3. Applicant's Contact Information

Please provide the contact information of the individual submitting this application (for Carnegie Foundation use only):

First Name
J. Richard

Last Name
Kendrick, Jr.

Title
Director, Institute for Civic Engagement

Institution
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Full Name of Institution's President/Chancellor
Dr. Erik J. Bitterbaum

President/Chancellor's Mailing Address
SUNY Cortland, PO Box 2000, Cortland, NY 13056-0900

President/Chancellor's Email Address
Erik.Bitterbaum@cortland.edu

5. I. Foundational Indicators
1. Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that:

   a. Indicates their perception of where community engagement fits into their leadership of the institution,
   
   b. Describes community engagement's relationship to the institution's core identity, strategic direction, and practices, and

   c. Discusses how engagement is institutionalized for sustainability in the institution.

   You must EITHER copy and paste the text of the letter into the following textbox OR upload a PDF copy of the letter below: *

   Upload a PDF copy of the President's/Chancellor's letter here.

   Letter from SUNY Cortland President Erik Bitterbaum.pdf
d. In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.

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<th>Document Excerpt</th>
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<td>SUNY Cortland's commitment to civic and community engagement, particularly in the way that it is defined by the Carnegie Foundation, is embraced by our faculty, staff, students, and administrators. Our success would not have been possible without the support of our presidents, starting with our immediate past president, Dr. Judson H. Taylor, and continuing under the leadership of our current president, Dr. Erik Bitterbaum. Now in his eleventh year, he consistently emphasizes the importance of community engagement in the addresses he makes to the campus, particularly at each of his opening-of-the-semester meetings, which draw around 250 of our campus’ faculty and staff. Dr. Bitterbaum refers to the campus’ commitment to the communities of which it is a part as “stewardship of place.” Some of the opening meetings have focused specifically on our community engagement programs. For example, at the opening meeting in August, 2012, the SUNY Chancellor, Dr. Nancy Zimpher, spoke on the SUNY priorities related to engaged learning and civic and community engagement. Her talk was followed by remarks entitled, “The Engaged Campus of the 21st Century,” by Dr. Richard Kendrick, director of our Institute for Civic Engagement. Here’s an excerpt from the President’s most recent presentation in January of this year. From the spring opening address to the campus’ faculty and staff of SUNY Cortland President, Dr. Erik J. Bitterbaum, Jan. 17, 2014:</td>
<td><a href="https://www2.cortland.edu/news/detail.dot?id=ee518f5d-93a3-4ad9-89b1-9af4d1f5aabd">https://www2.cortland.edu/news/detail.dot?id=ee518f5d-93a3-4ad9-89b1-9af4d1f5aabd</a></td>
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<td>Annual addresses/speeches (word limit:500):</td>
<td><a href="http://www2.cortland.edu/schools/professional-studies/news-detail.dot?id=205694">http://www2.cortland.edu/schools/professional-studies/news-detail.dot?id=205694</a></td>
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"Eleven years ago when I arrived, we started the Institute for Civic Engagement and it has done wonderful work. When you visit with our students, it really is fascinating. We have an average of 2,000 students who volunteer in the community every semester. Part of it is service-learning, in which they can reflect on their experience . . . Our students talk about what a powerful way of learning it is for them. They realize it addresses real human needs. "As one of them said in a paper that was sent to me, 'The right way to learn self-worth is to observe one’s ability to better the self-worth of others.' She worked at Loaves and Fishes [a local meal center] and she really understood what was happening and the obligation that we have. As she said to me in a quote, 'Service is the rent we pay for being human.' And I thought, 'Wow, pretty smart young lady.' I really love that quote. . . . "Undergraduate research, internships, study abroad, COR 101 [The Cortland Experience, our first-year seminar course], our capstone courses, learning communities and then students having opportunities to be in student dubs, be resident advisers, be academic peer advisers: It turns out this all has a tremendous impact on who they become and what kind of people they become."

Excerpts from the lead story in Bringing Theory to Practice's national newsletter (February, 2014), by Dr. Richard Kendrick, director of SUNY Cortland's Institute for Civic Engagement. A link to the full story is included along with a link to our first lead story in the Bringing Theory to Practice newsletter in
January 2011. “Setting the stage for our campus’s commitment to engaged learning, our new strategic plan emphasizes transformative learning experiences and student well-being. At the same time that the plan was being developed, the President’s Leadership Coalition for Student Engagement was formed, which influenced the SUNY Cortland Faculty Senate to strengthen connections between that strategic plan and our faculty handbook’s reappointment, continuing appointment, and promotions policies. “The SUNY Cortland President’s Cabinet and the Faculty Senate also endorsed our President’s Recognition for Engaged Learning and Leadership designations for Service-Learning and Undergraduate Research, which will be noted on students’ transcripts. Other programs are developing similar recognitions to encourage student participation in transformative educational experiences . . .

“Additionally, John Suarez (coordinator, Office of Service-Learning) is partnering with Dean of Education Andrea Lachance and Director of Field Experience and School Partnerships Doug Wieczorek to develop a service-learning program that will provide support for area schools. This program, “Explore,” places teacher education candidates in education-related service-learning experiences during their first and second semesters. To help support students, it incorporates professional development workshops that focus on developing dispositions of well-being. “Cortland’s work also has an international dimension. Last February, at a conference in Morocco for
Moroccan higher education faculty, staff, and students who are advancing civic education and engagement, Richard Kendrick (BTtoP Demonstration Site team leader) led a two-day workshop with Syracuse University colleague Julia Ganson (Middle East and North Africa Program Manager, Maxwell School of Executive Education). This semester [fall 2013], Cortland hosted a Moroccan Fulbright scholar who is learning how SUNY Cortland implements its commitment to transformational education.”

Excerpts from the coverage by The Bulletin, SUNY Cortland’s campus newsletter, Aug. 28, 2012, of SUNY Chancellor Nancy Zimpher’s visit to SUNY Cortland (mentioned in the Annual addresses/speeches section above). "SUNY Cortland launched its 2012-13 academic year in grand style Thursday morning, with a special visit and remarks from State University of New York Chancellor Nancy L. Zimpher during the College president’s annual opening meeting. "As you know, there are 64 (SUNY) campus convocations, so this is sort of the representative effort to say: things are back, school is starting and it’s an incredibly exciting time for the State University of New York," Zimpher said to an audience of College faculty and staff members in the Corey Union Function Room. "Making her third visit to the College since she took the reins as chancellor in 2009, Zimpher spoke for roughly half an hour on SUNY’s long-term vision and SUNY Cortland’s role in what she called ‘a renaissance for the State University of New York.’ . . ."
mentioned SUNY’s ability to serve as an engine for New York state’s revitalization, both economically and culturally. Bitterbaum reported SUNY Cortland’s estimated economic impact on Central New York to be $251 million, based on a recent study conducted by Economics Department faculty members . . . “The importance of education that offers students ‘hands-on’ experience during their undergraduate years came up in Zimpher’s address and later in the morning during a presentation by Richard Kendrick, a professor of sociology/anthropology and director of SUNY Cortland’s Institute for Civic Engagement. “Where we’re moving is that the State University of New York would be a national leader in experiential education,’ Zimpher said. "Kendrick offered many examples of engaging programs at SUNY Cortland, including internships. He mentioned a study released this year by the National Survey of Student Engagement. It reported that, by their senior year, 73 percent of SUNY Cortland students had participated in a form of hands-on learning, whether it was through an internship, clinical assignment or field experience. By comparison, 50 percent of fourth-year students at other surveyed institutions shared a similar hands-on experience."

SUNY Cortland news release, April 12, 2010, regarding our President’s involvement in New York Campus Compact, and indicative of his support for the campus’ programs of civic and community engagement. Dr. Bitterbaum is still a member of the New York Campus Compact.

SUNY Cortland President Erik J. Bitterbaum joins the New York Campus Compact (NYCC) Executive Committee, dedicated to promoting service-learning in higher education, on July 1. He will serve a two-year term alongside five other newly named executive committee members at the state chapter level of the national college president coalition called Campus Compact.

"There is nothing more important today than for our students to receive a quality education and part of their education is to become good citizens," he said. "Our mission is that, when they leave, they will have some understanding of what is their commitment to society. The way we instill that goal is through our institutional commitment to public service and civic engagement, which has become a cornerstone of our college community."

"NYCC's mission is to promote active citizenship as an aim of higher education. In a statewide leadership role, the organization strives to strengthen the capacity of member institutions to partner with their communities; increase student involvement in academic and co-curricular public service; advance engaged scholarship; and cultivate the knowledge, values and skills of civic responsibility and democratic participation."

http://www2.cortland.edu/news/detail.dot?id=219161

6.1. Foundational Indicators
Please identify the document or website where the institution-wide definition of community engagement appears and provide the definition:

Our campus' programs of civic and community engagement are facilitated and coordinated by our Institute for Civic Engagement. We frame civic engagement in terms of Thomas Ehrlich's "meaningful civic actions." That term is defined in the mission statement of the Institute for Civic Engagement on our website, cortland.edu/get-involved.

http://www2.cortland.edu/programs/civic-engagement/about-ice/

As stated on our website, "The Institute for Civic Engagement strives to increase the number of undergraduate students who are engaged in meaningful civic actions by restructuring and reformulating academic programs and processes, extracurricular programs and activities, and the institutional culture.

"The concept of 'meaningful civic actions' includes a wide range of activities by which students are engaged in the lives of their communities (including the college community, the community in which the college is embedded, and the national and international communities of which we are all a part).

"Civic action includes service to the community, and it also includes participation in the political process through activities like voting, participation in traditional politics, and involvement in groups that advocate for change. Underlying civic action is the assumption that students will be encouraged to develop the skills and knowledge for meaningful participation and, as our college mission statement says, for developing 'engaged citizens with a strong social conscience.'"

Implicit in our understanding of civic engagement is the idea that students are involved in public life, specifically the lives of the communities of which they are a part. In order to be involved, students must have a base of knowledge and a set of skills with which to operate effectively. Knowledge and skills are acquired through campus curricular and co-curricular programs, but also through hands-on involvement in the communities of which we are a part. The learning in one domain or context reinforces learning in the other. Such hands-on involvement takes the form of volunteering, service-learning, or internships. We regard curricular and co-curricular forms of learning as being equally effective paths to civic engagement and the development of the capacity for involvement and participation. Similarly, we regard our engagement with our community as being collaborative in nature – meeting mutually identified needs. As we develop our programs of campus and community involvement, we are continually seeking ways to devise programs that are of benefit to all those involved – faculty, staff, students, and our community partners. Consequently, our programs tend to be built from the community up so that we are addressing the community-identified needs of our community partners while reinforcing the educational value of the experience for our students. Reflection, therefore, is a critical component of the experience for our students for the explicit development of the mutually reinforcing aspects of knowledge, skills, and action.

Our goal is ever greater integration of our campus with its communities and an improved understanding of the fundamental nature of our common and shared interests. In Cortland, that includes the economic development of our community and the creation of opportunities for our community members and college students alike.
1b. How is community engagement currently specified as a priority in the institution’s mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.

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<td>Mission or vision statement: The vision, mission, and values of SUNY Cortland are aligned with the mission, vision, and values of the SUNY system, and all emphasize the importance of community engagement. SUNY adopted a new system-wide strategic plan in 2010, which is called “Power of SUNY.” It specifies a vision for the system and it establishes five core values. The vision elaborates on the SUNY motto: “To Learn; To Search; To Serve.” The five core values are student centeredness, community engagement, diversity, integrity, and collaboration. SUNY Cortland’s vision, mission and values, entitled “SUNY Cortland 2010-2020: A Commitment to Excellence,” align well with the Power of SUNY, even though our plan was adopted a year earlier than SUNY’s. In many ways, the SUNY system’s plan caught up to what we were already doing in Cortland. Our Mission SUNY Cortland is an academic community dedicated to diverse</td>
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Mission or vision statement (word limit: 500):

learning experiences. Students grow as engaged citizens with a strong social conscience fostered by outstanding teaching, scholarship, and service. Our Vision SUNY Cortland will be a college of opportunity, from which students graduate with the knowledge, integrity, skills, and compassion to excel as leaders, citizens, scholars, teachers, and champions of excellence. Prospective students and employees will choose the College in response to its nationally recognized academic programs, innovation and experiential learning, and the rich intellectual, social, and athletic life on the campus. SUNY Cortland will be a center for intellectual, cultural, and economic growth, distinguished by successful partnerships with organizations, schools, agencies, and businesses throughout the region, the nation, and the world. Our Values Focus on the Students: All decisions, plans, and actions revolve around students’ academic, personal, social, and cultural development and wellness. Integrity: Dedication to
honesty, hard work, high personal and professional standards, and respect for people, perspectives, and the environment.

Intellectual Life: Commitment to inquiry, academic rigor, creativity, lifelong learning, and contribution to discipline, profession, and the greater good.

SUNY Cortland's strategic plan has to be read in the context of SUNY’s plan. The Power of SUNY centers on six “Big Ideas.” Two of those Big Ideas are called “SUNY and the Vibrant Community” and “SUNY and the Entrepreneurial Century.” Taken together, they charge SUNY institutions with being engaged with their communities as well as being engines of economic development for those communities. In Cortland, as in many communities across the state of New York that are homes to SUNY institutions, the well-being of the community depends, at least in part, on its economic vitality in general and job growth in particular. Under “SUNY and the Vibrant Community,” SUNY’s 64 institutions are
called upon to “act on behalf of New York’s communities with greater intentionality across our entire system. Our initiatives will take advantage of the already fluid boundaries that exist between town and gown while offering new ways for SUNY communities to form stronger bonds with one another. We want to create a broader sense of common ground and make a lasting difference for everyone in the places we call home.” “SUNY and the Entrepreneurial Century” has as its priority to translate “knowledge into tangible, measurable benefits—from more patents issued, to more grants won, to more jobs. This shift demands an entrepreneurial mindset—a way of thinking determined to create and shape new markets.” We are creating programs that bring SUNY Cortland ever closer to and more integrated with the communities of which it is a part—local, state, national, and international—drawing upon these two Big Ideas, but mindful of others that shape our purpose, for example “SUNY
SUNY Cortland's strategic plan establishes four priority areas for the college, and within each of these four areas, we are pursuing a set of strategies.

**Academic Excellence**
- Cultivate programs of academic excellence that are recognized for integrity of curriculum, outstanding student learning outcomes, and contributions to the discipline.
- Recognize students, faculty, and programs for achievement and contribution to their disciplines and community.
- Create a comprehensive model to describe and articulate programmatic excellence and efficiency.
- Expand interdisciplinary work and scholarly collaboration among departments, faculty, students, and alumni.

**Transformational Education**
- Ensure every student will have engaging and transformational educational experiences.
- Students participate in experiential learning in and beyond the classroom.
- Develop students' global competence through internationalization...
initiatives. • Increase student engagement with faculty, campus life, and community.
Well-being • Become a national leader in the promotion of the physical, emotional, cultural, and social well-being of all community members. • Implement a comprehensive plan for increasing participation in the life of the campus.
• Appreciate and advocate for diversity, equity, and social justice. • Provide outstanding opportunities and support for healthy living.
Maximize Resources • Maximize resources so that structures, decision-making, and processes all work toward institutional vision, responsiveness, and sustainability.
• Enhance the effectiveness of administrative and governance structures and align assessments with planning. • Significantly increase the endowment and revenue. • More fully integrate alumni into the life of the College. • Align facilities, curriculum, and campus with commitment to environmental sustainability.

SUNY Cortland was recognized for its work in civic
and community engagement by the reaccrediting team from the Middle States Commission on Higher Education when we were reaccredited on June 29, 2012. Our self-study was organized to be consistent with our four priority areas, Academic Excellence, Transformational Education, Well-being, and Maximizing Resources. The director of the Institute for Civic Engagement and the campus' service-learning coordinator served on the campus' Middle States Steering Committee and on two of its subcommittees – Well-being and Transformational Education. In its evaluation overview, the accrediting team commended the college for six "notable achievements," two of which reflected our campus' commitment to civic and community engagement: "The cooperation between Academic and Student Affairs has been exemplary as evidenced by efforts in Civic Engagement and the creation of COR 101 (First Year Experience); and the external accreditation of
Accreditation/reaffirmation document/QEP (word limit: 500):

In addition, our programs of civic and community engagement were singled out in a number of other areas in the report. The degree to which these programs were mentioned is evidence of the extent to which our programs are deeply integrated into campus life. Here are excerpts from the re-accreditation review, organized by Middle States' standards. Integrity. Our campus' involvement in the Bringing Theory to Practice project as well as one of the programs organized by our Office of Service-Learning, the State of Poverty Simulation role play exercise, were highlighted as evidence of the campus' commitment to this standard of Integrity and to maintaining a "culture of evidence." Student Support Services. The Middle States team mentioned that SUNY Cortland has "developed offerings that support student learning both inside and outside the classroom," and that "83% of all students have participated in at
least one form of structured experiential education" (including internships, practicums, and field work). They "extended commendation" to the campus' civic engagement activities for having obtained Carnegie Foundation elective classification in Community Engagement in 2008, and they noted the "positive working relationship" between Academic and Student Affairs "in particular regarding Civic Engagement," as well as "student leadership initiatives." Later on in the report they termed the relationship between Student and Academic Affairs in the areas of Civic Engagement and COR 101 to be "exemplary." Faculty (and the extent to which the college's programs are supported by qualified professionals). The President's Leadership Coalition for Student Engagement (inadvertently referred to in the accreditation letter as the coalition for Student Services) was listed as a "Significant Accomplishment" of the institution. Related Educational
Activities. The visiting team found that “Structured activities such as service learning, internships, residence life, student training programs, student research activities, peer tutoring and athletics are largely effective and are linked to learning objectives.” They characterized our service-learning program as “vibrant” and drew attention to the campus’ involvement in the Bringing Theory to Practice project. They cited our service-learning program as one that “offers a strong example of . . . [faculty] collaboration at SUNY Cortland.” The theme of the campus’ involvement in its communities ran throughout the Middle States evaluation overview, and their recognition of our activities in this area confirmed that our commitment is clearly articulated and evident.

At SUNY Cortland our programs of civic engagement are embedded in our larger strategic priorities of transformational education and well-being. Our involvement in these priority areas is informed, in part, by our involvement in the national project, Bringing Theory to Practice. As a
result of our participation in this program, our campus formed the President’s Leadership Coalition for Student Engagement, bringing together campus leaders from Student and Academic Affairs to integrate more tightly our programs of civic engagement, multicultural life and diversity, undergraduate research, international and global education, learning communities, first year experiences, wellness and well-being, internships, outdoor education, sustainability, and residential life and leadership. What these programs have in common is their emphasis on experiential and hands-on learning. Our assumption is that experiential and hands-on learning pedagogies have powerful benefits for students that traditional forms of classroom instruction do not, particularly when they encourage passive as compared to active modes of learning. We also assume that their power is magnified when used in concert with one another, e.g., service-learning in an international context; undergraduate research that is community-based;
learning communities that have an international emphasis and/or a service focus. At the same time, we recognize the unique and important properties of civic and community engagement as particular forms of engaged and transformative learning. Programs of civic and community engagement, such as ours, have the explicit purpose of addressing our mission statement's goal of developing our students as "engaged citizens with a strong social conscience." Our mission statement is clear about the role of higher education for developing students as citizens. Programs of civic and community engagement, perhaps more than any other form of transformational learning, have the intended effect of instilling in our students a sense of themselves as citizens, occupying, in the words of philosopher Joseph Tussman, the "office of the citizen." Moreover, our mission statement modifies "citizen" with the word, "engaged." We specify the type of citizen that we intend to develop; one who is
involved with the communities of which he or she is a part and the important public issues facing those communities. With their emphasis on active participation in the communities of which one is a part, programs of civic and community engagement are uniquely positioned to assist in the formation of engaged citizens.

7. I. Foundational Indicators

2. Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification.

The adoption of the Power of SUNY strategic plan and the revision of the campus’ mission, vision, and strategic plan – described in section B-1b above - have greatly improved our campus’ climate for civic and community engagement. Our campus has experienced several other changes, too.

Growth in external funding: Funding for program development was secured through a variety of external sources. (Details about these resources are provided in section C-2b). SUNY Cortland started an AmeriCorps program on Oct. 1, 2008, which ran for over five years, ending on Dec. 31, 2013. This program provided support to a number of our community’s not-for-profits. SUNY Cortland was a Model Demonstration Site program of Bringing Theory to Practice from 2010-12. During this period, we were also successful in obtaining earmark support through former Congressman Michael Arcuri’s office. This funding provided for the development of a community-focused student leadership program. The campus also obtained Appalachian Regional Commission support for the Cortland Business Innovation Center, which is a partnership between our Department of Economics’ Center for Economic Education and the Cortland Downtown Partnership, and for coursework in economic entrepreneurship. Other departments have also been successful in obtaining external support for programs that integrate the campus with the community. These programs are highlighted later on in our application and in the Partnership Grid.

Addition of full-time staff member at Main Street SUNY Cortland: The campus operates a community outreach facility downtown – about a quarter mile from campus – called Main Street SUNY Cortland. Initially (and as of our last classification) we staffed the position with various part-time positions, but starting in June, 2011, we hired a full-time program coordinator for the facility.

Emergence of new “Explore” program linking service-learning to area schools. In the spring of 2012, our School of Education and its office of Field Experience and School Partnerships asked the Institute for Civic Engagement to develop service-learning programs in our area schools. Many students serve our area’s schools through the teacher education curriculum, doing early fieldwork experiences or student teaching. However, our schools have needs that cannot be met by teacher education alone, so we began meeting with representatives of area schools to develop additional ways of helping them meet their goals of educating their students to the highest possible levels.

Development of Community Innovation Project. This program is aimed at capacity-building for our community’s not-for-profits. We are developing coursework in the area of social innovation and change (including social entrepreneurship) and tying those courses to assistance via service-learning and internships for our community’s not-for-profits. We will be offering a new course in the fall of 2014, Introduction to Social Innovation and Change. This course will be followed with a service-learning course in the spring of 2015, Community Innovation Lab, in which students will be paired with community partners to work on projects that will assist our partners with identified needs within their organizations in areas such as program evaluation; fundraising and development; and publicity and marketing.

8. I. Foundational Indicators
3. Specify changes in executive leadership since classification and the implications of those changes for community engagement:

The most significant change involved the development of our President’s Leadership Coalition for Student Engagement, described in section B-1b (Other) above. The structure of the facilitating organization on our campus, the Institute for Civic Engagement, has not changed, nor has the structure of campus executive leadership. However, as we were going through our initial classification, our Provost at the time, Dr. Elizabeth Davis-Russell, retired. She was replaced by Dr. Mark Prus. Dr. Prus was instrumental in moving the campus’ strategic planning process forward. This work was supported by a small grant ($10,000) from Bringing Theory to Practice's Leadership Coalition program.

The campus’ involvement in that program, along with the development and implementation of our new strategic plan, led to our conceptualization of civic and community engagement as an aspect of the broader work of transformational education. In an effort to coordinate our programs in this area, we created the President’s Leadership Coalition for Student Engagement.

9. I. Foundational Indicators

1. As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and where it reported to. For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. Provide any relevant links that support the narrative.

Our campus’ civic engagement programs continue to be coordinated through the Institute for Civic Engagement, which is led by a director who has a half teaching load. (Our normal teaching load is six courses per year.) Given our success at securing external support for the expansion of this work, the teaching load has been reduced to one course per semester. The director is supported by a full-time service-learning coordinator on an 11-month appointment and a full-time, year-round program coordinator position, titled Community Innovation Coordinator. The program coordinator position is new since our last classification. We are assisted by at least two work study students each year. At Main Street SUNY Cortland, we also make use of high school students involved in a school-to-work program in the community. Normally they assist us in the summer, but we have had program participants during the school year as well. We have also had occasional support from interns.

The Institute for Civic Engagement director and the service-learning coordinator are paid for by the college. The community innovation coordinator is funded through the SUNY Research Foundation.

Our Institute for Civic Engagement continues to report to the Provost and Vice President for Academic Affairs Mark Prus, and our office receives an operating budget from the College and an allocation each year from funds made available to the President's Cabinet from the Division of Institutional Advancement.

10. I. Foundational Indicators
2.a. As evidence provided for your earlier classification, you described internal budgetary allocations dedicated to supporting institutional engagement with community. For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification.

In 2008, we allocated $218,253 to support the annual operating expenses for the Institute for Civic Engagement, including staff and the Main Street SUNY Cortland community outreach facility. In 2012-13, SUNY Cortland spent over $600,000 on its commitment to serve the communities of which we are a part. These expenditures included support for the Institute for Civic Engagement and its staff (as well as expenditures for rent and utilities at Main Street SUNY Cortland) along with programming that spans all three Schools – Arts and Sciences; Professional Studies; and Education – within our Division of Academic Affairs. Examples follow of how the college is using internal allocations to support its community engagement programs.

In the School of Professional Studies, the Physical Education Department offers a variety of physical activity opportunities for children and adults with disabilities, called Adapted Physical Education. These programs are led by SUNY Cortland faculty and staff and make use of campus facilities. The Inclusive Recreation Resource Center (IRRC), which is a state-wide resource, is administered by two faculty members in the Recreation, Parks, and Leisure Studies Department, and it is supported with 15% of their time each. The campus contributes 5% of their salaries ($12,954) to provide citizen access to information on accessibility related to New York State’s parks and recreation facilities.

The School of Education houses three outreach programs: the Migrant Education Opportunity Program (MEOP); Liberty Partnerships; and Access to College Education (ACE). These programs (described in our Partnership Grid) are funded through a combination of grants and internal contributions and supported with campus space and administrative overhead. MEOP offers services to migrant families in a 12-county area; those services include adult literacy, clothing, food, dental care, and health care. Liberty Partnerships, a collaboration among 13 school districts, three colleges, and a university, seeks to improve the percentage of students who complete high school by supporting high-risk youths. The four-college consortium, ACE, encourages students to attend college who may not otherwise be aspiring to a college education. SUNY Cortland funds the part-time coordinator’s salary of $10,690. In addition, the campus also contributes internal funds for the CURE (Cortland Urban Recruitment of Educators) Scholarship program, which provides scholarships for students who commit to teach in urban areas. In 2012-13 the college’s contribution was $50,000.

In the School of Arts and Sciences, the Dowd Fine Arts Gallery (which was located downtown in 2012-2013 and offers arts programming free of charge to the Cortland community) has an institutionalized allocation of $10,000 annually. The Cortland Center for Economic Education (CCEE) is administered by two Economics Department faculty members with a 10% course reassignment each ($28,163). Along with its collaborations with the Cortland Downtown Partnership on the Cortland Business Innovation Center (CBIC), the CCEE provides the campus and community with economic impact data for various college-community collaborations. The National Writing Program (NWP) is directed by the Director of the English Department’s Professional Writing Program, with a 10% course reassignment ($10,897) to conduct K-12 writing seminars and institutes with school partners.
2.b. As evidence provided for your earlier classification, you described external budgetary allocations dedicated to supporting institutional engagement with community. For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification.

External budgetary allocations are more significant and interdisciplinary than in 2008. For example, SUNY Cortland’s Institute for Civic Engagement coordinated an AmeriCorps program, described in our Partnership Grid, for the community. This program, which ran from October 1, 2008, through December 31, 2013, involved six grants from the Corporation for National and Community Service – three continuing program grants, two supplemental awards, and one America Recovery and Reinvestment Act (ARRA) grant. Altogether, the grants totaled more than $1.1 million. Nearly all of the placements in the program were with Cortland County’s not-for-profits. Seven Valleys Health Coalition decided to pick up administration of the program, including application for continued CNCS support.

Even though our AmeriCorps program operated locally, another important change is that we are now committed to deeper partnerships that extend regionally to promote change. As one illustration, faculty and administrators in our School of Education received funding from the U.S. Education Department ($429,179) for an undergraduate teacher residency program in the Binghamton City School District. This innovative program creates deeper collaborations between student teachers and their high school teacher-mentors to improve the educational experience for the students in the Binghamton City School District, especially in the areas of science and math.

Our Migrant Education Outreach Program and Liberty Partnerships programs, mentioned in the previous section and included in our Partnership Grid, are administered through our School of Education and funded with a combination of campus resources and grant resources. A New York State Education Department (NYSED) grant of $911,278 supported services to 114,000 migrant children and their families in a 12-county region in 2012-2013. Additional funding was obtained for state-wide curriculum development for migrant children programs ($47,701) and the on-site supervision of two migrant outreach sites (Comenzar Even Start $14,863 and Experanza $5,270). Liberty Partnerships supports the academic needs of children at risk of dropping out of school with a $193,697 grant.

In our School of Professional Studies, faculty in the Health Department received $1,052,626 from NYSED for their Center for School Health Systems Change (featured on our Partnership Grid). Another two grants of $15,000 each support inclusive physical education programs.

Economics Department faculty in our School of Arts and Sciences collaborated with the Cortland Downtown Partnership on an Appalachian Regional Commission grant ($80,966) to develop an entrepreneurship curriculum and an internship program at the Cortland Business Innovation Center (included in our Partnership Grid) to forge strong linkages between the college and the community’s economic development network and regional resources. The National Endowment for the Humanities supported a History Department program in which 80 secondary teachers learned the history of the Progressive Era and the Gilded Age at SUNY Cortland’s national landmark in the Adirondacks, Camp Huntington, one of the Great Camps of the Gilded Age ($159,983). A distinguished service professor in our Political Science Department has secured funding – for three years now, including 2012-13 – from the Learning by Giving Foundation (previously, the Sunshine Ladies Foundation). Each grant of $10,000 has gone directly into the community.
2.c. As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement. For re-classification, describe what has changed, if anything, with fundraising activities since the last classification.

The Division of Institutional Advancement has consistently supported the campus’ programs of civic and community engagement in a variety of ways. Between 2008 and 2013, community engagement was one of the campus priorities highlighted in “Educating Champions,” the Cortland College Foundation’s successful, five-year fundraising campaign.

The foundation’s support includes $23,500 annually for 11 scholarships that have a community service component. Among these scholarships is the Michael C. Holland Memorial Scholarship of $5,000 – nearly full tuition – given by the Student Government Association to a student who displays outstanding community and campus involvement. Most of these scholarships recognize exemplary efforts in civic and community engagement and are awarded each spring to returning students at the College’s Leadership in Civic Engagement Awards and Scholarships reception. The number of scholarships has varied, depending on the availability of endowed funds. This year we will award eight with a total value of $9,250.

In addition to the scholarships, and apart from the campaign effort, the foundation has continued to provide funds through the Provost’s Office to supplement the operating budget of the Institute for Civic Engagement by $3,500 annually. The Division of Institutional Advancement, through its public relations and publications and electronic media offices, devotes significant resources toward raising awareness of the College’s community engagement efforts. This has included creation of a civic engagement banner used in campus exhibits and displays, as well as numerous feature stories and press releases on community engagement initiatives.

The Division of Institutional Advancement hired a full-time scholarship coordinator to assist families and students in accessing scholarships. Part of her responsibility is managing 15 new scholarships for student excellence made available through the Admissions Office that include having a high school record of achievement and strong engagement in outreach activities in their selection criteria. In the fall of 2014, up to 15 scholarships of $1,500 each will be awarded. The scholarships are renewable, so the total value of the scholarship to each student who participates may total $6,000. Students entering the scholarship program will form a cohort and, under the mentorship of our service-learning coordinator, they will complete SUNY Cortland’s President’s Recognition in Engaged Learning and Leadership’s Designation in Service-Learning. We call the students in this program our Service-Learning Corps. Once the program is fully operational – with four cohorts of students in place at 15 per cohort – the college will be committing up to $90,000 annually for this program.

In addition to Institutional Advancement funds, we do a great deal of fundraising on behalf of our community through the United Way. United Way campaigns operate on a calendar year. In 2012, 349 faculty and staff contributors made $52,028 in donations that were allocated to 26 programs in 13 agencies in Cortland County in 2012. Most of the programs to which the money goes are our community partners on other projects. The number of people served was 27,157, or 46% of the county’s residents. Over 30 campus faculty and staff served in various coordinating roles for the campaign.
2.d. In what ways does the institution invest its financial resources externally in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available.

The principal way that the campus invests its own resources externally is through its funding of Main Street SUNY Cortland, our community outreach facility at 9 Main Street, downtown in Cortland, N.Y. This facility, which opened in the fall of 2006, consists of two floors that were remodeled to the campus’ specifications. The first floor is composed of an art gallery, a small meeting space, and three offices. The second floor consists of two “smart,” fully-equipped classrooms, seating about 35 people each. The facility is the institutionalization of our involvement in the Department of Housing and Urban Development’s Community Outreach Partnership Center program. In 2012-13, the campus devoted $64,287 to lease the facility and to pay for utilities. In addition, the campus funds a full-time staff program coordinator at the facility as well as two work study students to keep the space open and functioning, take reservations, ensure its security, and greet visitors.

The Cortland Downtown Partnership, a not-for-profit dedicated to the economic revitalization of our community’s downtown, has an office, free of charge (including utilities), in the first floor office space of the facility. In addition, they make extensive use of the facility’s meeting space for board meetings, committee meetings, and to coordinate their various events. In exchange, they collaborate with the college on a number of projects, including the development of a Cortland Business Innovation Center (CBIC). The CBIC, located a few buildings away from Main Street SUNY Cortland, is an incubator for new businesses.

The facility is also made available free of charge to the rest of the area’s not-for-profits to use as meeting space, for trainings, or for other events. In addition, a first floor gallery is made available to the Cortland Cultural Council as an exhibit space for community members. The Cultural Council maintains a steady rotation of art by regional artists, both professionals and amateurs. Sometimes the campus uses the gallery for exhibitions of student and faculty art, but these events are coordinated with the cultural council. In 2012-13, Main Street SUNY Cortland hosted 647 meetings and events by 140 different groups (including SUNY Cortland departments and programs); 14 courses were held in the facility involving 160 students; and 10 art exhibitions were mounted (including a joint program with the college’s Dowd Fine Arts Gallery, “Americans Who Tell the Truth”).

Other programs operating out of the facility include the Seven Valleys National Writing Project. This program, which is organized by the director of the Professional Writing Program in our English Department, assists area teachers in the development of writing strategies for their students by improving their own writing skills under the guidance of the project staff.

In addition to Main Street SUNY Cortland, the campus provides direct support for a number of projects that are in part grant-funded, but that use campus facilities free of charge to administer their programs. These programs include the Migrant Education Outreach Program, Liberty Partnerships, and the Indusive Recreation Resource Center, which is a state-wide resource.

http://www2.cortland.edu/programs/civic-engagement/main-street-suny-cortland/

11. I. Foundational Indicators
3. Provide narratives addressing the following:

a. How does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links.

Various offices of the college continue to maintain data and information on the campus’ engagement with the community. Our best data pertain to community engagement through service-learning and internships. Engagement through service-learning is still monitored in the college’s Banner software for course registration and tracking. Service-learning courses are identified with an “attribute,” or code, that enables our service-learning coordinator to summarize our activities at the end of each academic year. In addition, we are able to use Banner to determine how many students have taken at least one service-learning course, what percentage of all graduating seniors have taken at least one service-learning course while at Cortland, and what percentage of all students enrolled as of the end of an academic year have done so. We are able to track our progress over time, and we are able to see that the percentage of students who have taken at least one service-learning course at Cortland is increasing.

Engagement through internships is monitored by our Office of Career Services (which oversees the college’s Internship and Volunteer Program) and our departmental internship offices. They keep their own records of internship placements (numbers of students participating, hours contributed, and placement sites). Career services also surveys past graduates regarding their internship, volunteering, and field placement experiences.

Volunteer activity is more difficult to quantify on our campus because it is dispersed among mainly student organizations (including fraternities and sororities) and athletics. Nearly all of our student volunteering occurs under the auspices of various student affairs programs. The rest is performed by members of athletic teams (which is in the Division of Academic Affairs at our College). We arrive at an annual estimate of participation by collecting data from each of the programs that promotes volunteering: Student Government Association clubs; fraternities and sororities; and athletics. We have investigated various software programs for the collection of more complete data on our students’ volunteering, but SUNY has indicated it would like all 64 institutions to participate in a single reporting system. Consequently, we have put our own efforts on hold. Progress is being made at the SUNY system level to identify a reporting system for all campuses, but that process has not yet been completed.

All of the data on volunteering, service-learning, and internships are gathered by and/or reported to Institute for Civic Engagement staff on an annual basis and included in our annual report to the Provost and our application for our President’s Higher Education Community Service Honor Roll. Our 2012-13 annual report can be found at,

http://www2.cortland.edu/dotAsset/99d5b72-6efc-43e3-8272-9217934fb2a3.pdf

Our campus’ annual reporting system still requires that each department and service (administrative) unit report on their engagement activities in the community. They are asked to list any “significant faculty and staff service provided within the community, region, state, and nation.” These annual reports are then summarized by the respective academic units and administrative offices for compilation in the college’s annual report.

In addition to institutional reporting, various outreach programs maintain their own records of service.
b. Describe the mechanisms used for systematic campus-wide assessment and measurement of the impact of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links.

SUNY Cortland has several mechanisms for assessing and measuring the impact of institutional engagement. We divide these mechanisms into two groups. (1) The internal qualities of institutional engagement – to what extent are our students, faculty and staff civically engaged and what impact does that engagement have on them. (2) The external qualities of the environment for our campus - what is the impact of engagement on the community? What indicators do we have that our community is changing?

(1) Internal institutional community engagement. First, we administered the National Survey of Student Engagement (NSSE) in 2008, 2011, and again this year. Second, we track involvement of our students in service-learning through Banner. Third, we administer the Student Opinion Survey (SOS) on our campus every three years (2006, 2009, 2012). Fourth, SUNY Cortland completed its first administration of the National Assessment of Service and Community Engagement (NASCE) administered by Siena College in February 2014. Over 1,100 students participated in the survey. Fifth, SUNY Cortland participated in the National Study of Learning, Voting, and Engagement (NSLVE), which is a project of the Center for Information and Research on Civic Learning and Engagement (CIRCLE). We recently received our first report of our students’ involvement in the 2012 Presidential election.

In addition to these mechanisms, our campus was selected as a Model Demonstration Site of the national project, Bringing Theory to Practice (BTtoP) in 2010-12. As such, we were involved in a study of the impact of engaged learning practices in general and civic engagement (service-learning), in particular, on student flourishing. We generated over 800 pre- and post-test matched responses to a survey on the impact of engaged learning on students’ perspective-taking, identity, emotional competence, persistence, resilience, and alcohol use, and we conducted a number of focus group interviews of students in engaged learning courses. A distinguished service professor in our Recreation, Parks, and Leisure Studies Department undertook a campus-wide assessment of flourishing to provide context for the data we were collecting as part of our BTtoP project.

(2) The Cortland community. First, the campus has been involved for nearly 15 years in the Cortland Counts community assessment process. The campus and the community formed a Community Assessment Team (CAT) in the late 1990s. This project was originally launched as a result of a Department of Housing and Urban Development (HUD) Community Outreach Partnership Center (COPC) grant. Partnerships we developed, especially with Seven Valleys Health Coalition, were institutionalized to conduct an annual “report card” assessment of our community’s strengths and challenges, and we conduct a larger, more comprehensive assessment every 5 years. Second, we track other sets of indicators of community well-being. For example, the Robert Wood Johnson Foundation issues indices of community well-being that we follow to chart our improvement. In addition, various community committees and task forces track community progress in a number of areas. The Cortland Area Communities that Care coalition conducts an annual survey pertaining to risks and protective factors affecting the young people of our community.

http://www2.cortland.edu/offices/institutional-research-and-assessment/institutional-reporting/nsse.dot
http://www2.cortland.edu/offices/institutional-research-and-assessment/institutional-reporting/student-opinion-survey.dot
http://www.sevenvalleyshealth.org/#/cortland-counts/owns
c. What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification?

This section will focus on data pertaining to levels of participation. We discuss data pertaining to impact of participation in the impact sections below.

National Survey of Student Engagement (NSSE): In general, we are seeing small changes from our first (2008) to second administrations of NSSE (2011), and they are largely in the direction of growth. Our scores remain higher than those of our comparison groups: other mid-east public institutions of higher education; others in our same Carnegie classification; and other NSSE respondents. As in 2008, freshmen are less likely to have participated in a community-based project or volunteering than seniors. On the question of whether students participated in a community-based project (e.g., service-learning) as part of a regular course, our mean scores were higher for both freshman and seniors than those of our three comparison groups. (64% of responding seniors had at least “sometimes” participated in such a course.) Compared with the 2008 NSSE administration, our scores were slightly higher for seniors (.09 higher). The same is true for the question regarding participation by seniors in community service or volunteer work. Among responding seniors, 69% said they had done community service or volunteer work and another 15% were planning to do so. Compared to the 2008 NSSE administration, our scores for both freshman and seniors are a little higher.

Banner reports on service-learning: We are seeing growth in the participation of our students in service-learning courses. As of the end of the 2012-13 academic year, 31.47% of all graduating seniors had taken at least one service-learning course at SUNY Cortland, up from 19% in 2009-10. Twenty percent of all students had taken at least one service-learning course – up from 15% in 2009-10. 14.49% of all non-seniors had taken at least one service-learning course, up from 11% in 2009-10.

Student Opinion Survey (SOS): The percentage of those who have been involved in community service at least sometimes went up from 50.3% to 53.2%. The average of the responses, 2.71 (between rarely and sometimes), was higher than that of our comparison groups within SUNY, and the difference was statistically significant. Three quarters of all respondents had contributed at least some service over the past year, with 42.4% contributing 1 to 20 hours and nearly 20% contributing more than 41 hours. Twelve percent of all those who answered the question performed more than 60 hours of service. Our percentages of participation are higher in nearly every category than those of our comparison institutions.

Results of the National Assessment of Service and Community Engagement are reported below in section g.

The National Study of Learning, Voting, and Engagement (NSLVE): We are registering a high percentage of students to vote – 69% of our students registered as compared to 65% nationally. Where we need to improve is getting our students to the polls. Among our 7,249 enrolled students, 69% were registered to vote; 50% of those registered to vote actually voted; and 34% of all enrolled students voted.
d. Describe one key finding from current data and indicate how you arrived at this finding:

The impact of learning from civic and community engagement is largely measured through the assessment mechanisms of individual courses; in service-learning courses, it is the reflection component through journals, papers, in-class discussions, presentations, role play exercises, and other means of encouraging students to think about their service experiences. A paper published by Assistant Professor Brooke Burk of our Recreation, Park, and Leisure Studies Department (and her colleague, Heather Olsen of the University of Northern Iowa) examined the impact of service-learning on student leadership development. The analysis of students’ reflection journals revealed that their service-learning experiences had affected them in three ways: their self-awareness as leaders; their ability to apply theory to practice; and their own skill development and improvement as leaders. This paper is cited in section II-A-7 below.

The impact of civic and community engagement on other aspects of student development is assessed in other ways, including our participation in the NSSE, the SOS, and the BTtoP Model Demonstration Site program.

NSSE: In a set of questions like, “to what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas,” our mean scores on voting are higher for both freshmen and seniors than those of our comparison institutions (although the differences are small and not statistically significant). Compared to the 2008 NSSE administration, our mean scores are lower for freshman and the same for seniors. Our mean scores for seniors on contributing to the welfare of your community are either the same as or higher than our comparison institutions, but our mean scores for freshman are slightly lower (no more than .30 points on a 4-point scale). Compared to the 2008 NSSE, there was virtually no change on this question (.01 point improvement on both items).

SOS: In response to questions like, to what extent is your education contributing to an understanding of political and social issues and an understanding of the environment and sustainability issues, 67% and 60% of the students, respectively, who took the survey answered that there was at least a moderate contribution. However, the percentage of students who are answering “at least moderate” is declining a little in response to the political and social issues question. The environment and sustainability issues question is new this year.

BTtoP: Data from our BTtoP research project indicate that service-learning seems to have a positive impact on student flourishing, using the Keyes Flourishing Scale. However, the differences between pre- and post-test results were small and not statistically significant. Learning communities seemed to have a larger impact, although not statistically significant. One reason may be that the educational experience itself has a positive effect on student flourishing, so the added benefit of programs like service-learning and learning communities may be difficult to observe. Students engaged in volunteering seemed to be flourishing to larger degrees than students not involved, but the cause-effect relationship is unclear – do flourishing students tend to volunteer, or is it the other way around?
e. Describe one key finding from current data and indicate how you arrived at this finding:

Our faculty have become more confident in their students’ ability to be effective and engaged professionals in their respective fields. This statement is based on firsthand observations; on assessments of students’ work; on students’ spoken and written reflections; and on reports from, and discussions with, community partners. One reason for students’ strong showing is that faculty have been refining their service-learning strategies.

Some faculty incorporate more multi-disciplinary approaches and multi-cultural perspectives so that students seem better able to recognize and apply those concerns to their field work. In Mathematics Methods II’s weekly discussions, pre-service teachers integrate learning theory with concerns about the impact of race and racism and socio-economic status on learning.

Education majors in service-learning English composition courses are increasingly required to generate statistical data from their service-learning activities. Students use their raw data to compute ratios regarding the populations (often multi-cultural) with which they partner, and to compare their findings with published state and national data. To stay technologically-current, students use programs such as Excel to represent their findings as graphs or charts. This step helps students process their experiences in productive ways.

Faculty also require students to report their work multi-modally, through writing and presentations. Undergraduates in evaluation and assessment service-learning courses, and graduate students in the School Health Program course, are required to do so. Increasingly, students present their work not only in class, but at local, regional, and national conferences, too. A Biomedical Sciences major and an Inclusive Special Education major drew on their service-learning experiences when they co-conducted a reflective-listening workshop at the October 23-25, 2013, Eastern Regional Campus Compact Conference in Philadelphia, PA. At the graduate level, a professor reports that her Community Health majors “collect both qualitative and quantitative data and use those data to develop recommendations and presentations for communities and school districts.” Such experiences build students’ own confidence in their skills.

Faculty confidence is demonstrated by their incorporation of students’ experiences and work into their own course content and teaching methodology. A Coordinated School Health professor shows her classes a student-designed graphic that is “an exemplar that captures the significance of various school-health components’ collaboration so that children will not ‘fall through the cracks’ when faced with health-related barriers to learning.”

An Adapted Physical Education professor uses the service-learning experiences of past and current students as real-life experiences to which her current students can relate. Past students’ experiences serve as examples of strategies that current students could consider applying in their field experiences.

A service-learning English composition instructor routinely refers to experiences that his pre-service Education majors have had; he does so to demonstrate effective application of skills, such as the use of reflective listening in tense situations. Experiences such as these are often reported to him by agency supervisors, which strengthens even further his confidence in students.

An Education professor reported that “I have increased confidence that my students, future teachers themselves, understand what good teaching can look like and feel able to implement effective teaching strategies themselves.”
f. Describe one key finding from current data and indicate how you arrived at this finding:

Collectively, it appears that the work that we have been doing with our community partners is having a positive impact. The Robert Wood Johnson Foundation ranks counties in the United States, including those in New York, on a variety of health indicators, including health outcomes, mortality, morbidity, health factors, health behaviors, social and economic factors and the physical environment. Cortland's state rankings have been improving over the past four years in every category except for morbidity. The most dramatic improvement has been in mortality, improving from 53rd in the state to 24th (out of 62 counties). In health outcomes, we have improved from 53rd in the state to 43rd.

Although we are improving, there is still much to be done. Data such as these are the kinds of indicators that we track in our Cortland Counts needs and assets assessment. SUNY Cortland partners with Seven Valleys Health Coalition and three other agencies (the Cortland Regional Medical Center – our hospital; United Way of Cortland County; and the Cortland County Health Department) to oversee an annual assessment and hold a community forum each January to discuss our findings. The staff of the Seven Valleys Health Coalition (assisted in each of the past five years by an AmeriCorps member) takes the lead in producing the assessment. The assessment includes a compendium of data available through the federal and state levels of government as well as our own research. We conduct our own Key Informants Survey and a survey of social service agencies to identify areas in which the community has the greatest need.

Findings from Cortland Counts enable us to see that, although we can still improve in many areas, we are doing better than state and national averages in a number of areas, including teen pregnancy, mortality from heart disease and diabetes, and the suicide rate. Some of our more intractable problems include cigarette use, especially in the adult population, and this contributes to higher than average rates of chronic lower respiratory disease. We do not have fluoridated water in our community, so we have to devote a great deal of attention to dental health, but we are seeing improvements in this area, too, especially among children. For example, an evaluation of dental health programs by the Seven Valleys Health Coalition documented a decline in the percentage of third graders with dental caries (tooth and gum disease) and a decline in the percentage of third graders with untreated dental caries from 2002-04 to 2009-11. They also documented increases in the percentage of third graders with dental insurance and an increase in the percentage (to nearly 96%) who had at least one dental visit in the last year.

We are also making progress on issues affecting children and youth. Alcohol, marijuana, and tobacco use have declined among 8th graders for the period 2002-13. Alcohol and tobacco use has declined among 10th graders, but we are seeing a slight uptick in marijuana use from 2010-13.

g. Describe one key finding from current data and indicate how you arrived at this finding:

The impact on our campus of our civic and community engagement programs has been profound. The best summary of the impact can be found in the newsletter article featuring SUNY Cortland in Bringing Theory to Practice's national newsletter (described in section I-A-d above). Our President has made our programs of civic and community engagement the topic of campus-wide meetings and has taken advantage of opportunities to promote our programs throughout the SUNY system. For example, they were the topic of the campus-wide opening of the academic year meeting in August 2012. SUNY Chancellor Nancy Zimpher and SUNY Cortland’s Institute for Civic Engagement director, Dr. Richard Kendrick, spoke (a summary is included above in section I-A-d, Campus publications). Dr. Kendrick was the speaker at the opening Academic Convocation in August 2010 and SUNY Cortland’s President, Dr. Erik Bitterbaum, invited Dr. Kendrick to represent SUNY Cortland and speak on civic engagement at the Chancellor’s kickoff event for the Power of SUNY strategic plan in April 2010 at SUNY Binghamton. When the Chancellor was making her tour of campus facilities, Dr. Bitterbaum hosted her at Main Street SUNY Cortland in July 2009 and invited Dr. Kendrick and other faculty engaged in work with the community to speak as well. At that time we were able to mention that SUNY Cortland was the first and only campus in the SUNY system to have obtained Carnegie Foundation elective classification in Community Engagement. Other SUNY campuses have now joined us. We have been on the President’s Higher Education Community Service Honor Roll since its inception, With Distinction for the last three years. Our eighth application to the Honor Roll was recently submitted.

Our commitment to civic and community engagement is extensive and it is deep, now embracing the range of communities from Cortland to the international community. From our annual reports submitted for academic year 2012-13, we learned that 392 of our 698 faculty members (56%) reported having done some form of community based service themselves, including maintenance work at Lime Hollow Center for Environment Culture, suicide prevention, environmental activism, CROP Walk coordination, membership on multiple boards of directors of the community’s not-for-profits, and many forms of participation in the arts – performing and visual, among many, many others.

This commitment clearly filters down to our students. A recent administration of the National Assessment of Service and Community Engagement by Siena College’s Research Institute found that, of those 1,169 students responding to the survey, 53% engage in community service at our college – higher than the average of all respondents to the survey, and higher than the average of the respondents from similar-size institutions. 80% of the respondents agree or strongly agree that SUNY Cortland promotes service among the student body, 96% believe that it is important or very important to address the needs of people who require assistance in the community, and 86% believe that the volunteer efforts of students from the college “have a substantial impact on the lives of those that need assistance.”

12. I. Foundational Indicators
4. As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty, staff, and/or community partners who are involved with campus-community engagement.

For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results?

We continue to support the programs that we described in our initial application – stipends for faculty to develop service-learning components for existing courses or for new service-learning courses; participation in the workshops of New York Campus Compact and the conferences of the American Democracy Project and the Alliance of Universities for Democracy; and end-of-the-semester “Reflections on Civic Engagement” discussion for students, faculty and staff, and community partners. We use resources available through our Faculty Development Center’s Teaching Innovation Grants program and our Institute for Civic Engagement to provide faculty, including part-time faculty, with stipends for their professional development, particularly those interested in incorporating service-learning in their teaching. Since our last application, we have increased the number and nature of the faculty members with whom we have worked, and we have expanded the range of topics and skills in our professional development. Our initial trainings focused primarily on service-learning best practices, syllabi, and project development. We now include much more information on reflection to solidify the link between service and learning.

Professional development with regard to our community partners continues to be a two-way street. We participate in professional development opportunities offered by our community partners, and we invite them to participate in opportunities available on our campus. We also create programs specifically designed for our partners, such as those partners involved with our campus’ Liberty Partnerships Program. In 2011-12, the Institute designed and conducted a series of four service-learning professional development workshops for 13 Liberty Partnerships Program Coordinators (who are also high school teachers) and their supervisor. In spring 2013, we conducted a condensed version of those workshops for three new coordinators.

We also collaborate with community partners on offering professional development opportunities. Each semester, we work with one of our long-time community partners, the Cortland County Community Action Program, to offer a two-hour State of Poverty Simulation to the campus and the community. Members of the campus and community run the workshop, and we invite campus and community members, including our AmeriCorps members, teachers, and others, to participate. In March 2013, we co-conducted the State of Poverty Simulation for more than ninety Noyce Scholars. Noyce Foundation Scholars are exceptional pre-service and in-service STEM (Science, Technology, Engineering and Mathematics) secondary-education teachers and teacher candidates.

Some of our professional development activities extend regionally. Two Office of Service-Learning interns and the office’s coordinator conducted a three-part Empathy Workshop for K-12 teachers and administrators and for college instructors at the Eastern Regional Campus Compact Conference in the spring of 2013. The workshop consisted of a Docu-Drama and a set of reflective listening exercises. As another example, our Inclusive Recreation Resource Center offers its “Inclusion U” training throughout the northeast.

We are currently in the process of organizing professional development workshops for the summer of 2014 for our faculty and area high school teachers interested in integrating service-learning into their courses. These workshops are supported by a small grant from BTtoP.

13. I. Foundational Indicators

5. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement?

Yes
Describe:
Since our first application, 90 new tenure-track faculty members have been hired in many of our 28 academic departments. Although SUNY Cortland’s hiring policies are not explicit in addressing faculty expertise in and commitment to community engagement, throughout the interviewing and selection process our three Deans, Provost, President, and departments seek candidates with commitments to transformational education – engaged student teaching and learning practices – who balance theory with applied pedagogy. The degree to which we seek candidates with a specific focus on civic engagement varies from department to department and search to search. In searches for faculty in the School of Education, for example, there is a focus on increasing our campus’ outreach to area schools, so the ability to contribute to programs that link the campus with the community’s schools is an important qualification for candidates in that school. Similarly, our Recreation, Parks, and Leisure Studies Department in the School of Professional Studies has well-developed programs of service-learning and service-oriented internships. The ability to contribute to those programs is an important aspect of searches in that department.

Often, the ability of candidates to contribute to our programs of engaged learning, including civic engagement, emerges organically in the interview process. Many have noted the importance of civic engagement from their review of our Web site and other campus publications. As one illustration, two recent candidates for positions in our Economics Department expressed interest in the campus’s programs of civic engagement in their interviews with the Provost.

Our new hires participate in the Provost’s Orientation that consists of a year-long series of programs and activities to support their success and transition to the philosophical practices of engaged teaching and learning at SUNY Cortland. Programs for new faculty include an overview of the Cortland philosophy of engaged teaching and learning; mentoring and peer observation opportunities; information from internal funding committees about resources that support innovations in teaching practices, research, and scholarship in their disciplines; and service. These orientation programs connect new faculty with established networks to further their interest in and commitment to engaged learning. Consequently, a number of faculty members hired within the past few years have emerged as important contributors to our campus’ programs of civic engagement.

14. I. Foundational Indicators
6. In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

As with our last classification, our policies of reappointment, continuing appointment (tenure), and promotion are framed by the policies of the SUNY Board of Trustees as well as our campus’ College Handbook. Faculty are typically evaluated in the areas of teaching, scholarship, and service. SUNY policies have not changed since our initial classification in 2008. In the fall of 2012, our President’s Leadership Coalition for Student Engagement recommended changes to our College Handbook to link more clearly the evaluation of faculty for reappointment, continuing appointment (tenure), and promotion to the campus’ strategic plan to recognize explicitly that contributions of faculty to our programs of transformational education, including civic engagement, would be counted towards reappointment, continuing appointment, and promotion. Changes were made to several sections of the College Handbook. Section 220.06, “College Policies and Procedures of the Academic Faculty for Renewal of Term Appointment, Granting of Continuing Appointment and Promotion,” section B-1, which guides all reappointments, continuing appointments, and promotions, was amended to include specific linkages between personnel policies and the college’s mission and strategic plan and to make explicit that service to the community, not just the campus, is to be included in the “service” category of faculty performance. Such linkages were previously not part of our personnel policies. Section 220.06.B.1 now reads,

“Recommendations on personnel matters, including continuing appointment, renewal of term appointment, and promotion shall be based on:

i. the overall record of the candidate’s training, teaching, and other relevant experiences and achievement in his or her academic field and related areas (Note: Activities that are consistent with the College’s mission and strategic plan are legitimate activities within the scope of professional obligations. They should be evaluated and entered under whichever categories [teaching, scholarship, or service] on the personnel action form are appropriate for the specific activities.)

ii. service to the College, the community and to the profession while at Cortland.”

In addition, two important changes were made to that portion of the College Handbook specifically dealing with promotions, Section 230.04. First, the following phrase was inserted into Section 230.04 of our College Handbook, which guides all promotion decisions, regardless of rank: “Activities that are consistent with the College’s mission and strategic plan are legitimate activities within the scope of professional obligation. They should be evaluated and entered under whichever categories on the personnel action form are appropriate for the specific activities.” Second, the list of activities that are to be recognized in the scholarship category now includes, “community-based research,” “research and publications on pedagogy,” and “scholarship that integrates teaching and/or service.”

In these ways, we have made more explicit the campus’ institutionalized intention to reward faculty scholarship that addresses aspects of our strategic plan and that, in particular, is community-oriented and community-based or addresses issues of pedagogy (including the pedagogies of civic engagement, e.g., service-learning), or integrates scholarship with teaching and/or service.

You can find the relevant sections of our College Handbook at http://www2.cortland.edu/offices/publications/handbook/part-two/.

15. I. Foundational Indicators

7. Is there an institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods?

Yes
Scholarship is defined in several places by the SUNY Board of Trustees and on our campus in the College Handbook. The Policies of the SUNY Board of Trustees define scholarly ability operationally, "as demonstrated by such things as success in developing and carrying out significant research work in the subject matter field, contribution to the arts, publications and reputation among colleagues." What one does and how one does it is left open to definition by individual campuses and their departments.

On our own campus, we give a great deal of latitude to departments to specify for themselves how they define scholarship. Nevertheless, departmental definitions must be consistent with the campus' College Handbook and most departments defer to the College Handbook in their own personnel policies. In our Handbook, we define scholarship in a number of places, particularly those portions of Section 230.03 pertaining to promotion in academic rank. Generally, it is defined as "a demonstrated ability to undertake and successfully carry out a productive program of intellectual inquiry, research or creative work and to do so with a degree of intellectual or creative excellence." That standard is presumed to be met if the faculty member is successful at having his/her work pass through a process of peer review. Faculty members can publish, present at conferences in which paper presentations are peer reviewed, or obtain external funding through peer-reviewed competitions. Consequently, faculty members who prefer to make the scholarship of civic engagement their domain may certainly do so. However, to be even clearer about this, our College Handbook was recently amended to include, as examples of evidence of scholarship for the purposes of promotion, "community-based research," "research and publications on pedagogy," and "scholarship that integrates teaching and/or service."

16. I. Foundational Indicators

8. Are there institutional level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

Yes

If needed, use this space to describe the context for policies rewarding community engaged scholarly work:

Our definitions of scholarship are embedded in our policies pertaining to reappointment, continuing appointment, and promotion. Therefore, the answer to this question is contained in our answer to the previous question.

17. I. Foundational Indicators

9.a. Is community engagement rewarded as one form of teaching and learning?

Yes
As mentioned in our response to Question 6 above, we have made changes to our College Handbook to link work that is consistent with the college’s mission and strategic plan to our general policies for reappointment, continuing appointment, and promotion. In addition, we have made more explicit the priority that we place on teaching strategies that are consistent with the college’s commitment to transformational learning and civic engagement making decisions pertaining to promotion. The College Handbook Section 230.04 lists examples of evidence of teaching effectiveness to be considered when evaluating a faculty member’s portfolio for promotion. Included on the list of examples are “development of service-learning courses, and the integration of teaching with service,” “integration of undergraduate research, including community-based research,” and “civic education.” In addition, we include other forms of transformational learning on the list of examples, such as, “internationalization and globalization,” “participation in learning communities,” “multiculturalism, diversity, and inclusion,” and “sustainability.”

Moreover, we recognize faculty for their civically-engaged teaching. At our annual end-of-the-year faculty and staff awards event, we celebrate the achievements of faculty members by awarding a number of Excellence in Teaching Awards to both non-tenure and tenure-track faculty. We also recognize one faculty member each year as the recipient of the Rozanne Brooks Dedicated Teacher Award. A number of our faculty members dedicated to the civic engagement of our students, particularly through service-learning, have won these awards. Dr. Tim Davis, instrumental in the development of the campus’ Adapted Physical Education program (featured in the Partnership Grid) and a service-learning practitioner, is a notable example as a recent winner of the Brooks award. Faculty members are also eligible for SUNY-wide awards, including the Chancellor’s Award for Excellence in Teaching, and Distinguished Professor in the area of teaching, scholarship, or service (the highest academic rank in SUNY).

Faculty members may also apply for support to develop their teaching, including the integration of service-learning into their courses, from the Faculty Development Committee’s Teaching Innovation Grants program. Several faculty members have received support to integrate service-learning into their courses.

The Institute for Civic Engagement offers recognition to our civically-engaged faculty and staff each spring with its Leadership in Civic Engagement Awards. Included in these awards is recognition of faculty members for their civically-engaged teaching, considering both course content and methodology (e.g., service-learning). We usually recognize a half-dozen faculty and staff members with this award each year. Award winners are recognized at our Leadership in Civic Engagement Awards and Scholarships reception.

9.b. Is community engagement rewarded as one form of scholarship?

Yes

See our response to Question 7 above. In addition to including community engagement as a form of scholarship for the purposes of reappointment, continuing appointment, and promotion, we also recognize faculty contributions to the scholarship of community engagement in our various faculty recognition programs, including our annual end-of-the-year recognition for faculty and staff. At this event, we recognize a number of individuals who have been exemplary in scholarship (along with teaching and service). They are eligible for one of our campus awards, which we call Excellence in Faculty Research, Scholarship and Outreach. Faculty members whose research agendas have focused on the scholarship of community engagement have been the recipients of numerous Excellence in Faculty Research, Scholarship and Outreach awards. In addition, they may apply for the Outstanding Achievement in Research Award, which is given each year to a faculty member with an exceptional record of publications, success at internal and external grant funding, and/or reputation in his/her field. Faculty members, including those whose work is community-based, may also be recognized with the President’s Award for Funded Research. This award is given to those faculty members who have obtained at least $1 million in external support for their projects. Support for community-based projects is included in that calculation, and the director of the Institute for Civic Engagement is a recipient of this award. Faculty members are also eligible for consideration for SUNY-wide awards, such as the Chancellor’s Award for Excellence in Scholarship or the highest rank in the SUNY system, that of Distinguished Professor.

In addition, we provide a number of internal grant opportunities for faculty members involved in the scholarship of community engagement. They can apply for the Faculty Research Program or an Individual Development Award to obtain financial support for their research projects, including those that are community-based.

Our Research and Sponsored Programs Office (RSPO) is very active in its support of faculty seeking external support for their programs, including those that are community-focused. As you read in section C-2b above, our campus has been successful at attracting external support for many of its community-engaged programs, and those grants include support - either explicitly or implicitly - for faculty development of scholarship that is drawn from their work with their community partners. You will see examples of that work in sections II-A-7 and II-B-7 below. Our campus treats successful grant applications as a form of scholarship in and of itself, and our faculty members often turn that work with their community partners into other forms of scholarship, such as presentations and publications.
9.c. Is community engagement rewarded as one form of service?

Yes

Please describe and provide text from faculty handbook (or similar policy document):

As with scholarship and teaching, service is linked to the campus’ strategic plan in our policies pertaining to reappointment, continuing appointment, and promotion. Our promotion policies (College Handbook, Section 230.04) specifically include, as examples of evidence that would indicate that a faculty member is fulfilling his/her obligations in this area, “service to off-campus populations,” “work with the community, including community-based research,” and “integration of service with scholarship and/or teaching.” Faculty work in this area is recognized at our annual end-of-the-year faculty and staff awards event. A new internal award, Outstanding Achievement in Service, was initiated in 2013. The first winner of the award, Dr. David Neal, was recognized, in part, for his service in the performing arts to the Cortland community. Dr. Neal is the musical director of the Grace and Holy Spirit Church in Cortland, and he is the artistic director and founder of “The Arts at Grace” concert series. This series offers high quality arts programming to the Cortland community, often free of charge. Some of the presentations, including a recent performance of Verdi’s “Requiem,” involve members of the community orchestra and community choirs.

Faculty members are also eligible for the SUNY-wide awards, Chancellor’s Award for Excellence in Faculty Service (awarded to the director of the Institute for Civic Engagement in 2012), and the Distinguished Professor award (the highest academic rank in the SUNY system). In 2012 the Distinguished Service Professor was given to Dr. Lynn Anderson, whose work with our Inclusive Recreation Resource Center is described in this reapplication and in our Partnership Grid. Faculty members are also recognized at our annual Leadership in Civic Engagement Awards and Scholarships reception. Typically a half-dozen faculty and staff are honored for their service to the community.

18. I. Foundational Indicators

10. Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

No

Which colleges/school and/or departments? List Colleges or Departments:

We do not have policies at these levels for continuing appointment (tenure) or promotion that specifically mention scholarly work that uses community-engaged approaches and methods. The Provost did ask our three deans to canvass each of their departments, and the typical response was that the department follows the college handbook. As the college handbook addresses this issue, there is no need for department policy to address this issue separately.

What percent of total colleges/school and/or departments at the institution is represented by the list above?:

Please provide three examples of colleges/school and/or department level policies, taken directly from policy documents, in the space below:

N/A.

19. I. Foundational Indicators

11. Is there professional development for faculty and administrators who review candidates’ dossiers (e.g., Deans, Department Chairs, senior faculty, etc.) on how to evaluate faculty scholarly work that uses community-engaged approaches and methods?

No

Describe the process, content, and audience for this professional development and which unit(s) on campus provides the professional development.

No. We do not currently provide such professional development.

20. I. Foundational Indicators

12. If current policies do not specifically reward community engagement, is there work in progress to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?

Yes
Describe the process and its current status:

We described in sections 6 through 9 the ways in which our policies have been revised to link them more closely with the campus’ strategic plan. We expect that, through the oversight of our President’s Leadership Coalition for Student Engagement, we will continue to monitor and improve our policies.

21. I. Foundational Indicators

13. Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links.

A pivotal component of SUNY Cortland’s programs of civic and community engagement is the student body. Students connect with and engage the surrounding community through multiple means, including volunteering, service-learning, and internships. Nearly all volunteering on our campus is done through activities in the Division of Student Affairs, and students play a central role in organizing and implementing these activities. Whether it is the Student Government Association (SGA), student clubs and organizations, or fraternities and sororities, SUNY Cortland students are of central importance and a leading force in our community engagement efforts.

For example, in 2012-13, we documented that students volunteered over 7,400 hours and there were more than 3,700 instances of student volunteering through SGA clubs and organizations and fraternities and sororities.

Through recent years, students have taken an increasingly larger share of the lead on planning and coordinating programs and events that positively affect the relationship between SUNY Cortland and the community. The SGA organizes, funds, and staffs a yearly forum for community engagement, the Mary Sherlach Children’s Festival, which offers an opportunity for local children and community members to participate in activities and games in a safe and welcoming environment on campus. In addition, a majority of the campus’ student-run clubs and organizations make it a focal point of their yearly initiatives to identify ways in which they can improve the level of community engagement. The members of these clubs and organizations provide service hours, participate in community engagement events, and undertake fundraising projects – all benefiting the local community. Their efforts are rewarded yearly through the student government leadership awards program. One specific award, which identifies and recognizes an outstanding club or organization, includes community engagement within its criteria. Specifically, award recipients are chosen in large part based on their dedication to enhancing the relationship between SUNY Cortland and the local community.

Beyond the programmatic efforts and recognition awards of the student government association, the College’s fraternity and sorority community also recognizes the community engagement efforts of its student members. Each year, Greek students identify local organizations for which they will provide service. Some examples of this include the Safe Halloween and Spring Bliss programs at the Cortland YWCA, the Corn Ducky Derby Race benefiting Cortland area youth programs, the Polar Bear Plunge to benefit the local United Way chapter, and several holiday toy collection drives sponsored by various local organizations. Each year’s efforts culminate in the Greek Honors awards where individual organization members and organizations as a whole can be recognized for their service and engagement during through the academic year. Since 2005 the College has presented its Leadership in Civic Engagement Awards and Scholarships to students, faculty, staff, and community members in recognition of significant contributions to our community’s quality. This year, for the first time, SUNY Cortland participated in Campus Compact’s Newman Civic Fellows program and our campus’ nominee, Nicole LaFreniere, was accepted.

Read about Ms. LaFreniere in our civic engagement newsletter:
http://www2.cortland.edu/dotAsset/83e9ba4e-f6a3-4684-9216-3818992338ea.pdf

Nu Sigma Chi sorority’s outreach: http://www2.cortland.edu/alumni/alumni-news/NewsletterpdNEXSpring2013f.pdf

Residence Hall program: http://www2.cortland.edu/bulletin/news-detail.dot?id=bc7ba511-e762-4594-b488-b9a9f099268a&backUrl=/bulletin/issues/bulletin-13-14/bulletin-5-oct-22-2013.dot

22. I. Foundational Indicators

14. Is community engagement noted on student transcripts?

Yes

If yes, is this a change from your prior classification?

Yes

23. I. Foundational Indicators
15. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?

Yes

Please provide examples:

We are connecting community engagement with diversity and inclusion work in a number of ways. First, the director of our Multicultural Life and Diversity Office (MLDO) in the Division of Student Affairs participates in the President's Leadership Coalition for Student Engagement. In this way we seek to bring issues of diversity to the forefront of campus life by integrating issues of multiculturalism and diversity into all of the campus' programming, including coursework. Discussing how we can improve in these areas has been our focus for the 2013-14 academic year. Some specific ways that we are integrating our programming include the participation of our Judson H. Taylor Leadership House Living Learning Community residents in the MLDO’s annual Diversity, Equity, and Social Justice conference. The Institute for Civic Engagement is a co-sponsor of that conference. Participants in the President's Recognition for Engaged Learning and Leadership’s Designation in Service-Learning program are required to complete at least one workshop devoted to multicultural and cross-cultural understanding and diversity.

Second, the Office of Service-Learning works to promote cross-cultural and cross-class understanding through its own programming. It offers “Multi-Cultural (Mis) Communication” panels each semester for students to learn about ways to communicate more effectively across cultures. John Suarez, our service-learning coordinator, promotes the development of skills for empathy and reflective listening in his own courses and in the training he provides for faculty and students in the professional development workshops he has designed and delivers, which are open to all service-learning faculty and students on our campus. We emphasize diversity across social classes in our State of Poverty Simulation role play exercises that we offer at least once each semester. This simulation is oriented to sensitize our students, faculty, staff, and community members to the difficulties of day-to-day existence at a poverty-level income.

Third, our campus hosts the Inclusive Recreation Resource Center (featured on our Partnership Grid), which has had an enormous impact on our understanding of difference based on ability. Funded in part by the New York State Department Developmental Disabilities Planning Council (DDPC) and housed in our Department of Recreation, Parks, and Leisure Studies, the IRRC has had a regional impact with its searchable database of accessible recreation resources, including parks, campgrounds, bowling alleys, shopping malls, and museums, and it offers training, called Inclusion U, to recreation programs, advocates, and others, including those on our own campus. IRRC’s training provides instruction on best practices for inclusion and how to conduct accessibility assessments. SUNY Cortland partners with 14 other colleges in New York and other states to incorporate Inclusion U into their programs. Other partnerships include the Department of Environmental Conservation and New York State Recreation and Park Society. More than 3,000 inclusivity assessors have graduated from Inclusion U. This project is connected to SUNY Cortland’s project with the Belize Zoo (also featured on our Partnership Grid), and SUNY Cortland faculty and students have traveled to Belize to improve the zoo’s accessibility. To learn more, you can visit the IRRC website at http://colfax.cortland.edu/nysirrc/index.html.

24. I. Foundational Indicators

16. Is community engagement connected to efforts aimed at student retention and success?

Yes

Please provide examples:

SUNY Cortland retains a large percentage of its incoming students. Eighty-three percent of those students who started with us in the fall of 2012 returned. Our retention rate has not changed since our first classification - it tends to hover around 83%. Our first-year seminar and learning community programs have been successful at improving SUNY Cortland's retention rate, and our civic and community engagement programs are connected to those efforts aimed at student retention and success. We are increasingly tying our service-learning opportunities, particularly for first year students, to learning communities and, in so doing, to the COR 101, first-year seminar course (which we call The Cortland Experience). Our programs of service-learning in the context of learning communities connected to COR 101 courses are discussed in more detail below in section II-A-6 (General Education; First Year Experience Courses). The theory that guides us in these endeavors is the idea that a student well-connected to others at the College (faculty, staff, and other students) and the community is more likely to be retained and to be successful. Service-learning in the first year helps us to connect our students in multiple ways, and in the context of learning communities becomes even more powerful as a tool for retention and success.

To facilitate greater integration of our first-year and learning community programs with other programs of the college, including civic and community engagement, the associate director of advisement and transition, who is also the coordinator of COR 101, sits on the President’s Leadership Coalition for Student Engagement, which has as its goal to integrate our programs of engaged and transformational learning with one another. Our recent Bringing Theory to Practice $10,000 Wellbeing Initiatives grant will be used to expand learning communities that incorporate service-learning. We will be developing four new learning communities (two per semester in the fall of 2014 and spring of 2015) in which our students will be working with students in the Cortland Enlarged City School District.
1. As evidence provided for your earlier classification, you described an institution-wide definition of service learning used on campus.

a. For re-classification, describe what has changed, if anything, with the definition of service learning and explain the purpose of the revisions.

SUNY Cortland’s Office of Service-Learning is a part of the Institute for Civic Engagement. The full-time, 11-month service-learning coordinator is supervised by the director of the institute. Our service-learning program is a centerpiece of our program of campus-community integration, and it is one of many of ways that we connect students to the communities of which they are a part. We now use the National Service-Learning Clearinghouse’s (NSLC) definition of service-learning, “service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.” We moved to this definition for several reasons: It is more concise than our previous definition, and it is a nationally-recognized definition. It describes service-learning as a pedagogy instead of (as in some definitions) a particular outcome of a pedagogical method. In so doing, it enables us to include in our service-learning program activities that have a variety of objectives. In addition, it is broader than our previous definition and embraces worthy projects that might not otherwise have been considered, such as community-based undergraduate research. Finally, the NSLC definition specifies “strengthen[ing] communities,” which more intentionally reflects the nature of our service-learning work than our previous definition’s phrasing of “commitment to communities.”

Working from this definition and working with faculty, the service-learning coordinator identifies service-learning courses for the Registrar’s Office, which then identifies those courses in its Banner course registration database and on its Banner website with a special “attribute,” or code, which is SLRN. This code allows us to track the courses that are taught on our campus as service-learning courses.

b. If there is a process for identifying or approving a service learning course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes.

The process is now streamlined: Rather than have discussions between the service-learning coordinator and the registrar, after each course is identified as a potential service-learning course, the coordinator now reviews a course’s materials, discusses the course with the instructor and with the department chair, then (as appropriate) requests that the registrar apply the “SLRN” (service-learning) attribute to a course.

26. II. Categories of Community Engagement

2. Fill in the tables below using:

   a. data from the most recent academic year (2012-2013)
   b. data based on undergraduate FTE

Table 1

<table>
<thead>
<tr>
<th></th>
<th>Number of service learning courses</th>
<th>Change in number of courses since last application</th>
<th>Percentage of total courses</th>
<th>Percent change in courses since last application</th>
</tr>
</thead>
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</table>

Table 2

<table>
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<th></th>
<th>Number of departments represented by service learning courses</th>
<th>Change in number of departments since last application</th>
<th>Percentage of total departments</th>
<th>Percent change in departments since last application.</th>
</tr>
</thead>
<tbody>
<tr>
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<td>71</td>
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</table>
### Table 4

<table>
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<th>Response line</th>
<th>Number of students participating in service learning courses</th>
<th>Change in number of students since last application</th>
<th>Percentage of total students</th>
<th>Percent change since last application</th>
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<td>1299</td>
<td>29</td>
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</tr>
</tbody>
</table>

#### 27. II. Categories of Community Engagement

3. **Provide a description of how the data in question 2 above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links.**

As before, service-learning is monitored in the college’s Banner software for course registration and tracking. Service-learning courses are identified with an “attribute,” or code, which enables our service-learning coordinator to summarize our activities at the end of each academic year. For the past two years, we have also been using an online survey through which faculty can report their quantitative and qualitative service-learning data, including the course name and number, number of students enrolled, number of hours of service, community partners, outcomes, and faculty feedback on the program. The service-learning coordinator also e-mails, phones, and/or visits faculty to get additional information, as needed. Finally, we also survey our community partners at midterm and at the end of semesters as a way of identifying service-learning projects that we might have otherwise missed. Data are gathered at mid-semester and at the end of the fall and spring semesters through the steps described above.

Information is used monthly as source material for the Institute for Civic Engagement’s newsletter. Information is also used at the end of each semester to identify mid-year trends, such as new ways in which the campus and community are partnering. The data we gather are included in our end-of-the-year annual report to the Provost, and we summarize our annual report data in a handout for the campus and community. We use the data we collect as a way of identifying improvements needed to our program, including meeting the professional development needs of our students so that they are better equipped for community engagement.

For example, at the end of fall 2012, we realized that we needed a more flexible version of the State of Poverty Simulation that is conducted with one of our community partners. Typically, 75 students participate, and it takes quite a few staff to conduct the role play. It is a large commitment, and we run it at least once each semester for anyone who cares to encourage their students to participate. The Office of Service-Learning has had requests from faculty for a version of the role play that can be contained within one or two class periods (typically 50 minutes to 75 minutes). As a result, the Office of Service-Learning developed its Socio-Economic Docu-Drama, a “modular” simulation that draws on a collection of students’ experiences (among other sources) to create theme-based simulations tailored to different course needs.

We have also used our end-of-the-semester data to identify the need to streamline our volunteer-placement process for students in our first-year service-learning English composition courses (CPN 102 and 103). For example, during the summer of 2013, we began e-mailing students in CPN 102, requesting that they review the list of partnering agencies, then e-mail a prioritized list of agencies with which they would like to volunteer to the service-learning coordinator, with the goal of having their placements ready when they arrived on campus for the fall 2013 semester.

Examples of how data are used:

Website of our Institute for Civic Engagement newsletter:
http://www2.cortland.edu/programs/civic-engagement/civic-engagement-newsletter/

State of Poverty simulation:

#### 28. II. Categories of Community Engagement
4. As evidence requested for your earlier classification, you were asked whether you have institutional (campus-wide) learning outcomes for students’ curricular engagement with community. 

For re-classification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessed, and what are the results of the assessment? Provide relevant links.

Our College’s 2010-15 strategic plan includes goals for curricular and student learning outcomes that are consistent with curricular engagement with the community, such as students’ rigorous academic learning, personal wellness, a respect for people and their perspectives, and contributions to the greater good. Our curricular engagement activities have addressed these outcomes through increased college-community integration and collaboration.

Assessment of institutional learning outcomes has expanded somewhat since our initial classification in 2008. Our assessment program includes the extent to which students are participating in various forms of engaged learning, including service-learning. As described in the assessment sections (I-C-3 above), we use Banner to track participation in service-learning courses, including the percentage of students who take at least one service-learning course at SUNY Cortland. We can also track participation through our every-three-year administrations of the National Survey of Student Engagement and the Student Opinion Survey. In addition, we assess the impact of engaged learning on our students in a variety of ways. For example, in 2010, we were awarded a Model Demonstration Site grant from Bringing Theory to Practice to examine the impact of engaged learning on flourishing, perspective taking, resilience, identity, emotional competence, persistence, and risky behaviors (alcohol use). In addition, we have deepened our assessments of student learning within service-learning courses.

One of the foundational components of our service-learning program consists of our service-learning English composition courses for first year students, Writing Across the Community I and II (CPN 102 and 103, respectively). To guide faculty who teach these courses and to assist their students, the Coordinator of Service-Learning created a writing handbook supplement (“Do Good; Write Well”) that is tailored to service-learning students. It connects these courses to the college’s learning outcomes by emphasizing the importance of developing relationships between ideas (to develop coherence) and between people (to develop understanding of other people’s perspectives). Its next edition will help students understand ways in which social environments help develop people’s (including their own) beliefs and behaviors; in this way, students should be better able to empathize with others.

Our CPN 102 and 103 faculty routinely track students’ service-learning through logs, notes, journals, written reflections, and essays in which students integrate their experiences with published material. In those essays, faculty look for students to demonstrate relationships between ideas, and to explain the importance of relationships between people.

Along with being a Bringing Theory to Practice Model Demonstration Site, we mentioned previously our $10,000 program development grant as part of their Well-being Initiative. That will help us explore the impact of the integration of learning communities and service-learning on student well-being as well as that of the faculty and high school teachers involved in the program. This project, “Flourishing Teachers, Flourishing Students,” relates directly to the campus’ strategic plan and its learning outcomes, including transformational education and well-being.

Service-Learning Corps participants, who are part of the college’s new President’s Recognition for Engaged Learning and Leadership’s Designation in Service-Learning, are helping to strengthen our professional development activities for students.

BTtoP Well-being initiative:  

29. II. Categories of Community Engagement
5. For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

<table>
<thead>
<tr>
<th>Is Community Engagement integrated with this activity?</th>
<th>What has changed since last classification? (Word limit for each activity: 500)</th>
<th>Web Link (if available)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Three examples of new civically-engaged student research come from the Physical Education, Health, and Geology Departments (two different Schools within the Division of Academic Affairs). The Physical Education Department’s Sensory Integration/Motor Sensory (SIMS) Center opened in spring 2013. It provides sensory integration training for teachers and support for Cortland area children who experience sensory processing delays. Children who have difficulty with sensory processing often find it difficult to manage themselves in new environments. This means that they may have trouble controlling their behavior, completing tasks, or simply playing with other children. The SIMS Center provides teachers with strategies to help children who demonstrate sensory processing delays so that they can be more successful in physical education programs.</td>
<td></td>
</tr>
</tbody>
</table>
Recently, the SiMS Center was also a site for undergraduate student Kelsey Bordwell's research. Bordwell conducted a single-subject study that compared behavior in a traditional gymnasium with the same child's behavior in the SiMS Center. She used her research to develop a sensory integration activity guide for students and teachers. Children in the Cortland community benefit from another SUNY Cortland resource, the School Health Program (HLH 635) graduate course, in which students develop recommendations for K-12 school districts' coordinated school health programs. In fall 2012, students' research moved away from the "silod" view of school health for an integrated model that connects a variety of concerns and parties and supports the work of the Center for School Health Systems Change (described in our Partnership Grid). HLH 635 student researchers interviewed "key informants" (parents, teachers, custodians, nurses, principals, and psychologists) in the Cortland Enlarged City School District to determine these individuals’
knowledge of available school health programs, and they researched the availability of health programs and health systems data, and ways of collecting and using such data. Their work has helped schools identify measurable information with which they can implement and assess health programs. Schools now have base-line data and tools for conducting their own studies. A physical education teacher used those data in a physical education program grant application covering three school districts. Four students presented their results to a National Council for Accreditation of Teacher Education (NCATE) assessment team at SUNY Cortland. Another health-related project began in the spring of 2012 and continued into 2013: Three students and two Geology professors conducted research that has helped local officials make policy decisions related to water quality. The city of Cortland draws its water from a sole source aquifer, so baseline information (such as the data developed by the students) is critical to public health, especially in an

https://gsa.confex.com/gsa/2013NE/webprogram/Session32515.html
http://paleo.cortland.edu/URC/2013Highlights/
area that experiences a good deal of road salting and construction runoff, and is a prime candidate for natural gas extraction. Many people fear that hydraulic fracturing, the process used to extract that gas, could contaminate the water supply. In spring 2013, the group’s results were presented at the Northeastern Geological Society of America meeting in Bretton Woods, NH, at an Earth Science Research symposium at Syracuse University, at an on-campus conference, and to personnel of the City of Cortland and the Cortland County Soil and Water Conservation District. This project is also mentioned in section II-B-7 below as an example of community-engaged faculty research. Student research that is community-based is supported, as are other research projects, by our Undergraduate Research Council (URC). This council is represented by its director on our President’s Leadership Coalition for Student Engagement, and the council offers a variety of internal grants in support of student research, including travel grants for
conference attendance and summer research stipends. The presentations by the Geology students mentioned in the previous paragraph were supported with travel grants. Ms. Bordwell’s work was supported by a 2012-13 summer research stipend. Other community-engaged research the URC supported in 2012-13 included an analysis of school policies pertaining to homosexuality and the relationship between those policies and bullying based on sexual orientation, and a analysis of voting suppression efforts in the United States.

Leadership is most decidedly integrated with community engagement on our campus in a number of different ways, spanning the Divisions of Student and Academic Affairs as well as the Schools of Professional Studies and Arts and Sciences. In 2009, the Institute for Civic Engagement, working with members of the Political Science, Philosophy, Psychology, and Sociology Departments, and the Residence Life and Housing Office in the Division of Student Affairs, implemented a $247,000 earmark administered by
U.S. Department of Education’s Fund for the Improvement of Postsecondary Education (FIPSE). The grant funded the development of a program called Building Community Leaders, based on the Social Change Model of Leadership Development. The philosophy of the Social Change Model is that the goal of effective leadership is to improve people’s lives through service and advocacy. Leadership is as much exemplified by those who participate as team members as it is by those who are the identified and visible group “leaders.” The Social Change Model complements the psycho-social wellness perspective of our Bringing Theory to Practice grants in that this model emphasizes the importance of understanding one’s self as central to effective leadership, and it considers leadership to be a collaborative process. It is the foundation for a new course, Leadership for Social Change, that we have developed for the students who participate in our Judson H. Taylor Leadership House Living.
The course is taught by a distinguished teaching professor in our Political Science Department who is also the chair of our Africana Studies Department. Another distinguished service professor’s course in political science, Philanthropy and Civic Engagement, was incorporated into the Leadership House academic program in 2012-13. Six students successfully completed the program that year. Through this course, which received support from the Learning by Giving Foundation, students (including the six Leadership House participants) awarded $10,000 to Cortland social service agencies. Other leadership-development activities for students included a leadership track in two workshops for the Multicultural Life and Diversity Office’s 4th annual “Diversity, Equity, and Social Justice” conference in April 2013. With the start of the 2013-14 academic year, SUNY Cortland’s commitment to developing student leadership intensified with the launching of two new programs. One of these is the Presidents’ Leadership Coalition for...
Student Engagement’s President’s Recognition in Engaged Learning and Leadership Program, with the Designation in Service-Learning. The students in this program, participants in our Service-Learning Corps, serve as advocates for service-learning courses and for civic engagement activities. The current members of our Corps conducted a sequence of three professional development workshops at the third annual Eastern Regional Campus Compact Conference, spring 2013. This program will be integrated with a scholarship program for incoming civically-engaged first year students starting in the fall of 2014. The second program underway is the Community Innovation Program (CIP). CIP’s goals include the development of students’ leadership and innovation skills, especially in the context of not-for-profit environments. The project includes the future development of a minor in Social Innovation and Change that incorporates an experiential component. Students will develop
collaborative leadership skills as they help identify and solve local socio-economic and environmental challenges.

SUNY Cortland has a long history of promoting community engagement through Internship Program experiences in both for-profit and not-for-profit settings. With many majors such as sociology, therapeutic recreation, and community health centered on the “helping professions,” many of our interns directly contribute to not-for-profit agencies, human service organizations, and governmental entities. Other internships with area organizations, such as the William George Agency for Children’s Services, the Cortland YWCA, Catholic Charities, and local school districts continue to provide opportunities for students to become involved with youth mentoring programs, prevention services, educational programming, and case management services. Health care and social services internships have expanded with more students completing experiences at agencies such as
the Department of Social Services, the County Health Department, Cortland Regional Medical Center, and Family Counseling Services, among others. Our students engage with the community through their internships in a variety of ways. For example, a recreation management intern worked with Family Counseling Services and the Cortland LGBT Center to develop and deliver programming designed to educate area residents on topics surrounding diversity and inclusion; a psychology student intern developed behavioral intervention plans to assist academically struggling students through the Cortland County Community Action Plan’s Head Start/Early Head Start Program; a bilingual Teacher of English to Speakers of Other Languages (TESOL) student intern collaborated with the Migrant Education Outreach Program to deliver basic services (e.g. clothing, food/nutrition, and educational support) to migrant workers and their families; and, working in a nearby urban city school district, a speech and hearing science intern worked with

Internship Program: http://www2.cortland.edu/offices/career-services/career-planning/internships.dot
Tobacco Free Cortland: http://www2.cortland.edu/information/tobacco-free/spreading-awareness.dot
Student-made video for Body Appreciation Week: http://www.youtube.com/watch?v=kd1yp9eV7as&feature=youtu.b
“The Art of You” promotional student-made video for Body Appreciation Week http://www.youtube.com/watch?v=VvhX1Q96AGU
Graduate Outcomes Survey: http://www2.cortland.edu/offices/career-services/grad-report.dot
NY Jets Economic Impact Study: http://www2.cortland.edu/dotAsset/20b18d3e-2c61-4668-b3a4-5b43b61acf78.pdf
school age children
to address language
and articulation
deficiencies. A
business
economics intern
utilized his
marketing and
public relations
skills to promote
grassroots
initiatives focusing
on voter
registration,
hydrofracturing, and
affordable housing
while interning with
the New York
Public Interest
Research Group.
Opportunities for
student
involvement in for-
profit settings have
increased,
particularly when
the campus
became the
summer training
camp home of the
New York Jets in
2009. Over 50
additional summer
internship
opportunities were
created, and most
students in these
internships
contributed to the
smooth operation
of the summer
camp, which had
an enormous
economic impact
on the Cortland
community. Some
of these internships
involved assessing
the economic
impact of the Jets
Camp on the
Cortland
community, estimated at over
$3.68 million.
Since the last
classification,
student
participation in
credit-bearing
internships has
increased: in 2012-
13, 912 students
contributed more than 123,000 hours of service to the local community and the region. These interns were supervised by 53 faculty/staff members from 24 academic departments and administrative offices. Students value internship experiences: 87% of intern participants indicated that they were satisfied or very satisfied with their internship experience.

Community engagement is integrated into many of our study abroad programs, and the number of study abroad programs with a community engagement focus has grown since our initial classification in 2008. For example, students in our Belize Internship program spend between three and sixteen weeks volunteering with an agency in Belize on projects dealing with economic development, the environment, sustainability, community health, and human services. Students complete academic assignments and personal reflections under the guidance of SUNY Cortland’s Belize-based internship coordinator. This program is an example of the way in which the number of students
studying abroad through civic engagement activities is increasing. The program began in 2008 with just two students; by the 2011-12 academic year, it had nine students. In 2012-13 it had twenty. Another Belize opportunity is in a faculty-led program. A professor in Recreation, Parks, and Leisure Studies takes students on a spring break service-learning trip to the Belize Zoo and Tropical Education Center, in Belmopan, Cayo District. Students help to improve the zoo’s accessibility. This project is described in more detail on our Partnership Grid. In 2012, a Childhood/Early Childhood Education Assistant Professor piloted his “Teach in Thailand: An Internship in Teaching Across Cultures” program, through which two students from SUNY Cortland and two from Tompkins Cortland Community College conducted active-learning professional development workshops for Thai teachers in English Language Arts, science, and mathematics education. In this pilot program, our students were not tutoring children, but other professionals. This

http://www2.cortland.edu/studyabroad/study-abroad/programs/isis-belize.dot
http://www2.cortland.edu/studyabroad/study-abroad/programs/projects-abroad.dot
http://www2.cortland.edu/studyabroad/study-abroad/programs/teach-abroad/isis-belize.dot
http://www2.cortland.edu/studyabroad/study-abroad/programs/teach-abroad/isis-belize.dot
http://www2.cortland.edu/studyabroad/study-abroad/programs/teach-abroad/isis-belize.dot
http://www2.cortland.edu/studyabroad/study-abroad/programs/teach-abroad/isis-belize.dot
http://www2.cortland.edu/studyabroad/study-abroad/programs/teach-abroad/isis-belize.dot
past summer, 2013, the program changed somewhat. Ten SUNY Cortland students participated in teaching internships in three Thai secondary schools, working with children and host teachers. As this program goes forward, it will emphasize working in schools with students and their teachers. The program was one of only four that won the SUNY Chancellor’s Award for Internationalization. Another group of students conducted professional development workshops in 2012-2013. These students, members of the Kappa Delta Pi (Education) Honor Society, integrated a tutoring project for six-year-old children who live in a semi-rural area into the design of an existing study abroad connection in Costa Rica. Students also designed professional development projects for teachers. Students raised enough funds, including college study abroad scholarships, for eleven students to participate in this program on an independent study basis for two weeks in January 2014. Students lived with families, visited historic and
ecological sites, and learned about the effects of post-colonialism on the country’s economic and political systems. Infusion of community engagement with our study abroad programs is an aspect of our program of civic and community engagement that we are working to develop further. SUNY Cortland has now entered into a partnership with Projects Abroad, a non-profit volunteer internship provider operating in 28 countries and providing experiences in community development, health care, law and human rights, journalism, and other fields.

### 30. II. Categories of Community Engagement

| Other. (Please specify in the “What has changed...” text box to the right.) | X |

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6. For each curriculum area listed below, indicate whether or not community engagement been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

<table>
<thead>
<tr>
<th>Core Course</th>
<th>Is Community Engagement integrated into this area?</th>
<th>What has changed since the last classification? (Word limit for each area: 500)</th>
<th>Web Link (if available)</th>
</tr>
</thead>
</table>
| Yes | No | Community engagement is integrated into seventeen core courses from across five departments, including two new civic-engagement core courses that were created in the past two years: Children, Families, and Communities in our Childhood/Early Childhood Department (ECE 333), 101) and Motor Development in our Physical Education Department (PED 201). Since our previous application, more already-established core courses have adopted civic engagement. In spring 2009, for example, the Introduction to Urban Education course, taught by our Social Foundations and Advocacy Department faculty, began a service-learning partnership with the Dr. Martin Luther King, Jr., Science Magnet School in Syracuse, N.Y., a school in which 96 percent of the children qualify for reduced- or no-fee lunches. SUNY Cortland, as an indication of its commitment to the communities of which we are a part – including the Central New York region - provides weekly transportation to the school for our students. SUNY Cortland also contributes to the Cortland/Homer Afterschool Mentorship Program (CHAMP), which serves as the civic engagement placement for one of our new (2011) Physical Education core courses, Motor Development. Three Physical Education Department faculty members, who specialize in Adapted Physical Education, initially started the program in collaboration with the Cortland YMCA with a $345,000 grant from the U.S. Department of Education’s Physical Education Program. The program, which is Adapted Physical Education Programs, including CHAMP: https://www2.cortland.edu/departments/physical-education/adapted-physical-education-program.dot
now a fee-based service, has been integrated with the Physical Education Department’s Motor Development course, in which students work with children, most of whom have a disability. In the 2012-2013 academic year, the program grew to include kindergarteners through sixth graders, in addition to teens. In another physical education course, Dance and Individuals with Disabilities (required of students in the Adapted Physical Education concentration of the physical education major), students who were enrolled in the one-credit Dance and Individuals with Disabilities course had a new institutional partner after 2008, the Madison/Cortland ARC. This alliance led to greater student involvement. For example, students now devote more hours (up from three hours per semester to seven hours) to more people (up from 25 to 50). Students also conduct a Halloween dance, at which about 40 adults with physical disabilities celebrate their improved mobility.

One area of civic engagement-oriented general education that has grown in the past five years is that of service-learning integrated with learning communities. Service-learning and learning communities are two high impact learning strategies that we have studied as part of our 2010-2012 Bringing Theory to Practice Model Demonstration Site grant. A third high-impact learning strategy, first-year experience courses, is also included in our service-learning learning communities. In fall 2009 we began offering a learning community called Learning (In) Deed, which incorporates service-learning and is still being offered each fall. It includes two General Education courses: Introduction to Sociology, and Writing Studies in the Community I, an elective (Computer Applications), and a first-year experience course (COR 101). For the last three years, we have provided early
field experiences for students interested in the field of education. Students get those experiences by enrolling in Writing Studies in the Community I and II (CPN 102 and 103), which are our service-learning versions of the required General Education Courses, Writing Studies I and Writing Studies II. Through this program, we dedicated two sections of CPN 102 and CPN 103 primarily to education majors during the 2013-14 academic year. The CPN 103 section was linked to a teacher education course, Introduction to Urban Education. Our "Explore: Education Field Experience Program," which is described in our Partnership Grid, is the institutionalization of service-learning in teacher education. This program is targeted to teacher education candidates, but it is open to anyone interested in working with children and youth in educational settings. Using our Bringing Theory to Practice Well-Being Initiative grant, we are currently designing two new learning communities (each with two sections) for Childhood/Early Childhood Education majors as part of the Explore program; we will offer them in the 2014-15 academic year. These learning communities will include the General Education courses, CPN 102 and CPN 103 (Writing Studies in the Community I and II), which are both service-learning courses. Other courses in our General Education program that integrate service-learning include Civil Society (a Sociology course). This course examines the historical development of the idea of civil society as well as the extent to which people, especially young people, are engaged in aspects of public life in contemporary American society.

The Learning (In) Deed learning community (new as of fall 2009), described in the previous section on General Education, offers pre-majors an interdisciplinary service-learning experience, and it includes a first-year experience.

Learning community brochure, with Learning (In) Deed on p. 7: [http://www2.cortland.edu/dotAsset/04578b98-0ec9-4aa2-a34d-26fad3b3738e.pdf](http://www2.cortland.edu/dotAsset/04578b98-0ec9-4aa2-a34d-26fad3b3738e.pdf)
Profile of Learning (In) Deed student: [http://www2.cortland.edu/alumni/alumni-news/2012-may-moments/educating-champion-korman.dot](http://www2.cortland.edu/alumni/alumni-news/2012-may-moments/educating-champion-korman.dot)
Description of Explore program: [http://www2.cortland.edu/programs/civic-engagement/explore.dot](http://www2.cortland.edu/programs/civic-engagement/explore.dot)
BTtoP Well-being initiative: [https://www2.cortland.edu/departments/cece/news-detail.dot?id=0973d4bb-3fc3-450d-8794-9d3ab17645af](https://www2.cortland.edu/departments/cece/news-detail.dot?id=0973d4bb-3fc3-450d-8794-9d3ab17645af)
<table>
<thead>
<tr>
<th>First Year Experience Courses</th>
<th>X</th>
<th>In addition, some of our first-year experience courses – those that are not linked to our service-learning learning communities – require service experiences of the students enrolled. For fall 2014, we are adding two additional service-learning learning communities dedicated to Childhood/Early Childhood Education majors and they will each include a first year experience course. See the link in the previous section.</th>
</tr>
</thead>
</table>

| Capstone (Senior Level Project) | X | The Recreation, Parks, and Leisure Studies Department offers four majors: Recreation, Therapeutic Recreation, Recreation Management, and Outdoor Recreation. Students who major in any one of these fields must take Senior Seminar (REC 470) as preparation for their capstone course, Internship in Recreation and Leisure Services (REC 475). In REC 470, students devote 30 hours of service to a career-related site. For example, Outdoor Recreation majors could serve as teaching assistants or as after-school assistants. As they do so, they apply knowledge, skills, and dispositions that they will need to demonstrate in REC 475. They keep a daily journal, and they submit weekly reports. Since our previous application, the process for selecting and securing an internship has become more structured. REC 475 is a 12-credit-hour, fourteen-week (490-hour, minimum) practicum in the summer, fall, or spring semesters. Students are, in effect, interns, at locations ranging from prisons to children’s camps. Although most students conduct their capstone projects in New York state, others go west to states such as Utah. Students could also go overseas. Their internships can be with government agencies, not-for-profits (such as youth-serving agencies), or with for-profits. Students have on-site and on-campus supervisors. Students submit their daily journals and weekly reports to their site supervisors, who review them and forward them to students’ | [http://www2.cortland.edu/departments/recreation/course-detail.dot?cID=8239e95f-b17f-4fd0-a54b-8016fbdac6cb](http://www2.cortland.edu/departments/recreation/course-detail.dot?cID=8239e95f-b17f-4fd0-a54b-8016fbdac6cb) [http://www2.cortland.edu/departments/recreation/course-detail.dot?cID=eb63e25b-6175-45fb-930e-fd3c1d8a1b29](http://www2.cortland.edu/departments/recreation/course-detail.dot?cID=eb63e25b-6175-45fb-930e-fd3c1d8a1b29) |
Students also meet in-person (or via Skype) at midterm and at the end of each semester to discuss challenges and projects. Each intern must expand his/her agency’s opportunities by designing and implementing new programs. Sometimes this requires a needs assessment; at other times, the intern creates a program for which a demand has already been identified. This course’s requirements are also becoming more demanding: beginning in spring 2015, interns must complete an inclusivity assessment of their internship site.

In our first application in 2008, we reported that community engagement through service-learning and internships was well integrated into the coursework of our Recreation, Parks, and Leisure Studies Department in our School of Professional Studies. That department, and its majors in Recreation, Outdoor Recreation, Recreation Management, and Therapeutic Recreation, remains the best example of the integration of service-learning into majors in our college. Other majors include service-learning as options within their programs, but RPLS has truly incorporated service-learning and internships in its major. It has also developed and expanded its service opportunities since our initial application, running its own afterschool programs in three elementary schools at which students serve. Service-learning starts in the Programming in Parks, Recreation, and Leisure Services course (REC 280), which is required of all four majors. Service-learning continues on into the Leadership in Parks, Recreation, and Leisure Services (REC 380) and Administration of Recreation (REC 445) courses, and culminates in a sequence of internship experiences: Senior Seminar (REC 470), in which students prepare for their internship experiences, and the Internship in Recreation and
Leisure Services (REC 475) course, which is a 12-credit, 490 hour internship experience. In REC 280 and 380, students run an afterschool program. The program started at Barry Elementary in 2009, where it is offered every fall and spring. Under the leadership of an assistant professor in recreation, parks, and leisure studies, it expanded to Randall Elementary School in the spring of 2012, where it will be offered each spring. Then the program was developed to include Parker Elementary School in the fall of 2012. From 2009 to the present, the program has involved approximately 255 SUNY Cortland students and served between 300 and 350 Cortland elementary school children. Upwards of 8,100 hours of service have been contributed by SUNY Cortland students to the Cortland community through this program. For their internship experiences, students serve in a variety of for-profit and not-for-profit settings, including the parks and recreation departments of various states and municipalities, senior services facilities, YMCAs and YWCAs, therapeutic recreation centers, hospitals, and adapted recreation programs, among many others. In addition to these courses, service-learning is integrated into other courses in the Recreation, Parks, and Leisure Studies Department. For example, in the Environmental and Outdoor Education (REC 462) course, students design and implement a day-long field-based outdoor education program for local elementary children at Barry and Randall Elementary Schools. This event is held every spring at the Lime Hollow Center for Environment and Culture. The program started in the spring of 2009 and has now served about 450 elementary school children, and about 80 SUNY Cortland students have participated in this program. One of their newest courses is REC 529, Costa Rica Expeditionary Learning. In this course students complete a service project while learning in...
Graduate students in Recreation Research Evaluation I and II, REC 601 and 602 (required courses for the M.S. in Recreation and the M.S.Ed. in Recreation Education), complete a community-based research project as a course requirement. The students work together on the project under the direction of the faculty member and in collaboration with a community agency. For example, in 2012-13, 15 students worked on a membership survey for the New York State Recreation and Parks Society (NYSRPS). NYSRPS asked for a profile of their members, information on effectiveness of communications, an assessment of member satisfaction with the professional development opportunities being made available through NYSRPS, and an analysis of members’ educational interests and resource needs. After consulting with NYSRPS organizers, the students administered a survey and conducted focus group interviews. At the end of the two-course sequence, the students in REC 601 and 602 delivered a report, "Capturing a Profile of New York State Recreation and Park Society's Membership, Satisfaction, and Resource Needs," to NYSRPS. For academic year 2013-14, the course sequence will start in the spring and continue into the fall semester. The 2014 project involves a needs assessment for the Dryden Recreation and Youth Commission. (Dryden is a community not far from Cortland.) Students in REC 601 and 602 will be delving into the parents' perspectives on youth recreation programming, including perceptions of their children’s involvement in or exposure to risky behaviors; perceptions of the impact of recreation programs on these behaviors; their children’s recreation needs; obstacles to
participation in recreation programs; quality of recreational programming; and needs for support systems for parents.

The Health Department teaches two of its graduate courses, The School Health Program (HLH 635) and Assessment and Evaluation in Health Education (HLH 694), with community engagement components. These courses enrolled 84 students in 2012-2013. HLH 635 and 694 are electives in its M.S.Ed. (Master of Science in Health Education) and M.S.T. (Master of Science in Teaching) programs, and HLH 694 is required for the M.S. in Community Health.

Students in HLH 635 work with a school district in our region to evaluate its health-related programming. They do an audit from a systemic perspective of the programs’ strengths and challenges, and gaps in programming, by gathering information from public sources and key informant interviews. The students put together a community profile and make presentations to the school district’s stakeholders with recommendations for change. In HLH 694, students are involved in a real world research project, integrating community-engaged learning with community-based research, in which they are required to collect and analyze data useful to a community health organization or a school district (or set of districts).

Typically, the students become involved in one of the Health Department’s ongoing projects. For example, in 2012-2013 they were involved in the Center for School Health Systems Change project by conducting key informant interviews. In the past they have researched colorectal disease in the Cortland community and made recommendations for screening for that disease.
31. II. Categories of Community Engagement

7. How have faculty not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), i.e., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc.? Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Also, describe how this scholarship has been supported since your last classification.

The director of the Institute for Civic Engagement, Dr. Richard Kendrick, has made numerous presentations, domestically and internationally, on community engaged teaching and learning. His work has been supported by a combination of campus and grant resources. One of his international presentations was, "Where are our ‘Habits of the Heart’?" at the conference, "Making MENA [the Middle East and North Africa] a Burgeoning Democracy: The Key and Strategic Role of Higher Education in Preparing Engaged and Leading Citizens," in Marrakesh, Morocco, Feb. 25-26, 2013. He co-presented a two-day workshop following the conference.

The Coordinator of Service-Learning, Mr. John Suarez, has made many presentations and published on his work integrating role-playing into service-learning reflection processes. His work is supported by a combination of internal and external grant resources. He presented "Reflective Listening in Multi-Dimensional STEM Classrooms," at the March 20-22, 2014, Noyce Northeast Regional Conference in Philadelphia, PA. Mr. Suarez presented "Campus/Community Reciprocity in Teacher-Education," at the Third Annual Eastern Regional Campus Compact Workshop, which was held in Philadelphia, PA, October 24-25, 2013. Two students in our President’s Recognition for Engaged Learning and Leadership’s Designation in Service-Learning, program were co-presenters. He published "Empathy, Action, and Intercultural Competence," in The Proceedings of the Second Annual International Horizons Conference, Cambridge Scholars Press, January 2013.

The following publications were not supported by internal or external resources, but by the faculty members themselves as part of their normal obligations in the areas of teaching, service, and scholarship:

Dr. Brooke Burk, Assistant Professor, Department of Recreation, Parks, and Leisure Studies published (with her colleague, H. Olsen), "Using Reflection to Assess Students’ Ability to Learn and Develop Leadership Skills," in the journal, Schole (vol. 29, no.1) in 2014. The article addressed the importance of service learning to better prepare students as recreation professionals.

Dr. Katina Sayers-Walker, visiting Assistant Professor in our Department of Childhood/Early Childhood Education, published "Make, Bake, and Take it to the Market: Student Vendors at the Kings Corner Market," in the journal Taproot (vol. 23, no. 1) in spring 2014. The article described her work with students ages 6-17 who participated in a project-based learning experience involving the farmer’s market in a community near Cortland. She uses the article to teach her college students about project-based learning.

Dr. Mary McGuire, Assistant Professor in the Political Science Department, and the internship coordinator for her department, teaches her interns to use qualitative research methods in their internship experiences. She presented "Beyond Statistics: Introducing Qualitative Research to Undergraduate Political Science Students" at the American Political Science Association’s Teaching and Learning Conference in February, 7-9, 2014.

Dr. Jeff Werner, Chemistry, taught his fall 2012 Chemical Instrumentation class as a project-based service-learning course. Dr. Werner and his students built an instrument for the Cayuga Lake Floating Classroom. He presented on this class and the community engagement component he was planning at the 2012 Biennial Conference on Chemical Education, a national conference, "Using Open-Source Microcontrollers in a Project-Based Instrumentation Course" in State College, PA, July 29-August 2, 2012.

32. II. Categories of Community Engagement
8. Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus—where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

Our programs of civic and community engagement will be seen increasingly as a part of our college’s array of experiential learning opportunities. This is a trend that extends to the SUNY system, which is incorporating these programs under the umbrella of Applied Learning, “including service-learning, community service, civic engagement, work study, clinical placement and other hands-on projects and classes” (e-mail, SUNY Coordinator of Community Relations, April 3, 2014). There are advantages to programs of experiential, engaged, and transformational learning working together, as we are doing under the auspices of the President’s Leadership Coalition for Student Engagement. At the same time, it will be important for programs of civic and community engagement to continue to draw attention to the unique contributions that they make to campus life, particularly for fulfilling the public mission of public institutions of higher education. Yes, they are one form of experiential learning, but not all forms of experiential learning are created equal when it comes to helping our students fulfill the office each one of them inherits – that of citizen.

With that goal in mind, we will be taking into consideration the recommendations of the recently-administered National Assessment of Service and Community Engagement (NASCE), as well as information in the SOS and the NSSE. We are particularly concerned about SOS indicators that the percentage of students is declining who think that their educational experience is contributing to an understanding of political and social issues. NASCE results suggest that we need to deepen our students’ service and community engagement. We have above average percentages of students participating, but typically at one-shot, superficial levels. We will need to address the gap between students who seem inclined to participate in service and community engagement and those who do. There is clearly untapped potential for breadth and depth of participation on our campus.

On the other hand, our integration of service-learning into coursework, and the participation of students in these courses, are growing. We are developing more and more connections between and among service-learning courses and other coursework students take. Faculty members are intentionally helping students understand relationships between disciplines by integrating aspects of other fields into their coursework. This move is a natural one for service-learning, given its experiential nature, and the blending of disciplines is facilitated by the growing number of learning communities that incorporate service-learning.

Most signs suggest our programs of civic and community engagement are growing and will continue to do so, characterized by greater integration of our programs of civic and community engagement with other engaged learning initiatives, and greater integration across departments, schools, and divisions of the college to create a more holistic learning environment for our students. At the same time, we need to pay attention to the integration of public issues into our courses and service work. Citizenship is not just about service in the traditional, helping sense; it is also about having an understanding of and an ability to participate in public discussions of the important issues our society faces.

33. II. Categories of Community Engagement
1. What changes to outreach programs (extension programs, training programs, non-credit courses, evaluation support, etc.) have taken place since your last classification? Describe three examples of representative outreach programs.

These are three examples of outreach programs that are new since our last application. Additional examples on our Partnership Grid include the Cortland Business Innovation Center; Center for Hearing and Speech Disorders Screening Clinics; Belize Zoo Transformation Project; Center for School Health Systems Change; and Healthy Now Teen Program.

SUNY Cortland AmeriCorps. From October 1, 2008, through December 31, 2013, SUNY Cortland coordinated an AmeriCorps program in the Cortland community. Funded through the Corporation for National and Community Service as an AmeriCorps state and national program, SUNY Cortland AmeriCorps was a collaboration of 16 of Cortland's not-for-profits and 8 of SUNY Cortland's outreach programs. We received a total of six grants over the five years, including one ARRA grant. Altogether, over $1.1 million in funding was secured for this program. Nearly all placements were among Cortland's not-for-profits, and those placements with our campus' outreach programs served the Cortland community and its immediate vicinity. The program was led by the director of the Institute for Civic Engagement with the assistance of a program coordinator funded by the grant. After coordinating this program for five years, the college, in consultation with its community partners, decided that the program would best be sustained by a not-for-profit in the community. Seven Valleys Health Coalition agreed to reapply for AmeriCorps funding, and SUNY Cortland is working to institutionalize partnerships formed through the AmeriCorps program in its new Community Innovation Project.

Inclusive Recreation Resource Center (IRRC). This program, started in 2007, offers information and training to improve the accessibility of the state’s recreation facilities. Its mission is to “promote and sustain participation by people with disabilities in inclusive recreation activities and resources.” This program is described in more detail on our Partnerships Grid and was described in section I-B-15 above, regarding ways in which we have incorporated diversity into our civic and community engagement programs.

Explore: Education Field Experience Program. In the spring of 2011, the School of Education’s Field Experience and School Partnerships (FESP) office began working with the Institute for Civic Engagement to develop new service-learning partnerships with the public schools in our region. Our goal is to establish more holistic relationships with the schools that are helping us educate our teacher candidates. SUNY Cortland’s School of Education is reimagining the teacher education process as one in which we partner with area schools to ensure the success of their students, from preschool through high school, with our own SUNY Cortland teacher candidates as partners in that process. FESP and the Office of Service-Learning have developed eight new partnerships with our area’s schools for service-learning to provide early field experiences for our teacher education candidates and others interested in working with children and youth. FESP and the School of Education are moving from student teaching models of teacher education, to co-teaching models of teacher education, in which our students become partners for enhancing the learning environments of the classrooms in which they are placed.

34. II. Categories of Community Engagement
2. What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Describe examples of representative campus resources.

Details of the resources, both internal and external, that are made available by the campus to the community are described in sections I-C-2b and 2d above. In essence, we have seen tremendous growth in the resources made available to the communities of which we are a part since our last classification, including the amount of time that our students, faculty, and staff devote to community service. In just two programs alone in 2012-13, service-learning and our SUNY Cortland AmeriCorps program, we estimate that the value of the time we contributed time to our communities exceeds $3.15 million. Then there is the NY Jets Training Camp. Our President, Dr. Erik Bitterbaum, working with city, state, and federal officials, played a key role in bringing the Jets to Cortland, with an estimated economic impact on the community of over $3.68 million.

In addition to that, there is a great deal of fundraising that we do on behalf of our communities. Our faculty and staff contributions to the United Way were described in section I-C-2c above.

Our students, however, contribute a great deal as well. In addition to their volunteering, service-learning, and internship contributions, there are many fundraising activities undertaken by our students. They are a fundraising and food-, clothing-, and toy-donating group of people. They have overseen and participated in countless fundraisers, marathons, marches, food and clothing drives, and gift drives, especially at the holidays. All of the money they raise and the donations they receive go back into the community. In 2012-13, our athletic teams donated over 4,000 hours of service through programs like their Thanksgiving Food Drive, Christmas Adopt-a-Family, Empty Bowls Dinner (raising money to fight hunger), Bridges for Kids Toy Collection, and collections at numerous sporting events, not to mention the various fundraising events they participate in and organize, such as the Dragon Run fundraiser. The Student Government Association’s dubs and organizations counted over 1,800 hours of service. They raised money to fight AIDS and cancer, assist hurricane victims, and relieve hunger, among many other causes. The annual Relay for Life event, sponsored by Colleges Against Cancer, a student-run organization, raised over $28,000 at this year’s event. Over 470 members of our fraternities and sororities donated more than 5,600 hours of service and raised over $44,000 in 2012-13. They participate in the CROP Walk (raising money to fight hunger locally and internationally), blood drives, Relay for Life, and Polar Bear Plunge (for the United Way), among a wide array of other activities. Included in these figures are the activities of our Alpha Phi Omega co-educational service fraternity. Their 33 members contributed over 1,100 hours of service and raised over $7,000.

Besides these groups, many students raise money for their own projects. Students in Recreation, Parks, and Leisure Studies raise their own funds for their Belize Zoo construction projects to improve the zoo’s accessibility (described in the Partnership Grid). In 2013-14, they raised over $14,000.

We also devote work study resources to community work. In 2012-13, that amounted to $20,943.

35. II. Categories of Community Engagement

3. Describe representative new and long-standing partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Please follow these steps:

- Download the Partnership Grid template (Excel file) and save it to your computer;
- Provide descriptions of each partnership in the template; and then,
- Upload the completed template here.

SUNY Cortland Partnership Grid Carnegie Reapplication.xls

36. II. Categories of Community Engagement
4. In comparing the "partnership grid" from your previous application/classification and the grid from #3 above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity.

Our reapplication takes a different approach to our Partnership Grid, focusing on some of the "umbrella" programs under which many individual partnerships and projects take place. Our partnerships span all three Schools in the Division of Academic Affairs, including programs in student affairs (Leadership Cortland and Cortland County Youth Leadership), and integrating the multiple communities of which we are a part. In our initial application, we focused more on the individual partnerships and projects themselves. In our reapplication we focused on programs like SUNY Cortland Service-Learning, which includes a number of different partnerships and projects, as do some of the other examples on the grid. We do feature a few of the partnerships that take place under the larger umbrella projects. The Belize Zoo and Tropical Education Center is both its own partnership and it is connected to the college’s Inclusive Recreation Resource Center (IRRC). The Cortland Business Innovation Center (CBIC) partnership is a specific partnership with Main Street SUNY Cortland and our Center for Economic Education, and the Explore: Education Field Experience Program is a specific set of partnerships under the service-learning umbrella.

Some of these partnerships are new since our last classification (CBIC; SUNY Cortland AmeriCorps; Explore; Center for Hearing and Speech Disorders Clinics; IRRC; Center for School Health Systems Change; and the Healthy Now Teen Program); some of them are ongoing and were included in the first application (one project of the Migrant Education Opportunity Program; and two programs in Adapted Physical Education); and some of them are ongoing but were not listed in our first application (Access to College Education; Liberty Partnerships; and Leadership Cortland and County Youth Leadership). Our partnership with the Belize Zoo was in place in 2008, but it now has a new focus. Main Street SUNY Cortland was just getting underway. There are a number of programs that were mentioned in our first application and are still ongoing but they are not mentioned in our reapplication because we chose to focus on some of our larger programs (Bridges for Kids; YWCA Family Nights; the Health 694 course is still doing community-based projects and is described in section II-A-6, Graduate Studies; CROP Walk; New York Public Interest Research Group successfully passed the Bigger, Better Bottle Bill and we continue to work with them on other projects; Relay for Life; “Lose the Shoes” 3-on-3 soccer; and we now celebrate Green Days instead of Earth Week). In sum, nearly all of the partnerships we listed in our initial application continue in some form. For example, we revisited the Deliberative Polling Initiative project for the climate change issue in October 2012. Only three partnerships have dissolved, “Dancing Across Borders,” “The Power of 10,” and the poll worker project, but there are many more new ones we could mention.

In sum, our web of partnerships has continued to grow and deepen. The interlocking between campus and community is more extensive than it was in 2008, and it extends to the regional, statewide, national, and international levels.

37. II. Categories of Community Engagement
5. What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners?

One specific action we have taken is to include our community partners even more as colleagues in service-learning-related activities. For example, we encourage them to take ever more active roles in service-learning students’ education. A service-learning English composition instructor, whose spring semester students are education majors, plans parts of his course with community partners who supervise tutoring programs so that partners can assume an instructional role. Last year, for example, three agency partners included composition course content (reflective listening) and/or connected agency training to specific composition course assignments, such as one dealing with science/technology/engineering/mathematics in elementary school classrooms.

Twice each semester, we ask agency supervisors to assess the college’s and our students’ efficacy as partners. One education professor, for example, relies on host-teachers to offer low-stakes evaluations of his pre-student-teaching students. A health professor contacts her students’ agency partners to ensure that students are productive; this professor uses her community partners’ feedback in her graduate students’ grades, and for improving the campus/community partnership.

Another step we have taken is to immediately follow-up on any concerns raised by our community partners, which has led them to feel more comfortable contacting us with questions, concerns, or compliments regarding specific students.

Our positive relationships have prompted our partners to invite us to join them in new ventures. In fall 2012, for example, two not-for-profit social-support agencies, Access to Independence (ATI), which helps people with disabilities live independent lives, and Family Counseling Services (FCS), were creating a train-the-trainer program for the two agencies’ mentoring programs. Based on our close relationship with the agencies, agency supervisors asked the Institute for Civic Engagement to help design the program.

That relationship was strengthened, in part, by service-learning students’ contributions to the agencies’ missions, and by the contributions of SUNY Cortland faculty and staff who have participated in many of the agencies’ community activities, and who have been members of both agencies’ Boards of Directors. One health professor has been President of the FCS Board since 1981. A member of ATI’s board, a foundations and social advocacy professor, recently conducted a needs analysis that helped improve ATI’s programming.

Another example of agencies reaching out to SUNY Cortland is a fall 2013 tutoring program for at-risk ninth-graders that initially included only the Cortland Enlarged City School District (CECSD) and Cortland Prevention Resources (CPR). Soon after planning began, however, CPR’s Prevention Specialist, on behalf of CPR and CECSD’s Junior High School principal, invited the Institute for Civic Engagement to join the planning and operation of the program.

Such close working relationships have spread to other academic pursuits, including presentations at conferences. In March 2013, SUNY Cortland’s Robert Noyce Teachers’ Scholarship Program (funded through a National Science Foundation grant) invited the Cortland County Community Action Program (CAPCO) to conduct its State of Poverty Simulation for local Noyce Scholars. Based on the success of that event, our college’s Noyce administrators invited CAPCO administrators to conduct the simulation at the March 20-22, 2014, Noyce Northeast Regional Conference in Philadelphia, PA.

38. II. Categories of Community Engagement

38. II. Categories of Community Engagement
6. How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared?

Our community partnerships are assessed through face-to-face informal contact with our community partners, more formal (structured) meetings and interviews, and surveys.

As we mentioned in our initial application, we are a medium-size institution in a relatively small community. As such, we see our community partners informally on a regular basis. Given that our community outreach facility, Main Street SUNY Cortland, is located downtown and is often used by our community partners for meetings, workshops, and other events, we see one another frequently. We attend one another’s events, too. For example, Cortland Area Communities that Care sponsors an annual key leader’s breakfast attended by campus faculty and staff, including the President and Vice President for Student Affairs, and community members. Likewise, we hold an annual Community Forum that draws over 100 people, including representatives of the campus and many of our community partners. Problems are identified through these informal means of communication and we are able to identify ways of solving them.

More formally, we see one another in face-to-face meetings that are specifically focused on the campus-community connection. Our Division of Student Affairs conducts monthly Community Connections meetings designed to bring together campus and community representatives for discussion of the campus-community relationship, including issues of student behavior in the community that are affecting our community partners and the neighborhoods adjoining our campus. Our Coordinator of Service-Learning regularly visits students at their service sites, interacting with the students and their community partners. He also visits community partners separately, particularly when new partnerships are being formed, to learn about our community partners’ needs and how our students may help meet those needs. Many of our faculty and staff sit on the boards of our community partner agencies (and vice versa – community members sit on our boards, commissions, and advisory committees). The nature of the campus-community relationship is being constantly constructed through these interactions. Staff members of the Institute for Civic Engagement have also conducted a series of interviews with representative community partners to assess the nature of the campus/community partnership. At the end of each semester, we invite community members, students, faculty and staff to come together for discussions that we call Reflections on Civic Engagement. Everyone in attendance is invited to discuss, assess, and make suggestions to improve the nature of the campus-community interaction that occurred the previous semester.

At the midpoint and at the end of each semester, we conduct an electronic survey of our community partners for their assessments of our service-learning students, particularly those in our English composition service-learning courses. Discussions of those surveys have led to changes in our program. For example, one set of agency assessments led to the creation of a five-part sequence of professional development activities that are designed to help service-learning students (especially education majors) succeed academically and as tutors, and to help them respect the perspectives of others. Faculty, staff, and community partners collaborated to design these activities.

39. II. Categories of Community Engagement
7. How have faculty collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.). Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification.

Distinguished Service Professor Lynn Anderson and Professor Vicki Wilkins in our Recreation, Parks, and Leisure Studies Department have published extensively with community partners on their work regarding inclusion in recreation programs (described in our Partnership Grid). Their work is grant supported. Here are just two of the most recent examples.


Janice Strauss, adjunct lecturer in our Modern Languages Department, worked with Alexis Abramo, grants project manager in the School of Education at SUNY Cortland, and Bonnie Calzolai, director of the Cortland and Dryden Teacher Centers, to start a Professional Learning Circle for LOTE (Language Other than English) teachers in the development of lesson plans aligned with the Common Core. One of their attendees, Rebecca Tice (Spanish teacher and department chair at Dryden Middle School), and Dr. Strauss presented their model to the SUNY Regional Education Consortium in March 2014. They are supported with approximately $1,900 in grant money.

Drs. Bonni Hodges and Donna Videto, both professors in our Health Department; Aimee Greely, lecturer and project coordinator for the School Health Systems Change project (described in our Partnership Grid); and graduate student Amber Earl have presented on their work with school health programs in our region. Their work is supported by grants from the NY State Education Department and the Centers for Disease Control. Their publications are drawn from the extensive work that they do with their community partners. Two examples are,


Likewise, Dr. David Barclay, associate professor and chair of our Geology Department has done research with his colleague, Dr. Li Jin, and with four students, on flooding issues in the City of Cortland, which are a perennial problem in our community, particularly as the winter snow melts. They shared their research with the Cortland Soil and Water Conservation District and with the City of Cortland. Dr. Barclay has also presented with his students on his research, “Groundwater-induced Flooding from a Glacial Aquifer in Cortland, Central New York” at the NE Geological Society of America meeting in Bretton Woods, NY, March 2013, and he supervised two student posters on the topic also presented at NE GSA meeting in March 2013.

40. II. Categories of Community Engagement
8. Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

As we concluded in our response to question 4 in this section, our web of partnerships has grown and extended to include collaborations on many levels, from the local to the international. Nevertheless, we are always endeavoring to institutionalize and strengthen our partnership relationships. One way that we are doing this is through a new program that we are developing called our Community Innovation Project, described in section I-B-2. Through this project, we expect to tie curriculum to capacity building projects for our community’s not-for-profits. We will begin the process this fall with a course entitled, “Introduction to Social Innovation and Change,” that will introduce students to the study of not-for-profits and their role in bringing about innovation and change, including processes of social entrepreneurship. We use the term “not-for-profits” advisedly, as it includes both non-profit institutions (those which hold legal status as non-profit organizations) but also those organizations with less formal structure, such as emerging social movements. The fall course will be followed in the spring with a course called, “Community Innovation Lab.” In this course, students will work in project teams to meet the needs of area not-for-profit and for-profit organizations. We expect to draw students into the course from the Introduction to Social Innovation and Change course as well as the courses we already offer in economic entrepreneurship. Representatives of the not-for-profits and for-profits will work with the faculty member teaching the course to guide students toward problem-solving real-world situations that our not-for-profits and for-profits face. We are conducting a prototype of this course currently with students who are completing internships working on a marketing plan for a group of local businesses who occupy space in one of our downtown’s historic buildings. Eventually, we will create a minor that will provide interested students with a more complete educational experience for understanding and working in the not-for-profit realm.

Another way we are developing our partnerships is by cultivating our international connections. The director of the Institute for Civic Engagement (ICE) attended a workshop in Belize in fall 2013 on developing international service-learning projects. Working with SUNY Cortland’s director of International Programs and our internship coordinator in Belize, we are expecting to develop service-learning opportunities in that country starting in the spring of 2015. The ICE director is also heading to Morocco in April 2014 to visit three universities and discuss potential connections and collaborations. A faculty member from Mohammed I University in Oujda, Morocco, was a Fulbright scholar on our campus in fall 2013, and a continued relationship with that university seems to be our best prospect.

At the same time, we are seeking to deepen and institutionalize our programs of civic and community engagement on our own campus to achieve what John Saltmarsh describes as “thick” institutionalization. Civic and community engagement needs to be embedded in course descriptions in our catalog, in job descriptions for faculty and staff, and in required courses in our majors, and we are moving in that direction.

Community Innovation Project: http://www2.cortland.edu/programs/civic-engagement/community-innovation-project.dot

41. III. Wrap-Up
Clarification of our response to section I-C-14, pertaining to community engagement being noted on student transcripts.

The President’s Leadership Coalition for Student Engagement developed a new program, the President’s Recognition for Engaged Learning and Leadership with Designations in two areas: Service-Learning and Undergraduate Research. A designation is a transcript notation that a student has documented the completion of a specified set of activities in a particular program area. For example, to earn the Designation in Service-Learning, a student must document completion of a set of required, service-learning activities. A more complete description can be found at: http://www2.cortland.edu/programs/civic-engagement/presidents-recognition-for-service-learning/.

This program was endorsed by the President’s cabinet and the SUNY Cortland Faculty Senate, which includes faculty, staff, and student representatives. Other designations can be added if other programs, such as International Programs, Leadership, or Multicultural Life and Diversity, choose to participate. As students complete these designations, they will receive a notation on their transcripts so indicating. Students may earn more than one designation. Our President’s Recognition with a Designation in Service-Learning requires that students engage in a program of service (which can include social service, politics, and/or advocacy), including service-learning, volunteering, and internships, with opportunities for reflection on their service experiences. They are mentored throughout their involvement in the program, and they submit a portfolio to document their participation in the program and their learning. This program had its first participants in 2012-2013, but they will not complete the program for another year or two. When they do, their President’s Recognition for Engaged Learning and Leadership – Designation in Service-Learning will be noted on their transcripts. We are calling the students involved in this program our Service-Learning Corps.

This project is but one example of the growing emphasis that our campus is placing on community-engaged learning. A great deal of our success can be attributed to the collaborative nature of our partnerships - those on our own campus, and those that connect the campus to the community. It is just as important to work collaboratively to dissolve barriers between departments, schools, and divisions as it is to reach across the boundaries of campus and community. We wonder if it is even possible to do one without doing the other, so we recognize the importance of collaboration in all of our relationships. The Social Change Model of leadership development, that we have adopted as the centerpiece of our student leadership program, emphasizes the seven C’s of leadership. Collaboration is one of those seven C’s. For us, it represents the mutuality of relationship that is the ideal of the Carnegie Foundation’s approach to community engagement as well as the ideal for which we have always been striving, on our own campus and in the communities we serve.

42. III. Wrap-Up

2. (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection.

N/A

43. Request for Permission

Please respond to A or B below:

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<td>B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree that the identity of my campus may be revealed.</td>
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