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engagement are their own rewards? If so, how to shift to that culture?

- What might be appropriate incentives, and which would be used in what situation/s? We thought of money, gas or food cards, bookstore credits, letters of reference—what else?

What difference?

- If incentives are appropriate, could each committee decide its incentives from a list, or should students decide/tell what they need?
- Is there a difference between valuing ASGC students who are getting credit and students who are not part of ASGC but who might contribute other perspectives?
- How to make space for students who are challenged in a variety of ways—with disability, poverty, homelessness, academic, sports team commitments, single-parent challenges—to make contributions?