

## 2019-2020 Annual Program Reports

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Florida State University

The following reports were submitted to senior leadership within the Center for Leadership & Social Change for review, prior to the submission of a departmental report to the Division of Student Affairs' Strategic Planning and Assessment team within the Office of the Vice President of Student Affairs. The departmental reports will be used to generate a divisional report, published in the late-summer/early-fall. Due to this strategic framework, the program reports are formatted as responses to specific questions generated by the Strategic Planning and Assessment Team. Each report highlights a year's accomplishments. It does not capture the entirety of a program, a department, or a division. It does not capture the history and stories that exist for years prior to the program's occurrence. These reports merely represent a glimpse into the accomplishments of a community of professionals in their quest to support wholistic student learning and development.

# Student Leader Retreat

Annual Report: 2019-2020

## 1. Mission, Vision, Values

- Mission: The Student Leader Retreat is a community of leaders gathered to learn, serve, and transform themselves, their representative programs and organizations, the Florida State University campus, and the communities they are connected to through new relationships, new understandings, and new ways of being. (*draft*)
- Vision: The Student Leader Retreat envisions an intentional learning environment for individual leaders from programs and organizations connected to the Center for Leadership & Social Change to engage in group leadership, exploring their “Center” identity, strengthening their shared efficacy, and elevating their capacity to create positive sustainable change. (*draft*)
- Values: \*Undefined
- Goals:
  - i. Participants will be able to identify programs, services, staff, and the organizational structure within the Center for Leadership & Social Change.
  - ii. Participants will connect with other Center for Leadership & Social Change student leaders to strengthen external relationships and increase collaboration.
  - iii. Participants will understand procedures to safely and effectively utilize Center for Leadership & Social Change facilities and equipment.
  - iv. Participants will expand their knowledge on topics of leadership, identity, community engagement, and organizational skills.

## 2. Number of Staff

- Full-time: 1 program coordinator shared with 3 other Center for Leadership & Social Change programs, and 1 assistant director managing a team of program coordinators.
  - i. Fall 2019: David Bateman-Schieler (program coordinator)
  - ii. Fall 2019: Erin Sylvester Philpot (assistant director)
- Part-time: N/A
- Graduate assistant: 1 graduate assistant shared with other Center for Leadership & Social Change programs.
  - i. Fall 2019: Kiah Albritton
- Student staff/FWS: Assistance with week-of-retreat tasks (printing, nametags, etc.), estimated 10 total hours of work shared by multiple student staff.
- Other supporting staff: In 2019 the Student Leader Retreat relied heavily on supportive colleagues within the Center for Leadership & Social Change.
  - i. Miguel Hernandez & Dr. Joi Phillips: CLSC co-directors/presented “Welcome” overview

- ii. Shane Whittington: CLSC program coordinator/presented "Power, Privilege, Oppression"
- iii. Brittany Devies: LLRC graduate assistant/presented "Social Change Model"
- iv. Satcha Sanon & Jada Toledo: CLSC graduate assistants/presented "Managing Your Org"
- v. Jenni Batchelder & Brie Shannon: LLRC graduate assistant & CLSC program coordinator (respectively)/presented "Navigating Transition & Change"
- vi. Brittany Brewster & Erica Wiborg: LLRC graduate assistants/presented "Culturally Relevant Leadership Learning"
- vii. Amber Cox & Danny Dominguez: CLSC graduate assistants/presented "Working With>Working For: Planning & Executing Service"
- viii. Dr. Joi Phillips: CLSC co-director/presented "Person-empowered Service"
- ix. Miguel Hernandez: CLSC co-director/presented "Social Identities"
- x. Paige Rentz: CLSC Media Specialist/created retreat webpage, took photos (including student staff headshots) throughout the retreat, and presented "Tell your Story: Turning Moments into Messages"
- xi. Veronica Houck: CLSC EMS/Assisted with DSC/GME room reservations
- xii. Sandi White: CLSC Budgeting & Accounting/invoicing with food vendors

### **3. Response to COVID-19**

- The Student Leader Retreat was hosted 5:00pm-8:15pm Friday, September 13, 2019 and 8:00am-2:30pm Saturday, September 14, 2019. It was a one-time program meant to create lasting informal relationships between student leaders of various Center for Leadership & Social Change programs. As such, there were no scheduled spring 2020 events related to the Student Leader Retreat that were impacted by COVID-19.
- Since all students involved in the Student Leader Retreat were first involved in Center for Leadership & Social Change programs, support for those students came through their individual programs.
- A centralized Center response to COVID-19 was produced but was not produced or sent out under the name of the Student Leader Retreat.

### **4. Significant Stories**

- This was the first year of the Student Leader Retreat. Based on a 2017-2018 proposal by Juan Mendizabal (former program coordinator), the retreat featured great successes for its first year. Some highlights:
  - i. The "Pop-Up Gallery" art prompt (led by Kiah Albritton and David Bateman-Schieler), to visually depict the relationship between identity, leadership, and community engagement, gave rise to some amazing student group work.
  - ii. The "3-2-1: Learn, Serve, Transform" closing reflection (led by Erin Sylvester Philpot) made a somewhat common reflection prompt incredibly more impactful.

- iii. Three rounds of program Pecha Kuchas (20 slides x 20 seconds/slide) allowed students to learn about their fellow student leaders in a succinct and creative way.
      - 1. Round 1: Community Ambassadors, Florida State Alternative Breaks, Social Change Peer Educators
      - 2. Round 2: PeaceJam, Leadership LOGIC, Service Scholars
      - 3. Round 3: Multicultural Leadership Summit, EngageTLH, Americorp Youth Programs
    - iv. Staff involvement throughout the program led to significant increases in student leader's confidence related to the ability to "recognize Center staff by name" and "identify programs Center staff supervise or advise."
    - v. The inclusion of Building Orientation for program student leaders did decrease staff time outside of the retreat otherwise hosting the hour-long session and made collecting the paperwork and granting access more efficient.
  - As with any first-time program there were also challenges.
    - i. There should be a clear expectation that program coordinators commit to hosting abbreviated program-specific retreats immediately following the Center-wide Student Leader Retreat. The initial program proposal was designed to promote collaboration and efficiency. Collaboration was clear, but the efficiency was lost as there still ended up being weeks of separate program retreats.
    - ii. Mixing the Center engagement themes within the workshop rotations created "safe" spaces where students were not challenged to learn about engagement themes, they may be less familiar with. Future workshop rotations should be structured so that the first rotation is a singular theme (ex: Identity), the second a different theme (ex: Leadership), and the third the remaining theme (ex: Community engagement).

## 5. Student Learning

- The program learning goals (listed below) can be connected to the Division of Student Affairs' values (inclusivity, wellness, community, and student development). The learning goals were assessed through a pre and post assessment. The pre-assessment consisted of 9 items to measure self-perceived awareness, knowledge, skills, or abilities. The post-assessment replicated those 9 items, and included 5 items to measure retreat satisfaction, and 3 opportunities to provide short-response feedback or clarification.
  - i. Goal 1: Participants will be able to identify programs, services, staff, and the organizational structure within the Center for Leadership & Social Change (related to DSA student development and community).
    - 1. 69%-77% of participants reported self-perceived gains in confidence, related to their ability to meet goal 1.
    - 2. 85%-100% of participants reported being "somewhat confident", "confident" or "very confident" in their ability to meet goal 1.

- ii. Goal 2: Participants will connect with other Center for Leadership & Social Change student leaders to strengthen external relationships and increase collaboration (related to DSA inclusivity and community).
  - 1. 46%-50% of participants reported self-perceived gains in confidence, related to their ability to meet goal 2.
  - 2. 92%-96% of participants reported being “somewhat confident”, “confident” or “very confident” in their ability to meet goal 2.
- iii. Goal 3: Participants will understand procedures to safely and effectively utilize Center for Leadership & Social Change facilities and equipment (related to DSA wellness).
  - 1. 65% of participants reported self-perceived gains in confidence, related to their ability to meet goal 3.
  - 2. 100% of participants reported being “somewhat confident”, “confident” or “very confident” in their ability to meet goal 3.
- iv. Goal 4: Participants will expand their knowledge on topics of leadership, identity, community engagement, and organizational skills (related to DSA student development, community, and inclusivity).
  - 1. 19%-46% of participants reported self-perceived gains in confidence, related to their ability to meet goal 4.
  - 2. 100% of participants reported being “somewhat confident”, “confident” or “very confident” in their ability to meet goal 4.

## 6. Partnerships

- As a retreat for student leaders within programs already hosted by the Center for Leadership & Social Change, there were few external partnerships (institutionally or non-institutionally). The exception to this was food vendors:
  - i. Moe’s Southwest Grill (W. Tennessee St.): Taco Bar for 110, delivered (\$880.00) – Dinner (~80) Friday, September 13, 2019.
  - ii. Costco: Vegan/Veggie meal alternatives and continental breakfast (\$112.81).
  - iii. Gaines Street Pies: 26 pizzas (square cut), pick-up; 8 large pepperoni, 8 large cheese, 6 large veggie, 4 large vegan (\$499.74) – Lunch (~80) Saturday, September 14, 2019.

## 7. Signature Data Points

- 78 student leaders in key roles with 22 different programs hosted by the Center for Leadership & Social Change attended the 2019 inaugural Student Leader Retreat.
- 12 breakout workshops were hosted over three breakout rotations, along with 3 large group presentations, and 2 large group workshops, for a total of 4.5 hours of educational material per participant.

## 8. Facilities

- There were no significant updates/upgrades to existing facilities made by the Student Leader Retreat. Any updates/upgrades to facilities used by the program would be documented by other entities’ reports.

## 9. Information Technology

- There have been no new initiatives or significant updates/upgrades to existing infrastructure. Any updates/upgrades to IT infrastructure used by the program would be documented by other entities' reports.

#### 10. Staff Development

- Kiah Albritton (2019-2020 graduate assistant) and David Bateman-Schieler (full-time staff program coordinator) graduated with their Masters' of Science degrees in Higher Education from Florida State University in May 2020. Kiah and David were recognized in the fall 2019 semester as fellows within the Hardee Center for Leadership and Ethics in Higher Education, also at Florida State University.
- Erin Sylvester Philpot (CLSC Assistant Director) graduated with her Doctor of Philosophy degree in Higher Education, also in May 2020.

#### 11. Quotes

- A student shared, "I am glad that this retreat was conducted. Beforehand, I definitely didn't know that there were as many programs in the CLSC."
- Two students described the retreat as "Amazing" when asked within the post-assessment to summarize their experience with one word. Several others shared similar sentiments.
- A student shared, "I had a wonderful experience! I would love to have another event like this. I would love to keep building relationships with other student leaders in the Center, their participants, and programs... I absolutely loved this."

#### 12. Photos



- Center for Leadership & Social Change student leaders pose at the conclusion of the first annual Student Leader Retreat on the steps outside the Global Multicultural Engagement building cafeteria in different colored t-shirts representing their many different programs.

# Humanitarian of the Year

Annual Report: 2019-2020

## 1. Mission, Vision, Values

- Mission: “The President’s Undergraduate Humanitarian of the Year Award aims to recognize students who demonstrate a commitment to service, who connect academic, personal, and professional goals to meaningful community-desired engagement, and who do not self-ascribe but are yet known as humanitarians.” *(draft)*
- Vision: “By joining this student recognition with recognition of Florida State University’s exceptional teaching, research, creative activity, and service, the President’s Undergraduate Humanitarian of the Year Award will elevate the many contributing voices that lead to the development of Florida State humanitarians, thus promoting the positive transformative power of Florida State University to the local, state, regional, national, and international communities.” *(draft)*
- Values: entrepreneurship/innovation & sustainability, interdisciplinarity, and diversity *(draft)*
- Goals: \*Undefined

## 2. Number of Staff

- Full-time: 1 program coordinator shared with 3 other Center for Leadership & Social Change programs.
  - i. Fall 2019-Spring 2020: David Bateman-Schieler
- Part-time: N/A
- Graduate assistant: 1 graduate assistant shared with other Center for Leadership & Social Change programs.
  - i. Fall 2019-Spring 2020: Mariah Denson
- Student staff/FWS: N/A
- Other supporting staff: In 2019-2020 the President’s Undergraduate Humanitarian of the Year Award relied heavily on supportive colleagues across the University.
  - i. Office of the Vice President of Student Affairs: Brandon Bowden & Maclain Benton (scheduling VPSA attendance and paying for nominee plaques) – Sandi White (CLSC Business Manager assisted with invoicing)
  - ii. Office of the President: Cheryl Bakker, Elizabeth Hirst, Jill Elish (scheduling President’s attendance, coordinating President’s representation-including video recording for 2019-2020, reviewing drafted Presidential remarks/speech)
  - iii. University Academic Deans & Contacts:
    - 1. Applied Studies (Panama City) – Dean Randy Hanna, EdD
      - a. Assistant Director of Academic and Student Services, Angie Sexton

2. Arts & Sciences – Dean Sam Huckaba, PhD
  - a. Assistant Director for Academic Support, Cassy Alexander
3. Business – Dean Michael Hartline, PhD
  - a. Student Engagement Coordinator, Marissa Mainwood
4. Communication & Information – Dean Larry Dennis, PhD
  - a. Development Coordinator, Elaine Howard
5. Criminology & Criminal Justice\* – Dean Thomas Blomberg, PhD
  - a. Administrative Specialist, Dana Behnke
6. Dedman Hospitality\* – Director Don Farr, PhD
7. Education – Dean Damon Andrew, PhD
  - a. Associate Dean for Academic Affairs, Amy Guerette
  - b. Program Coordinator, Ashley Milton
8. Fine Arts – Dean James Frazier, EdD
  - a. Senior Associate Dean of Student Affairs, Scott Shamp, PhD
9. FAMU/FSU Engineering – Dean J. Murray Gibson, PhD
  - a. Director of Student Life, Miranda Manning
10. Human Sciences\* – Dean Michael Delp, PhD
  - a. Associate Dean for Academic Affairs, Gregory Harris, PhD
11. Jim Moran Entrepreneurship\* – Dean Susan Fiorito, PhD
  - a. Academic Program Manager, Kirsten Frandsen
12. Medicine – Dean John Fogarty, MD
  - a. Community Coordinator/Experiential Learning Advisor, Heather Stitley
  - b. Associate Dean (Interdisciplinary Medical Sciences), Anthony Speights
  - c. Assistant Dean (Interdisciplinary Medical Sciences), Elizabeth Foster
13. Motion Picture Arts\* – Dean Reb Braddock
  - a. Chief of Staff, Linda Hensley
14. Music – Dean Patricia Flowers, PhD
  - a. Director of Undergraduate Studies, Joanna Hunt
15. Nursing\* – Interim Dean Laurie Grubbs, PhD
  - a. Executive Assistant, Gabriela Mendizabal
16. Social Sciences & Public Policy\* – Dean Tim Chapin, PhD
  - a. Administrative Specialist, Tonja Hinton Guilford
17. Social Work – Dean Jim Clark, PhD
  - a. Director of BSW, Pam MacDill

*\*Colleges/School that were contacted but did not participate in the 2019-2020 President's Undergraduate Humanitarian of the Year Award.*

- iv. Communications, Marketing, Website, and Video
  1. Paige Rentz, CLSC Media Specialist
  2. Joann Mauricette, CLSC Media student
  3. Briana Wilson, DSA Media Specialist



4. Dillon Gleeson, Union Marketing Representative
5. Glenn Sanger-Hodgson, College of Medicine Media Specialist
6. Barbara Ash, College of Business Media Specialist
- v. Student Organizations & Involvement: Asia Duren, Leadership Awards Night program coordinator
- vi. University-wide award selection committee:
  1. Jarrett Terry, Administrative Representative (Provost's Office)
  2. Craig Stanley III, Faculty Representative (College of Social Work)
  3. Kathryn Casello, 2019 Award Winner
- vii. Luncheon Planning:
  1. Claudia Montany, Landscape Design Specialist with FSU Grounds Department (planned to provide greenery for DSC2201/2202)
  2. Cindi Majszak, Catering Coordinator with FSU Legacy Catering (planned to provide catering for luncheon)

### 3. Response to COVID-19

- The President's Undergraduate Humanitarian of the Year Award Luncheon was planned for 12pm-1:30pm EDT Tuesday, March 24, 2020 (Dunlap Student Success Center 2201/2202). At instruction of Assistant Vice President of Student Affairs Dr. Brandon Bowden, the luncheon was transitioned to a virtual format, utilizing video recordings.
- Video clips, recognizing each college's student nominee were solicited from each participating Dean, or their designee. Ms. Elizabeth Hirst, the President's Chief of Staff, arranged for the President to have welcoming remarks and the announcement of the winner recorded in tandem with a virtual recognition effort through the College of Medicine. All video clips were edited together by Joanne Mauricette as a student staff member of the Center for Leadership & Social Change's media team. Paige Rentz, the Center's media specialist, updated the Humanitarian of the Year webpage and supervised Mauricette's editing.
- The webpage and video were launched in coordination with the University's Leadership Awards Night, hosted by the office of Student Organizations & Involvement. NOTE: *In previous years, the Humanitarian of the Year luncheon has recognized nominees, but waited for the Leadership Awards Night to announce the overall winner.*

### 4. Significant Stories

- As a recognition event, the Humanitarian of the Year award and luncheon serves primarily to showcase significant stories that have already happened through a myriad of other programs. The ability for so many people to come together to quickly virtualize the event (and to such a high quality), is perhaps the greatest accomplishment of the program this year – it also happens to fall perfectly into the spirit of collaboration that breeds innovative, sustainable, humanitarians.
- New to 2020, the Dedman School of Hospitality and the newly established Jim Moran College of Entrepreneurship were invited to participate, however neither produced nominees. The College of Human Sciences did not participate for the

first time since the award's establishment in 2000. The College of Fine Arts had its first overall winner.

## **5. Student Learning**

- As a recognition event it is not intended that participants develop new skills or have new experiences directly related to participation. However, participant experiences prior to nomination are evaluated for learning. The nomination materials capture three perspectives: university faculty/staff nominator, student nominee, and a community agency the nominee has worked with. These three perspectives are evaluated on five criteria, related to the three program values (Entrepreneurship/Innovation & Sustainability, Interdisciplinarity, and Diversity).
  - i. Entrepreneurship/Innovation & Sustainability via Leadership, Contribution, and Commitment: Student displays leadership and initiative in addressing root causes through outstanding contributions of service with an evidence of commitment (depth and breadth).
  - ii. Interdisciplinarity via Connection: Student reflection connects service with academic study, root causes, and long-term social context.
  - iii. Diversity via Community Need: Service directly contributes to an existing community need (identified by the community).
- The three program values, found explicitly within the University's vision statement, work in compliment to the Division of Student Affairs' values of inclusivity (diversity), community (entrepreneurship/innovation & sustainability), and student development (interdisciplinarity).

## **6. Partnerships**

- Institutional
  - i. Office of the President: This is ultimately a Presidential award, and the President's office traditionally purchases the overall award winner's plaque. In the past the President's office has also sponsored donations to the nominees and winner's local non-profit service agency of choice. Due to budget restrictions neither the large plaque or the donations were made this year (only the prior was related to COVID-19).
  - ii. Office of the Vice President of Student Affairs: The Office of the Vice President of Student Affairs sponsors the college nominee plaques.
  - iii. Colleges & College Deans: Colleges and their respective Deans lead the nomination process which culminates in the nomination of one student per college to the overall University selection committee. Colleges are free to create their own nomination criteria and process. College Deans traditionally attend the award luncheon. This year college Deans (or their designee) produced video clips which recognized their nominee.
  - iv. FSU Grounds Department: As a Presidential event the FSU Grounds Department had offered to provide greenery for the luncheon. Due to the cancellation of the luncheon, the greenery was not needed.
  - v. FSU Legacy Catering: As an on-campus Presidential luncheon Legacy Catering was prepared to provide food on University china. While still a

buffet format, catering attendants were also scheduled to keep the buffet fresh (~\$1000). All catering was cancelled due to COVID-19.

- vi. Student Organizations & Involvement: Keeping with the tradition of announcing the overall President's Undergraduate Humanitarian of the Year at the University's Leadership Award Night, hosted by the office of Student Organizations & Involvement, the video recognition was launched in conjunction with the virtualized Leadership Awards Night at 6pm EDT Tuesday, April 14, 2020.
- o Non-institutional
  - i. Awards4You: Each college nominee receives a small commemorative plaque from Awards4You, invoiced to the Office of the Vice President of Student Affairs (~\$470). In previous years a larger plaque has also been given to the overall University-wide winner (~\$100), this plaque was not ordered this year, given the spending freeze related to COVID-19.

## **7. Signature Data Points**

- o 2020 faced the lowest college participation rate since 2013. The participation rate appears to have peaked in 2018, with 14/16 colleges participating. In 2020, 10/17 colleges participated.
- o While initially about 40 people were planned to attend the Humanitarian of the Year Award Luncheon (12:00pm-1:30pm EDT, Tuesday, March 24, 2020 – DSC2201/2202), 172 visited the Humanitarian of the Year webpage during the virtual Leadership Awards Night (6pm EDT, Tuesday, April 14, 2020), with an additional 525 visiting the page in the subsequent week.

## **8. Facilities**

- o There were no significant updates/upgrades to existing facilities made by The President's 2020 Undergraduate Humanitarian of the Year Award. Any updates/upgrades to facilities used by the program would be documented by other entities' reports.

## **9. Information Technology**

- o There have been no new initiatives or significant updates/upgrades to existing infrastructure. Any updates/upgrades to IT infrastructure used by the program would be documented by other entities' reports.

## **10. Staff Development**

- o David Bateman-Schieler (full-time staff program coordinator) graduated with his Masters' of Science degree in Higher Education from Florida State University. David was also recognized in the fall 2019 semester as a fellow within the Hardee Center for Leadership and Ethics in Higher Education, also at Florida State University.

## **11. Quotes**

- o From an undergraduate student nominee (Carlos Rodriguez): "As a result of that initial interaction with the students of the Learning Tree I began to dedicate a significant amount of my time to not only creating social change but also aiding the people around me by identifying their needs and helping them through their life journey."

- From a College Faculty/Staff Nomination: “During his service [at Camp Boggy Creek], Cian Cranfield developed a deep level of compassion for the children, while also learning more about life and himself. Cian shared that his experiences with the children touches his heart in such a way that it makes him want to pursue a career in Pediatric Hematology/Oncology.”
- From a Community Service Agency (Maison De La Gare in Saint Louis, Senegal): “She [Myah Freeman] brought her unique skills as an artist and, through them, found a common language with the children she worked with. She treated the children with respect as full equals and left each of them with the assurance that they are valued human beings, an assurance that is desperately missing from their difficult day-to-day lives. Our classrooms are still decorated with the work that she produced with the talibé children, and they take enormous pride in this.”

## 12. Photos



- Myah Freeman (*President’s 2020 Undergraduate Humanitarian of the Year Award Winner*) produces artwork with the talibé children at Maison de la Gare in Saint Louis, Senegal. Myah traveled to Senegal with Global Scholars in 2019.

FLORIDA STATE UNIVERSITY

THE CENTER FOR LEADERSHIP & SOCIAL CHANGE

HOME ABOUT GET INVOLVED LEADERSHIP DIVERSITY SERVICE LLRC RECOGNITION RESOURCES NEWS SUPPORT CONNECT

HOME / RECOGNITION / THE PRESIDENT'S UNDERGRADUATE HUMANITARIAN OF THE YEAR AWARD


ACC Leadership Symposium  
 Dr. Martin Luther King Jr. Book Stipend  
 Dr. Martin Luther King Jr. Distinguished Service Award  
 Garnet & Gold Scholar Society  
**Humanitarian of the Year Award**  
 Rosenbloom Memorial Service Scholarship  
 Rossetti Memorial Scholarship  
 Service Scholars  
 V-rak-ke-ce-tv Cultural Graduation  
 Williams Scholars

## The President's Undergraduate Humanitarian of the Year Award

The President's Undergraduate Humanitarian of the Year Award is a prestigious award that recognizes students who exhibit tremendous commitment to service. Each school or college selects one student to be the Humanitarian of the Year, and generally, students are then recognized at an awards luncheon hosted by FSU President John Thrasher. The student who best exemplifies commitment to service is named the President's Undergraduate Humanitarian of the Year. Under current social distancing guidelines, this year's students are being recognized virtually by President Thrasher and their respective deans.


FSU Humanitarian of the Year Awards 2020

Watch L... Share



### 2020 Humanitarian of the Year Honorees

Mia Bennett, College of Applied Studies



Mia Bennett is a senior majoring in recreation tourism and events at Florida State University Panama City. She has served her community by starting her own nonprofit, the Princesses of Paradise Pageant, which assists the special needs community with finding self confidence in being unique. Mia

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- The Center for Leadership & Social Change coordinated with the office of Student Organizations and Involvement to launch a virtual Humanitarian of the Year Award webpage with video recognition in conjunction with the University's Leadership Awards Night.

# Florida State Alternative Breaks

Annual Report: 2019-2020

## 1. Mission, Vision, Values

- Mission: Florida State Alternative Breaks facilitates accessible service immersion experiences for students to create sustainable change in partnership with local and national community organizations and their constituents.
- Vision: Active citizenship is informed by social issue education, community-centered service, and critical reflection. FSAB participants will practice active citizenship by grounding their engagement in intersectional and contextual knowledge of a community need, partnering with host community members to create meaningful change, and engaging in sustained social change practices after returning to their home communities.
- Values: \*Undefined

## 2. Number of Staff

- Full-time: 1 program coordinator shared with 3 other Center for Leadership & Social Change programs.
  - i. Fall 2019-Spring 2020: David Bateman-Schieler
- Part-time: N/A
- Graduate assistant: 1 graduate assistant shared with other Center for Leadership & Social Change programs.
  - i. Fall 2019: Catherine Batista
    - 1. Catherine was shifted to the Center's marketing team to assist with efforts related to the potential reorganization/rebranding of the Center's teams/offices.
  - ii. Spring 2020: Jada Toledo
    - 1. Jada was already a Center graduate assistant working with Youth Programs. Jada filled in Catherine's previous programs to provide ongoing support.
- Student Staff/FWS: N/A
- Other supporting staff: In 2019-2020 Florida State Alternative Breaks relied heavily on supportive colleagues within the Center for Leadership & Social Change and across the Division of Student Affairs.
  - i. Kenneth Harrison: CLSC HR/Enterprise van reservations
  - ii. Sandi White: CLSC Budgeting & Accounting/Student account billing and agency invoicing
  - iii. Erin Sylvester Philpot: CLSC Supervisor/provided harm reduction planning/hosted pre-departure meeting
  - iv. Miguel Hernandez: CLSC Assoc. Director/provided direction on cancellation of trips due to COVID-19
  - v. Veronica Houck: CLSC EMS/Assisted with DSC/GME room reservations & CLSC van reservations

- vi. Paige Rentz: CLSC Marketing/Connected with University Communications on 2018 FSAB article 2-year update (cancelled due to COVID-19)/Coordinated trip cancellation communication
- vii. Haley Gentile: Trip Advisor for Poverty (Asheville, NC)
- viii. Latricia Simmons: Trip Advisor for Health (New Orleans, LA)
- ix. Lindsay Schiller: Trip Advisor for Environment (Boone, NC)
- x. Julie LeBlanc: Trip Advisor for Human Rights (Lumpkin, GA)
- xi. Dejah Myers: Trip Advisor for Education (Atlanta, GA)

### **3. Response to COVID-19**

- On March 10, 2020 all Florida State Alternative Break participants, coordinators, and advisors received notice that Spring Break trips (March 14-21, 2020) were cancelled and that full refunds were being processed by early April. A similar announcement was made to community agency partners.
- The planned March 27, 2020 Alternative Break reunion was also cancelled, due to the lack of Spring Break trips.
- Financial Impact (NET: \$1,084 loss from Foundation Auxiliary)
  - i. \$467 paid to Woodland Harvest Mountain Farm as part of a fall deposit
  - ii. \$449 paid to Clothesline for Program T-Shirts (handed out on March 5, 2020)
  - iii. \$168 paid to Florida Department of Law Enforcement for background checks (in preparation for Education/Atlanta service)
  - iv. \$12,000 in student participant billing returned
    - 1. \$6,400 deposit billing reversed (64 x \$100 deposit charges)
    - 2. \$5,600 final payment billing reversed (56 x \$100 final payment charges)
  - v. \$4,370.50 in service/housing invoices cancelled
  - vi. \$3,622.75 in prepaid cards (for food & gas) cancelled
  - vii. 6x15-passenger van reservations through Enterprise cancelled (previous invoice totals unavailable)
  - viii. FSAB Reunion Catering (not invoiced) cancelled
- To sustain a physically distant community of service-oriented students, Alternative Breaks hosted a Social Change Movie series, that advertised 7 asynchronous free-documentary viewing and synchronous video dialogue opportunities. The documentaries corresponded to the 5 cancelled trip topics, a sixth topic common to previous years of Alternative Breaks and a seventh more general topic. Following the seventh dialogue a full program gathering was hosted announcing opportunities to become involved over the summer and through the 2020-2021 academic year. Based on interest and unexpected changes in documentary availability the following dialogues were hosted:
  - i. Education (April 13, 2020, 5pm): Majority Minority: The Resegregation of Public Schools (documentary on racial segregation in Leon County, FL produced by FSU graduate).
    - 1. Attendees (1 student, 2 staff): Leesa Newbon, Dr. Joi Phillips, David Bateman-Schieler

- ii. Health (April 13, 2020, 7pm): Quiet Heroes (documentary on HIV/AIDS care in Salt Lake City, UT in the early 1980s).
  - 1. Attendees (3 students, 1 staff): Sameera Shaik, Sophia Torres, Leesa Newbon, David Bateman-Schieler
- iii. Human Rights (April 20, 2020, 5pm): Rape in the Fields (documentary on sexual abuse of migrant/undocumented farm-working women in the United States).
  - 1. Attendees (1 student, 2 staff): Jorge Rivera-Gonzalez, Anna Mitas, David Bateman-Schieler
- iv. Poverty (April 20, 2020, 6pm): Poor Kids (documentary on childhood poverty in the United States).
  - 1. Attendees (2 students, 2 staff): Kathryn Etherton, Jorge Rivera-Gonzalez, Anna Mitas, David Bateman-Schieler
- v. Program Gathering/Relaunch (April 24, 2020, 5pm): Announcing opportunities to be involved during the summer and through the 2020-2021 academic year and providing an overview of program changes.
  - 1. Attendees (8 students, 3 staff): Sarah Calzada, Lauren Henderson, Kiara Guerrier, Liah Gutierrez, Rebecca Davis, Leesa Newbon, Kathryn Etherton, Jorge Rivera-Gonzalez, Dr. Joi Phillips, Dr. Erin Sylvester Philpot, David Bateman-Schieler

#### 4. Significant Stories

- Florida State Alternative Breaks launched a 7-session workshop series focused on student leadership development. The cumulative workshop series took place over the fall 2019 semester. Each workshop was directed toward building a personal definition of “active citizen leadership,” integrating aspects of the national alternative break movement with guiding philosophies of the Center for Leadership & Social Change (the inter-related concepts of leadership, identity, and service). Nine student leaders participated. Feedback has suggested this workshop series be transitioned to an asynchronous online offering for all Florida State Alternative Break participants beginning during the 2020-2021 academic year.
  - i. Workshop 1 (08/27/2019): Overview & Introductions
  - ii. Workshop 2 (09/10/2019): Social Identities
  - iii. Workshop 3 (09/24/2019): Leader Identity Development
  - iv. Workshop 4 (10/08/2019): Socialization & Liberation
  - v. Workshop 5 (10/22/2019): Culturally Relevant Leadership Learning
  - vi. Workshop 6 (11/05/2019): Culturally Relevant Service
  - vii. Workshop 7 (11/19/2019): Reflecting on Active Citizen Leadership
- Florida State Alternative Breaks re-introduced an expanded set of student leadership engagement opportunities during the 2019-2020 academic year, designed to reduce the programmatic commitment and duplication of efforts between student trip leaders by centralizing trip planning. The four student “chair” positions – Finance, Hospitality, Service, and Events & Media – brought greater congruence to the program through the production of a trip budgeting



template, a week-long vegetarian menu and scalable grocery list, a week-long daily reflection guide, and an elevated social media presence. Continued investment in these fewer central leadership engagement opportunities during the 2020-2021 academic year is planned for the purpose of increasing service experience facilitation (formerly student “trip leader”) accessibility and inter-experience (trip) program cohesion.

- A unique opportunity presented itself to Florida State Alternative Breaks during the 2019-2020 academic year, as interest in a Spring Break service experience (trip) focused on Human Rights (migration and border issues) exceeded the service and housing capacity of Lumpkin, Georgia (home of the Stewart Detention Center). Rather than limit the number of student participants, the experience was expanded to include service engagement in Immokalee, FL working with a community agency supporting local migrant farmworkers. The planned trip (cancelled safety considerations related to COVID-19) would have sent half of the participants to Immokalee, FL and the other half to Lumpkin, GA, with a planned switch on the fourth day, followed by three more days of service. This creative solution to an ideal conflict (too many students interested in a service experience) would have also helped student participants see the many ways of engaging in service to the migrant/undocumented community and trace the conditions of for-profit human detention to sociological root causes.

## **5. Student Learning**

- Due to the cancellation of Florida State Alternative Break’s five spring break service experiences (related to COVID-19), participants did not experience a learning intervention to warrant a post-assessment. 62/82 students did complete the pre-assessment.
  - i. As in 2018-2019, the pre-assessment utilized Break Away’s (a national non-profit specializing in alternative break organizing) Active Citizen Continuum. The continuum highlights four levels of service motivation (low/self to high/communal: Member, Volunteer, Conscientious Citizen, Active Citizen). The pre-assessment Active Citizen Continuum self-placements are comparable to 2018-2019;
    1. Member: 11% v. 0% (18-19 v. 19-20)
    2. Volunteer: 29% v. 43% (18-19 v. 19-20)
    3. Conscientious Citizen: 41% v. 50% (18-19 v. 19-20)
    4. Active Citizen: 17% v. 7% (18-19 v. 19-20)
  - ii. As in 2018-2019, the pre-assessment asked participants how knowledgeable they perceived themselves to be (related to their trip specific social issue, at the time of the assessment). Participants self-rated on a 5-level Likert scale (Extremely knowledgeable, Very knowledgeable, Moderately knowledgeable, Slightly knowledgeable, Not at all knowledgeable).
    1. Extremely knowledgeable: 0% v. 0% (18-19 v. 19-20)
    2. Very knowledgeable: 26% v. 10% (18-19 v. 19-20)
    3. Moderately knowledgeable: 45% v. 63% (18-19 v. 19-20)

4. Slightly knowledgeable: 26% v. 23% (18-19 v. 19-20)
  5. Not at all knowledgeable: 0% v. 3% (18-19 v. 19-20)
- Understanding the effects of student agency on program outcomes, within the pre-assessment students were also asked to identify what they would like to gain through participation. Those responses were a priori coded with the DSA values (Inclusivity, Wellness, Community, Student Development). *NOTE: student development was later divided to knowledge and experience.*
    - i. 28% of respondents wanted to gain an awareness of social issues, inequality/inequity, and work toward **inclusive** solutions.
    - ii. 17% of respondents wanted to better themselves holistically, focusing on components included in the **wellness** wheel.
    - iii. 34% of respondents wanted to meet new like-minded students, forge new friendships, and find their space in a campus **community** through service.
    - iv. 52% of respondents wanted to expand their **knowledge** (student development) of service, leadership, and social change.
    - v. 36% of respondents wanted to have new **experiences** (student development) related to service, leadership, and social change.

## 6. Partnerships

- Florida State Alternative Breaks relies primarily on partnerships. Each year these partnerships include institutional, local/regional, and national organizations.
- Institutional Partners: Florida State Alternative Breaks began a trial of an expanded role for trip advisors for two service experiences during the 2019-2020 academic year. This expanded role would transition “trip advisors” to “learning partners,” a trend within the national alternative break movement, which utilizes content-professionals to support student learning on service experiences. This year’s trial involved Haley Gentile (Case Manager in the FSU Department of Student Support & Transitions, working with the Food for Thought Campus Food Pantry) advising the poverty-related service experience in Asheville, NC (focusing on food and housing security) and Latricia Simmons (Assistant Director of Clinical Operations in FSU University Health Services) advising the health-related service experience in New Orleans, LA (focusing on HIV/AIDS community organizing). Florida State Alternative Breaks also continued its partnership with the Center for Global Engagement, by certifying three spring break service experiences (Education, Health, and Human Rights) as qualifying sustained intercultural experiences for the Global Citizenship Certificate.
- Local/Regional Partners: Florida State Alternative Breaks encourages student trip leaders to work both locally and regionally so that participants are able to connect alternative break experiences with local engagement opportunities. This year Florida State Alternative Breaks worked with the following local and regional community service agencies (this list excludes regional housing partners):
  - i. Education: WINGS for Kids (Atlanta, GA)
  - ii. Environment: Woodland Harvest Mountain Farm (Boone, NC)

- iii. Health: Crescent Care (New Orleans, LA)
- iv. Human Rights: El Refugio (Lumpkin, GA) & Hope Community Center (Immokalee, FL)
- v. Poverty: YMCA of Western North Carolina (Asheville, NC) & Second Harvest of the Big Bend (Tallahassee, FL)
- National Partner: Florida State Alternative Breaks has continued to invest in a fruitful Associate Chapter membership with Break Away, a national alternative break non-profit based out of Decatur, GA. Break Away provides educational programming support as well as institutionally verified listings of service and housing agencies.

## **7. Signature Data Points**

- Florida State Alternative Breaks had 10 students apply to serve in positional leadership roles within the program leading into the 2019-2020 academic year. The application was available from Tuesday, March 26, 2019 through Thursday, April 4, 2019. 9 students were selected (the tenth withdrew their application) to offer 4 service experiences. A tenth student (Amy Morales) was incorporated into the program in late September 2019 to offer a fifth service experience.
  - i. This is a reduction in positional leader applications over the previous academic year (2018-2019), which had 18 students apply and 14 students selected. This is also a reduction in service experience offerings over the previous academic year (2018-2019), which had seven opportunities for involvement (six during the University's spring break and one during the University's extended MLK Jr. holiday weekend).
- Florida State Alternative Breaks had 91 students apply to participate in 5 service experiences, offered during the University's spring break (Saturday, March 14, 2020 through Saturday, March 21, 2020). The application was available from Tuesday, October 1, 2019 through Friday, November 1, 2020.
  - i. This is coincidentally the exact same number of student participant applications as the previous academic year (2018-2019), which ran Monday, October 8, 2018 through Friday, November 2, 2018.
- Given that all five 2019-2020 service experiences were cancelled due to COVID-19 and considering the daily direct-service requirement for alternative break experiences, it can be approximated that at least 1,620 hours of direct service were lost. Some of this may have been regained through participant utilization of alternative service endeavors in safe/virtual formats, but the expected 1,620-hour contribution through Florida State Alternative Breaks participation was not captured.

## **8. Facilities**

- There were no significant updates/upgrades to existing facilities made by Florida State Alternative Breaks. Any updates/upgrades to facilities used by the program would be documented by other entities' reports.

## **9. Information Technology**

- There have been no new initiatives or significant updates/upgrades to existing infrastructure. Any updates/upgrades to IT infrastructure used by the program would be documented by other entities' reports.

#### **10. Staff Development**

- Florida State Alternative Breaks' full-time staff program coordinator, David Bateman-Schieler presented at the 2019 Break Away Professional Staff Development Summit (November 13-14, 2019) hosted at Agnes Scott College in Decatur, GA. The presentation, titled "Selfless Self-Awareness," highlighted the importance of developing intrapersonal awareness in avoiding a consumptive/transactional approach to community engagement.
- Jada Toledo (Spring 2020 graduate assistant) as well as David Bateman-Schieler (full-time staff program coordinator) graduated with their Masters' of Science degrees in Higher Education from Florida State University. Both Jada and David were recognized in the fall 2019 semester as fellows within the Hardee Center for Leadership and Ethics in Higher Education, also at Florida State University.

#### **11. Quotes**

- "For me, there's nothing more enriching than experiencing real, genuine human connections. Every time I've done service, I always feel like there's something magical happening. Not just for the community I'm helping, but also with the people that are volunteering as well. We end up feeling like a family." – Participant (Education in Atlanta, GA)
- "In my opinion, college is all about learning more about yourself and your passions that you want to pursue for the rest of your life. 4 years is such a short amount of time, when comparing it to the rest of your life, therefore it is absolutely vital to make the most out of your time. Participating in the FSU Alternative Breaks is the perfect example of making the most out of your 4 years of undergrad. This experience is the most amazing opportunity for me to gain hands on experience in an area I am interested in, while at the same time making impactful change in other people's lives." – Participant (Human Rights in Lumpkin, GA & Immokalee, FL)
- "I think the Alternative Break would help me build community at FSU. This year I am trying to branch out and meet new people, and people that will encourage me to grow. I also am currently trying to figure out my minor and I think the Alternative Break could help me in taking steps to figure out what I want to do. Service has always been something I'm passionate about. I would love to learn how to integrate it further into my college experience." – Participant (Environment in Boone, NC)

#### **12. Photos**



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- Florida State Alternative Break student leaders pose in front of the Dunlap Student Success Center during their April 18, 2019 planning retreat.

# Service Leadership Seminar

Annual Report: 2019-2020

## 1. Mission, Vision, Values

- Mission: The Service Leadership Seminar will inspire and enable participants to create positive, sustainable change in their local, national, and/or global communities.
- Vision: The Service Leadership Seminar equips participants with the tools to create positive, sustainable change, including but not limited to discovering opportunities for community engagement; developing leadership skills, values, and self-awareness; and creating an effective student, staff, and faculty collaborative community.
- Values: In the Spring of 2020, 17 Service Leadership Seminar student facilitators worked with the program's 3 student coordinators to draft a set of values to guide their involvement. While values will likely remain similar over time, the values identification activity will be repeated annually.
  - i. Empathy: SLS'ers see the world through diverse perspectives gained by genuine, authentic, curious, and vulnerable listening. Empathy to an SLS'er is not vicarious experiencing and does not replicate personal experience.
  - ii. Respect: SLS'ers acknowledge the value and worth of all people, with specific attention to marginalized populations. Respect to an SLS'er is not earned, rather it is given freely and without reservation.
  - iii. Communication: SLS'ers know that everyone's experience of the world is different and equally valid and that the best way to gain the greatest understanding of reality is by supporting open and egalitarian communication. Communication to SLS'ers is active and ongoing, requiring both listening and sharing.
  - iv. Transparency: SLS'ers value honesty and know that half-truths only lead to half-solutions. Transparency to SLS'ers is the foundation on which positive, sustainable change is built.
  - v. Growth: SLS'ers are often wrong/make mistakes and know that they have been wrong/made mistakes previously, with a certainty that they will be wrong/make mistakes in the future. Growth to an SLS'er is a rejection of arrogance and a commitment to a better future.
- Goals: In the Spring of 2020, the Service Leadership Seminar worked to make intended participant outcomes more concise. However, for the seminar hosted in August 2019, the goals were:
  - i. Participants will be able to employ reflection as a strategy to understand educational experience, as evidenced by its intentional practice throughout the learning process.

- ii. Participants will be able to describe the multiple layers of their identity, as evidenced by articulating how these identities shape their perception of the world.
  - iii. Participants will be able to identify structures of power, privilege, and oppression, as evidenced by increased awareness of these dynamics.
  - iv. Participants will be able to identify and analyze community needs, as evidenced by the ability to fully articulate a community's issues of concern.
  - v. Participants will be able to demonstrate authentic interactions, as evidenced by honest, civil communication with people across difference.
  - vi. Participants will be able to develop effective partnerships, as evidenced by their ability to create collaborative, productive working relationships with others.
  - vii. Participants will be able to identify leadership as a process, as evidenced by their desire to create change with or without a formal position, title, or role.
  - viii. Participants will be able to create an inclusive environment, as evidenced by respectful acknowledgement of diverse cultural perspectives.
- The spring 2020 student facilitator training series utilized the more concise, revised seminar goals:
  - i. Participants will report feeling more connected to each other, to the university, and to their local communities through service engagement.
  - ii. Participants will express the importance of self-awareness in relation to community-awareness through bridging identities to cultures and social systems to individual and community needs.
  - iii. Participants will prioritize a critical reframing of service that is asset-based, community-led, and culturally relevant, over a service framing that is deficit-based, servant-led, and culturally irrelevant or unaware.
  - iv. Participants will prioritize a critical reframing of leadership that is relational/non-positional and process-based, over a leadership framing that is positional and outcomes-based.
  - v. Participants will be able to identify and plan to utilize opportunities to continue their service leadership development and engagement while at Florida State University.

## **2. Number of Staff**

- Full-time: 1 program coordinator shared with 3 other Center for Leadership & Social Change programs.
  - i. Fall 2019-Spring 2020: David Bateman-Schieler (September 2019 start)
  - ii. It is worth noting that spring 2019 student facilitator training (for the 2019 seminar) was hosted by Bailey Albrecht (former program coordinator) and the 2019 seminar (August 2019) was hosted by Erin Sylvester Philpot (Assistant Director).
- Part-time: N/A

- Graduate Assistant: 1 graduate assistant shared with other Center for Leadership & Social Change programs. Additionally, there has traditionally been an unpaid graduate intern, who supports program development between May-August while the graduate assistant is between contract periods.
  - i. Fall 2019-Spring 2020 Graduate Assistant: Satcha Sanon
  - ii. Summer 2019 Graduate Intern: Tyler Treese
- Student Staff/FWS: N/A
- Other supporting staff: In 2019-2020 the Service Leadership Seminar relied heavily on supportive colleagues within the Center for Leadership & Social Change and across the Division of Student Affairs.
  - i. Sandi White: CLSC Budgeting & Accounting/invoicing
  - ii. Dr. Jillian Volpe White: DSA Strategic Planning & Assessment/presenter (Reflection)
  - iii. Carolyn Harris: SG&A Associate Director/presenter (Identity & Intersectionality)
  - iv. Shane Whittington: CLSC Program Coordinator/presenter (Social Issues)
  - v. Dr. Craig Filar & Jesse Wieland: ONF Director & Assistant Director/presenters (Global Café)
  - vi. Dr. Joi Phillips & Miguel Hernandez: CLSC co-Directors/presenters (Critical Reframing of Service)
  - vii. Dr. Brandon Bowden: DSA Assistant Vice President/presenter (Now What: Theory to Practice)
  - viii. Veronica Houck: CLSC EMS/Assisted with DSC/GME room reservations & CLSC van reservations
  - ix. Paige Rentz: CLSC Media Specialist/produced SLS marketing materials and T-shirts
  - x. Sean Wilkinson (with “Lizzie, Meygan, and Jeff”): Campus Recreation Challenge Course Coordinator/led ground challenges & teambuilders

### **3. Response to COVID-19**

- While the Service Leadership Seminar is hosted as a week of leadership learning, direct service, campus networking, and student reflection leading up to fall University move-in, there are year-round engagement opportunities. During the spring semester this included a weekly student facilitator training series.
- Initially planned to be hosted Thursday evenings (5:30pm-7:30pm) over 10 weeks, the training schedule was compressed to 9 weeks due to severe weather that closed campus for the evening, on Thursday, February 6, 2020.
  - i. Training 1 (02/13/2020): Overview & Introductions
  - ii. Training 2 (02/20/2020): Identity, Capacity, & Efficacy
  - iii. Training 3 (02/27/2020): Historical Dimension of Inclusion & Exclusion
  - iv. Training 4 (03/05/2020): Organizational/Structural Dimension
  - v. Training 5 (03/12/2020): Behavioral Dimension (and ZOOM)
  - vi. Training 6 (03/26/2020): Compositional Dimension
  - vii. Training 7 (04/02/2020): Psychological Dimension
  - viii. Training 8 (04/09/2020): Putting it all Together



- ix. Training 9 (04/16/2020): Co-Facilitator Reveal & Celebration
- Time during the Thursday, March 12, 2020 training was utilized to get students facilitators accustomed to ZOOM.
- On Wednesday, March 25, 2020 a Service Leadership Seminar facilitator Canvas organization page was launched. The Canvas page was built using weekly modules, including the four previous weeks in consideration of students who may have lost access to printed training materials when campus closed due to COVID-19. Training sessions 5-8 included both synchronous and asynchronous engagement opportunities. All synchronous engagement opportunities began with time for student facilitators to share their personal updates, outside a Service Leadership Seminar context.
- 2020 Seminar applications were launched via Qualtrics at 12:00pm EDT on Wednesday, May 13, 2020. The application included notes about the on-going response and planning related to COVID-19:
  - i. \*The dates of the 2020 SLS are subject to change. The University has announced that plans regarding fall instruction will be shared publicly by late July. As the SLS planning team becomes aware of plans or restriction due to COVID-19 that potentially impact SLS, information will be shared as appropriate.
  - ii. \*\*In the case that SLS is not hosted in a face-to-face format, meals will NOT be provided. Plans are being drafted for SLS to still be hosted in a virtual/online format, if required.

#### **4. Significant Stories**

- While once again facing a budget constraint as one of the first programs of the fiscal year (\$3,000 vending budget, meant to feed 70 individuals 14 meals each – approximately \$3/person/meal), partnerships and deals were leveraged so that no participant went hungry. For the 2019 seminar accommodations were made for vegetarian and vegan participants – as 2020 seminar planning began, those accommodations were expanded so that the entire menu plan was vegetarian with vegan accommodations.
- As the second year utilizing the Culturally Relevant Leadership Learning (CRL) model, a research team from the Leadership Learning Research Center (LLRC) recorded select seminar workshops and reviewed the ways in which the model was taught. Erin Sylvester Philpot and Baily Albrecht also contributed to a CRL educator’s manuscript in draft by the LLRC. Tyler Treese, the graduate intern, was also able to assess the level to which participants made meaning of the non-positional, process-orientation of the CRL model through qualitative comparison of pre and post-assessments.
- The seminar programming cycle was challenged this year due to some negative interpersonal experiences of 2019 seminar facilitators. As such, the student coordinator application, which was traditionally launched at the end of the seminar, was delayed to allow resolution to be prioritized. This delay subsequently resulted in the postponement of the seminar reunion, which is planned by the incoming student coordinators. While these delays may be

looked negatively upon, the prioritization of interpersonal resolution falls in line with the 2019 goals of authentic interactions and effective partnerships. Ultimately, the student coordinator application was launched (7 students applied, 3 were selected) and the seminar reunion was hosted (27 students attended from 5 participant years).

## 5. Student Learning

- Student participants were given a pre and post assessment that included a number of opportunities for students to self-report their perceived awareness, knowledge, skills/abilities, and intentions surrounding positive, sustainable change. These opportunities were related to the 2019 intended program outcomes but can also be reflectively related to the DSA values (inclusivity, wellness, community, and student development).
  - i. “I can build collaborative and authentic working relationships with others, across difference.” (Inclusivity/Community)
    - 1. 19% of participants saw gains in their self-perception.
    - 2. 94% of participants indicated in the post-assessment that they agreed (17%) or strongly agreed (75%) to this statement.
  - ii. “I have the ability to create change with or without a formal position, title, or role.” (Student Development)
    - 1. 38% of participants saw gains in their self-perception.
    - 2. 92% of participants indicated in the post-assessment that they agreed (19%) or strongly agreed (73%) to this statement.
  - iii. “I can apply the Culturally Relevant Leadership Learning (CRL) model to my interactions with others.” (Inclusivity/Community/Student Development)
    - 1. 67% of participants saw gains in their self-perception.
    - 2. 92% of participants indicated in the post-assessment that they agreed (23%) or strongly agreed (69%) to this statement.
  - iv. “I can identify structures of power, privilege, and oppression.” (Inclusivity/Wellness)
    - 1. 35% of participants saw gains in their self-perception.
    - 2. 90% of participants indicated in the post-assessment that they agreed (19%) or strongly agreed (71%) to this statement.
  - v. “I can speak knowledgeably about social justice issues.” (Inclusivity/Student Development)
    - 1. 27% of participants saw gains in their self-perception.
    - 2. 84% of participants indicated in the post-assessment that they agreed (38%) or strongly agreed (46%) to this statement.
  - vi. “I understand how my personal (and social) identities intersect (layer) and shape my perception of the world.” (Wellness/Student Development)
    - 1. 23% of participants saw gains in their self-perception.
    - 2. 92% of participants indicated in the post-assessment that they agreed (21%) or strongly agreed (71%) to this statement.

## 6. Partnerships

- Institutional
  - i. Campus Recreation: “Express Challenge Program” at the Reservation (\$504 for 63 participants/2hr) facilitated by Hawk, Meygan, Lizzie, and Sean (9:30am-11:30am Monday, August 19, 2019).
  - ii. Student Government & Advocacy/Center for Academic Retention & Enhancement: Use of 12 passenger van throughout 2019 seminar week.
    - 1. SG&A Associate Director Carolyn Harris led a workshop on identity and intersectionality in the early afternoon of day 2 of the 2019 seminar.
    - 2. SGA representatives also funded and hosted dinner on day 4 of the 2019 seminar, through Seminole Dining.
  - iii. Office of the Vice President of Student Affairs: Vice President of Student Affairs Dr. Amy Hecht gave a welcome on day 1 of the 2019 seminar to participants, just before dinner.
    - 1. Strategic Planning & Assessment: Program Director Dr. Jillian Volpe White led a workshop on reflection the morning of day 2 of the 2019 seminar.
    - 2. Assistant Vice President of Student Affairs, Dr. Brandon Bowden led the culminating presentation of the 2019 seminar, “Now What? Theory to Practice.”
  - iv. Career Center: The Career Center lent additional guest parking passes for the Traditions Parking Garage for use by community leaders during the 2019 seminar.
  - v. Office of National Fellowships: Director Dr. Craig Filar and Assistant Director Jesse Wieland led a Global Café before lunch on day 3 of the 2019 seminar.
- Non-Institutional
  - i. Community Partners:
    - 1. Race
      - a. Lauren Dozier (Community Expert) – Involved with FSU’s Caribbean Students’ Association.
      - b. Frenchtown Heritage Hub (Angelique Taylor) – Agency visit.
      - c. Frenchtown Urban Farm (Sundiata Amah El) – Agency visit and service.
    - 2. Ability
      - a. JR Harding (Community Expert) – Teaching Faculty in the College of Business.
      - b. Jennifer Mitchell (Community Expert/Ability) – Director of FSU’s Office of Accessibility Services.
      - c. Elder Day Stay (Julie Menendez) – Agency visit and service.
      - d. Ability 1<sup>st</sup> (Billy Richardson) – Agency visit.
    - 3. Socio-economic Status

- a. Monique Ellsworth (Community Expert) – CEO of Second Harvest of the Big Bend.
  - b. Arts Town at Boys Town of North Florida (Bethany Lacey) – Agency visit.
  - c. Habitat for Humanity Restore (Chris Davis) – Agency visit and service.
- 4. Sexual Orientation
  - a. Grace Wilson (Community Expert) – Program Coordinator/Advisor for FSU’s Pride student agency.
  - b. Going Places-Capital City Youth Services Outreach (Taylor Brio) – Agency visit.
  - c. Center for Health Advocacy & Wellness (Jose Carval) – Agency visit and service.
- 5. Gender
  - a. Lucas Gauna (Community Expert) – Housing Specialist with Capital City Youth Services (CCYS-Going Places).
  - b. Refuge House (Taylor Novak) – Agency visit.
  - c. Pace Center for Girls (Khalisa’t Mollins) – Agency visit and service.
- 6. National Origin
  - a. Aurora Torres-Hansen (Community Expert) – Chair of the Asian Coalition of Tallahassee.
  - b. International Rescue Committee (Una Bilic) – Agency visit.
  - c. Center for Intensive English Studies (Dr. Patrick Kennell) – Agency visit and service.
- 7. Age
  - a. Cesar Matthews (Community Expert) – English teacher at Pace Center for Girls – Leon (advisor for Pace PeaceJam, and co-advisor for Pace Pride).
  - b. Palmer Munroe Teen Center (Christopher Brown) – Agency visit.
  - c. Elder Day Stay (Julie Menendez) – Agency visit and service.
- ii. Food Vendors:
  - 1. Costco: Continental breakfast, snacks, and vegan considerations (\$514.71) – Full 2019 seminar (~70).
  - 2. Donut Kingdom (W. Tennessee St.): 6 dozen assorted donuts (\$35.96, 2doz donated) – Breakfast (~70) Monday, August 19, 2019.
  - 3. Publix (Ocala Corners): 6 “PBX Ringleader” Sandwich rings, 2 turkey, 2 ham, 2 veggie (\$119.94) – Lunch (~70) Monday, August 19, 2019.
  - 4. Tijuana Flats (2020 Pensacola): 35 “H/F Tacos” (\$7.99/order), additional black beans (\$5.99), and \$25 delivery (\$310.64) – Dinner (~70) Monday, August 19, 2019.

5. Roboto (Mahan Dr.): Catering order, delivered (\$231.50) – Lunch (~70) Tuesday, August 20, 2019.
6. Gaines Street Pies: 6 large cheese, 6 large sausage, 6 large pepperoni, delivered (\$242.00) – Dinner (~70) Tuesday, August 20, 2019.
7. Moe's (Tennessee St.): 60 Joey Jr. (12 tofu, 24 beef, 24 chicken), delivered (\$300.00) – Lunch (~70) Wednesday, August 21, 2019.
8. 4 Rivers (Thomasville Rd.): Catering order, pick-up (\$248.46) – Dinner (~70) Wednesday, August 21, 2019.
9. Firehouse Subs (W. Tennessee St.): 60 6" subs; 24 turkey, 23 ham, 13 veggie, pick-up (\$320.00) – Lunch (~70) Thursday, August 22, 2019.
10. MoMo's Pizza (W. Tennessee St.): 2 30" pizzas (1 cheese, 1 pepperoni), 1 XL vegan pizza, 1 XL deluxe pizza, pick-up (\$127.80) – Lunch (~70) Friday, August 23, 2019.

## 7. Signature Data Points

- 91 incoming first year students applied to participate in the 2019 Service Leadership Seminar. The participant application was available from Thursday, March 28, 2019 until Friday, June 28, 2019. 49 were selected, 48 participated.
- 44 undergraduate students applied to serve as facilitators for the 2019 Service Leadership Seminar. The facilitator application was available from Friday, November 16, 2018 until Friday, December 14, 2018. 14 were selected and facilitated.
- 20 undergraduate students applied to serve as facilitators for the 2020 Service Leadership Seminar. The facilitator application was available from Thursday, January 16, 2020 until Monday, January 27, 2020. 17 were selected and 16 participated in spring 2020 facilitator training (discussed above).
- 124 hours of direct-service were conducted by 62 students during the 2019 seminar (2 hours per student, 10:30am-12:30pm Thursday, August 22, 2019).
  - i. Planning for the 2020 seminar aimed to increase the direct-service experience to 6 hours per student (2 hours per student per day, Tuesday-Thursday, across three broad topical areas: Environmental/Animal/Non-Human Services, Domestic Human Services, and International Human Services).
- Each 2019 seminar participant also engaged in 25.75 hours of education (14 hours of large group service leadership workshops, 7 hours of small group debriefing/reflection, 1.5 hours of community-based learning (not direct-service), and 3.25 hours of service-need/issue learning).
  - i. Planning for the 2020 seminar has attempted to maintain this commitment to participant learning with 23.5 hours of education (14.75 hours of large group service leadership workshops, 6.5 hours of small group debriefing/reflection, and 2.25 hours of service-need/issue learning).

## 8. Facilities

- There were no significant updates/upgrades to existing facilities made by the Service Leadership Seminar. Any updates/upgrades to facilities used by the program would be documented by other entities' reports.

#### **9. Information Technology**

- There have been no new initiatives or significant updates/upgrades to existing infrastructure. Any updates/upgrades to IT infrastructure used by the program would be documented by other entities' reports.

#### **10. Staff Development**

- Satcha Sanon (2019-2020 graduate assistant), Tyler Treese (2019 Graduate Intern) as well as David Bateman-Schieler (full-time staff program coordinator) graduated with their Masters' of Science degrees in Higher Education from Florida State University in May 2020. Satcha, Tyler, and David were recognized in the fall 2019 semester as fellows within the Hardee Center for Leadership and Ethics in Higher Education, also at Florida State University.
- Erin Sylvester Philpot (CLSC Assistant Director) graduated with her Doctor of Philosophy degree in Higher Education, also in May 2020.

#### **11. Quotes**

- "SLS helped me to see my own identity in a deeper more meaningful way. My experience helped me to effectively reflect on my thoughts about service and leadership. I can go forth with a good insight on what sustainable service looks like." – 2019 seminar participant
- When asked, "As an incoming freshman to Florida State University, what role do your social identities (race/ethnicity, gender, religion, sexual orientation, ability, socioeconomic status, and nationality) have in your transition to and experience at FSU?" A 2019 seminar participant (who identified as queer Black man and a first-generation student) responded, "It plays a huge role because I feel I have to exclude one of my multiple identities to fulfill my leadership roles. However, SLS motivated me to use my identity to bring my authentically self." The participant went on to say, "I didn't expect for this opportunity to have an empowering spirit on me. Especially with my identity."
- "After SLS, I came to the realization that the service I have done prior may not have been sustainable. I think sustainability comes through education. I hope to listen, understand, and teach others in an effort to make the means of my service going forward more sustainable." – 2019 seminar participant.

#### **12. Photos**



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- *The 48 participants, 14 facilitators, and 3 student coordinators of the 2019 Service Leadership Seminar, photographed during the seminar underneath the FSU Council Oak.*



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- *A 2019 SLS small group, jumping with excitement.*





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- *The 2019 Service Leadership Seminar student coordinator (L-R, Miles Feacher, Jalia Lewis, and Jon Garcia).*



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- *A group of 2019 SLS participants meet with Aurora Torres-Hansen, Chair of the Asian Coalition of Tallahassee, to learn about how to use service to address issues of racism and xenophobia experienced by Asian Americans in Tallahassee.*