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President's Higher Education Community Service Honor Roll Member With Distinction



Carnegie Foundation Elective Classification in Community Engagement



SUNY Cortland to Participate in National Survey of Student Civic Engagement

Starting February 10, SUNY Cortland will invite all enrolled undergraduate students to complete a national online survey, National Assessment of Service and Community Engagement (NASCE), to measure our college students' overall community impact by evaluating the breadth and depth of student community service activities.

SUNY Cortland's participation in this survey is supported by the President's cabinet, and all faculty and staff are encouraged to promote participation in this survey among the college's students. The survey is being administered by Siena College's Research Institute.

All SUNY Cortland undergraduates will be invited to participate via e-mail starting February 10th through the 21st. The survey should take about 15 minutes to complete. Students are encouraged to complete the survey regardless of whether or not they participate in community service. A link to the survey will be available soon.

To date, NASCE has been administered by Siena College (located in Loudonville, New York) at more than 50 institutions of higher education, generating a data set of 27,000 undergraduate students. The NASCE measures:

- the community engagement and service performed by students before enrolling in, and while at, college;
- student engagement and service across nine areas of human need; and
- engagement and service performed as a percent of the possible service an institution can offer.

The NASCE provides colleges with an overall assessment of students' participation in service activities, and it is an important tool that can be used to pinpoint strengths and weaknesses for use in institutional planning.

SUNY Cortland and its Institute for Civic Engagement are dedicated to the promotion of community engagement and service on campus and believe that the survey data will help to assess how well SUNY Cortland serves the needs of the community as well as highlight the efforts and passions of its students.

The data will also help to identify how programs can be improved to build better students, a stronger school, and a more vibrant community.

"I am very excited that SUNY Cortland is participating in this survey for the first time this year," said Dr. Richard Kendrick, Director of SUNY Cortland's Institute for Civic Engagement. *(Continued, p. 4)*

Community Innovation Project

Many local not-for-profit organizations operate with limited resources, and sometimes they don't have the time to figure out ways to create additional resources to build their programs.

To help address this situation, SUNY Cortland is collaborating with the community's not-for-profits to develop the *Community Innovation Project*.

The Project's goals include improving local organizations' marketing and fund-raising capacities, enhancing their social media presence, developing their ability to evaluate their programs, and, in general, encouraging innovation in their programs.

Key components of the Project are two courses under development. The first, *Introduction to Social Innovation and Change*, will be offered in the fall of 2014. The second, *Community Collaboration Lab*, will be offered in the spring of 2015.

The Project also includes the development of a third academic component, a potential minor in Social Innovation and Change.

Through this program, students will develop knowledge and skills in areas such as community issues, social entrepreneurship, collaborative relationship-building, and leadership.

Participating in the development of this minor are agency supervisors and SUNY Cortland faculty and staff, including Ashley Jones (Seven Valleys Health Coalition), Cindy Eberhardt (United Way), Aaron Fumarola (Lime Hollow Center for Environment and Culture), Matthew Whitman (Cortland Area Communities that Care), Beth Klein (Childhood/Early Childhood), Lisi Krall (Economics), Greg Phelan (Chemistry) and Richard Kendrick, Cyndi Guy, and John Suarez (Institute for Civic Engagement).

We are also exploring ways to build connections between this project and the college's courses in the area of economic entrepreneurship.

For further information, please contact Richard Kendrick, Institute for Civic Engagement director at 753-2481 or at richard.kendrick@cortland.edu.

Community Innovation Coordinator

The Institute for Civic Engagement is pleased to announce that Ms. Cynthia Guy has joined the staff of the Institute for Civic Engagement as our Community Innovation Coordinator. Ms. Guy is a SUNY Cortland graduate with experience in both the for-profit and not-for-profit arenas, having worked with ProLiteracy in Syracuse as well as the Marietta Corporation in Cortland.

The position of Community Innovation Coordinator replaces that of the Program Coordinator. We thank Wendy Burton, who has filled in for the past year and a half as our Interim Program Coordinator.

The Community Innovation Coordinator will continue to work with the Institute for Civic Engagement on its various projects and programs, and Ms. Guy will serve as the building administrator for Main Street SUNY Cortland.

In addition, the Community Innovation Coordinator will assist the college with the development of its programs in the areas of economic entrepreneurship and social innovation and change, including social entrepreneurship.

You can reach Ms. Guy at 753-4271 and at Cynthia.Guy@cortland.edu.

Flourishing Teachers; Flourishing Students

Andrea Lachance (Dean of the School of Education) and Richard Kendrick (Director, Institute for Civic Engagement) have won a Bringing Theory to Practice (BTtoP) Program Development grant, entitled *Flourishing Teachers; Flourishing Students*.

Valerie Behr (Childhood/Early Childhood Education) is Co-Principal Investigator in this study.

In 2010, the Institute for Civic Engagement, with Amy Shellman and Brooke Burk (Recreation, Parks, and Leisure Studies) won a BTtoP Model Demonstration Site grant through which they are determining the impact of engaged learning practices, such as learning communities, first-year programs, and service-learning, on student flourishing and well-being.

This new initiative focuses those three practices into a pilot program for first-year Childhood/Early Childhood Education majors. Those students will partner with Cortland Enlarged City School District teachers by tutoring children in after-school programs. The vehicle for the partnership will be two new first year service-learning learning communities in the fall and spring semesters of the 2014-2015 academic year.

The \$10,000 grant, with matching in-kind college funding, also supports SUNY Cortland faculty and CECSO teachers as they collaborate in a Professional

Learning Team (PLT) to develop the learning communities and to learn more about service-learning and its connection to student well-being and flourishing.

Based on the results of our Demonstration Site grant, Lachance and Kendrick hypothesize that (1) teacher candidates who are engaged in high impact learning, operationalized as participation in a combination of learning community and service-learning experiences, will demonstrate flourishing to a greater extent than do students who experience more traditionally-taught approaches, and that (2) college faculty and P-12 teachers, staff, and administrators who are engaged in a PLT and work together to implement high impact learning through their leadership of learning communities and/or service-learning will experience improvements in well-being indicators, including morale. For the purposes of this study, flourishing and well-being are operationalized to include persistence and resilience.

If successful, this pilot combination of a learning community with a service-learning experience will become a required component of SUNY Cortland's Childhood and Early Childhood Education majors with the goal of having 80% of our incoming first-year students in the Childhood and Early Childhood Education majors enrolled in a learning community in their first year.

SUNY Cortland's programs of transformational education will be featured in February's Bringing Theory to Practice national newsletter, which is electronically delivered to over 40,000 subscribers. The Institute for Civic Engagement director wrote the article which describes a few of the many programs that the college has created to promote engaged learning and how our participation in the Bringing Theory to Practice project has contributed to the development of these programs. We will let the campus know when the newsletter is available.

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SUNY Cortland Seeks to Develop Service-Learning Ties to Belize

In November, 2013, Richard Kendrick, Institute for Civic Engagement Director, attended a conference on Sustainable Service Learning, in San Ignacio, Belize.

The conference, organized under the auspices of the Institute for Sustainable and International Service (ISIS) in Belize, brought together four civic engagement, service-learning, and leadership directors and coordinators in the United States and Canada with academics, students, government officials, and activists in Belize to discuss ways of working together.

Of most interest were our visits to potential service sites in San Jose Succotz. We learned about an environmental organization, Friends for Conservation and Development, an elementary school, town government in Succotz, and the Good Shepherd health clinic in that community.

As with many communities, there are tremendous challenges, but there is also extraordinary Belizean commitment to address those challenges through service.

There is, then, potential to develop service-learning opportunities for our students in Belize. A great deal of the conference discussion on the last day turned to thinking of ways to develop academic service-learning in Belizean institutions of higher education and to create partnerships between those institutions and our own so that American faculty and students are working side by side with their Belizean counterparts.

The Institute for Civic Engagement thanks Mary Schlarb for her support in making this trip possible and Dr. Nancy Adamson, ISIS Director, and her staff and colleagues (in particular, Dr. Filiberto Penados, ISIS Engaged Scholarship and Service Learning Director) for their work in organizing the conference.

National Survey of Student Civic Engagement

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“The survey will provide us with a baseline for measuring our success at promoting student involvement in civic engagement and community service. We already have a few indicators of the success of our programs due to our involvement in the National Survey of Student Engagement, but the NASCE will give us much better and more detailed indicators.”

For more information about the survey, contact Dr. Richard Kendrick, Director, Institute for Civic Engagement, at 753-2481 or richard.kendrick@cortland.edu.

You may also learn more about the National Assessment of Service and Community Engagement at the following Web site:
<https://www.siena.edu/pages/8965.asp>.

Leadership in Civic Engagement Awards are Coming

Be on the lookout for opportunities to nominate a student or a faculty, staff, or community member for a *Leadership in Civic Engagement Award*. In addition, students may apply for a number of civic engagement-oriented scholarships through the Financial Aid Web site.