



UNIVERSITY OF DELAWARE
STUDENT LIFE

CREATIVE LEADERSHIP, INNOVATION, AND SERVICE



ANNUAL REPORT

2023-2024 Academic Year

EXECUTIVE SUMMARY

I am thrilled to present to you the first Annual Report for Creative Leadership, Innovation and Service at the University of Delaware, which will highlight the strides we have taken as a cohesive unit towards impacting every student at UD.

Creative Leadership, Innovation and Service was created from several units coming together under a new name, new direction, and mostly new staff in spring 2023. Over the summer of 2023, staff in the unit came together to begin a strategic planning and visioning process which included evaluating our strengths, areas for growth, and critically looking at our programmatic offerings and determining how to best position ourselves for future success.



With our new structure, one of the most exciting developments is the reformatting of our leadership development program. Specifically, the ability for students to complete the entire program in as little as two years, or participate in any certificate at any time without the pressure or expectation that they complete the entire program. This allows students to flow into and out of our programmatic offerings in what ways make the most sense for their leadership journey, while also allowing students to engage in opportunities such as study abroad, legislative fellows, student teaching, and other experiential learning opportunities that no longer conflict with the previous year-long commitments of the leadership program.

As we look forward to a bright future, I know that this team of dedicated professionals and our amazing student staff will continue to impact leadership education and development, community engagement, and civic engagement efforts for all UD students.

A handwritten signature in black ink, appearing to read 'Matthew Creasy', written in a cursive style.

Matthew Creasy
Associate Director, Leadership Development



● MISSION, VISION, VALUES, PRIORITIES AND GOALS

As stated above, we collaboratively developed a new Mission, Vision, unit Values, and priorities. The unit worked with an external partner who was able to provide an external viewpoint to challenge us in our thinking

MISSION STATEMENT

The mission of the Leadership and Service Unit is to provide co-curricular and experiential leadership development, service, and civic engagement opportunities for the University of Delaware community.

VISION STATEMENT

To serve as a national model and trusted campus partner in pursuit of increasing the leadership development, civic engagement, and community engagement competencies of the University of Delaware community.

VALUES

- Collaborative
- Curious
- Engaging
- Growth-oriented
- Inclusive

PRIORITIES AND GOALS

Priority 1: Communication/Branding/Identity/University Partnerships

- Goal 1: Tell Our Story
- Goal 2: Forge University Partnerships

Priority 2: Enhanced Curriculum/Programming

- Goal 1: Enhance Alternative Breaks/Service Opportunities
- Goal 2: Enhance Certificate Offerings
- Goal 3: Enhance QUEST
- Goal 4: Develop Back-up Plan and Alternative Programs

Priority 3: Student Engagement/Growth

- Goal 1: Expand Participation in Certificate Offerings
- Goal 2: Increase Program Attendance
- Goal 3: Broaden Definition of Involvement
- Goal 4: Pursue a Data-Informed Growth Strategy
- Goal 5: Engage in Internal Capacity Building

Priority 4: Civic Engagement

- Goal 1: Develop a Coherent Plan for Civic Engagement Offerings
- Goal 2: Exploring Strategic Funding Opportunities
- Goal 3: Leverage Existing Relationships and Contacts
- Goal 4: Develop and Adopt Thought Leader Principles



• AT A GLANCE

PROGRAMS

QUEST

QUEST 2023 proved to be an exciting year for the program. With a generous gift from the Siegfried family, the program was able to offer substantial financial support to students attending for the first time since its inception. Scholarships ranged from \$75.00 to \$350.00 per student, based on an assessment of their need by Student Financial Services. Despite the appeal of a lowered cost, application numbers were steady from the 2022 cycle, and acceptances were lower—as students declined acceptance to QUEST due to participation in other programs, or chose to simply move in early and pay the early move-in fee without the added involvement of participation in an intense program.

Overall, 103 students engaged in the QUEST program, the largest in-person class of any QUEST year. 15 Peer Mentors were trained and selected for the program, and the position of “Senior Peer Mentor” was reorganized into the “Student Coordinator” role for the program. Stipend pay for Peer Mentors and Student Coordinators were adjusted as well.

Students are surveyed twice during the QUEST program—after the summer intensive portion and at the end of the fall semester, which formally concludes the program. Results from both surveys were resoundingly positive about the experience and also offered insight to changing student wants and needs for the program. As a result of assessment efforts and student feedback, the “Life Defining Moments” component

of QUEST had already been changed to reduce the intensity of the activity. With feedback from participants, Peer Mentors and Student Coordinators this year, the activity will no longer be a part of the QUEST program moving forward. Another key take away from student feedback is to introduce more breaks in programming, and not to program from early morning to late night every day of the summer intensive. The team is currently reworking the program to adjust to this feedback as best as possible.

For the 2024 QUEST Program we are anticipating a small increase in students to grow the program—up to 112 incoming students. Additionally, we are utilizing the Siegfried gift to lower the cost of the program for all students as well as offer financial assistance for those students who have demonstrated financial need. The application process is also being reworked with input from the Director for Advancing Racial Equity & Inclusion and the Director of Assessment, Data and Research with the stated goal of increasing representation among QUEST participants.

CERTIFICATES

This year, the Leadership and Service office ran eight leadership certificates. These included:

- Emerging Leader (formerly known as ‘Tier 1’)
- Leadership & Wellbeing
- ePortfolio Development (formerly known as ‘Tier 4’)
- LEAD340 (formerly known as ‘Tier 3’)
- Ted Lasso Leadership Lessons
- Leadership for Liberation
- Team Leadership Development (formerly known as ‘Tier 2’)
- Leadership for Life (formerly known as ‘Tier 4’)

Descriptions and assessments from each certificate are outlined below.

Emerging Leader

Over Summer 2023, when Creative Leadership, Innovation and Service went through significant growth and changes, the former “tier” structure began to be redesigned. The first step was to retire the “Tier 1” curriculum and replace it with a ten-week, one hour per week, certificate program, focused on the foundations of leadership. This includes a theoretical foundation, goal setting, leadership styles, inclusive leadership and understanding one’s values.

In the fall semester, approximately 60 students participated in five sections of the certificate, which each met ten times. As a final evaluation, students were asked

to complete a single slide presentation where they defined their leadership style, detailed one goal they aimed to accomplish in the academic year, and answered the question, “In what way do you plan to use what you learned in the Emerging Leader Certificate throughout the rest of your college career?” Students additionally submitted two detailed goals and three of their first action steps for each goal.

Following the first iteration of the Emerging Leader Certificate, students were assessed for learning outcomes and their personal and educational interests in the certificate. As the first semester ended, it was important to see if any changes needed to be made before the spring semester. Ultimately, the students knowledge improved in five key areas: goal setting, social identities and their impact on the college experience, the Social Change Model for Leadership, their values and their CliftonStrengths. While there were a few student individual requests for different activities and topics, there was no indication that the curriculum needed a big shift. Between the fall and spring semesters, CliftonStrengths was dropped from the curriculum, as the campus was not renewing the contract and the curriculum moved to a shorter eight-session model, instead of ten. In the spring semester, there were two sections of twelve students total. Engagement from students continued to stay high and final presentations indicated similar outcomes from the students.

Leadership & Wellbeing

While developing new programs, students expressed an interest in increased programming around mental health. This led to a partnership with the Wellbeing Center to brainstorm curriculum for the certificate. The certificate covered topics such as the dimensions of wellness, failure and response to it, trauma and collective trauma, and self-care. In the fall, there were two sections of about 12 students total, and in the spring, there were two sections of about 10 students total. For assessment, students were invited to create a Wellbeing Strategy, where they focused on one or two dimensions of wellness that they wanted to improve, and came up with a self-care plan to address it.

Between the fall and spring semesters, limited changes were made to the curriculum, based on mostly positive feedback and assessment. One change was the removal of a topic regarding workplace wellbeing, which included a small project about workplace wellbeing policies. This was included by the guidance of an original co-collaborator and was removed due to limited resources and the topic not fitting with the rest of the curriculum. It is an important topic to cover in a different way. In its place, students learned an overview of mental health first aid.

Based on the assessment, students learned more about self-care, collective trauma, sleep and its connection to wellbeing, and servant and mindful leadership. The students additionally felt “pretty confident” or “very confident” approaching a team member who shows signs of a mental health challenge.

ePortfolio Development

While the ePortfolio has been a component of our leadership offerings for a decade, changes in the program necessitated changes to this component as well. With the discontinuation of the Tiered program, what had previously been ‘Tier 4’ was broken into ePortfolio Development in the fall semester, and Leadership for Life in the spring semester. 17 students participated in the ePortfolio certificate and produced portfolios for review and presentation. Presentations occurred after Fall Break (Thanksgiving week) and before the end of classes in the fall 2023 semester. All students who produced a portfolio completed the certificate program. Future iterations of this certificate will include more detailed timelines and deliverables, a reframing of the portfolio requirements, and an increased emphasis on NACE competencies as an organizing structure.

LEAD340 (formerly known as Tier 3)

During the Fall 2023 semester, 12 students participated in Tier 3 of the Blue Hen Leadership Program through the academic course LEAD340 (cross listed with LEAD366 for a 1 credit option). This course is housed by the Joseph R. Biden Jr. School of Public Policy, and therefore the program goals for the academic college dictated the learning outcomes for the course. Students were required to secure an internship to enroll in the class, and then complete 120 working hours in addition to coursework, readings and assignments. The class met once a week.

The focus of the class was on career readiness and leadership development, specifically building and applying leadership skills within the workplace. Students learned about leadership theories and models, discussed real world applications of leadership and updated their resumes and LinkedIn profiles to prepare for job searching and interviews. They also practiced networking and learned how to navigate in person networking experiences.

Overall, the course was a deep dive into professionalism and leadership, as well as a discussion forum for students to problem solve and discuss issues they were having within their work environments. Leadership in the working world is not a one size fits all approach. In this class we were able to discuss their lived experiences to assist in achieving the learning outcomes of the course.

As a result, students achieved the following learning outcomes:

1. Demonstrate the translation of their professional and leadership skills, including written and oral communication, punctuality, and time management, into the workplace.
2. Benefit from a mentor or supervisor’s experience and advice.

3. Build a professional network to assist in making well-informed career decisions and connect with other professionals or opportunities to achieve future success in their chosen field.

Ted Lasso Leadership Lessons

During the spring 2024 semester, 13 students met over two sections for five weeks for the *Ted Lasso* Leadership Lessons Certificate. Each week, students watched two episodes from *Ted Lasso* season one, and then engaged in about an hour's discussion around various topics in leadership from the episodes.

Student feedback was collected at the final meeting of the certificate, asking them to recount what they learned. Most students reflected on how helpful it was to experience a visual representation of leadership because it allowed them to see its application in a setting they were familiar with.

Many students have personal experiences with sports teams, coaches, and how a team can either work together or fall apart. Using sports, namely soccer, as the platform for showcasing leadership in action was therefore a relatable and accessible method for students. Additionally, the show *Ted Lasso* is extremely popular and beloved by many.

One student said, "Through the show, I learned the importance of leaders taking accountability for their actions and decisions made on the teams' behalf." (Ava Zielinski). Accountability, honesty and trust were all three major themes covered not only in the episodes, but in discussions as well.

Another student said, "I loved this certificate because it showed real life examples of leadership, issues, and how they are dealt with (good or bad). It connects what I learned from the Emerging Leader Certificate with everyday life." (Shay Wilson). While the Emerging Leader Certificate gave a foundation for exploring who each student is individually and important elements of leadership, *Ted Lasso* Leadership Lessons gave students the opportunity to see leadership utilized in a 'real life' setting.

The curriculum covered aspects of transformational leadership, authentic leadership and servant leadership, as well as discussed the various perspectives of the characters. Each discussion was fruitful and brought forth new ways of looking at the problem or situation demonstrated in the episode.

Leadership for Liberation

This pilot certificate was developed by Matthew Creasy, Associate Director, and Rachel Garcia, Director, out of the Leadership for Liberation: A Leadership Framework & Guide for Student Affairs Professionals. Staff followed the six part curriculum framework and added sessions to introduce the certificate, and allow space for students to discuss social justice, liberation and leadership topics in depth all while culminating in students advancing a change project for the campus community.

This certificate was designed to be small, and initial registration was 11 students, most of whom had not been previously involved in our programs and services. As the spring semester progressed, participation dwindled to six participants, who continued with the program (three never responded, two withdrew before the certificate started).

Student learning was evaluated throughout the certificate weekly meetings by staff as new concepts were introduced and discussed in depth. One participant says “The liberation certificate taught me many things - it really opened my eyes to not only systemic oppression but also gave me the leadership tools to combat this oppression. For example, one thing I will never forget is the concept of calling out when there is an underrepresented group or a group that is entirely not represented in a room. By engaging in this action and drawing attention to this we are able to take more voices and viewpoints into consideration when making decisions.” Continuation of this curriculum is dependent upon availability of staff facilitators, and student interest in a rotation of certificates

Team Leadership Development (formerly known as ‘Tier 2’)

The Tier 2 curriculum focused on team development through project based learning with off-campus partners. Throughout the year, students learned about the Social Change Model for Leadership and the Five Dysfunctions of a Team. This year, there were about 35 students who finished Tier 2, and there were eight off-campus partners. Student groups worked with partners to accomplish a project for their businesses or non-profit organizations.

Primary outcomes for Tier 2 include identifying the Five Dysfunctions of a Team and the way they affected their teams, creating a collaborative teamwork environment, and meeting their partner’s outcome(s) for the project. Through their final presentations, all students demonstrated how they met these outcomes.

Students also shared their additional takeaways from Tier 2. One student shared, “that finding your why for everything you do is so important.” Students learning to

articulate their why—whether that is for a school project, an internship or their future endeavors – is something they will need to do in order to lead a fulfilled life. Another student said, “How many opportunities there are to help out the community, and how much a few college kids can really be capable of!” In the former “tiered” structure of the leadership programs, this takeaway would directly lead into the outcomes of Tier 3, which focused on active citizenship. Even without that structure, this takeaway indicates a connection from team leadership and group work to the work and impact individuals and groups can have in their community.

Leadership for Life

This certificate served as the second component of what had previously been known as “Tier 4.” Four speakers were brought to campus for this certificate program, and sessions were opened to any student on campus who wished to attend. Two speakers were recent alumni (2017 and 2019) and two speakers were parents of students who were recommended by the Director of Parent & Family Giving. Attendance at sessions ranged from 15 participants to 58 participants. Students enrolled in the certificate program were required to attend sessions, or complete a comparable training through LinkedInLearning. This certificate also served as a pilot to reintroduce campus wide leadership workshops which proved successful. Moving forward, we will facilitate a small number of campus wide leadership workshops and also keep the Leadership for Life Certificate available for students nearing their completion of degree.

JUMP: LEADERSHIP WEEKEND

JUMP: Leadership Weekend was piloted in September 2023 in an effort to provide students a concentrated opportunity to set goals and assess their motivation around those goals. Held at an off-campus location, this weekend retreat was one of the first opportunities students in our leadership and service programs had to interact with students of other class standings.

In the previous cohort-based model students were siloed in their tiers. However, this weekend allowed students of all years to not only interact, but participate in hands-on team-building activities together as well. Students learned about S.M.A.R.T. goals, set their own personal leadership goals for the academic year or semester, and assessed their motivation around those goals via an unpublished motivation inventory created by Corey Seemiller.

In total, 32 students participated in the weekend. The results of their motivation inventory were lost due to technical difficulties, however, anecdotally students gave overwhelmingly positive reviews of the weekend. They mentioned how much they enjoyed interacting with students of other class standings and had a good balance

of structured time focused on learning paired with unstructured time to engage in play. The learning outcomes achieved were:

1. Students will understand the significance of their personal leadership through writing leadership goals.
2. Students will build confidence in their leadership style through interactive activities and teamwork.
3. Students will apply leadership development competencies such as: reflection and application, analysis, evaluation, idea generation, decision making and considering others' perspectives
4. Will build productive relationships with their peers and professional staff members in the Creative Leadership, Innovation and Service office.

Future topics to consider for JUMP: Leadership Weekend are failure and resilience. Setting goals and reaching to achieve them is an important step to take on a leadership journey, but failure along the way is inevitable. Giving students a forum to discuss past goals and failures normalizes it and provides opportunities to apply reflection and the ability to regroup after disappointment, not to mention build resilience and perseverance.

TEDXUNIVERSITYOFDELAWARE

Our theme for the fall 2023 TEDxUniversityofDelaware event was “Hidden Lives, Amazing Stories” and featured 8 speakers from alumni, faculty, and students. Attendance was on par with previous years of hosting the event on the same weekend as Parents & Family Weekend, and the results from our TEDx survey were overwhelmingly positive. To date, speakers from this event have garnered just under 24,000 views, and all of our videos together have 763,478 views as of the writing of this report.

The TEDxUniversityofDelaware committee has remained mostly stable throughout the year. We were able to add two student positions to the committee, and increase the role of another member now that his dissertation has been completed. Eight speakers have been selected for our fall 2024 event, and at the time of writing speaker coaching is beginning.

CHANGE MAKERS WEEK

Change Makers Week was a new initiative based on leadership-themed weeks at other institutions. The goal was to host a week-long series of events co-hosted by the Leadership and Service office and partners across campus. All events had to

relate to one of the three Change Maker themes – personal change, local/community change, and national or societal change. Campus partners included Student Wellness, the Community Engagement Initiative, the Career Center, and the Biden Institute.

The schedule for the week was as follows:

- **Monday** – Informational tabling for Creative Leadership, Innovation, and Service
- **Tuesday** – Wellness Workshop - Creating Sustainable Personal Change with Fitness & Wellness Coordinator, Alysha Parker, and a Care Package service event with A Soldier's Hands
- **Wednesday** – Gaining Practical Skills for Dynamic Change workshop with the Community Engagement Initiative, and Main Street Movies – WALL-E
- **Thursday** – Legal Bagels event with the Career Center, and Bus Trip to Delaware Law School with the Career Center
- **Friday** - Voting 360 event in partnership with the Biden Institute

Program Structure

The structure of the week was based off other similar programs at other institutions, chiefly the Leadership Week program at The Ohio State University. We consulted directly with the Assistant Director of Student Leadership Development for suggestions on what worked well with their program. Her recommendations included lots of partnerships and tapping into any existing “rewards” structures, where students can get participant recognition. Most of their success was due to their program being much more established, with their own participation recognition certificate.

Reflection and Considerations for the Future

Overall, Change Makers Week was not successful. Attendance was low for most Change Makers Week events, apart from our service event and partnered events with Career Services. Additionally, time of year seemed to be an issue, with many students communicating that they were entirely too overwhelmed at that point in the semester. Moving forward, this may not be the best investment of our time moving forward as it does not appear to be meeting a desire or need for our students.

AMPLIFY LEADERSHIP CONFERENCE

The Amplify Leadership Conference was held on Saturday March 2, 2024 at Trabant University Center from 12-5 p.m. Nearly 50 people attended the conference, including members of the UD community and local high school students.

The purpose of the conference was to provide students an opportunity to spark their curiosity and think differently about the world. The goal was to have them leave the experience feeling empowered and inspired to take action in their lives, and the world. Overall, we wanted to provide a gateway experience to leadership with the following learning outcomes:

- Students will describe how they can amplify their voice.
- Students will cultivate effective communication skills through networking with their peers.
- Students will demonstrate an understanding of diverse viewpoints, concepts and ideas presented during the conference.
- Students will reflect on their insights from the keynote speaker.

The format of the day included games, two rounds of breakout sessions including Elevator Pitch Practice; Cooking Demonstration by Chef Robbie Jester; Be You; The World Will Thank You For It (a presentation on authentic leadership); Restorative Yoga; The Comeback of Kindness; Artivism and Social Justice; and finally a keynote presentation by Nyle DiMarco. Breakout sessions were split up with a 15 minute break for transition, and ample food and energizing activities were provided throughout the event to keep attendees engaged.

Based on survey results from 37 respondents, the majority (24) most enjoyed Nyle DiMarco's keynote presentation, followed by the Comeback of Kindness breakout session hosted by Johann Ducharme (13). When asked to describe their experience at Amplify in one word, most respondents said "educational" followed by "inspiring". Other commonly used words were "empowering," "impactful," "great" and "uplifting."

All in all, the conference was a successful first attempt at bringing students together on a weekend to experience something new and learn about leadership. We were able to engage students who were not already involved in Leadership and Service programs, meeting the goal of serving as a gateway experience as well.

COMMUNITY LEADERSHIP FELLOWS

Overview

The Community Leadership Fellows is a grant-funded internship program that gives students the opportunity to work in a professional setting with a local nonprofit organization and meet biweekly as a group to learn about nonprofits, leadership and the application of leadership skills in a nonprofit setting.

Recruitment

Applications for this program were gathered in December 2023, with 16 total applicants. Students were recruited through email communication via Leadership and Service, Community Engagement Scholars and the Leadership major and minor within the Biden School. Interviews were held the first week of January 2024, and final selections were made directly following. Selected students then went through onboarding, which took the remainder of the month of January. During this time, curriculum was being planned for biweekly meetings to be held in February, March and April, alongside the students working at their internships.

Four community partners were secured, and four students were selected (one student was assigned to each community partner). The community partners were: Leadership Delaware, Lori's Hands, Back on My Feet and NERDiT Cares Foundation. These organizations were recruited through previous professional connections and experiences with reliable and well known nonprofits. Students began work with their organizations during the first week of classes, at which point the biweekly meetings began as well.

Meetings

Each biweekly meeting was an hour in length and covered topics such as: nonprofit structure and function in the world, leadership theories, leadership in the nonprofit industry, internship experience discussion and general reflections.

For the nonprofit curriculum, students brainstormed and recalled examples of nonprofit organizations, reviewed the organization structure of various nonprofits and engaged in deep discussion about what job roles were essential to starting and maintaining a nonprofit organization. There is no one “right” way to run a nonprofit – or any business for that matter. Therefore, discussions were fruitful and involved comparing and contrasting past experiences and current experiences.

Integrating leadership was the next step. Many leadership styles and skills were introduced centering around the question: what does it mean to be a leader?

Students were readily able to identify key characteristics and skills of leaders, and generate examples of various styles. It was clear they had hands-on experience working with leaders in sports teams and work settings, and were able to translate that to how those leadership characteristics would appear in a nonprofit professional setting.

Lastly, students reflected on their own internship experiences through the Community Leadership Fellows program, discussing any troubles they encountered and/or new experiences.

Assessment

At the closing of each meeting, students were given a writing prompt to respond to and submit before they left, also known as an exit ticket. Students responded to the following prompts:

- **Meeting 1:** What is a non-profit? What is your role in the non-profit? What are you hoping to gain from this experience?
- **Meeting 2:** How have your first two weeks been? What has surprised you the most?
- **Meeting 3:** What does leadership mean to you? Describe a time where you demonstrated leadership.
- **Meeting 4:** What leadership style do you admire? Is there a person who you admire as a leader?
- **Meeting 5:** What leadership skills are important to have when working in an internship?
- **Meeting 6:** What has been most impactful about the Community Leadership Fellows experience?

Students' complete written responses can be found in the exit ticket document. In sum, students discussed the importance of communication when working in internships, as clarity on tasks and responsibilities is important and asking questions to learn about a work environment and a nonprofit's mission is essential to being successful. Additionally, they discussed leadership styles that resonated with them, including authentic leadership, servant leadership, and collaborative leadership. All four students involved in the Community Leadership Fellows program had prior work experience and campus engagement, meaning they often had examples from which to draw from when discussing leadership in action.

Difficulties of Note

One community partner, NERDiT Cares Foundation, was unable to complete the internship experience with their student due to staffing changes. This student was given an alternative project to complete, which was to create their own nonprofit

and map out its first year as a simulation activity, applying various leadership styles and skills in order to achieve getting a nonprofit started. This applies much of what the student learned in the Community Leadership Fellows meetings and prior experiences in the Blue Hen Leadership Program.

Biweekly meetings with the students were at 8 a.m. on Friday mornings, which was a difficult time to lead sessions. The students were great about arriving on time and being present and engaged, but it was obvious a later meeting time would have provided a better learning and teaching environment.

Due to the lengthy onboarding process, the program kicked off about three weeks later than originally planned. With more time, the curriculum could have been delivered before the internships started and more context could have been given to each student before they began work.

COLLEGIATE LEADERSHIP COMPETITION

The 2024 Collegiate Leadership Competition (CLC) Team was led by a student coach and involved four team members. This group of five students met independently from February early April to practice and prepare for the global online competition. They placed 14th overall out of 20 teams.

This experience allowed students to practice key leadership skills through a series of puzzles and challenges: working together to solve problems and complete tasks together. The UD team learned acronyms and definitions from the CLC curriculum and participant guidebook, gaining information about leadership and then immediately applying it within their team.

REQUEST A WORKSHOP

Our office served 470 students through our Request a Workshop program. Through this program, student groups, offices and campus partners are able to request a specific workshop through our website. During the 2023-2024 academic year, professional staff from Leadership and Service presented to student athletes; University Student Center student employees; Associate in Arts students at the Wilmington, Dover and Georgetown campuses; Student Government Association; Fraternity and Sorority Leadership and Learning groups; and eSports leaders.

Through these presentations, we are able to reach new students and students who otherwise wouldn't have access to participating in our program offerings.

LEADERSHIP CONSULTANTS

Student Leadership Consultants are envisioned to provide specific and individualized support to Registered Student Organizations at a scale that professional staff members are not able to due to time constraints. In fall 2023 one consultant was hired to begin researching and designing the program under advisement and guidance from the Associate Director. The Leadership Consultant engaged in a very thorough research process, including benchmarking with over 20 institutions and hosting zoom meetings with five universities to discuss how they approach student organization leadership development. In the spring 2024 semester, we engaged in a small pilot program with the consultant. Three organizations were selected by the Associate Director of Student Involvement as group's with receptive potential for the program. Two responded, and one scheduled meetings with the consultant. The consultant met with executive leadership and general membership and attended meetings before crafting their recommendations for action. Due to time constraints, this action plan will be carried out in the fall 2024 semester as we hire new student leadership consultants to engage more RSO's.

LEADERSHIP AND SERVICE AMBASSADORS

Nine students were hired as Leadership & Service Ambassadors for the 2023-2024 academic year. Throughout the year, students worked on various projects related to the leadership and service office including, but not limited to: setting up a leadership library, scheduling and working tabling events to spread the word about our programs, conducting a survey of what students are interested in from a leadership and service perspective, analyzing data from that survey, running the Instagram account for the office and helping with events and programs such as the Amplify Leadership Conference and Admissions events.

Students learned important skills regarding professionalism in an office setting, customer service when greeting people and answering the phone, communicating with a supervisor and employees when collaborating on a project or asking for coverage for shifts, and time management with their academic schedules and Ambassador responsibilities.

Students met with their supervisor twice per semester to check in about projects and express feedback about the position as a whole. An important change to the Ambassador experience was the implementation of monthly staff meetings during the spring 2024 semester. Students advocated for this change and were positively impacted by it. While the meetings were not content heavy, it gave students a chance to come together and learn about one another's projects and get to know

one another better. Absenteeism decreased considerably after this change was made, and students were more willing and able to cover shifts if necessary.

In sum, this position is a great learning experience for students, as well as an asset to the professional staff members in the Leadership and Service office.

• SERVICE

UNIVERSITY OF DELAWARE ALTERNATIVE BREAKS (UDAB)

UD Alternative Breaks has continued to expand participation and improve offerings in order to reach more students and create more opportunities for community engagement and service. The core values of **Community, Diversity and Social Justice, Mutually Beneficial Service** and **Intentionality** continue to be the foundational element of all program planning and leader training.

This year, UDAB successfully ran five alternative break programs with 73 student participants and 11 student site leaders. We also maintained an executive board of five students.

2024 Programs

Winter

- Disaster Relief and Environmental Justice, with Community Collaborations International in Luquillo, Puerto Rico.

Spring

- Restoring the Chesapeake Bay: Exploring Environmental Justice with the Chesapeake Bay Foundation in Annapolis, MD.
- Unpacking Nutritional Access: Food Insecurity and Chronic Illness with Community Servings in Boston, MA.
- Deconstructing Systems: Housing Insecurity with Habitat for Humanity in New Bern, NC.
- Reopening Doors to Opportunity: Providing Support and Developing Community with H.O.M.E. in Orland, ME.

Winter

Disaster Relief and Environmental Justice

25 student Participants, three student Site Leaders, and two Professional Staff took part in the winter Alternative Break program from January 16-26, 2024. The program was a partnership with Community Collaborations International in Puerto Rico. The team was based out of Luquillo, Puerto Rico but traveled to a new site each day to volunteer with secondary community partner organizations. The daily projects included tree planting, land preparation for farming, maintenance and repair to community centers and agricultural propagation. All projects were focused on the issue topic of environmental justice and disaster relief/recovery.

Spring

Restoring the Chesapeake Bay: Exploring Environmental Justice

11 student participants, two student site leaders and one professional staff member took part in a spring alternative break program with the Chesapeake Bay Foundation (CBF) in Annapolis, MD. The participants worked on multiple projects at different locations throughout the week with CBF. Projects included tree planting to decrease agricultural runoff, recycling oyster shells for oyster nurseries and environmentally sustainable agricultural projects.

Unpacking Nutritional Access: Food Insecurity and Chronic Illness

14 student participants, two student site leaders and one professional staff member took part in the spring alternative break program with Community Servings in Boston, MA. The participants worked all week in the community partner's two community outreach kitchens in the Boston area, working on food preparation and packing for clients.

Deconstructing Systems: Housing Insecurity in New Bern, North Carolina

10 student participants, two student site leaders and one professional staff member took part in the spring alternative break program with Habitat for Humanity in New Bern, NC. The participants spent their week working on a new home build and in the Habitat ReStore.

Reopening Doors to Opportunity: Providing Support and Developing Community

13 student participants, two student site leaders and one professional staff member took part in the spring alternative break program with H.O.M.E. in Orland, ME. The team spent the week on the H.O.M.E. campus completing general maintenance and repair projects.

Financial Access

In order to increase access to our programs, 50 students out of a total of 73 were offered scholarship funds. Scholarship eligibility was determined by their FAFSA need level. Including both winter and spring programs, the total amount of scholarships granted was \$15,894.

\$10,000 Yoo-Lee Gift

PARTICIPANT FEEDBACK

The participant feedback was overwhelmingly positive. The winter program assessment had 15 out of 25 participants take part for a 60% response rate. The spring assessment had 32 out of 48 participants take part for a 67% response rate.

Winter

100% of respondents noted that “strongly agreed” the experience was “positive” and “personally meaningful.”

Anecdotal feedback included:

“It definitely exceeded my expectations as I got so much more out of this trip than I expected. and I connected with so many new people which surprised me.”

“I really enjoyed learning about the culture of Puerto Rico.”

“Before this program, I was unaware of the socioeconomic status of Puerto Rico.”

Spring

22 out of 32 respondents chose “strongly agree” when asked if they feel compelled to continue to engage in service in their local communities.

Anecdotal feedback included:

“Meeting people from the community and seeing how UDaB has benefited the community over the past 11 years to form such a strong mutual connection.”

“Getting to work and learn from the people apart of H.O.M.E and sharing stories. Every conversation was valuable and every person was engaged in the program.”

“Being with a dedicated group of individuals who came into everyday ready to learn and work hard.”

The main areas of improvement mentioned in the survey feedback were more comfortable accommodations and affordability.

LEADERSHIP TEAM

The Site Leaders are responsible for program planning, coordinating with community partners, meal planning, reflection planning, and general team building.

All of the student Site Leaders complete 15 to 20 weeks (15 for winter, 20 for spring) weeks of training and preparation through weekly meetings during the fall and spring semesters. Training topics include, but are not limited to:

- Voluntourism, Savorism, Ethical Storytelling
- The Community Collaborator Continuum
- Ethical Photography
- Conflict Resolution
- Driver Training
- Team Reflection Planning
- Title IX Training

The Site Leaders are led by the two Senior Leaders and the Executive Board. Positions on the 2024 Board included Junior Leader; Outreach Chair; and Diversity, Equity, Inclusion, and Accessibility Chair.

Future improvements to consider would be expanding the Executive Board to include positions and/or responsibilities in Marketing and Recruitment, as well as Fundraising. Also, feedback from the 2023-24 Site Leaders indicated that more roleplay and mock scenarios in training would be helpful.

BIG DAY OF SERVICE

In May of 2024, the Leadership and Service office brought back the Big Day of Service program. Big Day of Service had not been hosted since before 2020 and had previously been run by a student committee. The original proposal was to have half a day of service at off-campus partner locations, and the other half of the day dedicated to a produce drop on campus. The produce drop event was canceled on the part of the partner/supplier. However, the off-campus service projects were very successful. There were roughly 55 student participants, led by student ambassadors working at site leaders, who were assigned to five service locations. The community partners included:

- The Food Bank of Delaware – assisting with a fundraiser
- Friendship House – cleaning the Wilmington Empowerment Center
- Iron Hill Museum and Science Center – outdoor cleanup and trail maintenance
- The Mary Campbell Center – visiting, crafting, and playing games with residents
- White Clay Creek – outdoor cleanup and invasive species removal

Program Feedback

The community partners had very positive feedback for our student volunteers; many asking when they could return. Responses included:

“Your students were great and asked a lot of great questions! They were eager to learn and help. We enjoyed having them and would love to see you and your students again.”

– Rashita Lewis, Director of Empowerment Centers at Friendship House

“Thanks again for having your students help with our ongoing Reforestation project at the Judge Morris Estate. They made great strides. Our volunteer lead for this project was very pleased with the results. Is it possible to get students to come again in the fall? It would be much appreciated. “

– Nancy Kersey, White Clay Creek

“I just wanted to send A BIG THANK YOU to the Student Volunteers! The residents enjoyed having the students come out to visit and have already asked if they will return soon. The students were really great! Jumped right in and helped the Residents. Thanks Again, you have wonderful students!”

– Makila Williams, Volunteer Coordinator, The Mary Campbell Center

While no survey was disbursed, anecdotal data from participants was also positive. Here is an example of feedback from a student:

“Big Day of Service was a fulfilling and very fun day. I loved that I got to spend the day with friends, but I also got to meet new people and make new friends through the connection of community service. It was also a new experience for me because I got to go somewhere in the local community that I had never been before, and I actively worked on a service project different than I had ever done before.”

Considerations for the Future

Now that we have successfully reintroduced the Big Day of Service, areas of expansion for next year include collaborating with more campus partners, as well as more direct outreach to student groups.

Due to the unpredictable nature of the produce supply chain and the difficulty finding community partners with the capacity to take a large amount of perishable produce, it would be in the best interest of the larger Day of Service program to not move forward with the produce drop in the near future. If there is a desire to do a food collection/outreach project, canned/nonperishable food would be a more practical direction. Additionally, the inclusion of the produce drop kept the schedule for the day in flux, so not having the variable would enable the schedule for the day to be established much earlier.

