

2015

## Community and University Building Partner Work-Study Program

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### Recommended Citation

Pickering, Barbara A.; Long, Robyn; Westbrook, Lucy Garza; and Jones, Jermaine, "Community and University Building Partner Work-Study Program" (2015). *Presentations*. 3.

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# 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)
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# THE POWER OF PLACE

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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

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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

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## 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

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## 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

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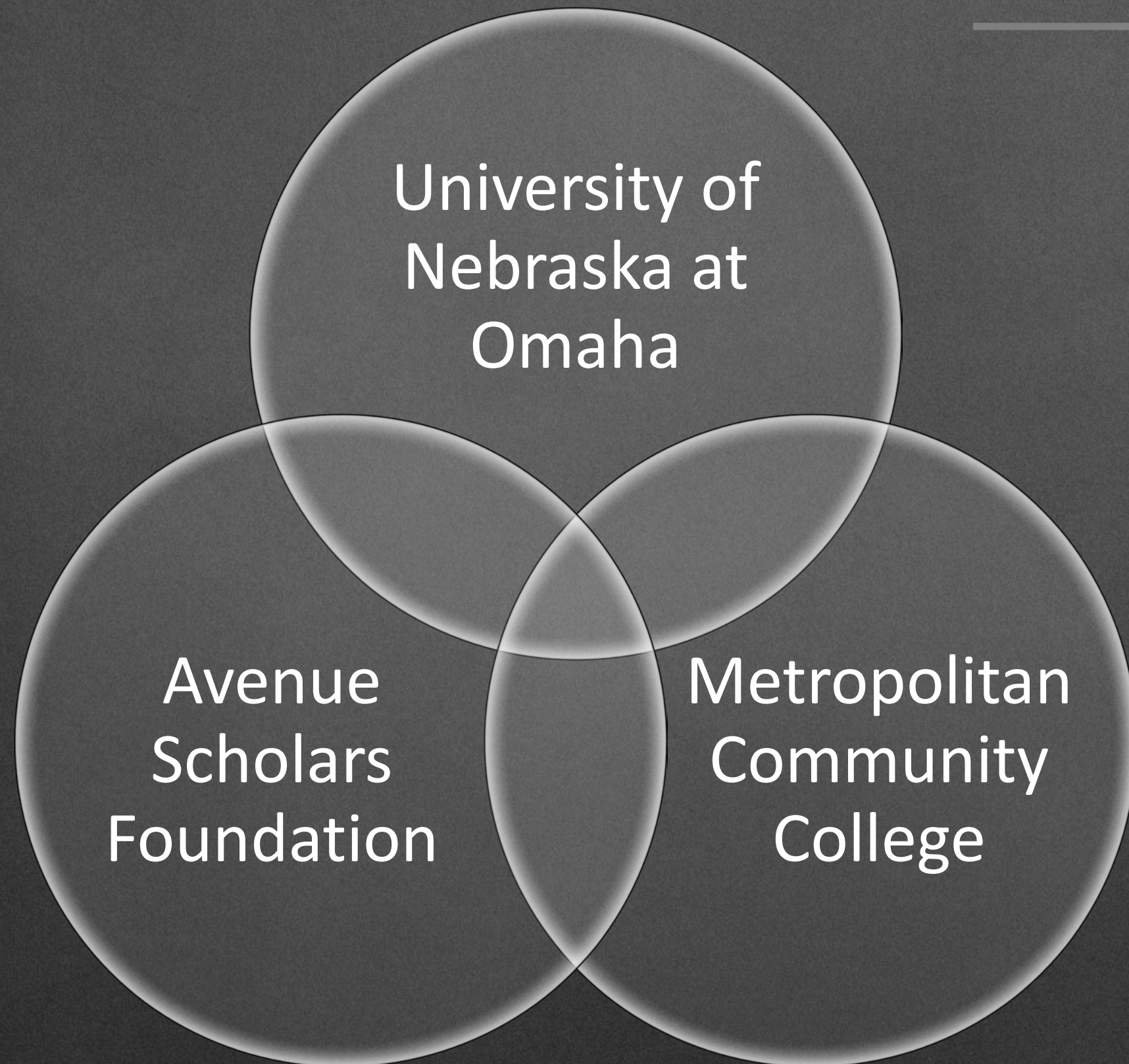
## Programming

- **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

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**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

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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)

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

	<b>Level One Low Relevance</b>	<b>Level Two Medium</b>	<b>Level Three High Relevance</b>	<b>Level Four Full Integration</b>
<b>Mission</b>	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
<b>Promotion, Tenure, Hiring</b>	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
<b>Organization Structure</b>	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
<b>Student Involvement</b>	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
<b>Faculty Involvement</b>	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
<b>Community Involvement</b>	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
<b>Campus Publications</b>	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***

	<b>Level One Low Relevance</b>	<b>Level Two Medium Relevance</b>	<b>Level Three High Relevance</b>	<b>Level Four Full Integration</b>
<b>Mission</b>	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
<b>Organization Structure</b>	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
<b>Student Involvement</b>	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
<b>Community Involvement</b>	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!

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