

2015

Community and University Building Partner Work-Study Program

Barbara A. Pickering

University of Nebraska at Omaha, bpickering@unomaha.edu

Robyn Long

University of Nebraska at Omaha, rloos@unomaha.edu

Lucy Garza Westbrook

University of Nebraska at Omaha, lgarza@unomaha.edu

Jermaine Jones

Follow this and additional works at: <https://digitalcommons.unomaha.edu/engagementpresentations>

 Part of the [Civic and Community Engagement Commons](#), and the [Higher Education Commons](#)

Please take our feedback survey at: https://unomaha.az1.qualtrics.com/jfe/form/SV_8cchtFmpDyGfBLE

Recommended Citation

Pickering, Barbara A.; Long, Robyn; Westbrook, Lucy Garza; and Jones, Jermaine, "Community and University Building Partner Work-Study Program" (2015). *Presentations*. 3.
<https://digitalcommons.unomaha.edu/engagementpresentations/3>

This Presentation is brought to you for free and open access by the Institutional Community Engagement Framework at DigitalCommons@UNO. It has been accepted for inclusion in Presentations by an authorized administrator of DigitalCommons@UNO. For more information, please contact unodigitalcommons@unomaha.edu.



COMMUNITY AND UNIVERSITY BUILDING PARTNER WORK-STUDY PROGRAM

A UNO Weitz CEC, Metropolitan Community College, and Avenue Scholars
Collaboration

Robyn Long

Lucy Garza Westbrook

Jermaine Jones

Facilitated by: Barbara Pickering, Ph.D.

AGENDA

1. The UNO Barbara Weitz Community Engagement Center
 2. Community Partners: Avenue Scholars Foundation and Metropolitan Community College
 3. Placement Organization: Service Learning Academy
 4. Evaluation Model: Institutional Commitment to Service (Holland, 1997)
-



THE POWER OF PLACE

1. Centralized Two-way System of Coordinating & Linking Engagement Efforts
2. Community & University Housing Space & Opportunities
3. Free Meeting Spaces for Partners, University & Community
4. Organizational Capacity Building

TRANSFORMING THE COMMUNITY & CAMPUS

1. Values & Vision
2. Dynamic Programs (Academic & Student Programming)
3. Partnerships (University & Community)
4. Engaged Scholarship (Community-based Research & Community Based Applied)



AVENUE SCHOLARS FOUNDATION

Traditional Selection Criteria

- 2.5 GPA and Under
- Interest in Metro Community College (MCC)
- Free or Reduced Lunch
- On track to graduate
- 7 local high schools
- 50% Tuition Break at MCC / Pell Funds

AVENUE SCHOLARS FOUNDATION

Expansion

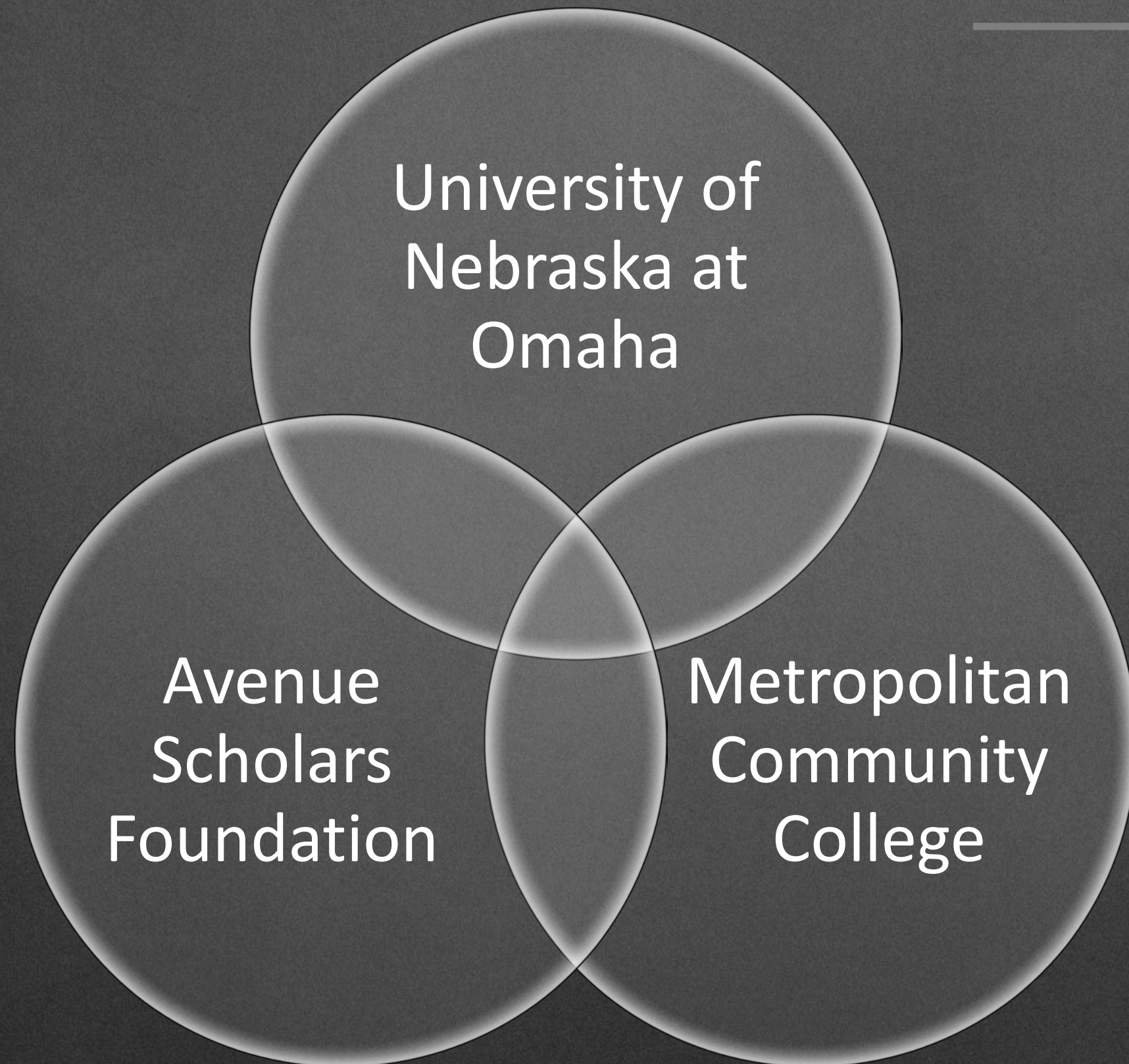
- Moving from 7 to 16 high schools
- Interest in High Demand Career
- Opportunity for \$4,000/yr scholarship over 2 years to MCC
- Work with a MCC Navigator as well as Talent Advisors
- NO GPA requirement
- Attend Metro Community College
- Responsible, Hard-Working
- Free or Reduced Lunch
- Citizen, Eligible for Work Permit & Job Placement

AVENUE SCHOLARS FOUNDATION

Programming

- **High School and Career Talent**
Advisors work with students
- **Junior Year: Career Exploration**
- **Senior Year: Senior Academy**
- **Post-Secondary: Work or MCC - Work**
- **Option for UNO Housing, Pell Funds +**
- **Support may differ from school to school based on Free and Reduced numbers**

ENHANCING PARTNERSHIPS: AVENUE SCHOLARS COMMUNITY ENGAGEMENT WORK-STUDY PROGRAM



1. Existing partnership between UNO, Avenue Scholars Foundation and Metropolitan Community College (MCC)

1. Enhanced partnership through the Community Engagement Work-study Program

STUDENT PRIORITIES & FUNDING

PRIORITY 1

- MCC Student
- Living at UNO
- Work-study Eligible
- MCC Work-study Funded

PRIORITY 2

- UNO Student
- Living at UNO
- Work-study Eligible
- UNO Work-study Funded

PRIORITY 3

- UNO or MCC Student
- Not Living at UNO
- Work-study Eligible
- MCC or UNO Funded

PRIORITY 4

- UNO or MCC Student
- Not Living at UNO
- Not Work-study Eligible
- Avenue Scholars Grant Funded

PLACING STUDENTS WITH ORGANIZATIONS

1. Coordinate with Weitz CEC organizations to obtain job description that is value-added community engagement and student focused positions.
2. Submit job descriptions for approval/denial through MCC or UNO financial aid
3. Work with student to complete resume and placement based on their program of study
4. Work with student and organization to coordinate interview and paperwork
5. Continue with ongoing communication between student, organization and Coordinators

PLACEMENT ORGANIZATION: SERVICE LEARNING ACADEMY (SLA)

1. Overview of Service Learning Academy
 2. Role of Community Liaison
 3. Student Role & Benefits
-



Working with SLA has enlightened my perspective on community partnerships and getting the community involved with UNO to bring awareness to different disabilities or non-profit organizations that serve those with disabilities...

I was inspired to try and develop projects that would help bring awareness to down syndrome. After having a meeting with Anne from Down Syndrome Alliance (DSA), I really got excited that she had some of the same ideas I have...

I can't wait to see the future projects that are going to come from our partnership.

--- Angie Green, SLA work-study student



INSTITUTIONAL COMMITMENT TO SERVICE EVALUATION MODEL

A Model of Key Organizational Factors (Holland, 1997)

Figure 1:
Levels of Commitment to Service, Characterized by Key Organizational Factors Evidencing Relevance to Institutional Mission

	Level One Low Relevance	Level Two Medium	Level Three High Relevance	Level Four Full Integration
Mission	No mention or undefined rhetorical reference	Service is part of what we do as citizens	Service is an element of our academic agenda.	Service is a central and defining characteristic
Promotion, Tenure, Hiring	Service to campus committees or to discipline	Community service mentioned; may count in certain cases	Formal guidelines for documenting and rewarding community service/service-learning	Community based research and teaching are key criteria for hiring and rewards
Organization Structure	None that are focused on service or volunteerism	Units may exist to foster volunteerism	Centers and institutes are organized to provide service	Flexible unit(s) support; widespread faculty and student participation
Student Involvement	Part of extracurricular student activities	Organized support for volunteer work	Opportunity for extra credit, internships, practicum experiences	Service-learning courses integrated in curriculum; student involvement in community based research
Faculty Involvement	Campus duties; committees;	Pro bono consulting; community volunteerism	Tenured/senior faculty pursue community-based research; some teach service-learning courses	Community research and service-learning a high priority; interdisciplinary and collaborative work
Community Involvement	Random or limited individual or group involvement	Community representation on advisory boards for departments or schools	Community influences campus through active partnership or part-time teaching	Community involved in designing, conducting, and evaluating research and service-learning
Campus Publications	Not an emphasis	Stories of student volunteerism or alumni as good citizens	Emphasis on economic impact, links between community and campus centers/institutes	Community connection as central element; fundraising has community service as focus

Relevant Indicators & Discussion

Figure 1:

Levels of Commitment to Service, Characterized by Key Organizational Factors Evidencing Relevance to Institutional Mission

	Level One Low Relevance	Level Two Medium Relevance	Level Three High Relevance	Level Four Full Integration
Mission	No mention or undefined rhetorical reference	Service is part of what we do as citizens	Service is an element of our academic agenda.	Service is a central and defining characteristic
Organization Structure	None that are focused on service or volunteerism	Units may exist to foster volunteerism	Centers and institutes are organized to provide service	Flexible unit(s) support; widespread faculty and student participation
Student Involvement	Part of extracurricular student activities	Organized support for volunteer work	Opportunity for extra credit, internships, practicum experiences	Service-learning courses integrated in curriculum; student involvement in community based research
Community Involvement	Random or limited individual or group involvement	Community representation on advisory boards for departments or schools	Community influences campus through active partnership or part-time teaching	Community involved in designing, conducting, and evaluating research and service-learning

THANK YOU!

Robyn Loos

UNO Barbara Weitz Community Engagement Center

Special Projects Associate

rloos@unomaha.edu

Lucy Garza Westbrook

UNO Service Learning Academy

Community Liaison

lgarza@unomaha.edu

Jermaine Jones

Avenue Scholars Foundation

Talent Advisor

jjones@avescholars.info