

Annual Report
Institute for Civic Engagement and Main Street SUNY Cortland
June 1, 2011 – May 31, 2012
Richard Kendrick, Director – Institute for Civic Engagement

Introduction

The Institute for Civic Engagement is committed to The Power of SUNY's core mission of engagement with our communities, and to SUNY Cortland's strategic plan goals of academic excellence, transformational education, well-being, and maximizing resources.

The Institute for Civic Engagement (ICE) consists of the Office of Service-Learning and our Main Street SUNY Cortland community outreach center. In addition, we coordinate the SUNY Cortland AmeriCorps program, and our "Building Community Leaders" and "Bringing Theory to Practice" programs.

We are assisted in these activities by Associate Director of the Institute, Christopher Latimer (Political Science Department); Service-Learning Coordinator, John Suarez; Program Coordinator (currently Ashley Aurilio), our Bringing Theory to Practice research team, which includes Lori Schlicht (Office of Advisement and Transition), Amy Shellman and Brooke Burk (Recreation, Parks, and Leisure Studies); graduate assistant Raena Blumenthal; and our work study students, Erin Bourgeois (fall and spring); Meredith Lewando (fall), and Victoria Grillo (spring).

The activities on which we report below could not have been accomplished without the significant contributions of the many Cortland students, faculty, staff, and community members who participate in our programs. Therefore, please bear in mind that the accomplishments listed below are not ours alone.

Interpretation of Key Data:

- Preliminary figures indicate that, in 2011-2012, the service-learning program included 33 faculty members and 37 courses. 1,217 students contributed 27,131 hours of service.
- Recruited 54 AmeriCorps members for the SUNY Cortland AmeriCorps program, who contributed 25,506 hours of service to the Cortland community.
- Value of volunteer hours (based on NY state rate in 2011 of \$27.32 per hour) in these two programs exceeds \$1,569,000, an increase of more than \$250,000 over last year.
- Main Street SUNY Cortland was the location of 345 meetings and events (an increase over last year) that were organized by 36 different community groups or that were open to the community; 17 SUNY Cortland courses (three fewer than last year) were held that enrolled a total of 166 students (71 less than last year).

- The Beard Building Gallery at Main Street SUNY Cortland hosted 9 art exhibitions by community artists and Cortland students (2 fewer than last year).

Assessment:

- Data, such as those listed in the previous section, are used to assess progress in developing our programs of civic engagement. We are concerned that the number of students involved in service-learning appears to have declined from 2010-2011 to 2011-2012, and we will be examining the cause of that decline.
- ICE is developing an assessment plan for the Institute and for the college's civic engagement activities.
- The Institute for Civic Engagement systematically collects data on campus involvement in outreach activities and internships for our annual President's Higher Education Community Service Honor Roll application.
- Through our Bringing Theory to Practice project, we are collecting data on the relationship between high impact learning practices and student flourishing.
- A second administration of the NSSE occurred in the spring of 2011. NSSE compares SUNY Cortland with three groups: other mid-east public institutions of higher education; others in its same Carnegie classification; and other NSSE respondents. On the question of whether or not 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 lower for freshman (.06 points lower) and higher for seniors (.09 higher).

The same is true for the question regarding participation by seniors in community service or volunteer work - SUNY Cortland's percentage of seniors having participated is higher than that of our three comparison groups. Our freshman are less likely to have participated in such an experience in relation to our comparison groups, but our seniors are somewhat more likely to have done so. 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.

In another set of related questions that asked respondents, "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 freshman 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).

Although not specifically part of the Institute's mission, it is interesting that our seniors are also somewhat more likely than students in our comparison groups to have had an internship, field experience, co-op, or clinical experience.

- As of the end of the spring semester 2012, 28.85% of all seniors have taken at least one service-learning designated course while at SUNY Cortland and 14.85% of all non-seniors have done so. Nearly 20% of all students have taken at least one service-learning course.
- The ICE team will use these data to update its strategic plan over the summer of 2012.

Major Accomplishments:

National and State Recognition for SUNY Cortland

Obtained "President's Higher Education Community Service Honor Roll with Distinction," which is our sixth consecutive year of honor roll designation and our second with distinction.

Internal Recognition

Recognized 25 students, 5 faculty and staff members, 3 community members, and two campus organizations (SUNY Cortland Emergency Squad and Eta Sigma Gamma Health Honorary) at our annual Leadership in Civic Engagement Awards reception on April 19, 2012; SUNY Cortland's Emergency Medical Squad was recognized with the Don Wilcox Award; we awarded six \$1,000 scholarships (all funded by the Office of Institutional Advancement); recognized 35 AmeriCorps members; and worked with the Cortland Area Chapter of the Alumni Association to present their fourth student Community Service Award

Promotion of Civic Engagement Activities

In addition to the activities listed elsewhere in this report,

- Suarez is working with Jack Carr, writing composition instructor, to offer two sections of CPN 102 in the fall of 2012 for education majors that will focus on educational policy issues. At their request, Suarez is working with Marley Barduhn, Assistant Provost for Teacher Education, and Doug Wiczorek, the Director of the Filed Placement and School Partnerships Office, to develop service-learning opportunities in area schools. In order to assist better the teacher education

program, Suarez attended two workshops and a Webinar devoted to explaining the new Common Core and teacher evaluation standards.

- Latimer and Henry Steck developed and presented a new course in the fall of 2011 on Philanthropy and Civic Engagement with support from the Sunshine Lady Foundation. 15 students awarded \$10,000 to Cortland social service agencies.
- Latimer offered a Moot Court class and chaperoned 4 students (2 teams) who participated in the 2010 Eastern Regional Competition in Massachusetts. Both teams qualified for the round of 16.

Grants

- Obtained \$370,068 in Corporation for National and Community Service (CNCS) support for the fourth year of our AmeriCorps continuing program which supports 42 positions.
- Submitted reapplication for a fifth year of AmeriCorps funding to the Corporation for National and Community Service in the amount of \$253,162 in December, 2011.
- Began work on a grant proposal for the Spencer Foundation to advance and conduct research on technology-enabled service-learning courses (e.g., mentoring long distance using communication technologies such as Skype).

Educational, Promotional, and Outreach Events

- Suarez helped promote a volunteer fair at the beginning of the academic year.
- Suarez co-organized and presented three “Poverty Simulation” workshops in cooperation with the Community Action Program for Cortland County (CAPCO). A total of 220 students participated in the three sessions.
- Suarez integrated Global Workforce Project modules into his CPN 102 and 103 (Writing in the Community) courses, which are both service-learning English composition courses for first year students.
- Organized the seventh Leadership in Civic Engagement Awards event (see details above in Internal Recognition section).
- Suarez presented “Meaning of Service” training sessions for SUNY Cortland AmeriCorps members.
- Suarez worked one-on-one with faculty members interested in integrating service-learning into their courses and demonstrated reflective listening techniques for use in service-learning and writing courses.
- Kendrick and Suarez each supervised an intern during the 2011-2012 academic year (Kendrick in the fall; Suarez in the spring). Kendrick’s intern assisted with the administration of a survey done in conjunction with the city of Cortland Police Department (and Police Chief Michael Catalano) to examine community satisfaction with policing services and perceived policing priorities.
- Suarez designed and conducted a series of service-learning seminars for Liberty

- Partnerships for the integration of service-learning into co-curricular programs in area high schools.
- Kendrick and Latimer organized a leadership track of three workshops for the Multicultural Life and Diversity Office's 3rd annual "Diversity, Equity, and Social Justice" conference, March 17, 2012.
 - Suarez organized a Cross-Cultural (mis) Communication panel discussion open to the campus community, and he hosted visiting scholar (and Cortland alumnus) Dr. Suad Joseph in his spring CPN 103 course.
 - During the spring 2012 semester, Suarez coordinated eight campus events for two visiting German doctoral candidates. He obtained a Faculty Development Committee grant to support this project.
 - Kendrick organized a Sandwich Seminar, "Arab Spring: Changing Lives of Women in the Middle East," with four scholars from Syracuse University's Civic Education Leadership Fellows program, Nov. 28, 2011.
 - Kendrick and Latimer (along with Chris McRoberts) presented, "Opportunities for Engaged Learning," at the New Faculty Orientation Program, August 23, 2011.
 - Kendrick and Suarez participated in the "Learning (In) Deed" service-learning learning community in the fall of 2011 (for the second year) for 18 students (17 of which were pre-majors).
 - Latimer wrote two editorials on same-sex marriage that appeared in the Syracuse Post-Standard and the Ithaca Journal in June, 2011.
 - Kendrick, Latimer, and Suarez participated on the search committee that led to the hiring of Christie Zwahlen as our first Institute for Civic Engagement Program Coordinator and Ashley Aurilio as our second Program Coordinator.

Faculty and Staff Accomplishments

- Suarez had *two conference proposals accepted*. "*Using Simulations to Develop Pre-Service Teachers' Multicultural Competence*" will be presented in June 2012 at the Process Learning Conference in Cortland, NY. "*Empathy, Action, and Intercultural Competence*," will be presented at the Intercultural Horizons Conference in NYC in October, 2012.
- Latimer's proposal, "An Examination of High Impact Learning Practices on Student Development," was accepted for presentation at the American Political Science Association annual meeting in New Orleans, LA, August 2012.
- Latimer presented, "Same-Sex Marriage Public Opinion and the Prospects for New York State Passage," at the Wells College, 10th Annual Activism Symposium, March 10-11, 2012.
- Latimer presented, "The Bridge to the Future: Using High Impact Learning Practices for Student Transformational Change in Political Science Courses," at

- the American Political Science Association Teaching and Learning Conference Meeting in Washington, D.C., February 17-19, 2012.
- Kendrick presented “Models of University-Community Connection,” Oct. 27 and 28, 2011, Kaposvar University, Kaposvar, Hungary. Two talks were involved – one to a graduate economics class and one at a conference. He received a Faculty Development Grant of \$500 to support these presentations.
 - Kendrick presented, “Is Student Well-Being Affected by Student Civic Engagement? The Relationship between High Impact Learning Practices and Student Flourishing,” Oct. 24, 2011, Alliance of Universities for Democracy, Dubrovnik, Croatia.
 - Latimer’s book chapter, “Defending our Civil Liberties During Periods of Crisis: Understanding History and the Rule of Law,” was published in *Enduring Questions for American Government* in October, 2011.
 - Kendrick led a seminar on models of campus-community connection for Civic Education Leadership Fellows scholars from the Middle East and North Africa, Sept. 26, 2011, Syracuse University.
 - Kendrick presented paper, “Civil Society and Inequality,” as part of the roundtable, “The Uses and Abuses of Civility,” at SUNY Cortland, Sept 20, 2011.
 - Kendrick organized the Constitution Day Sandwich Seminar presentation by Prof. Mark Dodds, “To Be a Celebrity or Not to Be A Celebrity: The Constitution and Your Right to Control Your Name and Likeness for Commercial Use,” Sept. 14, 2011, at SUNY Cortland.
 - Kendrick presented a paper, “Civic Engagement and Psychosocial Well-Being: Why Should Higher Education Care about the Connection between the Civic Mission of its Institutions and the Well-being of its Students?” June 14, 2011 (panel presentation with two others), Bringing Theory to Practice National Retrieval Conference, Washington, D.C. Kendrick and Amy Shellman attended the Cross-Site Visit Conference in Washington, D.C., June 15, 2011.
 - Kendrick presented “The Effects of High Impact Learning Practices on Student Flourishing: Preliminary Research Results,” June 4, 2011 (with graduate student, Casey Cregg), American Democracy Project annual conference, Orlando, Florida.
 - Suarez completed a *CPN Handbook Supplement* for use in developing service-learning CPN courses. It is also being adopted by ASAP’s professional tutors as a resource.

Service to the Profession, College, Community

- Kendrick is on the Center for Environmental and Outdoor Education Advisory Board, he is participating in a regional consortium of area colleges and universities to promote collaborative civic engagement projects that will focus on issues of poverty/inequality, racism, and sustainability, and he is participating on the curricular innovation committee of the Levin Institute.

- Kendrick and Suarez are participating on the Regional Education Council.
- Suarez coordinated SUNY Cortland's participation in the President's Interfaith Community Service Challenge. In that capacity, he developed the Cortland Community Mentors program.
- Main Street SUNY Cortland houses the Cortland Downtown Partnership Office (provided as an in-kind contribution to the Cortland Downtown Partnership), the Community Outreach Partnership Center, and the Center for Economic Education.
- Kendrick and Suarez participated on the Middle States Steering Committee and on the Transformational Education (Suarez) and Well-Being (Kendrick) subcommittees.
- Suarez supported Family Counseling Center's Homework Help center on campus, in which SUNY Cortland students (including service-learning students) help the program's teen-aged clients improve their average grades.
- Kendrick is a member of the Community Assessment Team, which conducts community-wide needs assessments and organizes the annual Community Forum.
- Kendrick is a reviewer for the *Michigan Journal of Community Service Learning*, and he is a member of Campus Compact's Consulting Corps.
- Latimer served on the Cortland Tobacco Advisory Committee, was a faculty justice for the Judicial Review Board, and served on the Presentation Skills Committee.
- Suarez serves on two Boards of Directors of community agencies and is on a committee of the board for each of those agencies.

Other Activities

- Kendrick and Amy Shellman attended the Bringing Theory to Practice Cross-Site Visit conference in Washington, D.C., May 29, 2011.
- Kendrick, Ralph Carrasquillo, and Noelle Paley attended the Bringing Theory to Practice "Bridging Conference" in Washington, D.C., January 24-25, 2012.
- Kendrick attended Syracuse University's "Self Among Selves: Emotion and the Common Life" conference, Sept 29-30, 2011, and the Civic Education Leadership Fellows Symposium at Syracuse University on Nov. 8, 2011.
- Suarez and Latimer represented SUNY Cortland at the 10th anniversary of New York Campus Compact's regional conference in October, 2011.
- Kendrick attended Cornell University's Community and Regional Development Institute's "State of Upstate New York: Resiliency, Partnerships, and Innovation" conference, Syracuse, NY, June 8-9, 2011.

Contributions to Academic Excellence

- The Institute supports development of service-learning curricula.

- Suarez organizes and Kendrick and Suarez teach in the service-learning learning community, Learning (In) Deed. Gretchen Douglas teaches CAP 100 as part of this community.
- Suarez organized a service-learning mini-learning community for students in his CPN 103 course who were also in FSA 101 (Introduction to Urban Education).
- Latimer sponsored the fall 2011 Moot Court competition.
- Latimer and Henry Steck developed a new course for the Political Science Department on Philanthropy and Civic Engagement.
- See also “Transformational Education” and “Well-being” sections below.

Contributions to Transformational Education

In addition to the work we do promoting service-learning, the activities made possible by our “Building Community Leaders” Congressionally-directed grant (administered through the office of the Fund for the Improvement of Post Secondary Education) contribute to transformational learning. They include,

- Latimer worked with Ralph Carrasquillo, Director of Residence Life and Housing, to provide programming to the Judson H. Taylor Leadership House Living Learning Community. Seth Asumah (Political Science and Africana Studies) coordinated spring 2011 programming, including a one-credit leadership course. Kendrick’s Civil Society service-learning course was incorporated into the Leadership House academic program. Four students participated in the program.
- Latimer coordinated the Institute for Civic Engagement’s leadership track for the Multicultural Life and Diversity office’s “Diversity, Equity, and Social Justice” conference. ICE offered three workshops for the conference.
- Kendrick facilitated and Latimer participated on the President’s Leadership Coalition for Student Engagement Committee (with seven other colleagues from the Divisions of Academic Affairs and Student Affairs); a President’s Certificate for Engaged Learning and Leadership was approved by the President’s Cabinet and plans for its implementation are being developed by this committee.

Contributions to Well-being

Research indicates that participation in high impact learning practices leads to enhanced student well-being. The activities funded through our “Bringing Theory to Practice” grant address issues of transformational education and well-being. Kendrick, Latimer, and Suarez participated as members of the Bringing Theory to Practice Research Team to organize and administer pre- and post-test surveys in the fall 2011 and spring 2012 semesters. The group is investigating the connection between high impact learning practices and student flourishing.

Maximizing Resources

- It is a driving principle of the Institute for Civic Engagement that we should be using the college resources devoted to our activities to leverage external funding to support our programs. In that spirit, we have aggressively and successfully pursued a variety of grants (as noted in the “Grants” section above) that enable us to develop our programming and expand the involvement of our faculty, staff, and students in the life of our communities.
- At the same time, we believe that we should use resources wisely; making sure that those projects on which we spend time and money will result in institutionalized programming for civic engagement.

Plans for Next Year (in addition to maintaining our commitment to programs already developed and underway)

- Continue to develop an assessment plan for the Institute for Civic Engagement.
- Administer the last half-year of our current AmeriCorps. A decision about our fifth year should be made by June 30, 2012.
- Submit a proposal to the Spencer Foundation for the development of and research into technology as a platform and/or vehicle for service-learning (e.g., college students mentoring or tutoring elementary and high school students using SKYPE and other software technologies and/or teaching technology as a form of community service).
- Continue to institutionalize progress made under our “Building Community Leaders” program as a vehicle for closer working relationships with a number of campus and community groups, including the Division of Student Affairs and high school and community leadership programs. Work with Residence Life and Housing Office on the development of our Judson H. Taylor Leadership House Living Learning Community program.
- Implement our “Bringing Theory to Practice (BTtoP)” project through (a) involvement with the President’s Leadership Coalition for Student Engagement, focusing on the development of our President’s Certificate for Engaged Learning and Leadership; (b) integrating support for involvement in high impact practices in hiring, reappointment, continuing appointment, and promotion decisions.
- Disseminate findings from our BTtoP research.
- Participate in a national deliberative dialogue on Climate Change.
- Develop the Cortland Community Mentors program.
- Repeat the new Philanthropy and Civic Engagement course in the spring of 2012.
- Continue to integrate our new ICE Program Coordinator into the work of the institute.
- Continue to develop and expand our service-learning program in both quantity of faculty members and students involved and in the quality of our service-learning offerings and program, particularly within Arts and Sciences.
- Work with the School of Education for integrating the teaching of service-learning pedagogies in our teacher education programs.

- Continue to develop closer ties to Cortland area schools for recruitment of volunteers and participants in community and ICE programs.
- Continue to assist Liberty Partnerships with the implementation of a co-curricular service-learning program based on the “Meaning of Service” model advanced by the N.Y. State Council for the Humanities.
- Continue to improve intentionality and systemization of linking community needs with college resources to be sure those requesting assistance are getting it (or that they understand why resources are not available to them).
- Update our Web site, develop a coherent social networking strategy, and continue to develop the civic engagement calendar for our Web site.
- Revise our monthly newsletter.
- Work with Student Affairs on a fall voter registration, education, and participation campaign.
- Along with the SUNY Cortland Art and Art History Department and the Cortland Cultural Council, develop a 2012-2013 schedule for use of the Beard Building Gallery. Now that the Dowd Fine Arts Gallery is upstairs on the 3rd floor, there may be opportunities to integrate their programming with that of the Beard Gallery.
- Review and update building use procedures.
- Plan for September 17 Constitution Day event.
- Continue to promote the scholarship of civic engagement.
- Promote use of Main Street SUNY Cortland for classes and for college and community events.
- Advocate for the development of a transportation plan that includes bus service between Main Street and the SUNY Cortland campus.

Plans for Next Five Years

- Institutionalize and consolidate Institute and Main Street programs in a position devoted to Civic Engagement and Community Outreach, following the models of other institutions.
- Develop a “ladder of participation” in service-learning activities that spans the first year through the senior year.
- Develop proposals for implementing a more efficient and effective organization of the college’s various outreach community services in collaboration with others offering similar services.
- Plan for a more central (and visible) space to bring the activities of the Institute for Civic Engagement together in a more student-friendly and student-accessible environment in Phase II of the Moffett renovations.
- Continue to extend “reach” of Institute for Civic Engagement activities to include representatives of all four divisions, all three schools and all departments within those schools.

- Extend concept of civic engagement into the curriculum of the college so that we systematically expose our students to civic education and the issues of civic engagement.
- Prepare for reapplication to Carnegie Foundation for classification in the Community Outreach category in 2015.