


2016

2016 President's Higher Education Community Service Honor Roll

UNO Office of Academic Affairs
University of Nebraska at Omaha

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THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

President's Higher Education Community Service Honor Roll Application

Program Purpose: The President's Higher Education **Community Service** Honor Roll recognizes higher education institutions that reflect the values of exemplary community service and achieve meaningful outcomes in their communities. The Honor Roll is part of the Corporation for National and Community Service's strategic commitment to engage millions of college students in service and celebrate the critical role of higher education in strengthening communities.

The President's Interfaith and **Community Service** Campus Challenge is a parallel national initiative that was launched in 2011, based on recommendations from President Obama's inaugural Advisory Council on Faith-based and Neighborhood Partnerships. Administered by The White House Office of Faith-based and Neighborhood Partnerships and the Center for Faith-based and Neighborhood Partnerships within the Department of Education, the President's Challenge invites institutions of higher education to commit to a year of interfaith cooperation and community service programming. Over 400 colleges and universities and nearly 200,000 people to date have been involved in advancing interfaith service in their communities.

Starting this year, the President's Challenge will be integrated with the Honor Roll, creating a new recognition category. This track recognizes higher education institutions that reflect the values of exemplary interfaith community service. Interfaith Community Service involves people from different religious and secular backgrounds tackling community challenges together while building meaningful relationships across lines of difference.

Presidential Awards are made for **General Community Service, Education, Economic Opportunity, and Interfaith Community Service** category.

Uses of information: Information provided in the "exemplary project" descriptions may be published in connection with the Honor Roll on the Corporation for National and **Community Service** (CNCS) website and partner websites. Information provided by this collection will be held solely by CNCS staff and partner agencies/organizations.

Required fields are marked with a red asterisk (*)

Institutional Information

Institution of Higher Education:	<u>University of Nebraska at Omaha</u>
Name of chief executive officer	First name: <u>John E.</u>
	Last name: <u>Christensen</u>
	Title (President, Chancellor, other): <u>Chancellor</u>
Mailing Address	Street Line 1: <u>6001 Dodge Street</u>
	Street Line 2: _____
	City: <u>Omaha</u>
	State: <u>Nebraska</u>



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	ZIP:	68182
	Phone:	(402) 554-2364
	Fax:	(402) 554-3143
	Email Address	kshenouda@unomaha.edu
Interfaith Community Service Staff Lead (Required only for "Interfaith Community Service")	First name:	
	Last name:	
	Department / Office:	
	Email Address:	
Official Department Contact Information (If different from main contact)	Street Line 1:	6001 Dodge Street
	Street Line 2:	EAB 202
	City:	Omaha
	State:	Nebraska
	ZIP:	68182
	Phone:	(402) 554-2312
	Fax:	(402) 554-3555
	Email Address:	johnchristensen@unomaha.edu
Media Contact	First Name	Erin
	Last Name	Owen
	Telephone	402-554-2742
	Fax	402-554-3541
	E-mail Address	eowen@unomaha.edu
Campus Community Service Coordinator	First name:	Deborah
	Last name:	Smith-Howell
	Department / Office:	Office of Academic and Student Affairs
	E-mail address:	dsmith-howell@unomaha.edu
Institution code	IPEDS (6 digit)	181394
	and 8-digit OPEID number	00255400
Total student enrollment (graduate and undergraduate, full- and part-time)		15227



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Institutional type (check one)

- Two-year public
- Four-year public
- Graduate students only, public
- Other (please describe)
- Two-year private
- Four-year private
- Graduate students only, private

Please describe: _____

Minority-serving institution (check as appropriate)

- Alaska Native Serving Institution
- Asian American and Pacific Islander Serving Institution
- Hispanic Serving Institution
- Historically Black College/ University
- Native Hawaiian Serving Institution
- Native-American Serving (Non-Tribal) Institution
- Predominately Black Institution
- Predominately Minority Population Community College
- Tribally Controlled College/University

Have you ever been a member of the Honor Roll?

- Yes
- No
- Don't know/ data not available

If yes, have you ever emphasized in your marketing materials (website, brochures, etc.) membership on the Honor Roll?

- Yes
- No
- Don't know/ data not available

How did your institution learn about the Honor Roll



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program? (Indicate all that apply):

- ACE Annual Meeting
- CNCS's letter to higher education chief executives
- Media advertisement
- Media news story
- National Conference on Volunteering and Service
- Other
- Outreach (website, newsletter, etc.) by CNCS or its programs
- Outreach by another higher education organization
- Outreach by Campus Compact

Definitions

Community service means: activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals. Community service activities may include but are not limited to: academic service-learning, co-curricular service-learning (not part of an academic course, but utilizing service-learning elements), and other co-curricular student volunteer activities, as well as Federal Work-Study community service and paid community service internships. Community service includes both direct service to citizens (e.g., serving food to the needy) and indirect service (e.g., assessing community nutrition needs or managing a food bank).

Interfaith community service means: the above service activities with intentional interfaith engagement components incorporated including (but not limited to) post-service reflection on interfaith collaboration, service-issue themed interfaith dialogue, religiously diverse and secular service organizers and participants, service partnerships with faith-based and secular community organizations, student enrollment in interfaith curriculum coupled with service hour requirements.

Academic service-learning means: service that is integrated with academic course content. It may involve direct or indirect service, and may include academic research.

CNCS programs include: AmeriCorps VISTA, AmeriCorps State and National, AmeriCorps NCCC, Senior Corps, and Social Innovation Fund.

Academic term means: quarter, semester or trimester.

****All estimates requested in this application are for the 12-month period ending June 30, 2015 ****

Institutional Commitment to Community Service Statement

Describe your institution's commitment to community service; provide the background and context of this commitment and brief, varied examples of how it is demonstrated on campus and in the institutional culture. This is your opportunity to explain the culture of community service that exists at the institution and the impact that this culture has on the community.

This statement **MUST** include:

- Detailed discussion of the institutional commitment to community service, including:
 - Explanation of the commitment of institutional resources to support service (for example staffing, budgeting, etc.)
 - Brief examples of this institutional culture of community service as it is integrated into campus activities (for example campus service officer, service-learning courses, or days of service)



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- Explanation of how that institutional commitment is implemented in the campus culture, academic programming and extracurricular activities
- Discussion of the impact and effect of this commitment to service in the community
- Description of the conditions in the community that drove your institution to engage in service

If you are applying for the Interfaith Community Service Category, describe your institution's commitment to Interfaith Community Service through intentional interfaith engagement and how this ties into the commitment to service. Please provide all of the above background, context, and examples to explain the culture of interfaith cooperation that exists at the institution and how this enhances the service work of your institutions and its impact on the community.

Please discuss in detail the institutional commitment to interfaith engagement, including:

- Explanation of the commitment of institutional resources to support interfaith engagement
- Brief examples of this institutional culture of interfaith engagement as it is integrated into campus activities

Community service is an inherent component of the University of Nebraska at Omaha's (UNO) identity as a metropolitan institution. This commitment is reflected in UNO's strategic plan and its mission statement which emphasizes establishing "significant relationships with our community that transform and improve life." One of three strategic goals is: "UNO will be recognized for its outstanding engagement with the urban, regional, national, and global communities."

Chancellor John E. Christensen frequently emphasizes the responsibility UNO has to engage with the community to create a good life for all residents. Additional focus and direction for UNO's civic engagement activities is provided by a campus/community advisory committee, and the Campus Engagement Cabinet.

UNO has established an infrastructure to support meaningful partnerships. In 2014, the Weitz Community Engagement Center (CEC) opened. The CEC is an innovative, high-tech space on the UNO campus that houses university and community organizations with the goal of facilitating organic collaborations and increasing partners' capacity. With the opening of the CEC and the associated resource expansion dedicated to community service, UNO now employs 15 staff members whose primary responsibility is to advance community service. This includes the Executive Associate to the Senior Vice Chancellor for Community Engagement and the Director of the Weitz Community Engagement Center.

Located in the CEC, the Service Learning Academy – one of the nation's leading programs - has the capacity to expand its impact on students and the community with the advancement of experiential learning and scholarly engagement. In the 2014-2015 academic year, over 200 service learning courses were offered on the undergraduate and graduate level by all six academic colleges, and enrollment in community-based internships expanded.

Outside the classroom, the Office of Civic and Social Responsibility continued to grow Signature Service Days and the Volunteer Resource Center while also supporting new student-led projects. UNO's (co-)curricular service and volunteerism provides approximately eight million dollars of direct service each year, as well as organizational capacity building to a broad range of community agencies, organizations, and nonprofits.

A number of research efforts to assess the impact and quality of civic engagement have been undertaken, and UNO has integrated these efforts with its accreditation process. An institution-wide research project with the goal of systematically gathering data on



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community engagement is underway. It is UNO's belief that successful partnerships should be mutually beneficial, and be considered as a vehicle of empowerment for community partners.

UNO has over 500 active community partnerships focused on a wide-range of community issues, including a deliberate effort to align partnerships, resources, and community activities with academic priorities. UNO has invested significantly in connecting civic engagement partnerships with the Omaha metropolitan needs. For example, UNO has worked closely with community partners and philanthropists to provide transformative solutions for problems facing the Omaha community, such as poverty. By aligning community service with the metropolitan mission, academic priorities, and community-identified needs – UNO ensures that students have both depth and breadth of community experiences in their (co-)curricular activities, immediate community needs are met, and the creation of better futures for individuals, families, non-profits, and the metropolitan area.

UNO considers itself to be an extension of its community, and this understanding is evident in the campus culture. The strategic plan provides a framework that allows community service activities to be coherent, coordinated and responsive to community needs, while an innovative infrastructure is in place to support community outreach and partnerships.

Apply for Competition

Indicate which categories your institution is applying for

- General Community Service
- Education
- Economic Opportunity
- Interfaith Community Service

Would you like more information about the Presidents Interfaith and Community Service Campus Challenge?

- Yes
- No



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Definitions:

Scope assesses the breadth and depth of the project. Factors include: number of students serving (relative to school size), time dedicated to service, institutional staff support, participation and time committed, expertise utilized, collaboration with other organizations, leveraging of college or university, and community resources, and innovative use of creative solutions to address local problems.

Evidence of Project Effectiveness includes the estimated number of individuals served, and measurable effects of service in the community (e.g., number of houses cleaned, renovated, built, etc.).

Impact on Community describes either short - or long - term benefits of the service to the community. The project will be assessed on the evidence provided to demonstrate measurable impacts on the community.

Required fields are marked with a red asterisk (*)

General Community Service Category



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Project 1

Project title The Power of Place

In this category, select one (1) service project that best exemplifies the "Institutional Commitment to Service" statement." This category provides the opportunity to explain, in detail, the service project, the connection of the project to the larger institutional commitment to community service, and the impact of this service in the community.

The project selected for this category should be the one that most clearly aligns with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service, and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness, and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
 - Who from your institution participates in the service (faculty, teachers, students, etc.)
 - Who benefits from the service;
 - Detailed evidence, including quantification, and description of the project's benefits to the population served
- Clear connection to the Institutional Commitment to Service Statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks or as part of curricula or extra-curricular activities (indicate frequency of service)
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

The University of Nebraska at Omaha (UNO) Barbara Weitz Community Engagement Center (Weitz CEC) is not just a physical space – rather it is a place where UNO and the community have intentionally come together to act as agents of change for the public good.

The Weitz CEC is a building on the UNO campus that houses 30 university and community organizations, known as 'building partners'. It is also a building equipped with state-of-the-art technology and a variety of meeting spaces that inspire collaboration.

Building partners represent organizations addressing wide-ranging issues, including homelessness, indigenous peoples, sustainability, childhood development, health and wellness, hunger, and many more. The presence of university and community organizations in the Weitz CEC facilitates the exchange of knowledge and resources between building partners and the university. Through shared values, physical proximity and targeted support – UNO faculty, staff, students, and building partners provided a total of 9,759 hours of service.



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The Weitz CEC serves a critical role in facilitating service by providing support which results in mutually beneficial partnerships. Support is provided in the form of projects, presentations, workshops, community dialogues, research and assessment, and other collaborations. For instance, 'Lunch and Learn' presentations expose campus, community, and building partners to diverse topics important for organizational and capacity building, including program evaluation, workplace wellness, social media, human resources training, and inclusion & diversity workshops.

The Weitz CEC welcomes community organizations as equal partners in efforts to improve the UNO campus and the community. Applications for organizations to become building partners are reviewed by a community/campus advisory committee, and organizations are expected to demonstrate commitment to the Weitz CEC values of diversity; civic and open dialogue; collaboration; communication; reciprocity; a welcoming atmosphere; and continuous improvement. Each building partner is reviewed annually to ensure an appropriate fit with the Weitz CEC mission and values.

Since the opening of the Weitz CEC in 2014, many partnerships between building partners, as well as other 'visiting' community organizations have formed. In fact, the Weitz CEC employs a "Manager of Possibilities" whose main responsibility is to interact with building partners and other (community) organizations to identify and advance opportunities for collaboration.

Leveraging building partners' strengths and mindful of specific needs, the Weitz CEC facilitated multiple building partner collaborations, including the use of Omaha Public Library facilitation services; assessments by Volunteer Program Assessment-UNO; communication strategies and social media training through MavPR and the Social Media Lab; sponsorship of student interns for the Black Police Officers Association, Hunger Free Heartland, and Nebraska for Civic Reform; and client evaluations for the Metro Area Continuum of Care for the Homeless. Further, in bringing community and building partners together, the Weitz CEC supported multiple projects such as the Omaha Table Talks and Light Skin | Dark Skin Dialogue.

In addition to promoting building partners' organizational capacity, the Weitz CEC also supports other organizations by offering its facilities at no cost for outside nonprofit organizations. In the 2014-2015 academic year alone, the Weitz CEC hosted over 4,000 community events – drawing close to 22,000 visitors and saving community organizations over \$1.9 million in reservation expenses.

UNO has a long-standing tradition of community outreach and service. The existence of the Weitz CEC, campus/community building fully dedicated to the advancement of community engagement, is not only innovative and nationally unique – it is also a testament of UNO's commitment to its community.

Total Number of	Students	30
Participating Students	Participating in Curricular Projects:	_____
	Students	28
	Participating in Extra-Curricular Projects:	_____
Number of Student Hours 5156		



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Served

Number of Participating Faculty/Staff 31

Number of Faculty/Staff Hours Served Participating in Curricular Projects: 2228

Participating in Extra-Curricular Projects: 2228

Estimated Number of Individuals Served 102

Evidence of Project Effectiveness

Economic Opportunity

Houses built

Meals served

Hours of job training and support provided

10

Nonprofit dollars saved through free use of facilities

1929000

Education

Students tutored/mentored

Students assisted in undertaking service-learning

Books read

Other

Environment

Community gardens built

Streams monitored/remediated

Bags of garbage collected

Cans and bottles recycled

Other

Health

Number of people provided with health screenings



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- Nutrition/healthy living lessons taught _____
- Other _____
- Veterans and Deployed Personnel _____
- Veterans assisted with reintegration into the community _____
- Military families assisted _____
- Other _____
- Other
- Number of organizations whose capacity was increased 30 _____
- Interfaith Engagement
- Number of students who learned something new about a denomination, religion, or secular perspective different than their own _____
- Number of students who committed to participating in future interfaith events _____
- Number of the above students who were first-time participants of an interfaith event _____
- Number of students who met and/or worked with some one of a different denomination, religion, or secular perspective _____
- Number of students who experienced a positive impact on the way they think about a denomination, religion, or secular perspective different than their own _____
- Interfaith Engagement Story: Share one student participant story that best encapsulates the positive attitude toward diversity on religious matters among your student participants. (250 word limit)



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Project 2

Project title Citywide STEM Ecosystem

In this category, select one (1) service project that best exemplifies the "Institutional Commitment to Service" statement." This category provides the opportunity to explain, in detail, the service project, the connection of the project to the larger institutional commitment to community service, and the impact of this service in the community.

The project selected for this category should be the one that most clearly aligns with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service, and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness, and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
 - Who from your institution participates in the service (faculty, teachers, students, etc.)
 - Who benefits from the service;
 - Detailed evidence, including quantification, and description of the project's benefits to the population served
- Clear connection to the Institutional Commitment to Service Statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks or as part of curricula or extra-curricular activities (indicate frequency of service)
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

The shortage of Science, Technology, Engineering, and Mathematics (STEM) professionals to meet workforce needs is a national concern. As Nebraska's metropolitan university, the University of Nebraska at Omaha (UNO) plays a key role in addressing this issue. Leveraging institutional expertise, UNO has identified advancing STEM education as one of its academic priorities. UNO is committed to contributing to the solution of this national crisis by collaborating with its many community partners, including P-12 educators, to improve the STEM pipeline.

UNO's partnership with Citywide STEM Ecosystem drives the ambitious goal of transforming the career trajectory of Omaha youth. Citywide STEM Ecosystem is an organization that unites the efforts of UNO's collaboration with over 30 community partners, including the Henry Doorly Zoo and Aquarium, multiple school districts, the Omaha Children's Museum, Girls Inc., Gallup, the Omaha Chamber of Commerce, the Peter Kiewit Foundation, Completely Kids, and the Urban League of Nebraska. These collaborative efforts are especially important given the challenges facing the Omaha area, such as increased poverty levels (74% of the 50,000 students in the Omaha Public Schools receive free or reduced-price lunch) and low STEM test scores.



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Deliberate efforts ensure the systematic and sustainable nature of the Citywide STEM Ecosystem partnership and its related initiatives. Important facets of this sustainability lie with UNO's STEM infrastructure which includes a STEM Strategic Plan and a Community Chair leadership model, as well as a holistic approach in STEM advancement which combines curriculum development, research, and extensive outreach to K-12 schools.

The collaborative Citywide STEM Ecosystem initiatives are guided by a STEM Strategic Plan which was jointly developed with more than 100 community partners. Goal 3 of the STEM Strategic Plan relates to community service and engagement, and provides specific objectives which are assessed annually. Partnerships are led by four STEM Community Chairs, endowed professorships who illustrate a long-term commitment to civic engagement, and receive a programming fund to support community activities.

An intended outcome is that K-12 students are introduced to STEM fields in a memorable way at a young age – thus sparking their interest in STEM, while familiarizing them with the higher education environment through campus visits. Results include: increased retention rates in STEM classes on campus; expanded teacher training in local P-12 schools; 32 journal articles; and over \$8,000,000 in grants. In addition, there has been a strong increase in collaborative STEM outreach camps and programming.

UNO has created 140 STEM-related outreach camps reaching an estimated 3,000 students annually. In the summer of 2015 alone, the Aim for the Stars program offered 79 camps serving over 1,800 students; the College of Information Science & Technology has offered more than 30 camps through iSTEM and Tech Academy programming; and the College of Education has offered a four-week Eureka camp for Girls Inc. students.

In addition, Citywide STEM Ecosystem offers multiple outreach programs which collectively have reached over 5,000 students. For example, after-school program NU STEM 4U engages elementary and middle school students with disadvantaged socio-economic backgrounds in STEM activities. Finally, through on-campus events, such as the Calculus Bee, Code Crush, the IT Innovation Cup, UNO engages numerous P-12 schools – reaching thousands of youth.

Committed to a more equitable representation in STEM fields, the Citywide STEM Ecosystem initiatives strongly encourage the involvement of girls, ethnic minority students, and students with disadvantaged socio-economic backgrounds. Responsive to Omaha metropolitan needs and aligned with a UNO academic priority – the Citywide STEM Ecosystem partnership exemplifies UNO's commitment to community engagement.

Total Number of
Participating Students

Students Participating in Curricular Projects:	1500
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Students Participating in Extra-Curricular Projects:	2000
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Number of Student Hours
Served

8000



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Number of Participating Faculty/Staff 65

Number of Faculty/Staff Participating in 650
Hours Served Curricular Projects:

Participating in 1300
Extra-Curricular
Projects:

Estimated Number of Individuals Served 12000

Evidence of Project Effectiveness

Economic Opportunity

Houses built

Meals served

Hours of job training and support provided

Other

Education

Students tutored/mentored

12000

Students assisted in undertaking service-learning

Books read

Other

Environment

Community gardens built

Streams monitored/remediated

Bags of garbage collected

Cans and bottles recycled

Other

Health

Number of people provided with health screenings

Nutrition/healthy living lessons taught



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- Other _____
- Veterans and Deployed Personnel _____
 - Veterans assisted with reintegration into the community _____
 - Military families assisted _____
 - Other _____
- Other _____
- Interfaith Engagement _____
 - Number of students who learned something new about a denomination, religion, or secular perspective different than their own _____
 - Number of students who committed to participating in future interfaith events _____
 - Number of the above students who were first-time participants of an interfaith event _____
 - Number of students who met and/or worked with some one of a different denomination, religion, or secular perspective _____
 - Number of students who experienced a positive impact on the way they think about a denomination, religion, or secular perspective different than their own _____
- Interfaith Engagement Story: Share one student participant story that best encapsulates the positive attitude toward diversity on religious matters among your student participants. (250 word limit)



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Project 3

Project title The Collaborative

In this category, select one (1) service project that best exemplifies the "Institutional Commitment to Service" statement." This category provides the opportunity to explain, in detail, the service project, the connection of the project to the larger institutional commitment to community service, and the impact of this service in the community.

The project selected for this category should be the one that most clearly aligns with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service, and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness, and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
 - Who from your institution participates in the service (faculty, teachers, students, etc.)
 - Who benefits from the service;
 - Detailed evidence, including quantification, and description of the project's benefits to the population served
- Clear connection to the Institutional Commitment to Service Statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks or as part of curricula or extra-curricular activities (indicate frequency of service)
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

The Student Service and Leadership Collaborative, known as "The Collaborative", launched in the Fall 2014. The Collaborative is a student-led program that provides University of Nebraska at Omaha (UNO) students with opportunities to engage the university with the greater Omaha metropolitan community and beyond through service projects that lead to positive social change.

The Collaborative has partnered approximately 30 student workers with nonprofit organizations. In an effort to increase nonprofits' organizational capacity, student workers recruit additional students and community members to volunteer with events and programming.

Aligned with UNO metropolitan mission, service commitments include partnerships with various local, regional, national, and international agencies, programs, and services that represent specific areas of interest supported and sponsored by UNO students. These partnerships provide student employees and volunteers with rich opportunities for deep learning and intentional development.



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Eight co-curricular learning outcomes have been identified to establish a framework that supports student success through the development of skills and competencies related to intentional outcomes. All of the university-wide co-curricular learning outcomes are closely aligned with national and professional recommendations. The eight co-curricular learning outcomes include: communication skills, civic and social responsibility, creative and critical thinking, intercultural competency, self-awareness, interpersonal skills, leadership, and sustainability.

It was a Collaborative student's leadership skills and creative approach that led to the creation of the 60 Minutes of Service program. 60 Minutes of Service is a weekly opportunity during the lunch hour that allows faculty, staff, students and community partners to join each other in providing service.

Each week a new local nonprofit organization presents its mission, current projects and opportunities to serve while explaining how students may utilize their chosen educational careers to work within the nonprofit sector. Directly following the presentation all volunteers are engaged in a hands-on activity or project directly related to the organization's mission.

The 60 Minutes of Service program does not only provide participants with confidence to make the leap initially into the community, but also creates the foundation of skills to provide leadership, know-how and a thirst for continued service, learning, and growing.

This is especially evident in the creation of UNO Be the Match, a student organization aimed at adding individuals to the national bone marrow registry. After inviting the University of Nebraska Medical Center (UNMC) Be the Match chapter to the UNO campus for the 60 Minutes of Service, and learning about the strong need for additional bone marrow donors – UNO students were inspired to start a similar student chapter at UNO. Since the creation of UNO Be the Match, approximately 150 individuals have been added to the national bone marrow registry.

The Collaborative service component is organized by six service issue areas including: Economic Sufficiency, Educational Support, Environmental Stewardship, International Service, Health and Wellness, and Social Justice. These areas are utilized to organize the nonprofit organizations, provide a context of learning and understanding of social needs and issues within the community and beyond, as well as organize the university/community service opportunities.

In the 2014-2015 academic year, 65 Omaha nonprofits were served by Collaborative students. The Collaborative students recruited over 2,100 student and community volunteers for the nonprofits – providing a total of 12,728 hours of service. Functioning as a catalyst for community involvement, the Collaborative has truly empowered students to develop leadership skills and take initiative to address identified community needs.

Total Number of	Students	0
Participating Students	Participating in Curricular Projects:	_____
	Students	675
	Participating in Extra-Curricular Projects:	_____



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Number of Student Hours Served 1084

Served

Number of Participating Faculty/Staff 0

Faculty/Staff

Number of Faculty/Staff Hours Served Participating in Curricular Projects: 0

Participating in Extra-Curricular Projects: 0

Estimated Number of Individuals Served 5190

Evidence of Project Effectiveness

Economic Opportunity

Houses built

Meals served

1869

Hours of job training and support provided

Other

Education

Students tutored/mentored

10

Students assisted in undertaking service-learning

10

Books read

Other

Environment

Community gardens built

Streams monitored/remediated

2

Bags of garbage collected

Cans and bottles recycled

Other

Health

Number of people provided with health screenings



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- Nutrition/healthy living lessons taught _____
- Other _____
- Veterans and Deployed Personnel _____
- Veterans assisted with reintegration into the community _____
- Military families assisted _____
- Other _____
- Other _____
- Number of nonprofits served 65
- Interfaith Engagement _____
 - Number of students who learned something new about a denomination, religion, or secular perspective different than their own _____
 - Number of students who committed to participating in future interfaith events _____
 - Number of the above students who were first-time participants of an interfaith event _____
 - Number of students who met and/or worked with some one of a different denomination, religion, or secular perspective _____
 - Number of students who experienced a positive impact on the way they think about a denomination, religion, or secular perspective different than their own _____
- Interfaith Engagement Story: Share one student participant story that best encapsulates the positive attitude toward diversity on religious matters among your student participants. (250 word limit)



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Definitions:

Community service means activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals. Community service activities may include but are not limited to: academic service-learning, co-curricular service-learning (not part of an academic course, but utilizing service-learning elements) and other co-curricular student volunteer activities, as well as Work-Study community service and paid community service internships. Community service includes both direct service to citizens (e.g., serving food to the needy) and indirect service (e.g., assessing community nutrition needs or managing a food bank).

Academic service-learning means: service that is integrated with academic course content. It may involve direct or indirect service, and may include academic research.

CNCS programs include: AmeriCorps*VISTA, AmeriCorps*State and National, AmeriCorps*NCCC, Learn and Serve America, and Senior Corps.

Academic term means quarter, semester or trimester.

Notice: Notice: All estimates requested in this application are for the 12-month period ending June 30 of the Honor Roll year.

Required fields are marked with a red asterisk (*)

General Community Service: Student Service Estimates

Estimate:

- a. The number of students who engaged in academic service-learning. 2922
- b. The number of students who engaged in forms of community service not including the students counted in determining a) (unduplicated count). 5739
- c. The total number of students who engaged in community service of any kind (sum of a and b). 8661
- d. The number of students who engaged in at least 20 hours of any kind of community service per academic term. 3003
- e. The number of students whose service was supported by one or more CNCS programs. 0
- f. The total number of all community service hours engaged in by the institutions students. 387157



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Definitions:

assesses the breadth and depth of the project. Factors include: number of students serving (relative to school size), time dedicated to service, institutional staff support, participation, and time committed, expertise utilized, collaboration with other organizations, leveraging of college or university and community resources, and innovative use of creative solutions to address local problems.

includes the estimated number of individuals served, and measurable effects of service in the community (e.g., number of houses cleaned, renovated, built, etc.).

describes either short - or long - term benefits of the service to the community. The project will be assessed on the evidence provided to demonstrate measurable impacts on the community.

Required fields are marked with a red asterisk (*)



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Education Section: Project 1

Project Title P-16 Initiative

In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

The projects selected for this category should be the ones that most clearly align with the Institutional Commitment to Service statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
 - Who from your institution participates in the service (faculty, teachers, students, etc.)
 - Who/what benefits from the service
 - Detail evidence, including quantification, and description of the project's benefits to the population served
- Clear connection to the Institutional Commitment to Service statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service) and if it was part of a course curricula or extracurricular activity
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

Through the P-16 Initiative, the Service Learning Academy (SLA) partners P-12 educators, higher education faculty, and local non-profits to meet community needs and enhance course relevance for students. Across the educational spectrum, P-16 initiatives meet educational and service needs, which are mutually beneficial to all parties. The P-16 Initiative targets P-12 schools with high levels of reduced/free lunch rates and low standardized test scores for involvement. This produces service outcomes in two ways: (1) participating P-12 students have higher retention rates and better grades, and (2) a community need identified by a non-profit agency is addressed while maintaining the educational rigor for the university students.

To support current educators in utilizing the service learning pedagogy in their classrooms, SLA offers week-long Service Learning Seminars for P-12 teachers and university faculty members annually. These sessions provide training in research-based standards of quality service learning, a nonprofit partner fair, and service experiences in the community as well as the formation of "teacher



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teams” to start developing collaborative projects. Seminar gains are awareness of community and organization needs which increased from 49% pre-seminar to 100% post-seminar, and preparedness to implement service learning projects increased from 39% pre-seminar to 95% post-seminar.

Throughout the 2014-2015 academic year, the P-16 Initiative supported educators in engaging their students in quality service learning in the Omaha community. The students’ academic engagement and achievement, civic engagement, and personal growth are the targeted outcomes. The partnering organizations – including social service organizations, cultural programs & museums, environmental sites, wellness & health programs, and civic entities – provide a real-life laboratory for students to apply what they learn in class.

The P-16 Initiative also strives to support P-12 students in being college and career ready. The P-12 students spend time with college students and visit the UNO campus. During the 2014-2015 academic year, the P-12 students made one/two trips to UNO’s campus on average. While many P-12 students never visited a college campus before, towards the end of the semester they are often comfortable with the higher education environment and can envision college as a possibility in their future. In working with their project community partners, the UNO students get the opportunity to understand the skills that professionals use in various career settings.

During the 2014-2015 academic year, the SLA’s P-16 Initiative included 91 different service learning projects. In addition to UNO students, 2,130 P-12 students participated and provided over 19,170 hours of service. The P-16 initiative grew in number of projects by 15% since the previous year.

A pre- and post-project Service Learning Survey is administered to students in participating courses to measure the impact of the service learning experiences. The SLA maintains a project database of P-16 projects which includes information about the project partners (P-12 educators and their schools, UNO faculty, and community non-profits), project focus and activity (students, hours of service, visits to UNO campus, and visits to community non-profits) and impact (service provided). In addition, graduate assistants assigned to each project support and monitor quality implementation of the project plan. They rate the eight service learning quality standards for the project implementation using the Self-Assessment Guide for Service-Learning Projects developed by the National Youth Leadership Council. This assessment of project quality is used to focus the discussion with project partners to improve the next implementation of the project.

Total Number of Participating Students	Students Participating in Curricular Projects:	2922
	Students Participating in Extra-Curricular Projects:	0
Number of Student Hours Served		46410



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Number of Participating Faculty/Staff	233	
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	11434
	Participating in Extra-Curricular Projects:	0
Estimated Number of Individuals Served	5819	
Project Effectiveness	<input checked="" type="checkbox"/> Education	
	<input type="checkbox"/> Economic Opportunity	



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Education Section: Project 2

Project Title Citywide STEM Ecosystem

In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

The projects selected for this category should be the ones that most clearly align with the Institutional Commitment to Service statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
 - Who from your institution participates in the service (faculty, teachers, students, etc.)
 - Who/what benefits from the service
 - Detail evidence, including quantification, and description of the project's benefits to the population served
- Clear connection to the Institutional Commitment to Service statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service) and if it was part of a course curricula or extracurricular activity
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

The shortage of Science, Technology, Engineering, and Mathematics (STEM) professionals to meet workforce needs is a national concern. As Nebraska's metropolitan university, the University of Nebraska at Omaha (UNO) plays a key role in addressing this issue. Leveraging institutional expertise, UNO has identified advancing STEM education as one of its academic priorities. UNO is committed to contributing to the solution of this national crisis by collaborating with its many community partners, including P-12 educators, to improve the STEM pipeline.

UNO's partnership with Citywide STEM Ecosystem drives the ambitious goal of transforming the career trajectory of Omaha youth. Citywide STEM Ecosystem is an organization that unites the efforts of UNO's collaboration with over 30 community partners, including the Henry Doorly Zoo and Aquarium, multiple school districts, the Omaha Children's Museum, Girls Inc., Gallup, the Omaha Chamber of Commerce, the Peter Kiewit Foundation, Completely Kids, and the Urban League of Nebraska. These



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collaborative efforts are especially important given the challenges facing the Omaha area, such as increased poverty levels (74% of the 50,000 students in the Omaha Public Schools receive free or reduced-price lunch) and low STEM test scores.

Deliberate efforts ensure the systematic and sustainable nature of the Citywide STEM Ecosystem partnership and its related initiatives. Important facets of this sustainability lie with UNO's STEM infrastructure which includes a STEM Strategic Plan and a Community Chair leadership model, as well as a holistic approach in STEM advancement which combines curriculum development, research, and extensive outreach to K-12 schools.

The collaborative Citywide STEM Ecosystem initiatives are guided by a STEM Strategic Plan which was jointly developed with more than 100 community partners. Goal 3 of the STEM Strategic Plan relates to community service and engagement, and provides specific objectives which are assessed annually. Partnerships are led by four STEM Community Chairs, endowed professorships who illustrate a long-term commitment to civic engagement, and receive a programming fund to support community activities.

An intended outcome is that K-12 students are introduced to STEM fields in a memorable way at a young age – thus sparking their interest in STEM, while familiarizing them with the higher education environment through campus visits. Results include: increased retention rates in STEM classes on campus; expanded teacher training in local P-12 schools; 32 journal articles; and over \$8,000,000 in grants. In addition, there has been a strong increase in collaborative STEM outreach camps and programming.

UNO has created 140 STEM-related outreach camps reaching an estimated 3,000 students annually. In the summer of 2015 alone, the Aim for the Stars program offered 79 camps serving over 1,800 students; the College of Information Science & Technology has offered more than 30 camps through iSTEM and Tech Academy programming; and the College of Education has offered a four-week Eureka camp for Girls Inc. students.

In addition, Citywide STEM Ecosystem offers multiple outreach programs which collectively have reached over 5,000 students. For example, after-school program NU STEM 4U engages elementary and middle school students with disadvantaged socio-economic backgrounds in STEM activities. Finally, through on-campus events, such as the Calculus Bee, Code Crush, the IT Innovation Cup, UNO engages numerous P-12 schools – reaching thousands of youth.

Committed to a more equitable representation in STEM fields, the Citywide STEM Ecosystem initiatives strongly encourage the involvement of girls, ethnic minority students, and students with disadvantaged socio-economic backgrounds. Responsive to Omaha metropolitan needs and aligned with a UNO academic priority – the Citywide STEM Ecosystem partnership exemplifies UNO's commitment to community engagement.

Total Number of Students 1500

Participating Students Participating in Curricular Projects:

Students 2000

Participating in Extra-Curricular Projects:



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Number of Student Hours Served 8000

Served

Number of Participating Faculty/Staff 65

Faculty/Staff

Number of Faculty/Staff Hours Served Participating in Curricular Projects: 650

Participating in Extra-Curricular Projects: 1300

Estimated Number of Individuals Served 12000

Project Effectiveness

Education

Economic Opportunity



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Education Section: Project 3

Project Title Lord of the Rocks

In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

The projects selected for this category should be the ones that most clearly align with the Institutional Commitment to Service statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
 - Who from your institution participates in the service (faculty, teachers, students, etc.)
 - Who/what benefits from the service
 - Detail evidence, including quantification, and description of the project's benefits to the population served
- Clear connection to the Institutional Commitment to Service statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service) and if it was part of a course curricula or extracurricular activity
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

The University of Nebraska at Omaha (UNO) Department of Geology partnered with the Our Lady of Lourdes 7th graders and the Joslyn Art Museum to create the "Lord of the Rocks" service learning project.

The Joslyn Art Museum has taken an innovative approach to art by not simply showcasing artworks, but by using art as a portal to teach its audiences about other fields. One of these fields is geology, the study of the origins and formation of stones and earth landscapes.

The P-16 service learning project started in the 2013-2014 academic year when the Geology Department examined the works of the 19th century American landscape painter Thomas Maron. In the 2014-2015 academic year, UNO geology students examined the stones used for the unique architecture of the Joslyn Art Museum. Stones used for the museum's building originate from various



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parts of the world.

The UNO students were responsible for the research, creating educational materials targeted to 7th graders, and answering the 7th graders' questions. The 7th graders designed and created an activity for the Joslyn Art Museum that continues to be used to engage audiences (and in particular children) with art, and how art is connected to the broader world.

Inspired by the Lord of the Rings series and its Frodo and Sam characters, the 7th graders created the "Lord of the Rocks" mobile application. The prologue of the "Lord of the Rocks" game is:

"You (Frodo) and Sam have to find and destroy the ring-shaped fossil at Mt. Doom. You will travel across Middle-earth (present-day Joslyn Art Museum) and fight orcs, goblins, and other evil creatures along the way. If you don't destroy the ring-shaped fossil, all humanity is at risk. The fate of the rocks is in your hands."

The mobile application guides the users through the Joslyn Art Museum, while engaging the users through challenges (questions and explanations). Highlighting the innovative Lord of the Rocks application, the Joslyn Art Museum won the Mountain Plains Museums Association's Ed Com Award for Excellence in Programming.

The UNO Service Learning Academy facilitated the collaboration with all parties, and assigned a graduate assistant to measure the quality of the service learning. Through informal feedback processes, the Geology Department learned that the sense of accomplishments was an important aspect to the 7th graders.

All parties benefited from this P-16 initiative. The UNO geology students learned about the intersection of art and geology, while improving their pedagogy towards middle school students. Geology students also learned the importance of modern-day scientists in the ability to communicate scientific information with society at large. Middle school students learned about geology in an exciting and memorable way, while engaging with the higher education environment. Finally, the Joslyn Art Museum fulfilled its "engagement mandate" with the ability to offer a mobile game application to engage its visitors with art.

Total Number of Participating Students	Students Participating in Curricular Projects:	5
	Students Participating in Extra-Curricular Projects:	0
Number of Student Hours Served		175
Number of Participating Faculty/Staff		1



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Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	35	_____
	Participating in Extra-Curricular Projects:	0	_____
Estimated Number of Individuals Served		1100	_____
Project Effectiveness		<input checked="" type="checkbox"/> Education	
		<input type="checkbox"/> Economic Opportunity	



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Economic Opportunity Section: Project 1

Project Title The Hunger Collaborative - Milk 4 Kids

In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

The projects selected for this category should be the ones that most clearly align with the Institutional Commitment to Service statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness and Impact on Community. (See Application Guidance for definitions.)

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 - Who/what benefits from the service
 - Detail evidence, including quantification, and description of the project's benefits to the population served
- Clear connection to the Institutional Commitment to Service statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service) and if it was part of a course curricula or extracurricular activity
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

Milk 4 Kids is a P-16 Initiative organized by the Service Learning Academy. Together with three K-12 schools, and in collaboration with the Hunger Collaborative, the University of Nebraska at Omaha (UNO) created a campaign to raise awareness and increase milk donations to food pantries.

The Hunger Collaborative consists of Omaha's largest food pantries (Heartland Hope Mission, Heart Ministry Center, and Together Inc.), which together serve thousands of families daily. UNO students partnered with one middle school and two high schools. Two schools are part of the Omaha Public School system, and one school is religiously affiliated – illustrating a spanning of the collaboration across Omaha. 56 P-16 students participated serving a total of 556 hours.

Together, Inc., a local food pantry and social services agency within the Hunger Collaborative, identified a key problem: while food



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pantry donations for non-perishable items have increased in recent years, few donations are made for milk and dairy products. This concern is echoed by the Great American Milk Drive, an initiative organized by the Feeding America network, the nation's largest domestic hunger-relieve organization. The Milk 4 Kids project is a direct response to this community-identified problem. The Milk 4 Kids project served the food pantries by collecting money for milk and advocating for families to receive nutrition they need.

In February of 2015, UNO and K-12 students hosted milk drives at five supermarket locations in Omaha, Nebraska and surrounding area. Students passed out informational flyers, spoke with customers about their research, and used social media to recruit donors. Students encouraged customers to add \$3.00 to their bill at checkout, the estimated amount for a gallon of milk. All the proceeds of the milk drive supported Hunger Collaborative pantries.

During the milk drive, students raised \$1,701 and 567 gallons of milk. To put this in perspective, in the entire year of 2014, the Hunger Collaborative received 228 gallons of milk – thus, the Milk 4 Kids campaign significantly increased the annual dairy donations of 2014.

As a P-16 initiative, students who participated in the Milk 4 Kids project did a pre- and post-survey to assess whether learning outcomes were met. The students found this experience rewarding. One student said: "Milk4Kids was mostly eye opening. Personally, I have heard a lot about food banks and shelters growing up, but this was the first time milk has ever been addressed."

UNO makes a deliberate effort to align its wide-ranging community engagement initiatives with the needs of its community. In the past decade, poverty levels in Omaha, especially among minority populations, have increased dramatically - and have surpassed national averages.

In addition to the Milk 4 Kids project, UNO houses the Maverick Food Pantry with 11 food donation sites across campus to support students and staff. UNO organizes regular food drives, including the annual "Reversed Trick or Treat" campaign. Further, economic sufficiency is one of the service areas of the Student Service and Leadership Collaborative which organizes volunteer opportunities for students to support local nonprofits. Food insecurity has always been a focus in the service days organized by UNO. More recently, UNO students created student organization UNO Students Against Hunger with the goal of eradicating hunger and raising awareness for this increasing problem.

Regarding the Milk 4 Kids campaign, the Coordinator of the Hunger Collaborative said: "The Milk 4 Kids food drive created a new sustainable drive for milk. We now are consistently planning and executing milk drives following the model of the Milk 4 Kids drive. It created a sustained pipeline of dairy. Today, it is common for milk to be in our pantries. It is not our highest demand that it was before the Milk 4 Kids drive."

Total Number of	Students	20
Participating Students	Participating in Curricular Projects:	_____
	Students	0
	Participating in Extra-Curricular Projects:	_____



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Number of Student Hours Served 320

Served

Number of Participating Faculty/Staff 1

Faculty/Staff

Number of Faculty/Staff Hours Served Participating in Curricular Projects: 16

Participating in Extra-Curricular Projects: 0

Estimated Number of Individuals Served 4300

Project Effectiveness

Education

Economic Opportunity



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Economic Opportunity Section: Project 2

Project Title Executive Civic Leadership Capstone

In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

The projects selected for this category should be the ones that most clearly align with the Institutional Commitment to Service statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness and Impact on Community. (See Application Guidance for definitions.)

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 - Who/what benefits from the service
 - Detail evidence, including quantification, and description of the project's benefits to the population served
- Clear connection to the Institutional Commitment to Service statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service) and if it was part of a course curricula or extracurricular activity
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

The University of Nebraska at Omaha (UNO) Masters of Business Administration (MBA) program has incorporated community engagement into its curriculum through electives for the past 30-plus years. In Fall 2014, the focus on community engagement was significantly strengthened when a required service learning capstone was added to the MBA curriculum. In this capstone, students complete pro-bono consulting projects with nonprofit or small business clients.

Graduating MBA students typically work full time across a wide variety of professions and industries while attending classes in the evenings. Because these students possess professional work experience, the clients benefit from the knowledge students gained in their undergraduate programs, MBA courses, and professional work experiences.

The clients are the top priority in this capstone. Whether the client is a complex well-established nonprofit or a struggling small



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business start-up, students and faculty provide clients with solutions to problems and provide strategies for approaching future organizational challenges and opportunities.

In each class students get acquainted with community leaders. Students select their projects during the first week of class and work on the project (in consultation with the client) throughout the course, culminating in a formal client presentation and written consulting report. Clients consistently submit consulting project requests year after year, an indication that they see significant value in the work produced by the students.

Throughout the academic year, the MBA program offers five sections of the project-focused service learning capstone with a total annual enrollment of approximately 118 MBA students. In the Spring 2015 inaugural section of the course, 13 students completed ten different consulting projects for three different nonprofit social/human service clients. The Spring 2015 clients were Heartland Family services, the Girls Scouts Spirit of Nebraska, and Omaha Home for Boys. Project were varied, and included volunteer recruitment, enhancing services and facilities, marketing campaigns, employee recruitment, developing an employee sensitivity training program, website analytics, designing an internship program, and developing innovative income-generating ideas for underutilized facilities/land. Additionally, students provided cost/financial analyses regarding their proposed solutions.

Students consistently report that they benefit from the service learning consulting capstone. For example, students frequently note that their projects provide a valuable and personally engaging opportunity to integrate concepts learned in coursework to a real-world situation. Other students noted that the project challenged them to think "outside the box" as they developed solutions. Further, the capstone project is seen as a valuable stepping stone that can help accelerate progress toward long-term career goals. Students also appreciate the opportunity to make a meaningful contribution toward enhancing the effectiveness and strength of client organizations.

Through the service learning consulting project that is at the heart of this course, students are able to apply and build on their business knowledge, strengthen their long-term career potential, and engage with the community in a meaningful and impactful way. Aligned with the UNO metropolitan mission and strategic goals - community involvement is a deliberately articulated goal of the MBA program and is one of the outcomes continually assessed. While community engagement has always been a part of the MBA program, this required service learning capstone course ensures that every graduating MBA student leaves UNO having contributed meaningful service to the community.

Total Number of Participating Students	Students Participating in Curricular Projects:	13
	Students Participating in Extra-Curricular Projects:	0
Number of Student Hours Served		585



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Number of Participating Faculty/Staff	1	<hr/>	
Number of Faculty/Staff Hours Served	Participating in Curricular Projects:	30	<hr/>
	Participating in Extra-Curricular Projects:	0	<hr/>
Estimated Number of Individuals Served	100	<hr/>	
Project Effectiveness	<input checked="" type="checkbox"/> Education		
	<input checked="" type="checkbox"/> Economic Opportunity		



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Economic Opportunity Section: Project 3

Project Title Habitat for Humanity Student Chapter

In this category, your institution may apply in one or both of the two categories: Education and Economic Opportunity. A project submitted for the education category should detail the service project, the connection of the project to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education, and the impact of this service. A project submitted for the economic opportunity category should detail the community service project, the connection of the project to improve the financial well-being and security of economically disadvantaged individuals, and the impact of this service.

The projects selected for this category should be the ones that most clearly align with the Institutional Commitment to Service statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
 - Who from your institution participates in the service (faculty, teachers, students, etc.)
 - Who/what benefits from the service
 - Detail evidence, including quantification, and description of the project's benefits to the population served
- Clear connection to the Institutional Commitment to Service statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service) and if it was part of a course curricula or extracurricular activity
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

Include in your overview a description of how your campus will utilize evaluation and reporting methods to indicate that this program will have a impact. (See Application Guidance for definition.)

In an effort to take a more organized approach to solving issues facing the metropolitan community, Project Achieve students created the Habitat for Humanity Student Chapter. Project Achieve is a TRIO Student Support Services program funded by the U.S. Department of Education. Its mission is to assist first-generation students, students of limited incomes, and students with disabilities as they make their way to graduation.

One of the issues addressed, affordable housing, hit very close to home because the students involved were all low-income themselves and aware of the value of affordable, stable homes.

Project Achieve students learned that there used to be a student Habitat for Humanity service club that was no longer in existence. With guidance of the Office of Civic and Social Responsibility, Project Achieve students revived the Habitat for Humanity Student



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Chapter.

Throughout the 2014-15 academic year, 39 Project Achieve students – who all carried a full course load and had jobs (sometimes multiple) outside the university – committed 321 hours to the housing cause. Student leaders met weekly to plan and organize various events. Together, they built three homes which benefited a total of 15 family members. One of the families who received a home was actually the family of a Project Achieve student. The student's family qualified through Habitat for Humanity Omaha. The students also organized the Habitat "Rock the Block" event which benefited 10 families. Rock the Block is a one-day community beautification event that helps transform the face of a neighborhood. The Habitat for Humanity Student Chapter also organized two fundraising events in the 2014-2015 academic year.

The Habitat for Humanity Student Chapter is deliberate in creating partnerships with other units on campus to help the cause and raise awareness to issues around housing and homelessness. One of these partnerships was with the University of Nebraska at Omaha (UNO) Athletic Department. Habitat for Humanity students worked at the concession booths during community events to share the concessions profits in support of Habitat for Humanity.

More recently, the Habitat for Humanity Student Chapter started a partnership with the Benson Plant Rescue. Benson Plant Rescue is a local nonprofit organization with the goal of rescuing plants and promoting gardening. Benson Plant Rescue will provide landscaping for Habitat homes worked on through the Habitat for Humanity Student Chapter.

Further, the successes of the Habitat for Humanity Student Chapter inspired other students to form a student service club to address food and water scarcity.

Aside from the extra-curricular engagement of UNO students with issues relating to housing and homelessness, there are also curricular efforts to engage students in this cause. For example, the UNO School of Communication offers regular service learning classes in partnership with the Sienna Francis House, Omaha's largest shelter offering food, shelter, and clothing to the homeless. In the 2014-2015 academic year, 75 students created fundraising and awareness campaigns for the homeless shelter. All money raised, canned goods collected, and household/personal items donated were donated to the Sienna Francis House.

Although the Habitat for Humanity UNO Student Chapter is a newly revived student organization, it has been considered successful. In fact, the Habitat for Humanity UNO Student Chapter was the recipient of the 2015-2016 UNO Outstanding Student Organization Award.

Total Number of	Students	75
Participating Students	Participating in Curricular Projects:	_____
	Students	39
	Participating in Extra-Curricular Projects:	_____



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Number of Student Hours Served 771

Served

Number of Participating Faculty/Staff 5

Faculty/Staff

Number of Faculty/Staff Hours Served Participating in Curricular Projects: 10

Participating in Extra-Curricular Projects: 83

Estimated Number of Individuals Served 55

Project Effectiveness

Education

Economic Opportunity



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Definitions:

Community service means activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals. Community service activities may include but are not limited to: academic service-learning, co-curricular service-learning (not part of an academic course, but utilizing service-learning elements), and other co-curricular student volunteer activities, as well as Work-Study community service and paid community service internships. Community service includes both direct service to citizens (e.g., serving food to the needy) and indirect service (e.g., assessing community nutrition needs or managing a food bank). Academic service-learning means: service that is integrated with academic course content. It may involve direct or indirect service, and may include academic research. CNCS programs include: AmeriCorps*VISTA, AmeriCorps*State and National, AmeriCorps*NCCC, Learn and Serve America, and Senior Corps. Academic term means quarter, semester or trimester.

Notice: Notice: All estimates requested in this application are for the 12-month period ending June 30 of the Honor Roll year.

Required fields are marked with a red asterisk (*)

Student Service Estimates

Estimate:

- a. The number of students who engaged in academic service-learning. 2922
- b. The number of students who engaged in forms of community service not including the students counted in determining a) (unduplicated count). 5739
- c. The total number of students who engaged in community service of any kind (sum of a and b). 8661
- d. The number of students who engaged in at least 20 hours of any kind of community service per academic term. 3003
- e. The number of students whose service was supported by one or more CNCS programs. 0
- f. The total number of all community service hours engaged in by the institutions students. 387157



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Required fields are marked with a red asterisk (*)

Institutional Supports for Service

1. Is community service or service-learning explicitly cited in your institutions mission statement or strategic plan?
 Yes No Don't know/ data not available

2. Is interfaith community service explicitly cited in your institutions mission statement, or strategic plan, or other key institutional materials?
 Yes No Don't know/ data not available Not applying for interfaith

3. Does the institution make internal budgetary allocations to support service?
 Yes No Don't know/ data not available

4. Does the institution make internal budgetary allocations to support interfaith community service?
 Yes No Don't know/ data not available Not applying for interfaith

5. Does the applicant institution have at least one full-time staff member responsible for coordinating student community service or service-learning activities?
 Yes No Don't know/ data not available
How many? 15

6. Does the applicant institution have at least one full-time staff member responsible for coordinating student interfaith community service?
 Yes No Don't know/ data not available Not applying for interfaith

7. Does the applicant institution provide scholarships or other financial rewards to students for community service?
 Yes No Don't know/ data not available

8. Does the applicant institution provide a match award for the Segal AmeriCorps Education Award?
 Yes No Don't know/ data not available



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9. Does the applicant institution offer academic courses that integrate community service with academic content, i.e., academic service-learning courses, as defined above?

- Yes No Don't know/ data not available

Approximately how many? 216

10. Does the applicant institution offer academic courses that integrate interfaith community service with academic content?

- Yes No Don't know/ data not available Not applying for interfaith

11. Does the applicant institution require academic service-learning courses as part of the core curriculum of at least one major or disciplinary area?

- Yes No Don't know/ data not available

12. Does the applicant institution require academic interfaith engagement courses as part of the core curriculum of at least one major or disciplinary area?

- Yes No Don't know/ data not available Not applying for interfaith

13. Does the applicant institution reward the use of academic service-learning through faculty promotion and tenure decisions, or by providing awards or professional development opportunities?

- Yes No Don't know/ data not available

14. Is the applicant institution recognized under one of the Carnegie Foundations Community Engagement classifications?

- Curricular Engagement
 Outreach and Partnerships
 Curricular Engagement and Outreach and Partnerships

Government Supports for Service

1. Does the applicant institution utilize AmeriCorps, including VISTA, members in recruiting student volunteers or coordinating student service projects?

- Yes No Don't know/ data not available

2. Does the applicant institution have an ongoing grantee, sub-grantee or other supportive relationship with any of the following CNCS programs?



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- Learn and Serve America
- Americorps*State and National
- AmeriCorps*VISTA
- AmeriCorps*NCCC
- Senior Corps

3. Please identify any ongoing relationship the applicant institution has with other Federal, State, or local government agencies in support of student community service activities:

Following is a small selection of relationships the University of Nebraska at Omaha (UNO) entered with Federal, State, and local government agencies in support of community service activities:

- Nebraska Department of Economic Development: \$30,000
- Nebraska Families Collaborative/US Department of Health and Human Services: \$126,586
- Native American Journalist Association/Kellogg Foundation: \$22,750
- US Department of Transportation: \$200,000
- National Science Foundation: \$387,944
- Community Information Trust: \$26,250
- Lancaster County/US Department of Justice: \$7,593
- US Small Business Administration: \$638,889
- City of Omaha/Bureau of Justice Assistance: \$30,000
- Health Resources and Services Administration: \$385,295
- Metropolitan Area Continuum of Care for the Homeless: \$198,750
- US Environmental Protection Agency: \$141,012
- US Department of Veteran Affairs/Omaha Veterans Administration Medical Center: \$20,136
- Nebraska Commission on Law Enforcement & Criminal Justice: \$10,000
- Nebraska Administrative Office of Probation: \$10,000
- Institute of Museum and Library Services/Long Island University: \$83,877
- Autism Action Partnership: \$27,124
- Omaha Public Schools: \$295,413
- Department of Homeland Security: \$42,420
- National Aeronautics and Space Administration (NASA): \$125,000
- State of Oklahoma/Department of Health and Human Services: \$15,000
- Kansas Department of Health and Environment: \$15,000
- NE Department of Health & Human Services: \$32,574

The Paperwork Reduction Act Statement



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**THANK YOU FOR TAKING THE TIME TO COMPLETE THIS APPLICATION.
WE APPRECIATE ALL THE WORK THAT YOU DO!**

The Paperwork Reduction Act Statement

Public Burden Statement: The Paperwork Reduction Act of 1995 requires the Corporation to inform all potential persons who are to respond to this collection of information that such persons are not required to respond unless it displays a currently valid OMD control number (See 5 CFR 1320.5(b)(2)(i)).

This information collection instrument expires 12/4/2016.

Time Burden: The time required to complete collection of information is estimated to average 1 hour per applicant.

Use of Information: The information collected constitutes an application to the Corporation for recognition. The Corporation evaluates the application and makes decisions through the review and selection process.

Effects of Non-Disclosure: Providing this information is voluntary; however, failure to provide the information is would not allow the Corporation to assess the applicant's request for recognition. In this case, it will not be possible to consider the applicant for inclusion on the President's Higher Education Community Service Honor Roll.