

# State University of New York College at Cortland

- A President's Higher Education Community Service Honor Roll Member With Distinction
- Carnegie Foundation Elective Classification in Community Engagement

## Institute for Civic Engagement

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### The Eighth *Leadership in Civic Engagement Awards* Reception

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On April 19th, the SUNY Cortland Institute for Civic Engagement held its annual Leadership in Civic Engagement Awards.

Since April 2005, the college has presented awards to area students, faculty members, college staff, and community members to recognize the significant contributions of individuals and groups to our community's quality of life through their leadership in a variety of civic engagement activities.

The Institute for Civic Engagement and the Office of Institutional Advancement also provide students with scholarships for their service.

The recipients of this year's six civic engagement scholarships were awarded to Jessica Andrianos, Julie Gorman, Lynne Harris, Kristen Martin, Kara Silverman and Scott Stampfl.

The SUNY Cortland Emergency Medical Services received the Don Wilcox Award; Ms. Andrianos was recognized with the Cortland Area Chapter of the Alumni Association's Community Service Award.

The Leadership in Civic Engagement Awards Committee was impressed with this year's applicants; recipients were involved with a variety of activities including tutoring and mentoring programs, environmental protection, and disaster relief.

In addition to these awards, Richard Kendrick, Director of the Institute for Civic Engagement, was recognized with a surprise award for his continuous exceptional service to the community and the college.

Student recipients of Leadership in Civic Engagement Awards were: Jessica Andrianos, Allison Best, Samantha Califano, Jasmine Chandoo, Megan Flynn, Austin Glickman, Julie Gorman, Matthew Green, Jennifer Hale, Lynne Harris, Matthew Hayes, Ashley Hunter, Brianna Kezner, Francesca Lansburg, Kristen Martin, Jamie Piperato, Violeta Rivera, Becky Schwartzman, Alycia Sciascia, Ashley Seeger, Kara Silverman, Scott Stampfl, Corinne Valenti, Claire Wickersham, and Megan Wise.

Faculty/Staff recipients were: Marie Agen, Vicki Johnson, Noelle Chaddock Paley, Ute Ritz-Deutch, and Lori Schlicht.

Community Partner recipients were: Aaron Baier, Kim Mullins, and Mary Jane Uttech.

Student Group recipients were Etta Sigma Gamma Health Honorary and SUNY Cortland Emergency Medical Services.

Thirty-five SUNY Cortland AmeriCorps Members for 2011-12 were also recognized with Leadership in Civic Engagement Awards.

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### Associate Director Christopher Latimer Moves to Endicott College



The Institute for Civic Engagement says good-bye to its Associate Director, Christopher Latimer. Chris is taking a joint appointment as an Associate Dean and as a Political Science professor at Endicott College in Beverly, MA.

We appreciate his many contributions to our projects, such as the Bringing Theory to Practice and Building Community Leaders grants. He was instrumental in collaborating with Student Affairs on Leadership House.

Chris says that "I have really enjoyed my time at Cortland and will miss everyone that I have had to the pleasure to meet."

SUNY Cortland

## Office of Service-Learning Projects Contribute to Teacher Education

Over this past academic year, Central New York public schools and community agencies contacted Marley Barduhn, SUNY Cortland's Associate Provost for Teacher Education, and Douglas Wieczorek, Director of the college's *Field Experience and School Placements Office*, asking for college students to tutor children.

Barduhn and Wieczorek, with Institute for Civic Engagement staff, have been working with schools and agencies, and with college teacher-education program coordinators and other administrators to establish partnerships in which college students - especially education majors - will tutor children in after-school programs.

Currently, five sites have a total of approximately 30 children who would like tutors; discussions with other sites are continuing.

This effort builds on work already in progress: For the second year in a row, the Office of Service-Learning in 2011 - 2012 focused on helping our pre-service teachers excel in their teacher certification exams and in their future classes.

The Office is doing so by helping to provide our education majors with early and continual professional development opportunities and education-oriented field experiences.

The experiences have come through sections of two service-learning English composition courses that are dedicated to education majors: *Writing Studies in the Community I* and *II* (CPN 102 and CPN 103, respectively).

One section of CPN 103 was, for the second consecutive spring semester, dedicated to Inclusive Special Education majors. This section is paired with sections of *Introduction to Urban Education* (FSA 101) that are taught by Professors Michelle Kelly and Brian Barrett.

In that same semester, the Office of Service-Learning offered a new section of CPN 103 that was dedicated to secondary-education majors.

The Office has also partnered with Provost Mark Prus, English Department Chair Matt Lessig, teacher-education program coordinators, the Field Experience and School Partnerships Office, local school districts, and community nonprofit agencies to schedule and design two sections of fall 2012 CPN 102 that will be dedicated to secondary-education majors.

These sections of CPN 102 and 103 help education majors determine, by the end of their freshman year, if they really want to teach. It also gives them a head-start in practicing skills that they will need to be successful.

To prepare for these courses, the Office of Service-Learning

- Created a Service-Learning CPN Professional Development Manual and Seminar (summer 2011). Two Writing Program instructors completed the seminar by December 2011; a third will complete the seminar during the summer of 2012. OSL is currently updating the Seminar to include material from the Common Core and from program coordinators' interests.
- Composed a CPN handbook *Supplement*; it describes service-learning, demonstrates ways of integrating service-learning experiences into writing assignments, and helps students develop writing skills for which they typically need help. The Supplement is being updated to help students prepare for teacher certification exam components and for the Common Core.
- Co-created and conducted professional development opportunities that help future teachers become more multi-culturally-competent (a necessary quality due to our increasingly-diverse P-12 student population).

These opportunities include

- Mentor training: OSL co-created, with three community agencies, the Cortland Community Mentors, a mentor-training organization. Pre-service teachers will receive training and practice in reflective listening, among other skills. This training helps students empathize with other people's points of view. 20 people participated in the first training session on January 26.
- The Cross-Cultural (mis)Communication Panel Discussion, in which students learn about real-life problems caused by cultural misunderstandings. This event will become a part of the college's International Week.
- A role-play event that built on experiences described in the Panel Discussion, and on students' service-learning experiences. The subsequent discussion helped participants (pre-service K-6 and high school teachers) reinforce ways of developing empathy. (*Contin. on p4.*)

## SUNY Cortland Civic Engagement Statistics for 2011-2012

- Preliminary figures indicate that, in 2011-2012, the service-learning program included 33 faculty members and 37 courses. 1,013 students contributed 22,031 hours of service.
- We recruited 54 AmeriCorps members for the SUNY Cortland AmeriCorps program, who contributed 35,429 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 that were organized by 36 different community groups; 17 SUNY Cortland courses were held that enrolled a total of 166 students.
- The Beard Building Gallery at Main Street SUNY Cortland hosted 9 art exhibitions by community artists and Cortland students.

## What the 2011 National Survey of Student Engagement Tells Us About Our Students

SUNY Cortland administers the National Survey of Student Engagement (NSSE) every three years. It was administered on our campus for the first time in the spring of 2008. A second administration 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 (on a five-point scale) 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.

## SUNY Cortland Students Visit Washington, D.C.

On March 30, 2012, the SUNY Cortland Political Science Association, the Black Student Union, and the Education Club traveled to Washington, D.C., for the weekend to visit the Martin Luther King National Memorial, which was completed this past August.

Thirty students went on the trip; they were accompanied by Distinguished Teaching Professor Seth Asumah, Chair of SUNY Cortland's Africana Studies program. The Martin Luther King, Jr., Memorial was the main attraction for the students, but most were also able to see other monuments, such as the Washington Monument, Franklin D. Roosevelt's Memorial, and the Lincoln Memorial.

Many students also visited the White House, the galleries of the Senate, House of Representatives, and Supreme Court. This trip allowed students to connect with the nation's capital in a way that some had not been able to experience previously.

This event also represented a new collaboration among these three groups, and they hope to continue working together.

(Continued from page 2.)

- A revised State of Poverty Simulation, which now addresses challenges faced by people with disabilities. The Cortland County Community Action Program (CAPCO) and Access to Independence engineered the changes. CAPCO conducted the event three times during the 2011-2012 academic year; a total of 225 students participated.
  - A multi-cultural discussion for Inclusive Special Education majors; the discussion focused on self-image. It was led by UC Davis Anthropology Professor Suad Joseph, a Lebanese native and SUNY Cortland graduate who, during her visit to campus, was named to the college's Academic Hall of Fame.
  - CPN 103 assignments that involved international issues for Inclusive Special Education majors. This component of the course grew out of the Office's participation in Professor William Skipper's (Chair, Sociology/ Anthropology) *Global Workforce Project*.
  - *Service-Learning Orientation* sessions, conducted for CPN 102 students.
- Other projects and events tailored for education majors included
- Creation of a service-learning professional development program for SUNY Cortland's Liberty Partnership Program Coordinators; the program was conducted during the fall and spring semesters, and will continue in the 2012-2013 year.
  - Service-Learning-related events for education majors, including discussions about service-learning courses and projects with Geoffrey Bender's CPN 103, The Recreation, Parks, and Leisure Studies Association, and Mona Ivey-Soto's two sections of *Infant and Toddler* (ECE 334)
- Also during this academic year, SUNY Cortland's service-learning program grew:
- Five additional faculty became service-learning practitioners — Geoff Bender (English, Writing Program), Debbie Brown (English, Writing Program), Jack Carr (English, Writing Program), Natalie Dobson (Foundations and Social Advocacy), and Guiseppe Getto (English, Professional Writing Program).
  - Two additional courses now have approval for the SLRN attribute: PWR 210 (formerly 209), fall 2012, and CAP 240, spring 2013.

## The President's Interfaith and Non-Faith Community Service Campus Challenge: First Year's Review

In May of 2011, President Obama invited college presidents to join his *Interfaith Community Service Campus Challenge* as a way of generating students' understanding of different faiths and beliefs through year-long community service projects that address local needs.

SUNY Cortland President Erik Bitterbaum asked campus members to form a *Challenge* team. That team included representatives of the college's Atheist, Catholic, Islamic,

Jewish, and Protestant communities. The team designed two projects, each of which included community-agency partners. One project resulted in the *Cortland Community Mentors*, an organization that trains mentors.

The other project is a partnership with the Cortland Habitat for Humanity, which conducted a series of events, such as its *Blitz-Build*.

Other activities included fund-raisers, a multi-faith call for community service in memory of those who died on 9/11 (photo at left), the creation of a draft booklet designed to help students understand the beliefs and traditions of many spiritual beliefs, the creation of a mentor training organization, and the launching of a new student club: The Secular Student Association.

As a result of these and other events, students have raised their appreciation for the rich and diverse – yet sometimes overlapping – ways in which people celebrate beliefs and philosophies; they have contributed to the community, and as a result, many feel much more invested in the community.

