Taking it to the Next Level: Making the Most Out of Your Student Ambassador Team

Presenters:
- Camila Nardozzi, Harvard University
- Nicole Garcia, Harvard University
- Susan Evans, Yale University
- Chris Hirschler, Monmouth University
Session Objectives

• Identify benefits & challenges of having student ambassador programs
• Provide three institutional examples
• Share best practices
  • Selection & Recruitment
  • Training
  • Program Development
  • Assessment
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Three Perspectives...

Harvard: Student Adviser Program

Yale: Student Outreach Coordinators

Monmouth: A Faculty Member’s Approach
- 12-13 returned students — one Captain
- Recruited during spring semester
- Extensive orientation during Opening Days
- Diverse set of responsibilities
- Check-in meetings
- Final Reports
Recruiting & Interviewing
- Call for applications in late spring to all term-time study abroad students
- 1:1 phone or in-person interview with each reasonable candidate
- Offers made by beginning of summer (expectations for time included in offer)
Harvard Student Advisers

- Orientation:
  - OIE policies
  - Responsibilities and expectations
  - Guest speakers
  - Time for student interaction / idea exchange
  - Group meals
Harvard Student Advisers

- SA expectations and responsibilities
- Drop-ins at OIE
- Coffee Chats
- Tabling
- House events
- Panels
Yale’s Student Outreach Coordinator Program
First, some background

12 Residential College Peer Advisers (2008-2013)

- Scheduling Issues
- Ensuring College Diversity
- Lack of a Physical Work Space
- Supervision
- Funding
- Advising Goals
Our Outreach Coordinators

• 2 students

• Switched emphasis from peer advising to outreach efforts

• 3-10 hours per week (including a 3-hour office shift)
Event Responsibilities

• Create and organize at least 8 new events between Sept-Feb

• Design & deliver presentations

• Assist with pre-departure workshops, the Summer Opportunities Fair, Bulldog Days Academic Fair, info sessions, panels, etc.

• Create marketing materials, update web, and promote events through social media
Event Examples

- Globetrotter Get-Togethers
- STEAM Sessions
- Coffee Chats
- First-Year Counselor (Fro-Co) Events
- Panels at the Cultural Centers
- Make-Your-Own-Int’l-Goodie-Bag
- Study Break
- “Bluebooking” the Study Abroad Application
- Cooking Lessons
- Dinners in the Colleges
- International Movie Night
Applications & Training

• Résumés with cover letter that must include 2 innovative ideas for outreach

• Applicants must have studied abroad for at least one semester

• In-person or Skype interviews

• 2-day mandatory training
  • Brainstorming Sessions
  • Presentations
Manage the Study Abroad Ambassador Program

• Voluntary network of returned study abroad students
• Raises the visibility of term-time study abroad
• Searchable online database that instantly connects alums with prospective students
But can two students be as effective as twelve?
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265

But do numbers tell the whole story?
Lessons Learned & Next Steps

- Student Assessment
  - OC Reports
  - Surveys
- Office Feedback
  - Consistent messaging
  - Stronger relationship with our office
  - Increased flexibility
- Next Step: What role should student ambassadors play in supporting Yale’s Faculty-Led Programs?
Chris Hirschler, PhD, MCHES
Chair & Associate Professor
Department of Health and PE
Service Learning Faculty Fellow
Former Faculty Director of Study Abroad
- Post to Dept. Website
- Show at Open Houses
- Include Hyperlink in Recruiting Communications
vimeo.com/215945492
The Outlook
Article Submission

600 to 1,000 words
Email Professor for review: 3/20 @ noon
Submit to outlook.monmouth.edu: 3/23 @ noon

- Required: Interview and quotes/ideas from:
  - One or more Guatemalan community members who are served by NUEVOS HORIZONTES
  - One or more employees/volunteers from NUEVOS HORIZONTES
  - One or more students who participated in the course

- Demonstrate an understanding of the Guatemalan culture you experienced

Address the following questions (in a descriptive manner):
- Who? (Professor, students, and people you met, etc.)
- What? (Academic experience/course, delivery of health education, hospital tours, etc.)
- Where?
- When?
- Why?
- How?
Interest Meeting
(Held During Class)

Spring 2019: Guatemala Public Health

- Interest meeting Tuesday, March 27th @ 4:30 pm (Art 606)
- HE-376-01 (3-Credit Hours; Spring 2019 hybrid; 80 minutes once per week)
- Approved for Cultural Diversity (CD) & HE.EL.

$2,300+/- ($300 dep. due Friday, May 4th, 2018)

- Airfare from Newark Airport (EWR)
- Lodging at cool places
- Nearly all meals
- Teaching health lessons @ domestic violence shelter in Xela
- Hospital tours
- Hot Springs
- Antigua & Xela
- Chichicastenango (largest market in Central America)
- Lecture from Ayuda Clinic for cats and dogs
- Much more!

Thursday, 4/26/2018
email Dr. Chris Hirschler
a 1-page essay describing your interest:
chirschl@morninh.edu

Search YouTube
“Hirschler Guatemala”

Health Lesson at “New Horizons” Shelter

Interest meeting in Art 606
Tuesday, March 27th @ 4:30 pm

Hot Springs @ 9,000 feet elevation
7 Reasons Why Your Two Week Trip To Haiti Doesn’t Matter: Calling Bull on “Service Trips”

Posted by Michelle Lynn Stayton on Dec 15, 2015 in Global

To Hell with Good Intentions

Ivan Illich

An address by Monsignor Ivan Illich to the Conference on InterAmerican Student Projects (CIASP) in Cuernavaca, Mexico, on April 20, 1968. In his usual biting and sometimes sarcastic style, Illich goes to the heart of the deep dangers of paternalism inherent in any voluntary service activity, but especially in any international service “mission.” Parts of the speech are outdated and must be viewed in the historical context of 1968 when it was delivered, but the entire speech is retained for the full impact of his point and at Ivan Illich’s request. Reprinted with Ivan Illich’s permission.
Service Learning
Reflections

• Preflection
• Post-training
• Service Learning
• Empathy & Civic Responsibility
“Preflection” (Paper #1)

• Prior to taking this course, what did you think of Guatemala and/or Guatemalans?
• Describe your positive and negative experiences with individuals from another culture and how these experiences (or lack of them) might influence your experience in Guatemala.
• Describe how you feel about the upcoming service learning week in Guatemala. What are you excited about? What concerns do you have?
• List at least two questions you have. Attempt to formulate “deep”/thought-provoking questions.
Post-Training Reflection
(Paper #2)

• Evaluate the training/preparation you received (reading materials, videos, classroom discussion, etc.)? How might the preparation component be improved?
• Describe how you felt learning about Guatemala and domestic violence.
• How has what you’ve learned impacted how you expect to approach your week of service in Guatemala?
Service Learning Reflection (Paper #3)

• Compare what you have learned in the classroom via lectures, discussions, videos, and presentations with what and how you’ve learned as a result of your service week in Guatemala.
  o Refer to specific, detailed examples (quotes, concepts, theories, etc.) from texts, lectures, and film/video and how it applies (or does not apply) to your experience in Guatemala.
  o Include a minimum of two photos that represent your learning and add descriptive text.

• Since returning from your service week in Guatemala, describe any changes in your thoughts, actions, and/or mood.
  o For example, has it impacted how you react to stressors such as daily hassles or physical, emotional, or social challenges?

• Include a section that describes how you are personally situated within hierarchies of race, class, gender, etc.
  o Compare/contrast your position in the U.S. and world with the Guatemalans we worked with as it relates to race, class, gender, etc.
  o Briefly, articulate the role of coursework in helping you to perform the public health work conducted in Guatemala. Reflect on ideas in “7 Reasons Why Your Two Week Trip To Haiti Doesn’t Matter”.
  o Demonstrate an understanding of the interconnectedness and interdependence of the global community. These interconnections should be examined at several levels: individual, group, nation-state, or international, and may include local-global connections.
Reflection on

Empathy & Civic Responsibility

(Paper #4)

• Evaluate the impact of the service experience and course content on your ability to empathize with the Guatemalans you encountered, especially those individuals at Nuevos Horizontes, hospitals, and families (where we delivered beds).

• Include a minimum of 2 photos that illustrate empathy and civic responsibility in action along with descriptive text.

• What conclusions have you arrived at regarding the importance of service for individuals (human or non-human) and organizations?

• What’s next? Will this course and experience impact you beyond this semester? Explain.
Adventure Education

- Telling the story
Meet students where they’re at
Contact Global Education Office to inquire about adding a slide to the Student Ambassadors’ presentation.