for change in internship programs, as many students needed some form of compensation to reach their goals and wanted a position that would develop them in ways relevant to their career interests.

As internships are a modern form of work-based learning, their origin comes from the almost millennia-old apprenticeship models from 12th-16th century European trade guilds, with their use in higher education emerging within the last century (Frenette, 2015). Although apprenticeships covered costs like housing and food, the current legal state of internships in the United States allows for unpaid labor from undergraduate and graduate students in exchange for the gaining of work experience. This permission for unpaid labor comes from the Fair Labor Standard Act of 1938 (FLSA) and its related amendments, leading to a boom in unpaid internship opportunities accompanying higher college enrollments in the 1970s (Perlin, 2013). Although these internships allowed for students to gain valuable field experience, their unpaid nature was only viable for student participation during the initial phase of inception. As the cost of college has risen over the past few decades, unpaid internships are less of a possibility than ever, and students, particularly those of low-income and nontraditional populations, are unable to access these opportunities (Curiale, 2009).

There are a range of organizations that host internship opportunities for students, including, at the far-end of the spectrum, organizations that harm their interns by maneuvering their compensation and working them beyond their positions' obligations (Curiale, 2009; *Glatt v. Fox Searchlight Pictures,* 2015). While there have been legal changes to the governance of unpaid internship programs, these more unethical organizations are able to manipulate the bindings of the FLSA to avoid providing compensation to their interns by tailoring job descriptions to meet the FLSA guidelines (Curiale, 2009). On the other hand, other organizations, such as some nonprofit ones, may not even have the funds to provide compensation. In situations like the two above, universities can provide financial assistance to their students to help cover their costs.

"Is a High Impact Necessarily a Positive One" - Identifying Miseducative Experiences

Throughout this thesis, I aim to challenge the notion that high-impact practices are inherently beneficial. The labor-focused high-impact practices I have identified face unique challenges and opportunities for success as they often occur off-site from the university and have major involvement from a third-party in the learning process. In my Chapter 3 I direct my arguments to this by using my philosophical positionality as informed by the philosophies and action research theories of Paolo Freire, John Dewey, and Laura Pulido to expose the underlying risks of miseducation beneath each labor-focused high-impact practice. After this, I detail the history behind each practice and explain why this context is critical in understanding and addressing this concern. I then move on to discussing current literature regarding this concern, highlighting recent research that exposes miseducative experiences in service learning/community-based learning and recent innovations that combat miseducative experiences

in internships. Lastly, I transition to discussing unique and relevant factors to this concern such as sustainability, social justice, and law.

Conclusion

In this chapter, I have detailed an introduction to my thematic concern and brief overview of my positionality on it. I began by narrating my life experiences from early childhood to my decision to embark on a career path in student affairs. These experiences have revolved around my evolving ideas on labor and work such as my experiences with my first job, service learning/community-based learning, working at my alma mater, and the internship that changed my life. After detailing my life experiences, I transitioned to an analytical approach on the pieces connecting my thematic concern. These pieces focused on the emergence of [labor-focused] high-impact practices and how that have grown and been challenged since their inception. I end by displaying a preview of Chapter 3, giving a brief purview on the major topics within it. In summary, my personal testimony has informed my research interests and driven me to advocate for change in labor-focused high-impact practices.

Chapter 2

In this chapter, I provide a brief overview of my thematic concern, detail the conceptual framework behind the thesis, and provide a comprehensive list of scholarly definitions for key terms I use throughout the entirety of the thesis. I also connect my scholarly work to practitioner outcomes by linking my intervention with NASPA/ACPA professional competencies.

Thematic Concern Statement

This thesis will assess the developments, executions, and outcomes of the high-impact practices of service learning/community-based learning and internship programs through a critical action research lens to identify and mitigate the risks of miseducation latent within them. I have chosen to segment these "labor-focused high-impact practices", a term I coined and described above in Chapter 1, out of the total 11 high-impact practices as they differ on the main point of including a third-party representative, the intern-hosting organization and community partner, in the educational process. This relationship creates both opportunities and challenges for growth for those who participate, and it is noteworthy for the institution to address developing these relationships in its practices. The institution must be preemptive in identifying the miseducative risks these practices hold on their students, as programs like unpaid internships may not be viable for low-income students and service learning/community-based learning programs can be harmful for marginalized populations by positioning them in states of privilege. In my programmatic intervention I propose that universities, students, and third-parties can work together to mitigate these risks by developing relevant workshops, teaching student development theory beyond the institution, and maintaining systems of support so that all students can access these programs.

Conceptual Framework

The conceptual framework that I used to inform this thesis is action research, particularly critical action research. Action research is defined by several principles including but not limited to testimonio, participatory research, and the end goals of social justice and transformative change. Testimonio can be defined as including and emphasizing the lived realities of subjects as cornerstones of research collection (Latina Feminist Group, 2001). Testimonio's role in action research ensures that all lived experiences are valid to the research and do not need to meet certain criteria that would otherwise subject them to erasure (Latina Feminist Group, 2001). Participatory research is understood as researching a community while coexisting with it and taking action to make change during the research process, contrasting "traditional" research by influencing positionality with community testimony and taking action towards a cause while in the field rather than exclusively observing subjects and recording data (Brydon-Miller et al., 2008). This participatory element is critical to the framework as it ensures that researchers will act as change agents and develop their action plans to make change during the research process rather with room for adjustment rather than waiting for the end. Lastly, as indicated in the action research cycle, the end goal of this framework is to enact social justice and change through the sharing results and recalibration of the program following assessment (Brydon-Miller et al., 2008). This end goal ensures that transformative change stands at the forefront of the action of action research, leading repeated efforts for change as the cycle repeats.

My programmatic intervention follows principles of action research as it works to transform the landscape for labor-focused high-impact practices. I utilize the element of testimonio by requiring the taskforce involve four students to ensure different testimonies from those who would be impacted by the program. The program is participatory in nature as it

incorporates all constituents involved in the practices to collaborate towards goals that mitigate

miseducative experiences within the practices. I have developed my program to match this end

goal by training students to understand community needs and their career progression, educating

third-parties on student development needs, and financially supporting students in need.

Definition of Terms

This thesis includes terminology and concepts that may not be easily understood by the

general public. I have developed a table of these terms and concepts with scholarly definitions to

assist readers as they progress through the paper.

Term	Definition
Accountability and Reciprocity	"Just as activists and community residents resent academics who are not accountable, so too do they resent those who swoop in, collect what they need from a community, and then move on, having enriched themselves but not necessarily provided anything of substance to the community in question. (Pulido, 2008, p. 352)"
Fair Labor Standards Act	"The FLSA fixes a minimum wage that employers must pay employees who work in covered activities. Whether one is entitled to minimum wage, therefore, depends on whether she is an 'employee' for purposes of the Act… For example, the FLSA has exceptions for 'learners,' 'apprentices,' 'messengers,' and certain full-time students. (Curiale, 2009)
High-Impact Practice (HIP)	"The following teaching and learning practices have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.

	On many campuses, assessment of student involvement in active learning practices such as these has made it possible to assess the practices' contribution to students' cumulative learning. However, on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning. Presented below are brief descriptions of high-impact practices that educational research suggests increase rates of student retention and student engagement. The rest of this publication will explore in more detail why these types of practices are effective, which students have access to them, and, finally, what effect they might have on different cohorts of students." (Kuh, 2008)
Internship	Kuh (2008) describes internships as "The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member" (p.11)
Labor-Focused High-Impact Practice	This is an original term I have coined to segment internships and service learning/community-based learning from the other HIPs. They differ due to the requirement of labor on behalf of the student given to a third-party unit such as the supervising organization and community partner.
Miseducation	Any experience is miseducative that has the effect of arresting or distorting the growth of further experience. An experience may be such as to engender callousness; it may produce lack of sensitivity and of responsiveness. Then the possibilities of having richer experience in the future are restricted. Again, a given experience may increase a person's

	automatic skill in a particular direction and yet tend to land him in a groove or rut; the effect again is to narrow the field of further experience. (Dewey, 1938, p.25)
Service Learning/Community-Based Learning	Kuh (2008) speaks of this practice as "field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life. (p.11)
Third-Party	I use this term to identify the constituents involved in these high-impact practices that are not part of the institution, the intern-hosting organization within internship programs and the community partners within service learning/community-based learning. I find this to be the key differentiator between these two high-impact and the other nine as it means there is another presence in the educational process aside from the [employees of the] institution and student.

ACPA/NASPA Professional Competencies in the Intervention

There are two professional competencies from the ACPA/NASPA Professional

Competencies list that intersect with my intervention, the Social Justice and Inclusion (SJI)

competency and the Student Leaning and Development (SLD) competency. Incorporation of the

SJI competency is best described as "creating learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power" (ACPA & NASPA, 2015, p. 30). Incorporation of the SLD Competency is best described as "addressing the concepts and principles of student development and learning theory" (ACPA & NASPA, 2015, p. 32). These competencies hold great importance as they guide the student affairs professionals involved in the crafting of the program, creating a culture of inclusion and learning within the intervention's taskforce and programming.

The SJI competency is relevant as my intervention program is based around equitable access for internship programs, addressing of issues of oppression, privilege, and power within service learning/community-based learning, and acknowledges balancing the needs of both the student and third-party in its outreach work. An incoming student affairs professional working with this intervention would grow in the SJI competency area by meeting the intermediate outcomes of 1) advocating for the development of a more inclusive and socially conscious department, institution, and profession, and 2) effectively facilitating dialogue about issues of social justice, inclusion, power, privilege, and oppression in one's practice (ACPA & NASPA, 2015). They will meet these outcomes by developing the scholarship fund to make these practices more accessible to a broader student population and discussing issues of social justice and inclusion when meeting with the taskforce to create programs.

The SLD competency is relevant as my intervention incorporates student development theory in its workshop programming and involves an outreach initiative focused on communicating student development needs to third-party representatives. An incoming student affairs professional working with this intervention would grow in the SLD competency area by meeting the intermediate outcomes of 1) designing programs to promote learning and

development based on current research, and 2) identifying and taking advantage of opportunities for curriculum and program development to encourage continuous learning and developmental growth (ACPA & NASPA, 2015). They will meet these outcomes by keeping up on trends in these practices while serving on the taskforce and influencing change to these practices' implementations as needed.

Conclusion

In this chapter, I have provided a layout of necessary information that has guided the overall writing of this thesis. I began by crafting my thematic concern statement, and connected it to the conceptual framework, critical action research, that is the backbone of my intervention program. I then laid out a table of terminology that is present throughout the thesis, listing scholarly definitions to ensure the reader can understand complex terms that may not be well-known. Lastly, I connected the ACPA/NASPA Professional Competencies of Social Justice and Inclusion and Student Learning and Development to my intervention, allowing student affairs professionals readily identify the professional benefits that incorporating this program can bring to them and their units.

Chapter 3

In this chapter, I will discuss a variety of influential factors that impact my thesis. I begin by constructing my philosophical positionality on higher education. I then discuss the history of my concern and connect the historical context to the current state of both service learning and internships. I then analyze the factors of technology, sustainability, and law in relation to my concern. Lastly, I review how my practical experiences through my graduate assistantships and internships have informed my positionality on the subject.

Philosophical Positionality

In this section, I discuss my philosophical positionality. U.S. higher education has changed tremendously since its inception and widespread growth, including in terms of its methods of delivering the educational experience and in terms of who is able to participate in said experience. I will analyze the purpose of higher education, ultimately developing a unique philosophical outlook on higher education that prioritizes quality experiential components designed with maintenance of both student learning and relationship to the third-party in mind.

Purpose of Higher Education

The purpose of higher education can vary on an institutional level, but oftentimes these purposes share similar goals. These goals often include preparing students for a future career path, developing scholars to make breakthrough discoveries in their fields, and immersing students in experiences that help them reach developmental milestones. The methods in which students are prepared to reach these goals are critical, and while traditional classroom learning and on-campus programs can serve as ways to do so, I believe these methods must be in combination with experiential components that occur outside of the classroom to reach said goals. "Experiential education" or "experiential learning" is the process of education through the

lens of experiences serving as lessons that are either educative (beneficial) or mis-educative (hindering) to a student's learning (Dewey, 1938). In John Dewey's (1938) book *Experience and Education*, he develops the early philosophical foundations of this concept. Dewey (2008) describes this concept, stating:

> The belief that a genuine education comes about through experience does not mean that all experiences are genuinely or equally educative. Experience and education cannot be directly equated to each other. For some experiences are miseducative. Any experience is miseducative that has the effect of arresting or distorting the growth of further experience. (p. 8)

Students entering the higher education system today are often exposed to experiences beyond their basic academic obligations such as attending their classes and writing for assignments. Experiential opportunities such as internships, service learning, or studying abroad fall within the umbrella term "high-impact practice" (Kuh, 2008). This term aligns with the idea that experiences are inherently beneficial, however when we bring Dewey's (1938) concept of miseducative experience in conversation with Kuh's high impact practice, it is apparent that some high-impact practices can actually be miseducative in nature. Dewey (1938) states that even enjoyable experiences can prove to be miseducative, meaning that even if students report satisfaction with their experiences, they may not be meeting learning outcomes and in turn arresting or distorting their future growth.

In this paper, I argue that the terminology "high-impact" implies a beneficial/educative experience when that is not always the case (Johnson & Stage, 2018). To combat miseducative high-impact practices, higher education/student affairs administrators must be critical of their work, looking at high-impact practices beyond face value and ensuring both equitable access and

attainable learning outcomes. These experiential components are necessary to higher education as they combat power dynamics between instructor/facilitator and students by enforcing an environment that is engaging and participatory for the student. The traditional "banking model of education" (Freire, 1970) that positions students as depositories for information is antonymous to the intended procedures of high-impact practices. Rather, high-impact practices are intended to place students within thought-provoking challenges that occur as formative experiences in their development (Kuh, 2008). These challenges align with the more progressive "problem-posing model of education" (Freire, 1970) in which students are freed from the power dynamics that bind them as listeners, allowing them to participate in their education as critically conscious humans, capable of bridging their own prior experiences to current practices they are engaging in.

Historical Context

In this section, rather than starting with a broad history of higher education and student affairs (which readers can pursue through works such as *Ebony and Ivy* or *A Perfect Mess*), I begin by immediately focusing on and narrating the history behind the terminology "high-impact practice", the practice of internships, and the practice of service learning/community-based learning. I then follow with a recent critique to these practices, as well as Kuh and Kinzie's response to the critique, in order to give an idea of how these practices have evolved and been received over time.

History of the Term "High-impact Practice"

Each high-impact practice has been in existence for varying lengths of time and have donned other names such as "experiential learning" before coinage of the term in 2008 (Kuh, 2008). The term "high-impact practice" currently encompasses 11 different practices in higher

education as defined by George D. Kuh (2008) in his report *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* for the American Association of Colleges & Universities. Currently, these high-impact practices consist of first-year seminars and experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, ePortfolios, diversity/global learning, service learning/community-based learning, internships, and capstone courses and projects. High-impact practices on the individual level have been in existence for varying lengths of time; service learning/ community-based learning is traced to the early 1900s with rise in the 1950s, and modern-day internships that began in the early 1900s evolved from professional apprenticeships in European trade guilds in the 12th-16th centuries (Los Angeles County Office of Education, 2004; Frenette, 2015). The historical roots lie beneath each individual practice versus the whole concept (Finley & McNair, 2013).

According to Kuh (2008), the term high-impact practice receives its name by the proposed positive contributions that each of the 11 practices have on students' retention, graduation, and learning experience. He argues that high-impact practices do this because of the greater moral commitment and time commitment they require (Kuh, 2008). His work also shows that they promote discourse in the classroom over meaningful topics and allow for students to apply their learning to real-life situations (Kuh, 2008). Of these 11 practices, service learning/community-based learning and internships often face externally from the university, with the practices occurring within an outside community and/or intern-hosting organization.

History of Service Learning/Community-Based Learning

Service learning/community-based learning initiatives are enacted to connect educational experiences in the classroom and community service-based fieldwork (Kuh, 2008). As stated

previously in Chapter 1, the first known case of this practice was in an Indianapolis high school in which social studies educator Arthur Dunn instructed his students to identify issues within local urban communities and develop solutions to alleviate said issues (Los Angeles County Office of Education, 2004). Dunn's initial innovation positioned students as community-focused researchers, and in a similar manner to participatory action researchers they were tasked with developing action plans to serve these communities in need.

As service learning/community-based learning practices grew in number, the definition broadened and began to share similar goals with 1960s student activist movements such as civil rights, educational equity, and political peace (Jacoby & Howard, 2014). As the approaches to student activism were often radical [and sometimes violent], they both problematized and further politicized the realm of service learning/community-based learning, leading to programs focused towards developing equitable systems rather than just relieving the problems those systems had caused. Service learning/community-based learning then began to lean towards a model of accountability like that of participatory action research. As I previously discussed in the final section of Chapter 1, Pulido (2008) stated her principles on this model by communicating that community residents abhor those who enter the community for their own [or their institution's] needs and purposes without providing substantive aid to the community. The adoption of this model was supported by long-term service initiatives such as continued partnerships with nonprofits organizations operated through strengthening of local community partner relationships as well as annual service trips to non-local areas taking place during offsessions such as winter and spring breaks (Piacetti et al., 2013).

History of Internships

As the origin of internships lie in a millennia-old apprenticeship model, there have been many developments to these practices over the years, especially within the last century (Frenette, 2015). One of the major deviations from the apprenticeship model has been the compensation [or lack thereof] for internship programs. In the earlier European models, apprenticeships often compensated the trainee craftsmen with food, housing, and clothing to supplement living necessities while living with a master artisan and learning the craft; however modern-day interns may find themselves fortunate to be paid a sustainable wage (Stefon, 2009). The ambiguous role of the intern often places students acting as either an administrative/personal assistant or a trainee for an entry-level position with their employer; this experience of working professionally with the employer is often considered part of, if not the entirety of, the intern's compensation. In 1947, the U.S. Supreme Court ruled that training programs do not need to provide financial compensation based on the Fair Labor Standards Act of 1938 (FLSA), meaning that an internship may be designated as a training program, and therefore not require financial compensation based on a strict 6-factor labor measures test (FLSA, 1947). The effects of this ruling did not immediately spur a massive growth in unpaid internships until the 1970s when university enrollments began to grow in wake of a competitive job market. To ease the difficulties of acquiring a job after graduation, many students completed internships to stand out from the competition while universities started to accommodate the student intern by introducing curriculum changes; meanwhile, employers exploited the need for college students to gain experiences by hiring interns en masse as a cost-effective labor force (Perlin, 2013).

Over the past few decades, the cost of college has risen, and unpaid internships are no longer viable options for students who must financially sustain themselves. Following a series of

court cases, the FLSA 6-factor test had been expanded to a more flexible 7-factor test (FLSA 2018). However, the flexibility of this new test does not necessarily grant interns the power it promises, as employers often have greater accessibility to legal counsel than interns and can utilize this counsel to ensure their employment standards align with measures to keep positions unpaid. This maintenance of power that employers hold over their interns perpetuates the neoliberalist ideals of the commodification of education in which the internship's educational experience holds value and should be treated as proper compensation to be accumulated within one's human capital (Brown, 2015).

Current Critiques

As the term "high-impact practices" is relatively new, Kuh's (2008) report was able to grant universities a broader and stronger definition of a set of practices to focus their resources on, even though many of the individual practices had already been in place and considered by many to be beneficial for students. This catch-all term then provided universities with an easier method of assessing their experiential learning opportunities that challenge the outdated and ineffective banking model of education. For example, the 2018 National Survey of Student Engagement (NSSE) has collected data from over 1600 universities since its inception in 2000 to assess the rates of student engagement in both traditional classroom teaching and experiential programs such as high-impact practices (NSSE, 2018).

While the NSSE surveys can be of great use for administrators looking to assess their university's offerings, its encouragement for public access of results creates a conflict of interest as administrators often look to peer institutions for ways to gain an upper hand in the competitive admissions scheme and university ranking systems rather than improving the student engagement experience. Recently, high-impact practices have come under fire for not meeting

their established goals. In the 2018 study, *Academic Engagement and Student Success: Do High-Impact Practices Mean Higher Graduation Rates?*, researchers found that higher graduation rates were not a direct result of implementing high-impact practices, and that these practices generally did not meet proposed institutional outcomes, (Johnson & Stage, 2018). Shortly after that publication was released, Kuh and Kinzie (2018) responded to the study by claiming:

> Is the mere availability of HIPs at public universities related to institutional graduation rates? There are many reasons why expecting positive findings from such an inquiry are unrealistic; central among them are that a student's precollege academic preparation and family socioeconomic status account for the largest share of explained variance when predicting completion (para. 13).

Kuh and Kinzie's (2018) claims highlight that the researchers viewed high-impact practices under the unrealistic scope of "best practices," an ideology in which the benefits of an educational practices are taken at face-value oftentimes regardless of who is conducting them, the background of the students, and the established outcomes. This ideology connects with Althusser's (1970) definition in which "an ideology always exists in an apparatus, and its practice, or practices." In this case Kuh and Kinzie (2018) defend their research by stating high-impact practices are not best practices by nature, and that they must be implemented with proper thought and care. They note that oftentimes high-impact practices are offered in too large a quantity to benefit the reputation of the university via rankings systems, and that this overwhelms faculty with an excessive workload, leading to disparage in students' development (Kuh & Kinzie, 2018).

Current State of this Concern

In this section, I detail the current state of transformative work for both internships and service learning/community-based learning. I open the section by discussing how internships are beneficial yet inaccessible, but recent programs like virtual internships have arisen to reach a greater audience. I then discuss recently-coined terms associated as miseducative factors in service learning/community-based learning: white savior complex, voluntourism, and poverty porn. This section is non-exhaustive of all issues within these practices; however, the issues I have discussed are critical to address as they bridge gaps of accessibility in internships and address potential exploits that turn service learning/community-based learning into miseducative experiences.

Embracing Technology and Equitable Access

As the cost of education dramatically rises from year to year, the promise of gainful employment is on the minds of many students entering higher education. While the university cannot control the positions that students are employed in post-graduation, they can influence students' occupational identities and prepare them for the transformative careers through exposure to internship programs. As internships provide major benefit in attaining full-time employment, the university holds duty of care in pushing for accessible and quality internship opportunities (NACE, 2020). Recent innovative practices in the field of internships like virtual internships (or micro-internships) and unpaid internship funds are able to combat barriers to access by providing students with more flexible opportunities and potential compensation for their unpaid work hours.

Virtual Internships. Virtual internships (or micro-internships) are the practice of allowing students to complete internship work in a remote setting, oftentimes focusing on

completing team-based and project-based work while maintaining communication with a supervisor through e-mail, phone, or online chat system (Tawfik et al., 2018). By situating these programs in small teams, students are able to effectively practice teamwork in a professional setting and supervisors are better able to oversee multiple teams organized and segmented by projects, leading to efficient operations that benefit both parties (Tawfik et al., 2018). In conjunction with classroom learning, virtual internships can prove beneficial in further developing specific technical skills from the classroom by allowing for practical applications, supplementing on-the-job training that would typically be provided by an organization (Suzuki et al., 2016).

As these internship programs occur online, they forego any costs or asset requirements associated with traditional internships, aside from course-related tuition, like transportation for both working and arriving to an interview, as well as relocation and related housing costs that can reach the thousands in certain metropolitan areas. Although these remote internship opportunities break through certain barriers for access, they erect a new barrier in which students must have access to technologies like a computer and internet access in order to complete their work assignments. A 2018 student achievement study found that roughly 20% of students, consisting mainly of low-income students and students of color, found difficulty maintaining digital access, meaning that virtual internship programs would require additional technology aid from the university to support all students participating (Gonzales et al., 2018). Although these studies not use the contemporary term "gig economy," they address the same principles in which the worker acts as independent contractors taking on a variety of small and flexible work opportunities rather than full-time salaried work (Suzuki et al., 2016). However, as virtual

internships incorporate skill development and supervision, they are more geared towards career development than gig-based or task-based work (Suzuki et al., 2016).

Supporting the Unpaid Intern. Depending on an intern's financial compensation [or lack thereof], it is entirely possible that a traditional internship program can end up costing a student money. In egregious cases like these, students are often disenfranchised and must make sacrifices in their lives for the sake of their career development. In particular, students partaking in unpaid internships report lesser satisfaction than their paid counterparts despite still finding these experiences beneficial to their career (Crain, 2015). Additional outcomes for this population included lesser first-job satisfaction post-graduation, negative correlation to salary, longer job search processes, and lesser offers of employment pre-graduation (Crain, 2015). However, these same organizations that offer unpaid internships have also reported less likely to convert their interns into full-time employees post-graduation (Crain, 2015).

This mass [under]employment of unpaid interns reflects a turn in the economy in which paid employees proved too expensive for the amount of work needing to be done, leading to questioning of misclassification of employment type to save organizations money (Budd, 2015). Although there are legal circumstances governing financial compensation requirements for interns, they only apply to for-profit organizations, and even then organizations are able to skillfully craft their internship job descriptions to forego compensation (FLSA, 2018). To combat this student disenfranchisement, universities can develop financial aid funds to grant students scholarships and/or grants to assist with the financial burdens that come with unpaid internship programs.

Exploits in Community Work

The relationship between the community being served and the group of students serving them in service learning/community-based learning practices must lean to the favor of the lesser-privileged community. Current literature on both volunteerism in general and service learning/community-based learning as a practice pushes students and facilitators to be aware of miseducative fallacies that may blur their enjoyable experience and counteract the positionality of this relationship. These fallacies, white savior complex, voluntourism, and poverty porn, often decalibrate the balance of the relationship by placing the participants on a pedestal in which they deserve utmost praise for their actions to "save the communities in peril".

White Savior Complex. White savior complex [in the context of community service work] is a more recent term in which community service program participants view themselves as the savior to the marginalized communities they serve that consist predominately of low-income people of color, creating a layer of power between the two (Donahue et al., 2015). Although the concept has existed for decades, the terminology "white savior industrial complex" was coined from and reached viral popularity following the 2012 release of the documentary film *Kony 2012* (Cole, 2012), and its applications to community work have been numerous (Donahue et al., 2015). For example, white students report a greater sense of community in community service work than their non-white peers as they notice differences from themselves in the community and feel their work is more impactful from that perception (Huguely et al., 2013). Students have also reported that higher populations of white students in service learning/community-based learning practices maintain the stereotype that in interracial service relationships the white person is always serving as a helper or educator to the person of color (Donahue et al., 2015).

Voluntourism. Voluntourism is the broad concept of merging volunteerism with [international] tourism, a concept that has been met with praise from the miseducated public and vitriol from community members and academics over the years (Gweller & Higson, 2017). On the surface, voluntourism seems to bring international relief efforts to communities that may be in an unsustainable state and could benefit from additional assistance; however, it mirrors colonialism in nature by maintaining national privilege (Banki & Schonnel, 2018). While some individual constituents use these service trips exclusively for altruistic purposes, there are some constituents that pick and choose communities to serve that have some sort of attractions nearby that mirror those of a vacation such as a beach, metropolitan area, and/or resorts, and spend their time split among the two [to varying degrees] (Gweller & Higson, 2017).

In the service learning/community-based learning realm, student affairs administrators and/or student leaders must be cognizant of the locations they choose for extended service programs and how they will fill their daily schedules outside of volunteer hours. As extended service programs, such as alternative break trips, often have a lot of free time, local attractions tend to serve as common ways to fill them. However, any of these involvements may bridge these seemingly selfless service programs into the broader definition of voluntourism (Gweller & Higson, 2017). There is also difference between voluntourism in international and domestic service learning, particularly due to the appeal of an international "vacation" and the possible language barriers (Banki & Schonnel, 2018). However, this does not mean that far-distance/international service learning/community-based learning is inherently negative. For example, students who partake in extended-length international service programs are able to grow as leaders by better navigating multiple layers of dissonance in their fieldwork (Taylor et al., 2017).

Poverty Porn. Poverty porn is the concept in which details, particularly imagery, of marginalized people and/or communities is used either as influence make change to a related cause or bolster the appeal of a more privileged constituent participating in that cause (Chapman, 2016). The term has seen greater popularity as of late due to the advent of social media and its use for the gain of confidence and influence over peers (Freberg et al., 2011). Poverty porn takes influence from both above terms, as it positions the savior relationship and showcases the service-giver as the focus in a digital setting. For example, poverty porn often exhibits white savior complex by featuring white people as those giving service while those being served are people of color in attempt to give a visual contrast between the populations and make the impacts of service projects seem greater based on the difference (Donahue et al., 2015).

Unique and Relevant Factors

In this section, I discuss the unique factors of sustainability and law in relation to my thematic concern. In my discussion on service learning/community-based learning I argue that sustainable development goals should be present in the development and execution of this practice. I also discuss the potential harm this practice can inflict on marginalized student populations as they are assumed to be in a position of privilege when serving these communities. I then discuss the legal factors affecting the practice of internships, particularly the [semi] legality of unpaid internships and how organizations have historically exploited these rulings for free labor from students.

Service Learning for Sustainability

Service learning/community-based learning is considered a step beyond general volunteerism by connecting classroom learning to direct field experience (Kuh, 2008). As a high-impact practice, service learning/community-based learning leans its focus more so on the

student's learning; however, when viewed under a critical lens there must be a shift of power to focus on the oftentimes underprivileged communities being served. In simple terms, by building sustainable communities students are moving from the initial "proverbial" statement saying that "giving a man a fish will feed him for a day" to the latter "teaching a man to fish will feed him for a lifetime". This newfound role places students in a position of transferring power to these communities, creating systems of sustainability that mitigate the impacts of systemic oppression. However, when students are tasked with doing this work, it is critical to view the whole student and understand how their life experiences brought them into higher education. This viewpoint begs the question to if all of these students are truly in as high of a position of power as some literature makes them out to be, or if the students from marginalized populations are potentially being harmed from any statements positioning them as privileged (Huguely et al., 2013).

While service learning/community-based learning may not directly match the restricted idea of exclusively environmental sustainability, it aligns better with the modernistic three-pronged approach to sustainability that includes economic and social justice factors (Cortese, 2003). In Laura Pulido's (2008) work *Frequently (Un)Asked Questions about Being a Scholar Activist*, she lists critical questions about scholar activism and provides answers based on her decades of experience in the field as a geography researcher, essentially creating a guidebook on integrating socially sustainable work into community-based university work. Pulido's (2008) answers often include incorporation of testimony, linking the need for personal affinity and reflection in community-based work, similar to the classroom reflections often conducted after service learning/community-based learning experiences in the undergraduate level. When answering the question, "As a scholar activist, how should I approach community work?", (p. 350) she emphasizes the importance of accountability and reciprocity. Her description of

accountability refers to scholar activists "seeing yourself as *part* of a community of struggle, rather than as the academic who occasionally drops in" (p. 351). This value of accountability negates the miseducative experiences brought on by "drive-by" community service in which a volunteer addresses the symptoms of a problem for a short period of time without returning to make progress towards reconstructing a sustainable economic/social/environmental system by requiring the volunteer's full emotional and physical self be involved in the process. She then describes reciprocity as denoting a mutual. Implementing reciprocity as a core value before embarking on service trips can negate the dissonance between community work and personal development and/or gain. This point on reciprocity is the detrimental to service learning/community-based learning as it differentiates the practice from more donation-based philanthropy and charity work that are less participatory by requiring sacrifice of one's physical or monetary assets rather than one's time or self (Camacho, 2004). Service learning/community-based learning practices must adopt these values of accountability and reciprocity as core values to both develop and maintain sustainable communities and meet the learning needs of students.

Social Justice among Student Participants

As one of the main focuses of service learning/community-based learning is to resolve misfortunes wrought by circumstance or oppression, it is critical to assess any familiar experiences felt by the students participating in these practices. For example, in volunteering and philanthropical relationships, the server or giver is often understood as the more privileged and powerful. However, a student of color coming from a low-income and urban background being told they are in a privileged situation will experience service learning/community-based learning practices differently than their higher-income white counterparts (Huguely et al., 2013).

In the case of service learning/community-based learning coursework, students of color may feel reluctant to participate in heavier discussions regarding race as not to appear "overly sensitive" or having to "represent their race" (Coles, 1999; Green, 2001). This decision to not participate also dismays any conversations on race, leading white students to maintain discussion on topics that they have lesser/no personal experiences in (Huguely et al., 2013). When these students move from the classroom to their community fieldwork, they perceive the underprivileged communities in ways different than if their discussions had been more critical and therefore preparative, even more so at predominately white institutions (Carroll, 1998; Saldana, 1994). White students had referred to the communities in their fieldwork with language sparking more intense differences between the two, creating an environment that stifles the reciprocal participatory nature of the practice (Huguely et al., 2013). This language had not only othered the varying communities their programs had served, but also in turn separated them from their peers of color who often felt both different and lesser supported (Huguely et al., 2013). Students of color had experienced the challenge of serving marginalized populations while existing within those same populations they served. Their negative experiences with being silenced in the classroom drift into their experiences in their community fieldwork. Their othering by their white peers blurs their position within the practice's processes, and ultimately, they hold not only feelings of dissonance from their institution, but also weaker connections to the communities they serve (Huguely et al., 2013).

Legality and Struggles of Unpaid Internships

As stated previously, in 1947 the United States Supreme Court ruled that training programs do not need to provide financial compensation based on the interpretation of the Fair Labor Standards Act of 1938 (FLSA) from the United States Department of Labor's (USDL)

Wage and Hour Division (WHD). As internships could be considered training programs, the compensatory outcome would then be determined based on a strict test focusing on 6 factors that would dictate whether it is the intern or the organization serving as the "primary beneficiary" of the working relationship (Portal to Portal Act of 1947). All of these factors must have been followed for these types of internship programs to operate, passing legal regulation on the operation of unpaid internship programs.

To ease the difficulties of acquiring a job after graduation, many students completed internships to stand out from the competition while universities started to accommodate the student intern by introducing curriculum changes (Curiale, 2009). Meanwhile, employers took advantage of this and exploited these students' needs for experience by hiring unpaid interns in massive droves as a cost-effective labor force (Curiale, 2009). As these internships were now integrated into curricula, they were considered full educational programs, synonymizing them with training programs that permit no compensation by the FLSA (USDL, 1948).

In more recent years, a second unpaid internship boom came in wake of the 2008 economic recession; however, the changing economic climate encouraged interns to fight back against their employers (Curiale, 2009). In *Glatt v. Fox Searchlight Pictures, Inc.* (2015), three unpaid interns sued on the grounds that the 6-factor test was not viable in defining their employment type. The interns claimed that both their administrative and clerical work, including overtime hours, was more beneficial to the company than to themselves, and therefore they should be considered employees. The courts later ruled in favor of the interns, leading to an amendment to the FLSA (2018) adjusting the previous 6-factor model to a more flexible test based on 7 new factors. This new test is then applied to discover who the "beneficial party" is by weighing the degree to each factor's significance rather than a majority-factor test. If the

employer is determined to be the "beneficial party", the intern is granted employee status and is therefore entitled to both minimum-wage compensation and overtime pay (USDL, 2018). In turn, the USDL (2018) updated their organizational guidelines for unpaid interns stating that any for-profit organization must run this test to determine intern compensation, while not-for-profit/nonprofit organizations are not under any legal regulation.

Despite the problematic nature of unpaid internships, internships in general are still considered a high-impact practice as they often grant students integrative and applied learning experiences to strengthen practical and intellectual skills (Kuh 2008). In the case of unpaid internships, students oftentimes experience some of the same positive outcomes as their paid counterparts such as confirming or rejecting career interests; however, these students' outcomes differed drastically regarding potential salary and full-time employment rates (Crain, 2016). For example, in a study of 3,000 students participating in summer internships, unpaid interns were reported as only 10% less likely to rate their experience as "extremely beneficial", but these same students reported as more likely to be reporting seeking-employment status six months after graduation (NACE, 2016). This delay in paid employment further negates the potentiality of the unpaid intern, leading to post-graduation stresses that compile and worsen as the student graduates and encroaches closer to the end any student loan grace periods.

Connecting to Practice

While writing this thesis, I have participated in three graduate practicum opportunities, to supplement my academic learning in the classroom and inform my positionality and application of theory with internship and service learning/community-based learning practices. Two of these practicums occurred at my graduate institution, a mid-size public M1 institution in Pennsylvania, while the other occurred at a smaller branch campus of a large-size R1 institution

in Florida during the summer between my two years of study. First, I have served as a Student Success Coach Graduate Assistant in the Learning Assistance & Resource Center for all four semesters that I have been taking classes at my graduate institution. Second, I spent my second and third semester at this institution working a smaller practicum in the Career Development Center as a Career Counseling Graduate Intern to fulfill hours for my two internship courses. Third, I participated in an internship program through a student affairs functional-area-specific national association, working a as the Leadership & Student Organizations Intern in the Department of Student Life & Engagement at the institution in Florida I previously mentioned. Although my very participation in these practicums has informed my lens on internships, each position has uniquely contributed to my knowledge of supervisory practice, student development, social justice & inclusion, and third-party partnerships in higher education. In all, my graduate-level work experiences have granted me exposure to several facets of higher education. They have also granted me opportunities to apply coursework material to real-world experience in the field. As I graduate from this program and enter the workforce, I am now better-equipped to transform higher education thanks to these previous roles that have allowed be to grow as a scholar-practitioner.

Success Coaching Practice

As a Student Success Coach Graduate Assistant, I served two very different roles as the program I worked for underwent drastic changes after my first two semesters there had ended. During these first two semesters the program existed to serve roughly 400 conditionally-admitted first-year students by connecting them with student success coaches and mandating at least two meeting and two workshop attendances per semester. These students were not fully admitted to the university as the office of admissions deemed their application materials to be

on the lesser percentile of the overall applicant pool. During the last two semesters of my role here, the conditionally-admitted student body was no longer required to meet with a success coach, but they were still specifically targeted in outreach efforts. At this point my caseload had grown to accommodate two more populations of students: 1) students who failed to raise their grade point average (GPA) over the probationary level of 2.0 and were now on their second-or-more semester of academic probation, or "continued probation", and 2) students who were notified by their professors for holding a grade of C- or lower in their courses, or "early alert". This changing environment of this role granted me opportunities for growth in workplace adaptability and service multiple student populations in different ways.

The conditionally-admitted population that I worked with had been determined by their application materials, including their standardized test scores and high school transcripts. Repeated studies on the SAT standardized test for college admission have indicated that there is bias against students of color and low-income students, resulting in lower scores when compared to their white and wealthier counterparts (Freedle, 2010). Those findings are prime indicators as to why my caseload consisted of a higher percentage of students identifying as underrepresented minorities than the overall university population. By working with this more diverse population within a predominately white institution (PWI), I had been exposed to the ways in which higher education had disproportionately challenged and supported them. On top of the differences in support systems, these students also underwent formative experiences in which they discovered more about their [intersecting] identities (Guido et al., 2016).

Although the populations that I served changed later in my position, the challenges undergone by both the continued probation and early alert student populations were similar. These populations also held a barrier to student engagement opportunities based on their GPA.

Internal to the university, some service learning/community-based learning opportunities like alternative breaks had associated costs to support the group that could serve as a barrier to participation. As these students needed to spend more time on their academics, their participation in internship programs was generally lower as they had less availability to participate and interview during the school year (NACE, 2015). Some partnered internship programs even used GPA to screen applicants preventing these struggling populations from participating in what is now seen as a major benefit for gaining full-time employment later in their academic careers (NACE, 2020). By working with these students who were deemed to be less engaged, I have been able to better understand the socio-economically and institutionally systemic barriers that prevent them from reaching both the institution's and their own individual concepts of student success.

Career Counseling Practice

As a Career Counseling Graduate Intern, I provided career counseling services such as in-person resume/cover letter coaching, online resume reviews, job/internship search assistance, and major/career selection assistance to undergraduate students, graduate students, and alumni. This experience greatly expanded my knowledge of internships as I had been able to work directly with students who were either seeking out those opportunities or were learning to leverage them on applications for further employment and/or studies. Although this position focused on career counseling, I was still able to get minimal exposure with some partnered employers and learn about the types of internship programs our students were being recruited for. Also, throughout my various meetings with students I was able to gain perspective on how they viewed the impacts of their experiences on their career development, such as how they viewed volunteering in comparison to employment.

Career services offices on university campuses have changed over the past century from operating as just job placement and career counseling services to a model of professional networking and meaningful connections though methods like mentoring programs and experiential learning (Cruzvergara & Dey, 2014). In response to the concept of attending college as a return on investment (ROI), these offices have changed to provide more expansive services that better cater to all populations at the university, particularly the underclassmen students that are less likely to be looking for employment opportunities (Cruzvergara & Dey, 2014).

My office had adopted this "culture of career development" by encouraging students to visit early, and visit often, to ensure that students stay on track with their career goals. Some prime examples of these early visits were with first-year students scheduling meetings to learn more about potential majors or career paths. The most common questions I would be asked regarded career compensation, for both student loan repayment and personal luxury. These conversations reflected concepts from Williams' (2006) essay *Pedagogy of Debt*, in which debt is understood as a mis-educative experience that impacts student development. Students' prioritization of career compensation over other factors of job satisfaction aligns with the lesson that debt teaches career choices (Williams, 2006). He notes a trend in which most students are opting for professional majors like business over a liberal arts education (Williams, 2006). As students opt for more lucrative majors, they are also exposed to more paid internship opportunities, many of which also give opportunity for full-time employment with the organization post-graduation if the intern's work is deemed satisfactory, (Crain, 2015). Since students are making major career decisions to be debt-avoidant, they expose that internships are

capitalistic by nature and enforce an ideological state apparatus where one's market value is considered more valuable than one's knowledge (Althusser, 1970).

Leadership Development and Community Engagement Practice

As a Leadership & Student Organizations Intern, I managed the technological transition to a new student engagement online platform, co-supervised two undergraduate students, developed small diversity programs, and created a condensed version of an alternative spring break program for students in the summer session. This internship experience allowed me to further expand my knowledge of service learning/community-based learning by developing and leading this day-long service trip. This service program was held in Immokalee, Florida and served as a continuation of an alternative spring break trip that occurred earlier that year. I was fortunate to have recruited one of the student site leaders who facilitated the earlier trip, and by collaborating with her we were able to assess the differences between the current one-day trip and previous 5-day trip, maintain the relationship with community members and partners started by the previous trip, and encourage service learning/community-based learning in conjunction with course requirements for a first-year student success course.

When planning this program, I read over budgets and planning documents from previous years and noticed ways in which this kind of program could be redeveloped and newly rooted in critical theory. Beginning with the budget, I felt conflicted as to if this money is being used well to support student volunteers, or if a donation to support those building the community from within would be better. Understanding the situation at hand, I knew that the money could only be used for purchase of products or services and any leftover funds would go back to my department for different use. Looking over previous budgets, I attempted to reform the layout to better serve the community in need based on spending restrictions. As there was room for food,

I modified all spaced for lunch to be with local businesses in order to help sustain the

community's economy (United Nations General Assembly, 2015). While looking through the

planning documents, I noticed that they were coming from the better-resourced main campus of

the university I was working at, and that in my position I could only make great impact through

training materials and session. I had reviewed notes from previous papers, incorporating the

concepts of participatory work from Pulido (2008) and sustainable communities from Cortese

(2003) in a manner that is digestible for a first-year college student audience. I had also made

point to review the training guidelines from an external active citizenship organization, and

found they had made efforts to combat miseducation in service learning in a similar way that I

have written of.

Conclusion

In this chapter, I have detailed issues that are relevant to my thematic concern. I opened

with a discussion on my philosophical positionality, in which I argued that experiential

components like high-impact practices necessary in higher education but may create

miseducative experiences if not handled properly. I then detailed the history behind the

terminology "high-impact practice", internships, and service learning/community-based learning

programs, and later connected them to the current state of the concern. Next I wove the relevant

factors of sustainability and law to this concern, displaying the need for sustainable development

goals in service learning/community-based learning and legal change regarding unpaid

internships. Lastly, I discussed the impacts of my practicum work on my positionality and

knowledge of the concern. All of the above sections have culminated to support my argument

that labor-focused high-impact practices must be viewed, assessed, and developed with a critical

eye to mitigate risks of miseducative experiences.

In this chapter I will describe the intervention program for my thematic concern. I begin by connecting key aspects from the previous chapter to an introductory overview of the intervention program, and then I detail its purpose including goals, objectives, and learning outcomes. I then connect my philosophical positionality and other related theories to the intervention program while highlighting my reasoning for doing so. I then display a detailed breakdown of the intervention program, and I finish with a discussion of how I will implement this program including its funding, marketing, and address of potential challenges.

Making Change with an Intervention

The labor-focused high-impact practices of internships and service learning/community-based learning promise strong learning outcomes for participating students at face-value, but ultimately have challenges in reaching those goals based on issues of access, identity, and relationships to third-parties (Curiale, 2009; Coles, 1999; Green, 2001; Pulido, 2009). My intervention program is a two-pronged approach consisting of:

1) A campus taskforce that will advocate on behalf of students for fair compensation and accessible opportunities from intern-hosting organizations and sustainable relationships with partnered communities.

2) Need-based financial aid grants and scholarships for both students who are interning with organizations unable to provide compensation and students in need actively bridging their academic work into the field via community service, advocacy, or activism.

Based on the above description, I have chosen to title my intervention program under the acronym *SLIPSET*, meaning "Service Learning and Internship Participation, Support, and Education Taskforce".

Current best practices that intersect with my concern and intervention include unpaid internship funds to support students interning in traditionally-unpaid sectors, third-party facilitated trainings to combat miseducative factors and maintain community relationships in service learning/community based learning, and virtual internship programs coming from both higher education and the third-party sector. The foundation of action research involves participation from those in power within the communities they are serving (Pulido, 2008). To match said principles, the taskforce will consist of professionals in related university functional areas that are on the frontlines of these issues such as career services and service learning as well as student leaders who have engaged in said practices.

Purpose, Objectives, and Learning Outcomes

This program intervention operates upon determined goals, objectives, and learning outcomes to guide its work. As this program involves both students and third-parties, there are learning objectives for each that *SLIPSET* targets.

Purpose and Goals

The overarching purpose of *SLIPSET* is to support the students and third-parties involved in internship and service learning/community-based learning opportunities. *SLIPSET* will that prioritize the relationship between students and the third-party while remaining equitable in terms of accessibility and educational outcomes. *SLIPSET* will consist of 15 constituents representing students, higher education/student affairs professionals, and third-party representatives to comprehensively cover all aspects of operation with area expertise and relevant testimony.

Program Objectives

SLIPSET will:

1) collaborate with students, higher education/student affairs professionals, and third-parties to mitigate risks of miseducation within labor-focused high-impact practices

2) prioritize the needs of marginalized communities while maintaining appropriate learning outcomes in service learning/community-based learning practices

3) encourage intern-hosting organizations to incorporate accessibility for marginalized student populations through fair compensation and/or virtual work

4) educate third-party representatives on the basic student development needs relevant to the practices they support

5) financially support students in need participating in unpaid internships and service learning/community-based learning courses

Learning Outcomes

Students experiencing *SLIPSET:*

1) Students will be able to identify and understand the underlying causes ailing the communities they serve

2) Students will demonstrate awareness of sustainable development goals in relation to communities they serve

3) Students will understand the importance of prioritizing the community they serve and maintaining sustainable relationships with them

4) Students will learn to advocate for relevant professional development and educative working conditions in an internship setting

5) Students will be able to critique and resolve issues within the high-impact practices they engage in

Communities experiencing *SLIPSET:*

1) Community partner representatives will learn how to incorporate service

   learning/community-based learning practices into their sustainable development goals

2) Community partner representatives will gain a basic understanding of student

   development theory in relation to their work

Intern-hosting organizations experiencing *SLIPSET:*

1) Intern-hosting organization representatives will gain a comprehensive understanding of

   the various costs of being a student in today's state of higher education

2) Intern-hosting organization representatives will gain a basic understanding of student

   development theory and learn to apply it to their interns' work

Theoretical Frameworks

In this section I detail the theoretical frameworks that have informed my positionality on this thematic concern and development of my intervention program. These include Chickering's (1993) *Theory of Identity Development*, Kolb's (1984) *Experiential Learning Theory*, and Schlossberg's (1989) *Theory of Mattering and Marginality*. They are meaningful to this intervention as they show that internships and service learning/community-based learning hold mass potential for student development. They also intersect with my philosophical positionality to highlight the need for my intervention to prevent these experiences from becoming miseducative.

Chickering's Theory of Identity Development

In Chickering's (1993) *Theory of Identity Development*, he displays an identity development framework based upon seven vectors that students grow through during their time at a university. Each of these seven vectors take developmental roles within labor-focused high-impact practices in different ways. The vectors of developing purpose and developing

competence are laced throughout the intentions of the process. Chickering's (1993) developing purpose vector relies upon the development of career and life goals, which align well with Kuh's (2008) definition of internships that prioritizes them as career exploration opportunities benefiting from coaching and supervision from professionals in the field. The developing competence vector is segmented into intellectual, physical, and interpersonal competencies, and internships have the potential to grant students opportunity to synthesize these three prongs by having them collaborate in an organization to innovatively handle complex tasks (Chickering, 1993; Kuh, 2008). Within service learning/community-based learning programs, the vectors of developing mature interpersonal relationships and developing integrity are most easily identifiable. Chickering (1993) describes the vector of developing mature interpersonal relationships as holding intimate and long-term relationships that are appreciative of differences between two parties. Students engaging in service learning/community-based learning develop through this vector as this practice is built around collaboration between students and the community, who most often have stark differences between each other, for the maintenance of a relationship that works towards sustainable goals (Kuh, 2008; Pulido, 2008). Lastly, Chickering's (1993) vector of developing integrity involves construction and practice of personal values. This vector holds congruence with the challenges that service learning/community-based learning places on students as they partake in difficult reflection conversations that shape their moral viewpoints (Kuh, 2008).

Schlossberg's Theory of Mattering and Marginality

In Schlossberg's (1989) *Theory of Mattering and Marginality*, she details ways in which people experience feelings of marginality during times of transition. Students participating in internships often experience major transition, especially if this is their first time working in their

field of interest, meaning they can experience feelings of marginality in this new environment. Although these new experiences can cause feelings of marginality, if they are implemented well, they can help students meet the aspects of mattering. Schlossberg (1989) identifies these aspects of mattering as attention, importance, ego extension, dependence, and appreciation. Interns can feel both attention and importance when their work is noticed and understood to be relevant to the organization's mission. They may experience ego extension when their teams and supervisors instill a culture of mentorship within the organization. Lastly, when interns are given significant projects or tasks, they may experience dependence from being needed and appreciation for being given tasks of this grade. These aspects are also present in service learning/community-based learning, serving in similar ways to integrate students within the communities they are serving.

Kolb's Experiential Learning Theory

In Kolb's (1984) *Experiential Learning Theory*, he lays out a four-stage cycle of learning along with four learning styles that detail how students can learn through experience. The first stage of experiential learning, concrete experience, situates the student with a new experience, and flows into the second stage, reflective observation, where they reflect upon their time participating in said experience (Kolb, 1984). As service learning/community-based learning incorporates necessitate reflection, participants can engage in their learning process through their own unique perspectives (Kuh, 2008). Internship programs also fall within these stages as students are intended to be debriefing with their supervisory staff members in a reflective manner (Kuh, 2008). The final two stages of Kolb's (1984) theory, abstract conceptualization and active experimentation, involves the development and applications of one's ideas based on reflection,

something present in both internships and service learning/community-based learning as students are able to formulate their own working plans as they move further into their practice's timelines.

In summary, I have chosen these three theories to frame my intervention program as I find they connect well with my philosophical positionality of prioritizing learning and development through educative experiences. Chickering's (1993) theory shows that these practices can help students understand their vocational identities; however, in case of a poorly executed internship experience they can derail students from their passion areas based on a sole vignette. Schlossberg's (1989) theory emphasizes the differences between labor-focused high-impact practices and the others as it involves the student experience outside of the institution via transition to a professional position in an organization or volunteer opportunity with a community partner. Kolb's (1984) theory highlights the need for reflection and application of experiences and ideas in these practices. It emphasized the need for these components in labor-focused high-impact practices and informing my own ideas on how intern-hosting organizations and community partners may take advantage of free labor and turn these educative experiences into miseducative ones (Kolb, 1984).

Program Proposal

In this section, I comprehensively detail the development and execution of my program intervention. I begin by detailing *SLIPSET*'s mission, role, membership makeup, and two major operational platforms. I then outline the first platform, the three programming pieces put on by the taskforce, two workshops and an outreach initiative. I end with an overview of the scholarship fund, including its funding and selection processes.

SLIPSET's mission is to empower students participating in labor-focused high-impact practices and foster meaningful relationships with third-parties. The *SLIPSET* program operates

on the two major platforms of 1) a university advocacy taskforce that oversees internship and service learning/community-based learning programs within the institution, and 2) a need-based scholarship program to provide grants and scholarships for students engaging in unpaid internships and academically-linked service learning/community-based learning programs. The taskforce will congregate once per month in a recorded meeting with allowance for role-based subcommittee meetings to occur as needed with the relevant constituents. Specific duty and role groups are outlined below and designated in the makeup table:

1. Serve as leadership of the taskforce by directing strategy, maintaining membership, and performing assessment

2. Develop and operate lunch & learn workshops

3. Design and deliver outreach initiative materials

4. Oversee selection and disbursement of scholarships

Taskforce Makeup

Representing Body	Number	Reasoning for Inclusion	Role Group
Undergraduate Student	2	These undergraduate students will serve on the taskforce to provide testimony regarding the wants, needs, and overall experiences of the undergraduate student body at the institution.	2, 3
Graduate Student	2	These graduate students will serve on the taskforce to provide testimony regarding the wants, needs, and overall experiences of the graduate student body at the institution. As the needs and interests of graduate students often differ from those	2, 3

		of undergraduate students, they will advocate for program operations that are more universal to all levels of students at the institution.	
Intern-Hosting Organization	1	This person will serve on behalf of their organization and will act under the "Employer in Residence" title. As a representative of the third-party constituents in internship programs, they will be able to provide insight on supervisory practices and both national and corporate policies that influence internship programs	2, 3
Community Partner	1	This person will serve on behalf of their organization and will act under the "Community Partner in Residence" title. As a representative of the third-party constituents in service learning/community-based learning programs, they will be able to provide insight on sustainable community development needs and volunteer engagement practices.	2, 3
Career Services Office	2	These professional staff members will serve as experts on the institution's career counseling/coaching and employer relations practices that often influence how students explore and attain internship opportunities. Their work will naturally fall within the internship-focused advocacy portion of the work as they directly	1, 2, 3

		communicate with intern-hosting organizations regularly. They will also be able to collaborate with the service learning and volunteer programs office to provide insight on how their work contributes to student career development.	
Service Learning and Volunteer Programs Office	2	These professional staff members will serve as experts on the institution's service learning/community-based learning program that are both non-course related and course-related. They will also be able to collaborate with the career services office to provide insight on best practices for partnering with non-profit/not-for-profit organizations.	1, 2, 3
Academic Affairs/Faculty Member	2	These professional staff/faculty members will serve on behalf of the major academic units at the university. Their presence is critical as they hold control over academic coursework requiring either internship hours or service learning/community-based learning hours for completion. The ideal representation would be one campus executive, such as the Vice President of Academic Affairs, serve in this role and influence the construction of at least one ad-hoc *SLIPSET* representative per college.	1, 4
Financial Aid/Bursar's Office	1	This person will serve as expert on financial aid processes and meeting	4

		students' basic needs. They are necessary for the oversight of the financial aid piece of this program, and will take lead on determining the selection criteria of eligible students and disbursement of funds.	
Development and Alumni Affairs/Alumni Association/University Foundation	2	These professional staff/volunteer members will serve on the taskforce by managing the fundraising for the entirety of *SLIPSET*. They will collaborate with the committee to develop marketing materials to reach potential donors. They will collaborate with taskforce leadership to oversee the budget and determine potentiality for additional financial aid awards.	4
Total Membership	15	The total number of taskforce members is intentionally kept this size for ease of collaboration and meeting.	

Taskforce Programming

This taskforce will pilot their advocacy work on three specific programming platforms: 1) a workshop for students participating in internships, 2) a workshop for students participating in service learning/community-based learning, 3) a student development information pamphlet for internship-hosting organizations and community partners.

Lunch & Learn Workshop #1: Maximizing your Internship Experience. Students will interact over lunch with related faculty/staff advisors, career services office staff members, the Employer in Residence, and each other to learn how to make the most of their internship

experiences. Topics include but are not limited to conflict resolution [with supervisors and coworkers], task management, setting professional boundaries, and exploring professional development opportunities within the workplace. The program schedule will occur over the length of an hour in which the following schedule will apply:

- 11:15AM - *SLIPSET* members arrive to ensure area is set up and catering will arrive on time

- 12:00PM - Students will arrive and serve themselves at the buffet

- 12:05PM - Students are welcomed and provided an overview of topics

- 12:10PM - *SLIPSET* members shift between roughly three-minute briefings on topics and roughly seven-minute Q&A periods

- 12:55PM – *SLIPSET* members call time for one last talking point, and then adjourn workshop, allowing for free small discussion among those who have connected during the time

The workshop will pilot to serve any student who is interested but will mainly be marketed to those in internship courses as a base population. *SLIPSET* will put on this program twice per semester, accommodating the higher number of students who participate in internships over summertime.

Materials: 80 participants' worth of catering spread over four workshops

Lunch & Learn Workshop #2: Learning to Serve. Students will interact over lunch with related faculty/staff advisors, service learning and volunteer programs office staff members, the Community Partner in Residence, and each other to learn about overarching dynamics of power and privilege within community service practices. Topics include but are not limited to discussion of collaborating towards common goals, the importance of self and community

reflection, understanding systems of oppression, and ways in which they may end up exploiting those they serve. The program schedule will occur over the length of an hour and will follow the same schedule as Workshop #1 does but will just have a change of topic.

The workshop will pilot to serve any student who is interested but will mainly be marketed to those enrolled in service learning/community-based learning courses and participants in alternative spring break trips as base populations. *SLIPSET* will put on this program three times in the fall semester, and one time in the spring semester to accommodate the high participation in this practice during spring break.

Materials: 80 participants' worth of catering spread over four workshops

Outreach Initiative: Student Development Briefings for Third-Parties. The outreach initiative to internship supervisors and community partners will provide a brief overview of what was presented to participating students in Workshop #1 and Workshop #2 respectively, as well as condensed and digestible information about the roles that internships and service learning/community-based learning can play in student development. This outreach initiative would be designed as a small [print and digital] pamphlet that would be sent to internship-hosting organizations and community partners that are in contact with the career services office and office of service learning and volunteer programs.

The pamphlet sent out to these organizations would include four pages: 1) a cover page, 2) a thank you page with details on Workshop #1, 3) a page on student development needs, and 4) a list of recommended practices to meet them. The cover page will consist of the university branding such as mascots, logos, and text stating "Guide to Internships" or "Guide to Service Learning". The second page will consist of a brief thank you statement, a statement including an

assessment graph relevant to the practice, and finally a brief summary of what the relevant workshop had taught to students.

The third pages of these pamphlets will differ based on practice and will consist of relevant student development theories displayed in a picturesque manner with minor narrative to describe student needs. For internship programs, this page will focus on: 1) Chickering's (1993) seven vectors to emphasize development of purpose and competence, 2) Schlossberg's (1989) theory on mattering and marginality to emphasize the makings of a positive transition to a professional workplace, and 3) Maslow's (1943) hierarchy of needs to emphasize how the organization should help students meet their basic needs [through fair compensation] so that they can be innovative and confident in their job performance. For service learning/community-based learning programs, this page will focus on: 1) Chickering's (1993) seven vectors to emphasize development of mature interpersonal relationships and development of integrity, 2) Pulido's (2008) work on accountability and reciprocity to emphasize the benefits of balancing the volunteering relationship, and 3) Kolb's (1984) experiential learning theory to emphasize the importance of their role in students' learning processes. The fourth and final page of this pamphlet will include recommendations for each of these practices that will help students reach milestones in their development. In internship programs the recommendations include practices like supervisor-mentorship, functional cross-training, showcasing the interns' work, assignments similar to those of entry-level roles, and cost of living assistance (especially if not paying an hourly wage) (NACE, 2020). In service learning/community-based learning programs, the recommendations include setting aside time for reflection, community immersion activities, outlining students' roles in sustainable goals, and encouragement for continued serving.

Materials: 100 pamphlets for intern-hosting organizations, 100 pamphlets for community partners

Scholarship Initiative

The scholarship initiative piece of *SLIPSET* will require at least $10,000 in donor funding. Students will have the opportunity to apply for funding from this pool to meet their needs that may be offset by the additional time requirements from labor-focused high-impact practices. For sample purposes, $10,000 is the designated seed fund as it could provide $500 to 20 students. In the case of internship programs, scholarships would be disbursed to 10 students participating in unpaid internships in traditionally unpaid sectors like media communications, counseling, legal affairs, and nonprofit/not-for-profit organizations, as well as 10 students participating in academically-linked service learning/community-based learning programs that incur opportunity cost from otherwise necessary paid employment. The student applications will begin from these segmented populations to reduce competition for those in need, but there is potential for further recipients and/or greater scholarship packages if fundraising goals are exceeded.

The students will need to demonstrate some sort of financial need as indicated on their application and in conjunction with their financial aid records (See Appendix B). The application itself consists of four sections: 1) contact information, 2) practice and site information, 3) academic information, and 4) demographic and personal information. While the contact information tab is self-explanatory, it includes student ID number that will be used to cross-reference and verify certain information further in the application. The practice and site information will help selection personnel note which practice is garnering more applications, how much funding to allocate, and why students are requesting this funding, as well as ensure

students will be participating in these practices via a dropbox for offer letters and volunteer clearances. This section is critical to help *SLIPSET* know why students are applying. As both labor-focused high-impact practices require a substantial amount of time, there is high possibility for large opportunity cost at the expense of forgoing paid employment. This means that students may miss out on the opportunity to be working paid hours, even in minimum wage positions, that would otherwise assist them in covering both academic and life costs. The academic information section will aid the committee on denoting disciplines and industries that are traditionally unpaid in internships, understanding what disciplines most students are applying for the fund from, and listing out courses that require these practices. The demographic and personal information section will be of great use in understand who is in need of this funding, and which student populations groups may require more extensive support.

Materials: N/A

Implementation

The implementation of this program intervention holds specific budgetary and fundraising needs, marketing plans, recruitment efforts, and a loose timeline. As with any program, *SLIPSET* faces potential challenges in its implementation and opportunities for growth.

Budget and Funding

As this program operates upon two different platforms, it will require two different funding and budgetary structures for each totaling $12,122.40 based on costs from my sample institution and region (See Appendix A). The first platform, the existence of the taskforce, requires the minority of the budget, with its expenditures mainly focused on food costs to encourage workshop attendance and printing costs for the outreach initiative totaling $12,122.40. The second platform, the financial aid fund, requires a minimum of $10,000 to serve at least 20

students with $500 grants/scholarships. While financial aid fund serves this minimum number of students, in the case of fundraising efforts overperforming the taskforce will either allocate more funding to students on an individual as-needed basis or provide more financial aid packages based on the number of applications received.

The funding of this program will come entirely from a small campaign run by the development and alumni relations/alumni association/university affairs. The campaign will receive funds under targeted giving methods, encouraging potential donors to make contributions through a strategy of empathy-based marketing with alumni who have participated in these types of experiences themselves. This targeted giving approach has been proven successful in recent years, particularly with young alumni who wish to know where the money they donate is going to (Whillans, 2016).

Marketing

The marketing piece of this program focuses on the students who would apply for the financial aid program from *SLIPSET*, as well as the potential donors who would support the funding of *SLIPSET* as a whole (as described in the funding section). As the funding pool would initially serve only a small group of students, marketing for the first disbursal of financial aid will be heavily segmented to target 1) students enrolling in internship courses from traditionally unpaid fields like media communications and counseling, and 2) students enrolled in service learning/community-based learning courses requiring substantial service hours that may take away from their time that could be used for either the opportunity cost of paid employment or coverage of transportation costs.

This marketing would primarily occur through e-mail channels to class rosters as well as word-of-mouth marketing from professors in these courses, as well as referrals from the

taskforce members home departments such as the career services office. This marketing plan is

intentionally segmented to two small populations to prevent overmarketing and competition

among an abundance of applications while *SLIPSET* is in its beginning stages. However, in the

case of overperformed fundraising and/or later growth of the program, the marketing efforts

could expand to include signage at home department's offices, links to webpages on

departmental websites, and tables at related events such as job/internship fairs and community

engagement fairs.

Recruitment

The recruitment piece of this program focuses on recruitment and selection of members

within the task force, and will differ based on the students, higher education/student affairs

professionals, and third-parties involved. The initial development of the taskforce would stem

from a "point-person", a representative taking a small administrative role from either the career

services office or service learning and volunteer programs office who would coordinate the

selection of interested professionals from the financial aid office, and development and alumni

affairs/alumni association/university foundation functional area. These constituents will then

reach out to academic affairs/faculty units based on discussion of who they know to be engaged

in these practices. This component is done later as to potentially meet institutional service

requirements in faculty contracts. The committee of professionals will then collaborate to

identify students who they have interacted with and feel would provide beneficial testimony to

SLIPSET's causes; these students will be granted $30 gift cards for their participation. Finally,

when the membership internal to the university is defined, the taskforce will then identify an

internship site and community partner that have a sustained relationship with one of the

member's home departments. These organizations will then be contacted with the promised title

of "employer in residence" and "community partner in residence" as exposure for applications and engagement from students.

Timeline

The *SLIPSET* program will require two months for formation before moving to operate on a yearly schedule from June-May of each year. The formation phase of *SLIPSET* will occur during the months of April and May and require minimal hours to recruit membership, establish roles and duties of the taskforce, and begin preliminary stages of fundraising for the scholarship fund. With full membership designated in June, the taskforce will meet once to set expectations and begin working on their respective roles. Upon reaching July and therefore the new fiscal year, each home department will have a better vision of their own budgets and strategic plans for the year ahead, meaning that members can discuss adjustments to their roles and opportunities for marketing during the year at better detail. Beginning in August, Fall semester courses begin, and the taskforce can begin honing their marketing on the specific populations indicated in the program details, organizing workshop dates, and beginning outreach initiatives in both print and digitally. They will then begin selecting recipients for the scholarship fund and enact the two *Workshop #1* sessions in November and December and the three *Workshop #2* sessions in November and December. Moving into the spring semester, the taskforce will continue its outreach and execute its final *Workshop #1* sessions in March and April and *Workshop #2* sessions in February. Upon entering late April, the taskforce will proceed with assessment and operate its recruitment, both finishing in May and repeating the cycle based on success factors and available funds.

Potential Challenges

As *SLIPSET* operates to rectify miseducative factors within the practices it oversees, it will face challenges along the away. The program itself is ambitious to organize, and its fundraising goals may or may not be realistic depending on the institutional type and donor trends. The formation of the taskforce will also hold challenges as conflicting opinions regarding who is fit for recruitment and selection are bound to arise, as is buy-in from recruited third-party representatives and students. While membership within *SLIPSET* could potentially fit into a faculty member's campus service requirements, most other constituents do not have similar obligations that would encourage participation. It may also not be able to expand to serve students of all disciplines at the university as some industries rely more heavily on internship programs than others. There is also the issue of academic departments not promoting service learning/community-based learning in the same way that they would do with internship programs [and vice versa] or other high-impact practices like undergraduate research that may appear more directly beneficial in their students' career progressions.

Conclusion

In this chapter, I have presented a comprehensive layout of the design & implementation of my programmatic intervention. I began by detailing the purposes and objectives of *SLIPSET*, and then displayed learning outcomes for the students, intern-hosting organizations, and community partners impacted by this program. I detailed the theoretical frameworks that inform the program, emphasizing that student development and experiential learning theory be incorporated in programs like this. After introducing the background to the program, I laid out the full proposal, detailing the makeup of the taskforce, its programming, and the scholarship

fund. Lastly, I discussed the implementation processes of *SLIPSET*, focusing on its budgeting,

marketing, and recruitment efforts, as well as the potential challenges it would face if piloted.

Chapter 5

In this chapter, I describe my positionality on the importance of leadership in higher education and student affairs and then detail the leadership requirements, assessment and evaluation practices, limitations, and potential future of this intervention program. In the leadership section, I address optimal leadership styles for this intervention program in an entry-level role. I then detail the assessment and evaluation of the intervention based on the goals, objectives, and learning outcomes stated in the previous chapter. In the next section I explore the limitations of this program by addressing populations that could be served better, as well environments in which this program could perform well or be hindered. Lastly, I discuss my future plans for this proposal, reflecting how it can be incorporated in my role post-graduation while addressing the challenges of uncertainty brought on by the current pandemic.

Leadership in Higher Education

The field of higher education and student affairs needs a variety of leadership styles within its operations to meet the various goals of each institution and their respective programs. Leadership styles such as laissez-faire leadership, servant leadership, and transformational leadership can work well within this field as they can grow employee and student autonomy, prioritize student needs within the institution, and influence systemic change respectively (Northouse, 2009). Institutional leaders must be able to recognize the benefits that each style may offer and understand how their constituents of all positions and levels are able to take lead and influence positive change in their work.

Social Change Model of Leadership Development

In addition to the influence of their personal leadership style, there are certain characteristics outlined by the Higher Education Research Institute's (HERI) *Social Change*

Model of Leadership Development that institutional leaders should take a stance on when performing transformative work in their positions (HERI, 1996). These characteristics are referred to as the "Seven C's": 1) consciousness of self, 2) congruence, 3) commitment, 4) collaboration, 5) common purpose, 6) controversy with civility, and 7) citizenship, as well as "change" serving as the "hub C" connecting each characteristic to a common ultimate goal (HERI, 1996). These seven characteristics are then further divided into the individual values, group process values, and community/societal values groupings. For the purpose of this thesis, I will be narrowing my lens on group process values grouping (consisting of collaboration, common purpose, and controversy with civility) as they relate more with the group-oriented nature of my proposed intervention program (HERI, 1996).

 Collaboration. Collaboration serves as a cornerstone of leadership practice as it emphasizes the multiplicity of diverse perspectives within a team and allows for a more equal footing among members by recognizing the participation of all (HERI, 1996). HERI (1996) further details their stance on this quality, stating:

> Our approach to leadership development views collaboration as more than merely coming together around a predetermined vision or approach. Rather, we see collaboration as being most centrally about how people value and relate to each other across differences in values, ideas, affiliations, visions, and identities (e.g., race, gender, culture, religion, sexual orientation, class, etc.). Collaboration is not only an efficient and effective way to get the 'task' accomplished, but also a powerful way to learn about ourselves and others in the process. (p. 49)

This approach to collaboration is especially important within an educational environment like the university. It highlights that, through groupwork team members can thrive and grow as

individuals. Regarding higher education, particularly the student-educator relationship, this is a necessary component as the student's mere participation grows their ability to work with others and manage balanced levels of interdependence, while the educator is constantly honing their skills by learning to work with the ever-diversifying student population.

  Common Purpose. Common purpose serves as the guiding point for groups by establishing shared goals that meet the values, interests and aims of each member (HERI, 1996). HERI (1996) further describes this value by segmenting it into a continuum with the extreme of "enrolling" on one end and the extreme of "engaging" on the other. Enrolling is more so aligned with positional leadership by having a leader or small group predetermine a common purpose and recruit members who align themselves with it, while engaging takes an approach in which a collective forms and determines the common purpose together before enacting their plans (HERI, 1996). Each of these extremes have their uses in program planning, whether it be for the convenience of forming a program based on a single department's goals or the goals of a campus-wide initiative. Higher education leaders must find a balance within this continuum, understanding the place and time for each and how this defining of a common purpose can be unifying if done correctly or separating if mismanaged.

  Controversy with Civility. Controversy with Civility serves as the bedrock of effective conflict management within group settings by acknowledging that there will be creative differences in groupwork, and through cooperative resolution to each oppositions' grievances there can be results beneficial to all sides (HERI, 1996). HERI (1996) acknowledges that this value has its problem in implementation, stating that poorly managed conflict can lead to times of unproductivity, antagonism among group members, and risk of losing the common purpose. This characteristic is critical in collaborative program planning, particularly in leadership settings

as it allows for constructive criticism and feedback that highlight real issues that may have been overseen in the initial development or proposal of a program. Leaders must also recognize that controversy and conflict is natural, especially in the ever-diversifying field of higher education. Through this recognition, leaders are not only promoting participatory discourse from their team members, but also engaging their team to take critical approaches in their work.

Effective Leadership with *SLIPSET*

In this section, I provide an overview of what I believe would be effective leadership for *SLIPSET*. I begin by focusing on the role leadership will have, explaining how each of the taskforce members are able to take lead at different times. I then discuss the impacts of positional leadership, describing how I would work with the program as an entry-level employee versus a veteran position at the institution. Lastly, I detail how certain leadership styles would help or hinder the program's operations.

Role of Leadership

As *SLIPSET* is a multifaceted group-focused program consisting of general role duties, two workshops, an outreach initiative, and a scholarship fund, leadership will be essential in its operations to ensure that each piece of the program is efficiently implemented. I have designed the program so that there is a point-person from either the career services office or service learning and volunteer programs office, with this position existing purely for organizational purposes rather than from a stance of positional leadership. By taking this more egalitarian approach, I believe that *SLIPSET* will have better ease incorporating HERI's (1996) group process values. For example, as the taskforce holds a diverse group of constituents across various university departments, student bodies, and third-parties, this minimization of power dynamics allows for more open dialogue among members regarding their individual values and interests.

This structure then connects towards the defining of the group's common purpose, which would lie in the middle of the value's continuum. As the forming process would take roughly one to two months, there is the element in which the point-person had programmed an outline, but also the element in which the taskforce members would be able to provide constructive input. Lastly, this input then ties into the final group process value, controversy with civility, in how conflict among members is inevitable, but will prove beneficial in developing creative solutions to the problems that arise within labor-focused high-impact practices.

Positional Leadership and Styles

If given the opportunity to lead this intervention post-graduation, I would most likely be leading it from the entry-level position of career coach/counselor, academic advisor, or program coordinator. In this position, I would likely struggle if attempting to take leadership from a positional leader approach given my scope of power and lower level of experience in the field. For this reason, my designation as point-person works more effectively than a designation as "taskforce leader" given that I have yet to hone my strategic programming to as high of a degree as needed in that situation. As I would be taking lead while on relatively equal footing to the rest of the taskforce, I believe that taking an approach to leadership that focuses on collaborative groupwork and transformative change such as the transformational and servant leadership styles would work best.

Transformational Leadership. I believe that the transformational leadership style would work well for *SLIPSET* as this style relies on motivation, inspiration, collaboration, and a shared vision of change (Northouse, 2009). As the taskforce is a cross-campus initiative, motivation will be key as these duties will exist on top of each members' current duties in their home departments. In turn, inspiration will be just as important to the program, as an approach of

optimism to change our students' experiences for the better will enthusiasm among the taskforce members. By taking a collaborative approach, each taskforce member will understand their stake and impact to the success of the program, leading to a shared vision that has been reviewed and constructed through a diverse lens. Lastly, this shared vision of change serves to challenge the factors that turns the experiences of labor-focused high-impact practices into miseducative experiences, and by including representatives from each constituent group in that educational process, this vision provides a complete perspective on what can work best for students in the bounds of these practices.

Servant Leadership. I believe that the servant leadership style would also work well for *SLIPSET* as this style promotes shared power among an organization through the designated leader prioritizing their position to serve those they lead (Northouse, 2009). The point-person position exists to place somewhat of a positional power on one taskforce member, but this power exists specifically to serve the other members and make their roles and duties more feasible for completion. As the taskforce members become the priority internally, they do not feel the burden of their participation in *SLIPSET* existing as "other duties as assigned"-type work, and they are able to prioritize their duties to best serve students.

Assessment and Evaluation of *SLIPSET*

In this section, I explain the role of assessment and evaluation within program development, detailing its importance within *SLIPSET*. I begin by briefly defining assessment and evaluation role in program development. I then detail how data can serve to prove need for programs that address specific issues and student populations. Lastly, I detail the evaluation process for *SLIPSET* by describing how I would navigate measuring its levels of impact and measurements for success.

Assessment and Evaluation

Assessment and evaluation play incredibly valuable roles within program development. They promote commitments to continuous improvement, awareness of changing environments and populations, and educative experiences by measuring the successes and failures of programs both in an institutional setting and in relation to published external research data (Khan, 2014).

Assessment. Assessment can best be described as utilizing relevant data from a program or department to understand the attitudes towards, skills learned from, knowledge gained from, and other experiences regarding an educational program (Khan, 2014). Utilizing assessment can serve well in program development as it comes in many forms that analyze the student needs, student satisfaction, student participation, and meetings of learning outcomes.

Evaluation. Evaluation can best be described as the final step in understanding if programs have met predetermined their predetermined learning outcomes and objectives (Khan, 2014). Evaluation is critical in program development as it determines programs' successes primarily on quality while assessment can [but not always] lean more on determining success based on the quantity of students participating.

Use of Data. Regarding program development, both institutional and published external research data findings can support the need for a program to address a specific issue and/or population of students. Institutional data at its base grants important demographic data that can be used to understand who is and isn't being served by programs. This data can grow, and change based on the needs of the institution and as the academic year continues becoming more useful to different programs and accurate of the students it reflects. Published external data can also be of great use for program development, especially if the institution does not have any

relevant date itself. For example, NSSE (2018) data from similar institution types can provide data to serve as a benchmark for program assessment and evaluation when institutional data is not relevant or available.

Assessing and Evaluating Processes

The assessment and evaluation of *SLIPSET* will come in three forms: assessment of the workshops, assessment of the outreach initiative, and assessment of the scholarship fund.

Workshops. *SLIPSET* will utilize a pre-post assessment consisting of a knowledge-based pre-survey in the registration for the workshops, a post-survey at the end of the workshops, and a follow-up survey at the end of the students' practices. These surveys will all consist of the same questions with slight verbiage changed for time tense. These questions be based on the learning outcomes with students answering relevant questions to each practice on a Likert scale to collect ordinal data and track student growth in predetermined factors. Additionally, the service learning/community-based learning factors will be influenced by a version of Break Away's (2014) *Active Citizenship Continuum* modified to include practices outside of alternative breaks. Also, due to the conversational nature of these workshops, facilitators can collect informal qualitative data notes as testimony to incorporate into further work as needed (see Appendices C and D).

Outreach Initiative. As the outreach initiative is the least interpersonal of all programs the *SLIPSET* oversees, it will have a minute assessment process. There will be a participation rates assessment to count the number of third-party representatives reached via print and digital means used to measure the overall outreach of the program. There will also be an informal qualitative assessment based on responses from those who responded to the initiative, measuring their thoughts and feelings on if information from the program felt useful or relevant to their

operations. This assessment data will not be solicited, but rather based on if these third-party representatives choose to give a response.

        Scholarship Fund. *SLIPSET* will utilize a needs assessment based on the application data and a follow-up interview once the recipients' practices finish. The needs assessment will focus on how students perceive the scholarship funding has improved their quality of life during their time participating in the practice. I believe that once these practices are finished, students will have a better idea of how they used their scholarships compared to how they had indicated it on the application. Any differences will highlight the sudden life costs that erupt without precaution and how this cushion of support can soften the financial impacts they have. As with all previous programs, a participation rate assessment will also be performed to determine from which student populations applications were both received and awarded, the total number of scholarships awarded, the average funding per student, and the segments of applications per each practice (see Appendix E).

Limitations and Looking Ahead

        In this section, I discuss the ways in which my program intervention is limited in its capabilities as well as its potential future. I begin by addressing two student populations that have not been adequately covered within the program's scope and provide possible solutions to these problems. Next, I present my vision for real implementation of the program, detailing how I would present it to my employer. Lastly, I address the current challenges in higher education resulting from the COVID-19 global pandemic, giving my thoughts on the field and how elements of this program could still be performed.

New Populations

Although I tried to design this program to be comprehensive with serving many student populations, I feel that I had not been able to address certain groups adequately. For example, internship programs cater better to the traditional-age (18-24) college student who often has lesser work obligations than the nontraditional-age (over 25) student. To better serve this population, *SLIPSET* could grow to include a focus on meeting their needs by promoting the image of an intern more diversely. As interns are often seen as ways for organizations to bring in "fresh young minds" to their operations, *SLIPSET* could influence a career services office's employer relations unit to change this perception and show that the value these students bring to the table is from their status as a student and not their age. In addition to changing the perception of this population, *SLIPSET* can also push for further virtual internship opportunities that can better accommodate the nontraditional-age student who is already working and/or providing for a family. Another population that I believe could be addressed further with *SLIPSET*'s scope is international students. Many students pursue internships that occur after their junior year ends in hopes of a job offer after completion; however, as international students would require additional support for H1B sponsorship they may face challenges finding an organization that could do this. To better assist this population, *SLIPSET* could connect with intern-hosting organizations that do offer sponsorship and coordinate another program to connect these two groups.

Institutional Type and Position

Other limitations to this intervention include its implementation at different institutional types. For example, this program may be difficult to implement within a large-sized institution as it would most likely require scaling up the size of the taskforce and scholarship recipients in the pilot. At a research institution there may also be conflicts in which the high-impact practice of

student research may require similar support as it also utilizes student labor; however, as this practice occurs at the institution there may be a power imbalance in which there is less perceived representation from the third-parties in the taskforce.

While I have written this proposal from the perspective of a graduate student working graduate-level practicum positions, it would look different if I had developed it in my next steps as an entry-level employee or in my future in the mid-level and upper-level career paths. As stated previously, I would be leading this program from an entry-level position. Being in that position would heavily influence how I lead this program and would present challenges based on my level of institutional power. As I would most likely struggle to run this program alongside my other duties in an entry-level position due to my lack of experience, I believe it would be more feasible if I were in a mid-level or upper-level position given my experience level and status on campus.

Looking Ahead

As I will enter the student affairs workforce in an entry-level position, I realistically believe I would need to settle into my environment before attempting to implement this program. After roughly one year at my institution, I would like to assess the current model of *SLIPSET* and recraft it to meet my department and institution's goals. As I have previously stated this program to be ambitious, I would hold contingency to its full implementation, and determine ways in which pieces of the program could be implemented on an individual level rather than in its entirety. For example, the scholarship fund portion of this intervention can easily be separated to oversee just internships and recrafted to fit as a departmental scholarship overseen by a career services office. While implementing this program in parts rather than a whole is not my ideal

situation, I am content with meeting the needs the students I serve in smaller increments if I am performing at my maximum capability.

A New Normal. Given that I am writing this thesis during the COVID-19 pandemic of 2020, there are many challenges and uncertainties surrounding higher education and student affairs that will not be resolved for some time from now. As most services have been moved to remote operations, so has the field of higher education. Students have been removed from their campuses and many internships and service learning/community-based learning programs they would be participating in are no longer occurring. Depending on the intern-hosting organization, some internship programs have been able convert to remote format, while others have been outright cancelled due to inability for conversion or economic hardships on the organization. While these conversions may lead to a rise in virtual internships in the post-pandemic future, they may look different than those I have written about. On a similar note, many volunteer programs throughout the country have been left inoperable to abide to social distancing practices. Overall, the world will be adjusting to a new normal after the end of this pandemic, meaning that higher education, student affairs, and labor-focused high-impact practices will be undergoing unforeseeable changes to match it.

Conclusion

In this chapter I have detailed the leadership requirements, assessment and evaluation procedures, limitations, and future opportunities for the *SLIPSET* programmatic intervention. I began by detailing leadership styles and positional leadership and then relating them to the implementation of this program. I then transitioned to discussing the methods for assessing and evaluating the program, taking an individual approach for each piece of the program. Next, I detailed ways in which inadequacy to serve certain student populations and institutional type can

limit the implementation. Lastly, I wrote of my future plans for *SLIPSET*, addressing ways in which I can either implement it in its entirety or as individual pieces to address specific issues.

Conclusion

In this thesis, I have argued the need for critical analysis of the labor-focused high-impact practices to mitigate risks of miseducation. These practices must be viewed beyond face-value, and implemented with accessibility, student development, and consideration of the third-parties' roles as core values. I have discussed ways in which students are exploited through unpaid internships, placed in harmful positions of perceived privilege/power in service learning/community-based learning practices, and barred from reaching developmental milestones through inaccessibility and discouragement to participate. I then proposed *SLIPSET*, an institutional taskforce consisting of students, staff, and third-party representatives that advocates for better practices to meet the needs of all students on campus. I ended the thesis by discussing the leadership requirements and assessment for the program, highlighting servant and transformational leadership as necessary for making transformative change to higher education. In all, higher education must acknowledge that these practices are not inherently designed for all students to meet the same outcomes. Institutions need to implement programs like *SLIPSET* to ensure that all voices involved in these practices are not just heard, but that they echo off each other and form powerful forces of change.

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Appendices

Appendix A: Scholarship Funding Model

REVENUES				
Fees	$ -			
Interest Income	$ -			
Sales and Services	$ -			
Misc Revenue	$12,122.40	Alumni Donations/Student Philanthropy		
Transf In- Other	$ -			
TOTAL REVENUE	**$12,122.40**			

EXPENDITURES	Total Cost	Quantity	Unit Cost	Description
Outreach Initiative Pamphlets	$100.00	200	$0.50	Pamphlets for outreach initiative. (Based on sample institution printing costs)
Lunch & Learn Catering	$1,902.40	160	$11.89	Catering to attract students to attend Lunch & Learn 2orkshops. (Based on sample institution's Deli Buffet Catering)
Scholarship Fund	$10,000.00	20	$500.00	Estimated minimum fund for Scholarship Initiative. 20 sets of $500 is sample, but not exact
Local Gift Cards	$120.00	4	$30.00	Gift Cards as thanks for student members on taskforce. Must be for a local business/area, not corporation
TOTAL EXPENDITURES	**$12,122.40**			

NET REVENUE	0

Appendix B: Scholarship Application

Application for Internship/Service Learning Scholarship Assistance

Please fill out this form to apply for scholarship funding from SLIPSET. *Required

1. Name; if different from name on SIS please indicate *

   _____

2. E-Mail *

   _____

3. Student ID Number *

   _____

Practice and Site Information

4. Reason for Applying *

   Mark only one oval.

   ◯ Internship

   ◯ Service Learning

5. Requested Funding Amount *

   _____

6. Why are you requesting this funding? *

_____

_____

_____

7. On average how many hours per week will you be working/serving for this practice? *

_____

8. What is the name of the site you will be working with? *

_____

9. INTERNSHIP ONLY: Attach Offer Letter

Files submitted:

10. SERVICE LEARNING ONLY: Attach Volunteer Clearances

Files submitted:

Academic Information

11. What is your declared major? *

_____

12. What course are these hours linked to?

_____

13. How many credits are you taking this semester? *

_____

14. When is your planned graduation date? *

Mark only one oval.

( ) Spring 2021

( ) Summer 2021

( ) Fall 2021

( ) Winter 2022

( ) Other:

Demographic and Personal Information

15. Race (Select all that apply) *

Check all that apply.

[ ] American Indian or Alaskan Native

[ ] Asian

[ ] Black or African-American

[ ] White

Other: [ ] _____

16. Ethnicity *

Mark only one oval.

( ) Hispanic/Latino

( ) Not Hispanic/Latino

17.   Dependent Status *

Mark only one oval.

○ I am a dependent

○ I am not a dependent

○ I have dependent(s)

18.   Work Status *

Mark only one oval.

○ I am unemployed

○ I am employed part-time, these unpaid hours will cut my paid hours

○ I am employed part-time, these unpaid hours will not cut my paid hours

○ I am employed full-time

19.   Attach Resume *

Files submitted:

20.   Check the box to submit the application *

Mark only one oval.

○ I understand that by submitting this application, members of SLIPSET will be accessing my

financial records to review my eligibility for selection.

Appendix C: Workshop Assessment Survey for Service Learning/Community-Based Learning

Please answer the following questions from 1 (strongly disagree) to 5 (strongly agree)

1. I currently think about ways in which myself and others experience injustice.

       1   2   3   4   5

2. I believe I can make a difference in the communities I serve.

       1   2   3   4   5

3. I can name at least 3 sustainable development goals.

       1   2   3   4   5

4. I am confident in collaborating with fellow students to reach our goal(s).

       1   2   3   4   5

5. I can identify if someone is exploiting a community in need.

       1   2   3   4   5

6. I can see the value service holds in my career path.

       1   2   3   4   5

7. I would describe community as a priority in my values and life choices.

       1   2   3   4   5

8. AFTER: I was satisfied with my experience.

       1   2   3   4   5

9. Additional Comments:

   _____

   _____

   _____

Appendix D: Workshop Assessment Survey for Internships

Please answer the following questions from 1 (strongly disagree) to 5 (strongly agree)

1. I am comfortable engaging with higher-ups in a work setting.

               1   2   3   4   5

2. I can identify if my workplace is taking advantage of me.

               1   2   3   4   5

3. I can support myself on an unpaid internship.

               1   2   3   4   5

4. I enjoy a supervisor who can also be a coach/mentor.

               1   2   3   4   5

5. I want[ed] an internship because it can lead to a full-time job.

               1   2   3   4   5

6. I am/was confident that I can secure an internship.

               1   2   3   4   5

7. AFTER: My internship site was beneficial for my academic and career path.

               1   2   3   4   5

8. AFTER: I was satisfied with my experience.

               1   2   3   4   5

9. Additional Comments:

_____

_____

_____

Appendix E: Scholarship Fund Interview Assessment

1. Why did you apply for the scholarship?

2. Did any other costs come up that you needed to cover during the practice's time period?

3. How much did you get for your scholarship? Was is enough?

4. Was your site understanding of your situation? Did you even mention it?

5. Do you think that the university supports students in financial need well?

6. Did you enjoy your experience? Would you have enjoyed it more if money was not an issue?

7. What did you think of the application process?

8. If you were to graduate and be in good financial standing, would you consider donating to this fund? If not, would you consider donating to the institution at all?

9. Would you participate in your practice if you did not receive this scholarship?

10. INTERNSHIP ONLY: Do you think that your site could have paid you at least minimum wage without it being a financial burden?

11. Is there anything else you would like to share?