Student Service and Leadership Collaborative Progress Report June 2016

UNO Student Affairs

University of Nebraska at Omaha

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The second year of the Student Service & Leadership Collaborative (The Collaborative) featured 6 Service Supervisors, 20 Program Managers and 1 Special Projects Manager. The service component was defined by the following six service issue areas: Economic Sufficiency, Educational Support, Environmental Stewardship, International Service, Health and Wellness and Social Justice.

CO-CURRICULAR LEARNING OUTCOMES

Co-curricular learning outcomes establish a framework that supports student success through the development of skills and competencies related to intentional outcomes. The 2015-2016 Collaborative identified and incorporated four of the eight university-wide co-curricular learning outcomes. Assignments with non-profits, workshops, conferences, and professional development seminars were focused on students’ growth and development of Civic and Social Responsibility, Communications Skills, Leadership, and Self-awareness. (Appendix II)

GALLUP STRENGTHSFINDER

The Gallup StrengthsFinder® was new to the Collaborative this year and has been found to be an extraordinary learning tool for the Collaborative students. In addition, it served as a helpful instrument for use by the Service Supervisors and nonprofit supervisors when building teams; creating change and developing scenarios for employee insight and stimulating personal/professional development. (Appendix I)

ELECTRONIC PORTFOLIOS

All 2015-2016 Program Managers and Service Supervisors completed their year with a final presentation. E-portfolios served as the platform for each presentation with students summarizing responsibilities, collaborations and service projects that led to the development of co-curricular learning outcomes. Intentional emphasis was placed on the following identified co-curricular learning outcomes: Civic and Social Responsibility, Communication Skills, Leadership, and Self-awareness. (Page 4)

COLLABORATIVE IMPACT

• Collaborative student employees and recruited student volunteers served 141 local non-profits. An increase of 117% from the previous academic year. (Page 9)
• Collaborative student employees recruited 5,049 student and community volunteers. An increase of 140% from the previous academic year. (Page 5)
• 17,122 service hours were completed by Collaborative student employees and recruited volunteers. A 35% increase from the previous academic year. (Page 5)

LOOKING FORWARD

• Submit proposal to host 2018 IMPACT National Conference at UNO
• Submit posters and presentations to 2017 Clinton Global Initiative University and IMPACT National Conferences
• Expansion of the Collaborative’s footprint to include non-profits in rural Nebraskan communities
• Expansion of student employee professional development seminars “Brown Bags” to include non-profit organizations and the university community
• Growth in numbers of non-profits served
SUPPORTING STUDENT & COMMUNITY SUCCESS

The Student Service and Leadership Collaborative (The Collaborative), launched in the fall of 2014, is a student-led program that provides UNO students with opportunities to engage the University with the greater Omaha metropolitan community and beyond through action projects that lead to positive social change. The identified 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 rich opportunities for deep learning and intentional development of leadership skills, communication skills, civic and social responsibility and intercultural competencies.

The 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 inform and 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.

The six service issue areas feature a lead student employee as a Service Supervisor and several student employees serving as Program Managers in selected community non-profit organizations within the Service Area. The roles and responsibilities of Service Supervisors and Program Managers within The Collaborative include the following:

SERVICE SUPERVISORS

- Mentor Program Managers within the Service Area
- Facilitate service/volunteer activities and events in conjunction with Program Managers
- Collaborate with faculty, administrators, staff, students and community partners to cultivate an environment of civic engagement
- Recruitment, management, and development of campus and community volunteers
- Twenty hours per week, $12/hour

PROGRAM MANAGERS

- Serve as student employee for one academic year in partnership with community non-profit organizations
- In depth understanding about the organization and development of a defined project while furthering the mission of the partnering organization
- Expanded knowledge through ongoing educational and professional development activities
- Recruitment, management, and development of campus and community volunteers
- Fifteen hours per week, $10/hour
THE COLLABORATIVE: LEADING THE WAY ACROSS CAMPUS

GALLUP STRENGTHSFINDER®

The Gallup StrengthsFinder® has been found to be an extraordinary learning tool for the Collaborative students. It served as a helpful instrument for use by the Service Supervisors and nonprofit supervisors when building teams; creating change and developing scenarios for employee insight and stimulating personal/professional development. The Collaborative’s partnership with the Academic and Career Development Center (ACDC) provided an opportunity for all 2015-2016 Program Managers and Service Supervisors.

Through the completion of the StrengthFinder® assessment, the student employees became more aware, had a better understanding and were able to accept and integrate self-awareness. Students attended workshops to develop and understand their strengths by building on their greatest talents. (http://www.strengthstest.com/strengthsfinderthemes/strengths-themes.html)

The Collaborative’s partnership with the ACDC provided an opportunity for all 2015-2016 Program Managers and Service Supervisors. Through the completion of the StrengthFinder® assessment, the student employees became more aware, had a better understanding and were able to accept and integrate self-awareness. Students attended workshops to develop and understand their strengths by building on their greatest talents. Self-awareness is described as the ability of students to articulate one’s values, beliefs, strengths, challenges, and personal responsibility for their decisions and actions. Self-awareness is demonstrated by the ability to:

- Realistically appraise and understand one’s self to engage in more authentic and productive behavior
- Act in alignment with one’s own values to contribute to one’s life-long growth and learning
- Respond resiliently to adversity and life challenges in a flexible and healthy manner

ELECTRONIC PORTFOLIOS

Electronic portfolios (e-portfolios) are digital student portfolios that document student learning over a period of time while also connecting technology literacy (Chen & Light, 2010). Beyond being powerful tools for assessing learning, e-portfolios provide students with a framework to highlight their learning experiences to different audiences through the uploading of reflections, resumes, and other multimedia artifacts. Now in the second year, the students were guided to “raise the bar” with intentional activities and reflections being incorporated within their e-portfolio.

E-portfolios serve as the platform for presentations with students summarizing responsibilities, collaborations and service projects that led to the development of co-curricular learning outcomes.

CO-CURRICULAR LEARNING OUTCOMES

The primary function of the co-curricular learning outcomes is 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: civic and social responsibility, communication skills, creative and critical thinking, intercultural competency, interpersonal skills, leadership, self-awareness, and sustainability. The 2015-2016 Collaborative identified four specific learning outcomes to primarily focus on throughout the year.

The outcomes were Civic and Social Responsibility, Communications Skills, Leadership, and Self-awareness. The priority focus in orientation, the co-curricular learning activities, work with their non-profit organizations, development of service projects and professional development seminars (brown-bag activities) were designed to build the student employees’ recognition, understanding and skills, both intrapersonally and interpersonally.
Faith Walker – Civic and Social Responsibility

Within the e-portfolio, Faith recognizes and identifies the civic, social, and empathic values that empower individuals by creating meaningful contributions with local nonprofits. She did this through addressing the identified needs of the community in collaboration with the identified groups; analyzing and learning to understand the complex interconnections between different organizations. Through these activities she has facilitated positive social change.

James Van Ormer – Communication Skills

James’ ability to express and interpret concrete and abstract information is illustrated in a variety of effective forms throughout his e-portfolio. His willingness to listen attentively to others; respond appropriately to those around him; articulate his ideas, in all formats has been grown throughout his work and time within the Collaborative. James’ strives to meet his audience wherever they are and at whatever age level. His supervisor loves how he can interact with youth, artists and others conveying the messages necessary in a clear and effective form.

Nicole Partusch – Leadership

UNO defines leadership as students encouraging all individuals to be inspired and promote change collectively towards a shared vision or goal; Nicole is one of our student employees that represents this in all of her work. Her e-portfolio illustrates this specifically in the Heartland Family Services Gala she was managing over this past year. Other activities within her portfolio illustrate her ability to affect change in whatever position she is in. Nicole recognizes her strengths of Adaptability®, Woo®, and Positivity® and uses them for her and others benefit.
COLLABORATIVE IMPACT: BUILDING & STRENGTHENING COMMUNITIES

Number of Organizations Served by Collaborative Student Employees

- 2014-2015: 65
- 2015-2016: 141
- Increase: 117%

Number of Volunteers Recruited

- 2014-2015: 2,104
- 2015-2016: 5,049
- Increase: 140%

Number of Volunteer Service Hours Completed

- 2014-2015: 12,728
- 2015-2016: 17,122
- Increase: 35%
STUDENT SUCCESS SPOTLIGHT

CAROLYN ANDERSON
Director of WhyArts?

“WhyArts? is enjoying the opportunity to work with James Van Ormer this year through the Collaborative.

James is a freshman student, who shared that he used to pretty much sit at home and do video games—with no social life. James is a very optimistic, upbeat, young man who was not complaining—he just shared that that was the way it was. Well….since coming to UNO and being part of the Collaborative “experience”, James is outgoing, social, (works on few video games), has taken charge of several projects for WhyArts?, and has become an integral part of our WhyArts? team. He has totally found his self confidence….which is absolutely a “treasure” to observe!”

NOTABLE ACCOMPLISHMENTS

Faith Walker and James Van Ormer successfully organized a winter coat drive for at-risk youth in Omaha. The drive featured over 150 participants and 485 total items were donated to Youth Emergency Services.

Michael Van Sant, Program Manager for Maverick Food Pantry, attended the Clinton Global Initiative University Conference in Berkeley, California. Michael’s Commitment to Alleviate Childhood Hunger in North Omaha was recognized and has led to collaboration with Columbia University. Michael will implement his commitment this summer.

Natalie Shanahan, Program Manager for No More Empty Pots, efforts led to the creation of a new position for her at No More Empty Pots. Natalie will continue to work with No More Empty Pots while pursuing a Masters degree in Social Work at UNO.

James Van Ormer, Program Manager for WhyArts?, efforts led to his hiring as an IT intern with Union Pacific. James’ position is guaranteed for his remaining 3 years as an Undergraduate student.

Matt Van Ormer’s presentation: The effective Use of Technology in Civic Engagement Programming was accepted to the IMPACT National Conference in Amherst, MA.

All six Service Supervisors attended the IMPACT National Conference focused on civic engagement of college students. Service Supervisors attended workshops and collaborated with students representing over 50 national universities.
2015–2016 RODRIGO AND MARY LOPEZ STUDENT SERVICE & LEADERSHIP AWARD

This award is presented annually to a UNO student who has demonstrated effective leadership and collaboration skills in his/her efforts to impact positive social change in the Omaha community or the surrounding area. The award criterion includes demonstrating a deep commitment to social justice issues, the ability to create awareness and understanding of the issues on both macro and micro levels and support the culture of caring and service within the UNO community.

RECIPIENT

Hannah Lopez
Economic Sufficiency Service Supervisor

Hannah’s deep commitment to serving her community is exemplified by her desire to maintain a role as Program Manager for Habitat for Humanity, while supervising all other Managers within the Economic Sufficiency focus area. With Habitat for Humanity, Hannah’s supervisors noted her “exceptional critical and creative thinking to tackle Omaha’s most pressing housing challenges.” Hannah provides mentorship by guiding others to translate theory into practical application and has overseen several successful service projects.
NEXT STEPS

• Submit proposal to host 2018 IMPACT National Conference at UNO

• Submit posters and presentations to Clinton Global Initiative University and IMPACT National Conference

• Expansion of the Collaborative’s footprint to include non-profits in rural Nebraskan communities

• Expansion of student employee professional development seminars “Brown Bags” to include non-profit organizations and the university community

• Growth in numbers of nonprofits served
<table>
<thead>
<tr>
<th>Organization</th>
<th>Description</th>
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<tbody>
<tr>
<td>AIM</td>
<td>HELP Adult Services</td>
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<td>Abide Network</td>
<td>HETRA</td>
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<td>African Culture Connection*</td>
<td>Habitat for Humanity of Council Bluffs*</td>
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<td>Aksarben Senior Living</td>
<td>Habitat for Humanity of Omaha</td>
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<td>Alzheimer’s Association</td>
<td>Heartland Family Services*</td>
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<td>American Cancer Society</td>
<td>Heartlands Hope Mission</td>
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<td>Aqua - Africa</td>
<td>Hunger Free Heartland</td>
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<td>Art Therapy - Singapore</td>
<td>Inclusive Communities</td>
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<td>Arts of All</td>
<td>Infinite 8 Institute</td>
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<td>AsertaCare - Council Bluffs</td>
<td>Intercultural Senior Center</td>
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<td>International Studies</td>
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<td>Iowa Legal Aid</td>
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<td>Be the Match*</td>
<td>Joslyn Castle Trust</td>
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<td>Benson Plant Rescue</td>
<td>Keep Omaha Beautiful</td>
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<td>Big Brothers Big Sister of the Midlands</td>
<td>LLS - Leukemia &amp; Lymphoma Society</td>
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<td>Black Police Officers Association</td>
<td>La Vista Elementary School</td>
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<td>Brain Aneurysm Awareness Task Force</td>
<td>Lauritzen Gardens</td>
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<td>CASA for Douglas County</td>
<td>Learning Community Center of South Omaha</td>
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<td>CPC</td>
<td>Live Well Council Bluffs</td>
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<td>Catholic Charities Christ Child Center</td>
<td>Malcom X Foundation</td>
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<td>Chabad Center</td>
<td>Maverick Food Pantry*</td>
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<td>Community 360</td>
<td>Metropolitan Community College</td>
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<td>Conservation Fusion*</td>
<td>Middle College</td>
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<td>Dress a Girl Around the World</td>
<td>Midlands Humane Society</td>
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<td>Dundee Days</td>
<td>Mobility Equipment Restoration</td>
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<td>ESI</td>
<td>Multiple Sclerosis Society</td>
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<td>Family Housing Advisory Services, INC.</td>
<td>NLOM</td>
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<td>First Tee Omaha</td>
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<td>Fremont Hospice</td>
<td>Nebraska Affiliate of Susan G. Komen</td>
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<td>Friendship Program</td>
<td>Nebraska Children’s Home Society</td>
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<td>Girls Center - Heartland Family Services</td>
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<td>Nebraska Watershed Network</td>
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<td>Glacier Creek Preserve</td>
<td>Nebraska Wildlife Rehab</td>
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<td>Good 360</td>
<td>Nebraskans for Civic Reform</td>
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<tr>
<td>Gotta Be Me, Inc.*</td>
<td>NeighborWorks</td>
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*Represents Collaborative organizations
James’ collaboration with Faith Walker to organize and implement a winter coat drive for Youth Emergency Services showcased his Analytical® and Developer® themes. James worked diligently with community members to identify factors necessary to implement his service project. Within the Collaborative, he promoted excitement for his service project by providing leadership roles to his colleagues. James continued to develop his Restorative® theme by identifying alternative solutions to numerous challenges presented throughout the implementation phase of his service project.
ECONOMIC SUFFICIENCY

Economic Sufficiency addresses the causes, consequences, and solutions to poverty. Early childhood development and resource sustainability are also encompassed in this area.

SERVICE SUPERVISOR
Hannah Lopez - Habitat for Humanity CB

Hannah’s StrengthsFinder theme of Achiever® was best exemplified by her desire to maintain a role as Program Manager for Habitat for Humanity, while supervising all other Managers within the Economic Sufficiency focus area. With Habitat for Humanity, Hannah’s supervisors noted her “exceptional critical and creative thinking to tackle Omaha’s most pressing housing challenges.”

Hannah has been able to harness her themes of Individualization® and Input® to provide mentorship to Program Managers by listening to their specific challenges and guiding them to translate theory into practical application. Program Managers in the Economic Sufficiency Issue Area completed several successful service projects for No More Empty Pots and Heartland Family Services.

PROGRAM MANAGER
Natalie Shanahan - No More Empty Pots

PROGRAM MANAGER
Nicole Partusch - Heartland Family Services

PROGRAM MANAGER
Michael Van Sant - Maverick Food Pantry
Sapphire’s Achiever® theme is evidenced by her numerous appointments on campus. Within the Collaborative, Sapphire served as a Service Supervisor for two issue areas while training her colleague and providing mentorship to six Program Managers. This summer, Sapphire will continue to develop her theme as a Learner® by travelling to Finland as a Nene Field Ambassador. She will study environmental economics, social entrepreneurship, and nonprofit management.

Environmental Stewardship entails sustainability efforts to increase awareness, develop sustainable solutions, and engage the global community in the improvement of our environment.
Faith’s themes of Input®, Activator® and Strategic® were on full display during the development of her service project, Go Figure. Faith worked with community leaders to understand the needs and requirements of at-risk youth in Omaha. Faith worked with James Van Ormer to propose a tangible solution to address the lack of winter clothing at a local homeless shelter. Their service project led to the donation of 485 winter coats.
Rebecca’s themes of Woo® and Communication® were best exemplified in her work as a Service Supervisor and Program Manager with African Culture Connection. After the untimely departure of a Program Manager, Rebecca communicated with African Culture Connection to notify them and acquire information to assure all duties and responsibilities would be completed. The growth and development of Rebecca’s Empathy® theme has led to her return as a full-time employee of Children’s Respite Care Center this fall.

Sara’s intentional effort to develop her Restorative® theme led her to identify a need to host a non-profit panel of executives and directors from several local partnering organizations to inform her fellow students about the various employment opportunities present in Omaha. As an Arranger®, she worked to organize all of the pieces and resources necessary for a successful event.

Sara’s intentional effort to develop her Restorative® theme led her to identify a need to host a non-profit panel of executives and directors from several local partnering organizations to inform her fellow students about the various employment opportunities present in Omaha. As an Arranger®, she worked to organize all of the pieces and resources necessary for a successful event.
Divya’s themes of Context® and Connectedness® were evident in her ability to harness her previous experience as a community organizer in India to promote a service project here at UNO. Growth in the theme of Relator® occurred while working to honor facilities staff and shuttle drivers by hosting a gratitude luncheon on campus. The impact of her service project was observed throughout campus several weeks after the event.
2015–2016 CO-CURRICULAR LEARNING OUTCOMES

As a result of employment through the Collaborative, students will:

• Illustrate their individual development in the one following University identified co-curricular learning outcomes: communication skills, civic and social responsibility, critical and creative thinking, intercultural competency, self-awareness, interpersonal skills, leadership and sustainability.

COMMUNICATION SKILLS
The ability of students to express and interpret concrete and abstract information in a variety of ways to effectively convey ideas. Communication Skills are demonstrated by the abilities to:

• Listen attentively to others and respond appropriately
• Adapt your style to the occasion, task, and audience
• Articulate ideas in various formats including oral, written, nonverbal, visual, and electronic

CIVIC AND SOCIAL RESPONSIBILITY
The ability of students to recognize and identify civic, social, and empathic values along with skills that empower individuals to make meaningful contributions with local and global communities. Civic and Social Responsibility is demonstrated by the abilities to:

• Identify and address the needs of the community collaboratively to facilitate positive social change.
• Understanding that serving one’s community is essential in creating and maintaining a thriving community
• Analyze and understand the complex interconnections between local and global communities

CRITICAL AND CREATIVE THINKING
The ability of students to engage in a process of disciplined thinking that interprets and informs idea generation, beliefs, and actions. Critical and creative thinking is demonstrated by the abilities to:

• Use complex information from a variety of sources including personal experiences and observation (i.e. information, concepts, ideas) to draw logical conclusions and form a decision or opinion
• Demonstrate ability to recognize and effectively manage ambiguous ideas, experiences and situations
• Generate innovations through experimentation with novel ideas, forms, and methods

INTERPERSONAL SKILLS
The ability of students to identify, navigate, and sustain complex relationships with other individuals and entities across society. Interpersonal skills are demonstrated by the ability to:

• Actively consider others to build connections, establish values, or accomplish shared goals
• Utilizing others’ ideas, strengths, knowledge, and abilities to foster an inclusive environment
• Develop and sustain healthy and meaningful relationships with others
2015–2016 CO-CURRICULAR LEARNING OUTCOMES

INTERCULTURAL COMPETENCY
The ability of students to integrate and celebrate human differences through interaction, scholarship, and active participation to achieve a more inclusive and equitable global environment. Intercultural competency is demonstrated by the ability to:

• Understanding that there is an inequitable distribution of social power within society, resulting in advantages for some and disadvantages for others.
• Suspends judgement and values interactions with individuals different than oneself.
• Recognize and analyze the interconnections between individuals and society as well as how individuals actions have and impact on others.

SELF-AWARENESS
The ability of students to articulate one’s values, beliefs, strengths, challenges, and personal responsibility for their decisions and actions. Self-awareness is demonstrated by the ability to:

• Realistically appraise and understand one’s self to engage in more authentic and productive behavior.
• Act in alignment with one’s own values to contribute to one’s life-long growth and learning.
• Respond resiliently to adversity and life challenges in a flexible and healthy manner.

LEADERSHIP
The ability of students to engage in responsible leadership that allows all individuals to inspire and promote change collectively towards a shared vision or goal. Leadership is demonstrated by the ability to:

• Recognize their strengths and those of others to work towards a shared vision.
• Navigate and affect change from anywhere within an organization.
• Empower others through a collaborative process and distribution of responsibility.

SUSTAINABILITY
The ability of students to apply concepts of sustainability by engaging in the challenges and solutions of one’s social, economic, and environmental impact on the planet. Sustainability is demonstrated by the ability to:

• Gain knowledge regarding the effects of individual, community, national, and international level choices on ecosystems and people.
• Apply the aspects of sustainability to understand the consequences of individual and group actions.
• Utilize knowledge of sustainability to change their daily habits and consumer mentality.

APPENDIX II
The University of Nebraska at Omaha shall not discriminate based upon age, race, ethnicity, color, national origin, gender identity, sex, pregnancy, disability, sexual orientation, genetic information, veteran’s status, marital status, religion, or political affiliation.