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**COMMUNITY ENGAGEMENT CLASSIFICATION**

**SYRACUSE UNIVERSITY**

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Sandra N. Hurd, Professor, Law and Public Policy, Associate Provost,  
Academic Programs Director, Learning Communities, Academic Affairs  
304 Steele Hall, Syracuse University, Syracuse, New York 13244  
Telephone: 315-443-1899, E-mail: [snhurd@syr.edu](mailto:snhurd@syr.edu)



## COMMUNITY ENGAGEMENT

### INSTITUTIONAL OVERVIEW

From its very beginning in 1870, Syracuse University sought to develop the full potential of the human mind by actively engaging with the community and offering equal education to men and women from all walks of life. At a time when most other private institutions of higher learning closed their doors to women and people of color, in 1876 Syracuse awarded a medical degree to one of the first African American women to become a physician in the United States, and in 1931, admitted a woman to its engineering program when few other universities allowed women to pursue such a course of study.

During World War II, we reached out beyond campus to invite Japanese American internees to study at SU, and following the war, when nearly eight million veterans seized the opportunity to attend college under the G.I. Bill of Rights, we opened our doors to 9,600 veterans, tripling enrollment overnight. As a result of the “G.I. Bulge,” by 1948 graduate enrollment at Syracuse University had jumped from 400 to 8,000 students. By 1967, Syracuse had transformed itself into a tier-one research institution, joining the Association of American Universities as one of a select group of American and Canadian research universities chosen for membership.

Syracuse University’s inclusive campus community is characteristic of its urban setting in the geographic center of New York State—a location that holds a remarkable place in American history. Our campus is but a few miles from the Onondaga Nation, which was the seat of governance of the Iroquois Confederacy; we are near Seneca Falls, where the Women’s Rights movement was born; and our region played a crucial role in abolition and the Underground Railroad, resettlement of international political refugees, and in the history of peace movements in America. The region is also home to a variety of ethnic groups and religions that are grounded in the struggle for social justice.

Throughout the years, we have continually built upon our pluralistic heritage, and as a result, our campus culture becomes more richly textured with each passing year. Last fall, we welcomed one of our most diverse first-year classes in recent years—increasing the number of students of color who joined the University community from 17 percent to 24 percent. In addition, students from 85 foreign countries made up 9 percent of our total student population of 18,734, which included 12,905 full- and part-time undergraduate students and 5,829 full- and part-time graduate and law students. Our total undergraduate enrollment number for 2005-06 included 103 students from Tulane University and other Gulf Coast colleges and universities who accepted our invitation to temporarily transfer into SU following Hurricane Katrina.

Community engagement, inclusion, and diversity are long held values at Syracuse University. Based on this firm foundation, Chancellor Nancy Cantor is committed to expanding the content and scope of discovery, learning, and public engagement at Syracuse by extending our reach around the globe. Toward that end, we will continue to forge creative partnerships and allocate significant resources, both here and abroad, to develop new ideas, projects, and community-based scholarship that serve the greater good.

## PART I: FOUNDATIONAL INDICATORS

### INSTITUTIONAL IDENTITY AND CULTURE

1. *Does the institution indicate that community engagement is a priority in its mission /vision statement?*

**YES:** The 2004 inauguration of Nancy Cantor as Syracuse University’s 11th Chancellor and President began a new chapter in the University’s long tradition of community engagement. Chancellor Cantor has brought renewed energy and momentum to the University’s community engagement initiatives by making *Scholarship in Action* the centerpiece of our institutional vision:

***Scholarship in Action*** (excerpt)

Syracuse University puts bold ideas in motion through *Scholarship in Action*—an educational approach that matches the vigorous pursuit of knowledge with the ability to make a difference in the world through community engagement. Whether working with schools to increase literacy, or partnering with neighbors to launch new business enterprises, we recognize the interconnectedness of all societies and push the boundaries of traditional teaching and research to link scholarly expertise with tangible outcomes. As a result, Syracuse University is one of the leading educational institutions in the nation with the drive and capacity to convert what is learned in the classroom and laboratory into practical use for the public good.

This “can-do” spirit is deeply rooted in the collaborative nature of many of our academic programs that call upon faculty and students to test themselves and their ideas in the marketplace by working in partnership with practitioners and communities—locally, nationally, and globally. The excellence of our academic programs will be measured by our ability and willingness to extend learning beyond campus to actively engage people and ideas in mutually beneficial give-and-take relationships that transform lives for the better.

In the years ahead, we will give voice to our vision by responding to the changing needs of society through interdisciplinary educational programs and scholarly research that blur the lines between academic disciplines and connect ideas, problems, and professions to the public arena.

2. *Does the institution formally recognize community engagement through awards and celebrations?*

**YES:** Syracuse University recognizes the community engagement activities and achievements of its students, faculty members, staff, and alumni. Recognition takes many forms, including the following examples of awards, scholarships, and celebrations:

**Chancellor’s Award for Public Service** (CAPS), established in 1993, is given to acknowledge and recognize those students who contribute to the improvement of the quality of life in our community; faculty and staff who have inspired, supported, and encouraged students in their community commitments; and community partners who have consistently provided the community-based research and learning opportunities for our students. Award recipients are recognized at an annual celebratory dinner attended by more than 300 students, faculty, staff, and community members.

**Robert B. Menschel Public Service Internship Award** is administered by the Mary Ann Shaw Center for Public and Community Service (CPCS). Alumnus Richard L. Menschel and his wife, Ronay, established the award in honor of his brother Robert’s 70th birthday and to perpetuate Robert’s dedication to the not-for-profit world. The Menschel Award provides support for full time matriculated undergraduate students who are working in the not-for-profit world.

**MayFest** is an annual daylong celebration showcasing student learning and discovery beyond the classroom. The community is invited to campus to participate in workshops, attend poetry readings and film screenings, and enjoy musical performances and a barbecue dinner on the Quad. MayFest presents more than 200 events that highlight student creativity and academic achievement, offering the community a unique opportunity to experience firsthand what SU does best.

**The Warehouse Open House**, presented in April 2006, the community was invited to explore the newly renovated public galleries, design studios, community auditorium, and artist support space in The Warehouse, the School of Architecture's new home in downtown Syracuse. Members of the community and SU students, staff, and faculty enjoyed art and photography exhibitions, music, children's theater performances, and other family-friendly activities.

**Martin Luther King Jr. Celebration**, sponsored by Syracuse University and the Syracuse region MLK, Jr. Commission, is held in SU's Carrier Dome. This annual event features a keynote address, choral music, and the presentation of the Unsung Hero Awards, which honor recipients for their work to advance Dr. King's vision. Earlier in the day, a Community Celebration, sponsored by the Syracuse Inner City Rotary Club and SU, is held at the Dr. King Elementary School. The evening celebration is among the largest university-sponsored events in the United States to commemorate Dr. King, with more than 2,000 people attending the dinner annually.

**Senior Vice President's Award for Service** was created by the Office of the Senior Vice President for Student Affairs to recognize an individual or group that contributes to the quality of life outside of Syracuse University and improves connections with the community-at-large. The criteria includes: volunteer's time in community service projects; represents SU in its commitment to the community; and offers professional expertise to community members free of charge.

**Remembrance Scholarships** are given to seniors who demonstrate distinguished scholarship, citizenship, and service to the community. In recognizing the achievements of the 35 Remembrance Scholars, the University pays tribute to the 35 Syracuse University students lost in the terrorist attack on Pan Am Flight 103 on December 21, 1988, over Lockerbie, Scotland. In addition, two students from Lockerbie are awarded scholarships to study at Syracuse for one year. The Lockerbie Scholars strengthen the close bond that has formed between our two communities.

**Fraternity and Sorority Awards for Community Engagement** were created by the Office of Student Life to recognize social Greek letter organizations for their programming and accomplishments that contribute to the quality of life within the Greater Syracuse community. This service may have been demonstrated through members of the organization volunteering time in community projects, developing collaborative relationships with community agencies, and offering assistance to community members and organizations.

**Creating Opportunities for Recognizing Excellence (C.O.R.E.) Award for Service** was created by the Office of Student Life to honor the student organization that has contributed the most to the quality of life outside of Syracuse University and has striven to improve connections with the community-at-large. This service may have been demonstrated through members volunteering time on community projects; representing the University in their commitment to the community; and offering assistance to community members free of charge.

**George Arents Pioneer Medal** is the highest award bestowed on SU alumni. The purpose of this award is to honor Syracuse University alumni who have achieved excellence in their fields of endeavor and have demonstrated distinctive merit and steadfast loyalty to the ideals of the University, especially good citizenship and service to the community.

**Schools and Colleges** each have their own awards for recognizing community engagement accomplishments among their students, faculty, staff, and alumni. For example, the Maxwell School of Citizenship and Public Affairs presents the Spirit of Public Service award to alumni and others with a distinguished record of public service. The L.C. Smith College of Engineering and Computer Science annually presents the Alumni Service Prize to a graduating senior and the Richard Bernard prize to a student design team that best addresses needs of the disabled.

3. *Does the institution have a system for assessing community perceptions about the effectiveness of the institution's engagement with the community?*

**YES:** The University has three primary mechanisms for assessing community perceptions about its engagement activities: the Office of Government and Community Relations (GCR), the Office of Engagement Initiatives, and the Center for Public and Community Service (CPCS). Each of these units meets regularly with various community constituencies to get feedback, gather input and information, and gauge opinion on projects and opportunities. Stakeholders participate in action teams, subcommittees, and implementation groups on various projects. Through programming, GCR works to engage students in matters of local, state and federal government as well as showcasing student, faculty and staff skills to local elected officials. GCR's participation in each of these organizations and groups is an example of observational assessment. In general, each of these entities meets on a monthly basis. GCR's role is to attend and actively participate in discussions and as a result, develop, modify or phase out programs based on the needs of the community. Beyond coordinating a number of high-priority, intensive community engagement projects, the Office of Engagement Initiatives assesses community perceptions through an ongoing series of public meetings and brainstorming sessions that are designed to elicit input and feedback from members of the community.

CPCS—officially opened in fall 1994—was established to promote, support, facilitate, and recognize community engagement as a fundamental part of the teaching and learning experience at Syracuse University. As part of its mandate, CPCS conducts formative and summative evaluations by using quantitative and qualitative methods to assess community perceptions about the effectiveness of the University's engagement with the community.

The center gathers data to help evaluate community perceptions about the effectiveness of its programs by mailing surveys to all host community sites in the community-based service learning program. In addition, all student tutors hand-deliver a survey to their individual site supervisors at the end of each semester as well as at the end of their six-week summer program.

Each spring, CPCS invites all community partners to its Annual Community Partners Meeting where additional data is collected through discussion sessions and focus groups. Examples of the kinds of information collected include:

- number of hours students worked;
- number of program participants with whom students worked;
- student's attendance, attitude toward task, and behavior toward staff and clients;
- how/if site benefited from having student at site;
- did the student benefit; and
- additional comments.

Literacy site supervisors are asked to provide anecdotal evidence based on their observations as professionals about the impact the students have had on the performance of the children where performance means academic skills and abilities, social attitudes, self-esteem, and involvement/investment in the classroom environment.



As new academic courses and programs become part of the University's community engagement initiatives, CPCS works with the appropriate faculty members and college staff to develop additional assessment instruments and procedures needed to evaluate the new programs. The assessment methodology used by CPCS was developed in collaboration with the University's Center for Support of Teaching and Learning (CSTL), which is now transitioning into the Office of Institutional Research and Assessment; the School of Education, including the Department of Higher Education; the undergraduate Department of Public Affairs in the Maxwell School of Citizenship and Public Affairs; the Office of Risk Management; and such CPCS community partners as the Syracuse City School District and the former Volunteer Center, which is now part of the United Way.

3a. *Does the institution use the assessment data?*

**YES:** The Office of Government and Community Relations (GCR) regularly assesses the level of satisfaction within the community about the University's community engagement practices and factors this information into their community engagement programming and fundraising activities. The Office of Engagement Initiatives solicits input directly from families, local businesses, and residents in order to target programs and financial resources to meet critical needs as identified by the community at large.

CPCS uses the information and comments gathered from its community partners to improve placement processes when appropriate; modify and/or change geographic and demographic community orientation and/or training sessions; increase students' awareness of safety issues; and help agencies manage their intake procedures, including background checks. Community partners' evaluations have resulted in improved confidentiality agreement forms, workshops to better prepare students for working in the community, and the development of processes and procedures to make sure students are responsible about their attendance and return materials borrowed for assignments.

SU's community engagement programs would not be successful without the active and intentional participation of our community partners who regularly suggest issues and ideas they would like to have us consider for projects. CPCS works closely with our community partners to connect to the appropriate University partner who can help address these issues. They also contact us whenever there are questions or concerns regarding the students at their sites, which provides helpful feedback and data for us to consider when planning and implementing our programs. In addition, with their expertise as practitioners in the field, our community partners share their knowledge and wisdom with students and faculty members in classes and at meetings and training sessions throughout the year.

4. *Is community engagement emphasized in the marketing materials (web site, brochures, etc.) of the institution?*

**YES:** All external communications are part of the University's comprehensive marketing strategy and, as such, emphasize *Scholarship in Action* and community engagement as central themes.

Our new director of marketing is currently in the process of auditing the University's external communications to ensure that community engagement—which is the centerpiece of our institutional vision—is accurately and consistently represented in the institution's print and electronic media communications. The following examples of Syracuse's electronic media and 1,000+ yearly print publications demonstrate the depth and breadth of our commitment to community engagement.

**Web Site:** Syracuse University's Internet Homepage prominently displays a "Community" link that directs visitors to such community engagement-related topics as: curricular activities, activities outside the classroom, institutional activities and partnerships, a great example, report your activity, and volunteer. Chancellor Cantor's homepage links to an archive of her speeches on *Scholarship in Action* and community engagement. Individual sites have been established for such projects as the Connective Corridor that offer opportunities for feedback.

**Syracuse University Magazine:** distributed four times a year to 160,000+ readers worldwide, the magazine is the flagship publication of Syracuse University. The stories that appear within its pages are designed to emphasize our institutional vision of *Scholarship in Action*, including the following stories and articles about community engagement that were published during 2005-06. In addition, the 2006-07 Winter issue will be devoted to “engagement with the world,” featuring the research of 22 faculty members and graduate students who are extending SU’s reach around the globe.

- **Summer 2005**  
 Insert                      Chancellor’s Inaugural Year Address: “Scholarship in Action: Building the Creative Campus”
  
- **Fall 2005**  
 Feature                      “Understanding Asia: the University reaches out to countries in Asia, strengthening its relationship through partnership programs and collaborations.”  
 Articles                      “Billboard Project Accents the Positive in Community”  
                                     “Students Assist Court in Providing Services”
  
- **Winter 2006**  
 Features                      “Networking the Globe: Alumni and faculty share their expertise to help communities and countries overcome the digital divide.”  
                                     “Pitching In: Alumni and the University community deal with the destruction of Hurricane Katrina and aid recovery efforts.”
  
- **Spring 2006**  
 Feature                      “Connecting the Arts: The connective corridor will link the arts and entertainment venues of the University and downtown Syracuse.”  
 Articles                      “Design Students Look to Revitalize Historic Danforth Neighborhood”  
                                     “Information Sharing Project Aids Police Work”  
                                     “SU Establishes Partnership with Schomburg Center [for Research in Black Culture in New York City]”

**Economic Impact Report:** Syracuse University prepares and distributes an annual economic report. The following excerpt is from the most recent publication in 2004-05.

- **Partnership and Outreach**  
 “The University regularly works with more than 400 nonprofit and public agencies in Syracuse and Onondaga County, including public and private schools, hospitals, youth organizations, food consortiums, housing programs, seniors programs, and advocacy groups. In the greater Syracuse area, SU’s service learning and volunteer programs involved more than 5,000 students who logged almost 500,000 hours of service, earning SU the distinction of being named a ‘college with a conscience’ by *The Princeton Review*. In 2005, 233 student volunteers participated in the SU Literacy Corps, a University-community partnership for mentoring area students. They completed nearly 36,000 hours of tutoring in community, helping more than 2,600 at-risk children throughout Onondaga County.”

## Admissions/Recruiting Publications

- **Syracuse University Prospectus**—sent to all prospective students, the Prospectus includes the following description of *Scholarship in Action*:

“One of 62 research universities elected to the Association of American Universities, Syracuse University stresses the importance of interactive programs, where faculty and students learn, discover, and create with practitioners and the broader community. Not only does the University emphasize this in its eight professional colleges, the programs within the College of Arts and Sciences also connect scholarship in the humanities and sciences to societal issues.”
- **Program Guides**—published for 11 undergraduate and graduate schools and colleges, each program guide contains the following information about community engagement:
- **Community Connection**

“Through the Mary Ann Shaw Center for Public and Community Service, hundreds of students participate in internships or volunteer at local schools, community agencies, and businesses to gain practical experience while providing a service to those entities. SU classes often engage in community projects, performing such works as helping companies introduce new technologies into the marketplace or creating maps to illustrate the locations of food pantries in relation to those who rely on them.”

**School/College Newsletters and Magazines:** The University’s 11 schools and colleges produce publications for their own alumni base. These newsletters and magazines consistently highlight service learning and community engagement activities, as well as feature profiles of students, faculty and staff members, and alumni who are involved in their communities.

**Syracuse University in the Community:** This brochure was prepared by the Office of Off-Campus Student Services, the Office of Government and Community Relations, and the Mary Ann Shaw Center for Public and Community Service to describe *Scholarship in Action: The University as a Public Good* for our neighbors. It briefly describes the three sponsoring departments and the programs they developed that connect SU to the community through service.

**Marketing Modulars:** The Office of Development and the Office of Engagement Initiatives prepare and distribute one-page modular pieces to promote the University’s fundraising priorities. The following excerpts are from a series of modulars that were produced to support our community engagement fundraising efforts.

- **Connective Corridor**

“On March 21, 2005, Syracuse University Chancellor Nancy Cantor put into motion a plan for the Connective Corridor, a regional center for art and culture linking the University Hill with downtown Syracuse and the numerous art institutions, entertainment venues, and public spaces along the way. The Connective Corridor, a public walkway, bicycle path, and shuttle bus circuit, will help to overcome the barrier the elevated portion of Interstate Route 81 presents to interaction between the University and downtown Syracuse.”
- **The Warehouse**

“In one of its boldest initiatives, Syracuse University purchased the former Dunk & Bright warehouse, located at the western edge of Armory Square, one of Syracuse’s most vital, pedestrian-oriented areas. Opened in January 2006, The Warehouse has been transformed into a multi-use space, including a temporary home for the School of Architecture. One fifth of the available space has been designated for community and public use. The Warehouse will allow the University and the city to become more closely interwoven—combining the talents and opportunities both entities have to offer.”



## INSTITUTIONAL COMMITMENT

### 1. *Does the executive leadership of the institution communicate explicitly to promote community engagement as a priority?*

**YES:** Chancellor Cantor, the Chancellor’s Cabinet, and the Deans all work to promote service learning and community engagement as top priorities of Syracuse University. Deans and cabinet officers set direction and strategy for engagement opportunities, and implementation is entrusted to all branches of the schools, colleges, offices, and divisions on campus. As the main spokesperson for the University, Chancellor Cantor plays a more public role in promoting Syracuse University as a creative campus where new knowledge is converted into practical use for the public good.

Chancellor Nancy Cantor came to Syracuse from the University of Illinois at Urbana-Champaign, where she was chancellor. She has held a variety of administrative positions encompassing all aspects of a research university—from chair of the department of psychology at Princeton to dean of the graduate school and then provost and executive vice president for academic affairs at the University of Michigan. Throughout her career, Dr. Cantor has been an advocate for racial justice, diversity, and community engagement in higher education, and she has written and lectured widely on these subjects. In particular, Dr. Cantor’s strong commitment to community engagement, and her ability to promote *Scholarship in Action* as Syracuse University’s guiding principle, are evident in the following excerpts from her writings and speeches, presented before and after coming to SU.

#### ***Civic Engagement: The University as a Public Good***

(Association of American Colleges and Universities Symposium, Keynote Address, 1/21/04)

Universities have a rare and critical role to play as a public good. We educate the next generation of leaders. We address important societal issues with discoveries that change our world. We preserve our cultural past while laying the groundwork for the future. And we experiment with new ways of building community. This role is “rare” precisely because universities are constituted off to the side of “normal” society, unfettered by the need to adhere rigidly to intellectual paradigms or to social norms. We should, in principle, be able to encourage an experimental attitude—an attitude of playfulness—conducive to both intellectual discovery and social innovation. The “critical” role works when we open our gates sufficiently to our many publics that we remain strongly connected to the concerns of the day, the critical societal issues and the diverse voices pushing them. In other words, we must also face outward, toward culture-changing work. We do our best when we build a community of scholars and learners who feel empowered to be both playful in examining their world and responsible for affecting societal progress.

#### ***Exploring the Soul of Syracuse, Together***

(Inaugural Remarks 11/5/04)

We know we need to pool our knowledge across disciplines, professions, sectors, roles and constituencies. We know we need to air our differences, even our conflicts, or we’ll remain skeptical rather than trusting. We’re ready to cross these boundaries, some of our own making, and others made for us. Many may wonder if we loyal academics are really ready for mixing it up, getting engaged. I can assure you that we can and we must. We live in a knowledge economy, and if we don’t share our knowledge generously, widely, and ethically, progress won’t be made.

#### ***Scholarship in Action: Building the Creative Campus***

(Delivered at SU on 4/11/05)

Discovery and learning at Syracuse have no physical boundaries as we test ideas in the marketplace, be it through community geography, social entrepreneurship, technology commercialization, or school reform, or through immersions on theater row or on Wall Street, or through partnerships with non-governmental organizations abroad and not-for-profits in Syracuse.

We have significant precedents for engaging the world in all of our professional schools and in University-wide internship programs. We should take our traditions even further, aggressively connecting to the world through active engagement with community, industry, practitioners, governments, and the professions at home and abroad.

***Universities and Their Connected Communities: Creating Capital for the Future***

(Presidential Lecture Series, Rensselaer Polytechnic Institute, Troy, New York, 3/6/06)

The key to Scholarship in Action is the depth and breadth of connections that we can forge between the “work” of the campus and the “work” of our communities, at home and abroad. Of course, with technology we often think that we have made connections, yet, as Vartan Gregorian, president of the Carnegie Corporation of New York, warned recently, even in an era of technology, “connectivity does not guarantee communication.” Instead, whether we collaborate virtually or in physical space, we must connect in ways that let us speak and listen to each other.

This communication spans locales. It occurs in our public schools, in the cultural and civic and business institutions of our cities, and in the partnerships and connections that bind our faculty and students to the citizens of the city. If we can cross groups, cultures and tradition to address locally problems that occur across the globe, we can build coalitions that will engage the pluralism around us as a major asset to the American dream, even if that is a dream not yet realized.

***Building Intellectual and Social Capital Through Diversity and Innovation***

(Delivered to 2006 KeyBank Diversity Thought Leadership Series, Cleveland, Ohio, 6/9/06)

Even if the disparities in the quality and quantity of education between rich and poor, black, brown, and white, don’t doom students initially, the absence of strong connections to the world of colleges and universities can surface as a substantial obstacle to future success. But we can do something about that, as you are doing in Cleveland and we are doing in Syracuse. In Syracuse, we have formed a new “Partnership for Better Education” with the Syracuse City School District. This partnership, announced by myself and the superintendent in 2005, is a disciplined attempt to draw together the resources of Syracuse University and the Syracuse city schools, by incorporating a myriad of our pre-existing programmatic and pipeline relationships, and focusing on curriculum building, especially in the smaller learning communities embedded within each high school in the city. The Partnership is just that—an engagement that pairs faculty from city schools with SU faculty to build curriculum for these learning communities in the arts, literacy, and STEM disciplines. Importantly, it also brings the students from the city schools to our campus, and takes our college students to the schools.

2. *Does the institution have a coordinating infrastructure to support and advance community engagement?*

**YES:** The University coordinates its community engagement initiatives at the highest level of executive leadership through the Office of Government and Community Relations, the Office of Institutional Advancement, and the Office of Academic Affairs. This cabinet-level accountability ensures that the infrastructure and leadership needed to support and advance SU’s wide range of service learning and engagement initiatives will continue as well-focused, top priorities of the University.

The Associate Vice President of the Office of Engagement Initiatives reports to the Senior Vice President of Institutional Advancement who reports directly to the Chancellor. The office has six staff members and an operating budget of \$1 million. Its mission is to implement SU’s vision through involvement, direction, and support of specific programs, ventures, and initiatives that leverage the support and engagement of alumni, friends, government, and other SU supporters. The office provides

direction, strategic planning, and resolution as it implements targeted community engagement programs locally, across the nation, and globally. It leverages campus resources and ties the academy to each of its endeavors. Office staff members also act as liaisons or ombudspersons between the Chancellor's office and the community.

The Executive Director of the Office of Government and Community Relations reports to the Senior Vice President for Human Services and Government Relations and is responsible for facilitating, coordinating and maintaining all University interaction with the federal, state and local government, including the federal, state or local executive branches and executive agencies; the Congress; the State Legislature; Onondaga County Legislature; Syracuse Common Council; and any federal, state or local public or private entity whose primary responsibility is interacting with or influencing the federal, state or local government. In addition, the office works to develop and maintain a positive image for the University and to strengthen the lines of communication by serving as a liaison between the University, neighborhood organizations, business groups, and the community at large.

The Director of the Center for Public and Community Service reports directly to the Vice Chancellor and Provost in the Office of Academic Affairs. The following is a brief history of service learning and community engagement at SU and an overview of the creation of the Center for Public and Community Service, the University's key institution-wide structure for coordinating and supporting scholarly-based community service and research.

### *A Tradition of Service*

Interest in community engagement at Syracuse University is not new. In fact, SU has a long tradition of service to the campus community and to the people of greater Syracuse, beginning with service requirements in sororities and fraternities and continuing with Hendricks Chapel's Students Offering Service (SOS) and hundreds of initiatives sponsored by academic, administrative, and student programs, including: helping teens learn how to read; teaching computer skills to children and adults; placing students in local food pantries and shelters to help the homeless, hungry, and homebound; assisting medical service personnel in hospitals, and working with large national service organizations, such as the Red Cross, Salvation Army, and Habitat for Humanity, to name a few.

The past decade, however, has seen a growing and immediate interest in community engagement on the SU campus. The surge of interest, which began in the 1990s, appears to be a reawakening of the service movement of the late 1960s that was temporarily derailed during the "me generation" of the 1980s. This may be due, in part, to a new national emphasis on civic responsibility, the escalation of human suffering, the limitations of government in dealing with social crises, or perhaps the need for students to feel connected to the larger world outside their classrooms. Whatever the reasons, there is no question that service learning has caught fire at SU and at other institutions of higher learning. This time there is a difference. The community engagement movement of today has benefited from the experiences of the earlier movement that proved disorganized and unstructured programs do not survive. In short, it became clear that service experience alone does not ensure that either significant learning or effective service will occur—learning from service is not automatic, but must be accompanied by careful preparation, skilled monitoring, thoughtful reflection, and ongoing evaluation. In the past, without a formal structure in place to assist faculty in developing service learning course components, creating significant community-based learning experiences for students, or providing appropriate community placement opportunities in the greater Syracuse area, each community engagement initiative at SU operated separately from the others, often resulting in frustration, duplication, and lost opportunities. Overlap and duplication of effort occurred among community agencies as well. Clearly, a mechanism was needed to pool resources and provide the coordination necessary between the community groups that seek assistance and the students, faculty, and staff who can respond appropriately to these requests. Such a structure would provide a support system for all those at the

University engaged with the community, thereby ensuring that the community's identified needs are met and the community-based service experiences offer meaningful learning for students.

The creation of the Center for Public and Community Service (CPCS) emerged as the most practical way to support and recognize various community engagement initiatives on campus—not by funneling all engagement activities through the center, but by having the center work with other University divisions to place students in the community and ensure that reflection and evaluation are incorporated into the community-based learning experience. Based on the fundamental belief that community-based service can provide a meaningful learning experience for students, CPCS was established in fall 1994 to strengthen the University's ability to incorporate community-based learning and research into the formal curriculum. The University organized CPCS according to a blueprint for action that was developed after months of discussion with a task force that included a broad range of constituencies—students, staff, faculty members, and community representatives.

CPCS receives support for the legitimacy of community-based learning pedagogy on the national and regional levels from such organizations as Campus Compact, which was created in 1986, and the New York Campus Compact, which SU helped found in 2000. Both of these organizations offer structure, provide direction, and promote opportunities for community-based learning on college campuses.

### *A Formal Structure*

CPCS began as a pilot project with a full-time director, two student staff members, and a minimal operating budget underwritten by a three-year start-up grant from the Carrier Corporation and funding from the Office of the Chancellor. Today, the center is a division of the Office of Academic Affairs, and the CPCS director oversees an assistant director for service learning, assistant director for literacy initiatives, administrative assistant, a part-time transportation supervisor, 15 to 20 CPCS Leadership Interns, 12 to 15 student van drivers, and 250 student tutors in the Literacy Corps, the University's America Reads program. The center oversees the placement of more than 4,000 students a year in the community, coordinates 1,800 student placements for 40 classes, maintains the University's community involvement web site, and monitors a database of more than 300 community organizations.

CPCS now has a solid infrastructure, and community-based learning has become a legitimate part of the SU curriculum. The fact that the CPCS director reports to the Vice Chancellor and Provost in the Office of Academic Affairs places it at the highest institutional level and demonstrates the University's strong commitment to the community engagement agenda. CPCS, which was renamed the Mary Ann Shaw Center for Public and Community Service in 2004, serves as the key institution-wide structure for coordinating and supporting scholarly-based community service and research at SU. It acts as a catalyst to expand community-based learning and research opportunities and plays an important supporting role by making critical connections between the campus and community.

### 3. *Are there internal budgetary allocations dedicated to supporting engagement with the community?*

**YES:** Community engagement initiatives at SU are supported through numerous internal budgetary allocations in nearly all of the University's primary academic and administrative units. However, community engagement is so well integrated into our campus culture that it is extremely difficult to calculate how much of each unit's internal budget is allocated to support faculty and staff members who dedicate anywhere from 10 to 100 percent of their time to service learning and community engagement initiatives. Therefore, in what follows we offer a wide-angle view of the type and scope of financial support SU provides for community engagement activities through a variety of offices, divisions, and academic units.

**Schools/Colleges:** The University’s 11 schools and colleges and its continuing education division allocated approximately \$10 million to community engagement activities in 2005-06. These allocations included operating costs and faculty and staff time.

**Mary Ann Shaw Center for Public and Community Service** receives \$178,173 operating budget/\$29,900 additional one-time support for transportation and student tutors, for a total of \$208,073 in 2005-06 from the Chancellor’s Office and Office of Academic Affairs.

**Scholarships**

The following is a representative sample of scholarships and awards that Syracuse University offers to students in the wider community—locally, nationally, and globally.

**2005-06 Academic Year Community-Based Scholarships and Awards**

Syracuse University Challenge Grant	\$ 784,862
Leadership and Public Service	\$ 189,580
Operation Link-Up	\$ 434,700
Tomorrow’s Teachers	\$ 14,000
Liberty Partnership Program	\$ 98,000
Citizenship Education Conference	\$ 209,500
Junior Achievement	\$ 105,029
SU Abroad Katrina Scholarship	\$ 11,960
Katrina Displaced Grants	\$1,036,502
SU Cogeneration Grant	\$ 124,967

**New Community-Based Scholarship Programs Beginning Fall ’06**

Refugee Scholarship (SU’s commitment to the Metropolitan Development Association of Syracuse and Central New York’s Immigration/Demonstration Project, part of the MDA’s Workforce Development Initiative.)	\$ 50,000
Schomburg Program	\$ 50,000
Haudenosaunee Promise Scholarships (In four years this scholarship program for Native Americans could exceed the combined total of all other SU community-based scholarship programs.)	\$1,100,000

**Office of Government and Community Relations** has an operating budget of \$180,000 dedicated to community engagement initiatives.

**Hendricks Chapel** dedicated \$253,000 of its operating budget to community engagement activities and initiatives in 2005-06, including \$150,000 for Hurricane Katrina relief.

**Office of Engagement Initiatives** has an operating budget of \$1 million dedicated to developing and administering new community engagement initiatives both here and abroad.

**Project Advance** expends \$463,930, a portion of its yearly operating budget, on such community engagement activities as emergency tuition assistance, faculty visits, seminars, and materials.

**Division of Student Affairs** allocates a total of \$1,662,508 annually for a variety of programs and events that expose students to the Central New York arts community, develop positive relations in off-campus housing neighborhoods, and enable the community to participate in presentations by such significant figures as musicians Sweet Honey and the Rock and poet Maya Angelou.

**Office of Student Support and Retention** commits \$300,000 a year for the Paul Robeson Performing Arts Center, the Community Folk Art Center, the Syracuse City School District Partnership for a Better Education, and student activities at several neighborhood community centers.

**Office of Institutional Research and Assessment** allocated \$20,000 in FY ’06 to conduct a National Survey of Student Engagement.

**Vision Fund** supports visionary, experimental, and creative ideas leading to the improvement of teaching and learning. The \$2,750,000 fund acts as a catalyst for the development of community-based service learning and research programs that address significant community issues.



3a. *Is there external funding dedicated to supporting institutional engagement with the community?*

**YES:** SU’s offices of Institutional Advancement, Sponsored Programs, Engagement Initiatives, and Government and Community Relations work collaboratively to secure external support from individuals, corporations, foundations, and government agencies to supplement the University’s internal budgetary allocations for community engagement. The following chart provides three or four examples from each funding category that demonstrate the type and scale of external funding we have actively sought and received in support of our community engagement initiatives.

**External Support for Community Engagement Initiatives: Sample Grants FY’06**

<b>LOCAL FOUNDATIONS</b>	
<b>Rosamond Gifford Charitable Corporation</b> Development of community spaces in the new downtown Warehouse facility Community-Driven Intervention, Healthy Lifestyles for African-Americans	\$ 250,000 \$ 25,223
<b>Central New York Community Foundation</b> Program funding for the SU-led Community Folk Art Center The Warehouse: community conference room	\$ 15,000 \$ 100,000
<b>Allyn Foundation</b> Downtown Initiatives—The Warehouse facility community gallery spaces	\$ 30,000
<b>NATIONAL FOUNDATIONS</b>	
<b>Association of American Colleges and Universities/Charles Englehard Foundation</b> Bringing Theory to Practice: SAGE (Self-Assess, Grow, Educate) Options	\$ 90,000
<b>Andrew W. Mellon Foundation</b> Development of the Central NY Humanities Corridor to advance the public humanities	\$1,000,000
<b>Ford Foundation</b> Foregrounding Gender and Environmental Justice in 21st Century Pan African Education	\$ 200,000
<b>CORPORATIONS</b>	
<b>Key Bank</b> WISE and South Side Entrepreneurial Project	\$ 100,000
<b>National Grid Corporation</b> Warehouse Artistic Lighting Project Connective Corridor Design Competition/ Implementation	\$ 58,000 \$ 942,000
<b>Verizon Communications</b> Everson Teen Art Gallery (ETAG) at The Warehouse (technology)	\$ 20,000
<b>STATE/FEDERAL GOVERNMENT</b>	
<b>National Institute on Disability and Rehabilitation Research of U.S. Dept. of Ed.</b> Burton Blatt Institute: Demand-Side Employment Placement Models	\$2,500,000
<b>U.S. Department of Education</b> National Resource Center for European Studies: European studies seminars for area school teachers; and the Syracuse International Film & Video Festival Community Service Federal Work Study allocation (represents 26.4% of total FWS, placing SU in Top 10 FWS Service Schools Based on Dollar Volume Spent)	\$ 872,000 \$ 853,863
<b>National Science Foundation</b> GK-12: SU/Onondaga County Schools Partnership for Improvement of Science Education	\$1,716,422
<b>New York State Department of Education</b> Early Childhood Direction Center at Syracuse University	\$1,963,352
<b>New York State Dormitory Authority</b> Renovation of community spaces at the Warehouse facility	\$1,250,000

In addition, \$11.7 million in support obtained through the Federal Highway and Transportation bills for the Connective Corridor and through New York State for the renovation of the Warehouse facility demonstrate that elected officials recognize Syracuse University as a proven leader capable of spearheading the implementation of such projects by leveraging and sharing its own infrastructure.

3b. *Is there fundraising directed to community engagement?*

**YES:** *Scholarship in Action* through community engagement is the centerpiece of our institutional vision, and, as such, it is the focal point of the University's fundraising efforts. The Office of Development, the Office of Sponsored Programs, the Office of Government and Community Relations, and the Office of Engagement Initiatives work with various campus constituencies to research funding sources for community engagement initiatives and help prepare and submit proposals as needed. By way of example, the following excerpt is from a major proposal SU recently submitted to the Kauffman Foundation.

***The Syracuse Community Entrepreneurship Initiative  
Fostering Innovation That Makes a Difference***

Syracuse University and its partners propose a strategy of two-way engagement between the “entrepreneurial academy” and the “entrepreneurial community,” a vibrant exchange of people and ideas that will blur boundaries, not only between academic disciplines, but also between the campus and the region. Building upon academic strengths and growing outward from the success of existing university-community entrepreneurial collaborations, we will create curricula and transformational activities to instill a deep entrepreneurial mindset across multiple campuses, creating a blueprint for sustainable partnerships that engage students and faculty in meaningful and productive collaborations with community stakeholders.

These reciprocal partnerships will converge around local strengths and contexts to advance progress toward a shared vision for the region. They will come together within and across key sectors, starting within the University but motivated and informed from the outset by connections with business and community groups and other educational institutions in our region. This parallel transformation of university and community has the potential to create significant entrepreneurial capital in Syracuse and serve as a model for other similar regions.

The proposed approach applies the principles and practice of entrepreneurship through disciplined investment across three interdependent “entrepreneurship clusters,” leveraging the strengths of SU and its partners to address the pressing needs of the region and become the core of the initiative. The three clusters, which will grow out of the demonstrated success of existing projects, will be:

- ***Neighborhood Entrepreneurship*** to create a city in which people want to live and work: using social and public sector entrepreneurship to build communities in which residents are deeply engaged in the success of schools, community organizations, and neighborhood businesses.
- ***Arts Entrepreneurship*** to create a vibrant region that is attractive to diverse populations: advancing the arts and integrating art into all aspects of the community's life by providing resources and skills to make the arts community self-sustaining for the long-term.
- ***Technology Entrepreneurship*** to enable significant job growth: investing in the most traditional form of entrepreneurship—the transformation of ideas into opportunities through the creation of growth-oriented start-up companies—to build on the other two elements by making the region attractive to smart, diverse business people and enabling them to attract and retain a highly educated workforce.

### ***Scholarship in Action Campaign***

The University is currently gearing-up for a major *Scholarship in Action* campaign that will provide the firm financial foundation we need to continue to create and sustain interdisciplinary educational programs and scholarly research and connect them to the public arena. Building on this firm foundation, the University will focus its energies and resources on three key areas:

- Faculty excellence/scholarly distinction—making the most of intellectual capital and resources;
- Access initiatives for enterprising students—bringing a rich pool of talent to the University through open access to students from a wide array of backgrounds;
- Engagement with the World—extending our reach through active involvement in the community and around the globe.

#### ***4. Are there systematic campus-wide assessment or recording mechanisms to evaluate and/or track institutional engagement in the community?***

**YES:** CPCS conducts formative and summative evaluations, using such quantitative and qualitative methods as survey instruments, focus groups, and document review with students in community-based service learning courses; faculty who incorporate community-based learning in the courses CPCS manages; and our community partners (Upcraft, L. & Schuh, J. 1996). CPCS collects data for all of its programs, including community-based service learning, literacy initiatives, leadership interns, and co-curricular placements.

In addition to the above noted observational assessment, the Office of Government and Community Relations (GCR) administers surveys after each of its major events, such as State Symposium Day, Local Government Relations Day, and Student Lobby Day. This feedback is used in future programming. For example, in recent years, participants in Local Government Relations Day indicated they would like to know more about Athletics and the Carrier Dome. The 2006 event was focused on the 25th Anniversary of the Carrier Dome and included a tour and presentation by Head Football Coach Greg Robinson and Senior Associate Athletic Director Rob Edson. Similarly, Student Lobby Day has undergone several changes over the years in order to best serve the needs of the students. GCR frequently serves as a partner in many activities with the Office of Off-Campus Student Services, which also administers surveys to its constituents in order to continuously improve its programming. In 2006-07, GCR hopes to work with a Maxwell student intern to design, administer, and evaluate a satisfaction survey for its constituents in order to adapt to changing needs.

#### ***4a. Are course-level data used for improving courses?***

**YES:** All course-level data are used to improve courses. The following two examples show how this information is used relative to community-based service learning and research courses.

- CPCS uses course-level data for improving the community-based service experiences in courses, including: clarifying service options; scheduling; creating and improving our geographic and demographic orientation for students; reviewing the number of hours of service required relative to other course requirements and course learning outcomes or learning objectives; and reviewing the expectations of the community sites. CPCS also makes suggestions to faculty about literature and different types of reflection options that would be compatible with the multiple and diverse courses based on past experiences of practitioners and new literature/research on the pedagogy.

- The Public Affairs program reviews its evaluations each semester and uses the data for course improvement. The measurement of learning outcomes for the Policy Studies Major is accomplished through a comprehensive approach that looks at both quantitative and qualitative data. Because the learning outcomes implicit in the mission statement have to do with the acquisition of professional competencies rather than the accumulation of a specific knowledge set, direct objective measures are difficult to generate. Therefore, the quantitative data are indirect measures collected on student and alumni perceptions of the value of their coursework and of the program as a whole with respect to eight learning outcomes.

4b. *Does the institution use the data from any of the tracking mechanisms?*

**YES:** CPCS uses the data to help manage the community placements based on information gathered about supervision, how programs and volunteers are managed, ability of sites to respond to students and faculty members who need consistent feedback in order to complete projects, and ability of University to respond to community partners. When issues arise relative to these areas, CPCS gathers information to clarify what the issues are and works with the sites to determine their capacity to host and manage students, thereby making sure the placements are working for both the community partners and the students. CPCS keeps track of the data to calculate the number of hours of service students and faculty members provide, as well as the nature of the work and projects to make sure the collaborations are truly reciprocal and meet the needs of students, faculty members, and the community. The data are often used to develop new programs, such as our mentoring programs at Huntington and Blodgett schools and tutoring programs at Faith Hope Center and Big Brothers Big Sisters after-school programs.

5. *Is community engagement defined and planned for in the strategic plans of the institution?*

**YES:** Syracuse University's 11 undergraduate and graduate schools and colleges and continuing education programs are aligned with the institution's vision of *Scholarship in Action* through community engagement. The Vice Chancellor/Provost holds the deans accountable for integrating service learning and community engagement into their curricula development and research activities, and it is a required key component of their annual reports. In addition, the deans share their strategic plans for advancing service learning and community engagement in their individual school or college at the annual Chancellor's Administrative Retreat in the Adirondacks, which is held before the start of the new academic year.

6. *Does the institution provide professional development support for faculty and/or staff who engage with the community?*

**YES:** Syracuse University provides professional development support for faculty and/or staff members who engage with the community through programs offered by the Center for Support of Teaching and Learning (CSTL). Examples of CSTL programs are: the *Gateway Focus on Teaching Luncheons* and the *CSTL Workshops: Motivating Students for Learning*. The Future Professoriate Program (FPP), which was started in 1991 with funding from the Foundation for the Improvement of Secondary Education and The Pew Charitable Trust, also helps prepare graduate students for the range of responsibilities they will assume as future members of the professoriate, including community-based service learning and research. CPCS has worked with both of these programs offering workshops in collaboration with CSTL and working on a publication for the FPP program on community-based service learning pedagogy.

CSTL has provided workshops on: *Documenting Scholarship in Action in the Teaching Portfolio*; *Cross-Disciplinary Teaching*; and *Teaching Controversial Issues in the Classroom*, which are all important aspects of the scholarship of engagement. CPCS has partnered with CSTL to present workshops on: *Service Learning Risk and Liability*, *Reflecting on Service Learning Pedagogy* and *Tapping into Local Resources: Extending the Classroom*. Additionally, SU provides support for faculty and/or staff members to attend regional and national conferences, such as those sponsored by the American Association of Colleges and Universities, National Society for Experiential Education, Campus Compact and New York Campus Compact, and the former American Association for Higher Education Faculty Roles and Rewards, that include presentations and workshops on the different aspects and challenges of engaging with the community.

7. *Does the community have a “voice” or role in institutional or departmental planning for community engagement?*

**YES:** The Syracuse community plays a significant role in planning community engagement programs at the highest levels of the University—from membership on the Middle States Accreditation Study Committee Team to sitting on the boards of directors of cultural organizations. For example, Syracuse Stage, a nonprofit professional theater company founded by SU in 1973, is a unique partnership that gives community members a voice in shaping the direction of an important regional cultural resource. The Stage’s board of director’s is a mix of university and community leaders who work together to nurture a symbiotic relationship between the academic and professional sides of the theater complex and the community. Also, the Community Folk Art Center—under the auspices of SU’s Department of African American Studies—draws upon the expertise of faculty and community members to develop, promote, and showcase the artistic talents of the African American and Hispanic communities through art, theater, and dance.

There is also a significant community voice in the University’s research activities that have an economic development objective—community technology leaders are actively engaged on advisory boards that steer overall directions of research centers. Two such examples are the Syracuse University Center for Advanced Technology in Computer Applications and Software Engineering (CASE) and the Center of Excellence for Environmental and Energy Systems located in downtown Syracuse.

Community members also play a leading role in shaping the direction of the Mary Ann Shaw Center for Public and Community Service. Since 1994, CPCS has hosted an Annual Community Partners Meeting, which has grown from approximately four to six community attendees to more than 70 at their spring 2006 meeting. The center works closely with nearly 100 of the 300 local nonprofit agencies. Community partners have helped CPCS plan and develop programs since its inception and before it was even officially opened. For example, in 1993-94 the Franklin Magnet School for the Arts asked SU for assistance with tutoring their under-performing students and began meeting with the CPCS director, members of the School of Education faculty, representative from the Chancellor’s Office, and Franklin School teachers and administrators to develop the Franklin Tutoring Model for Emergent Readers. The tutoring program that grew out of this collaboration is still the basic model for all CPCS literacy initiatives today.

The Syracuse Volunteer Center, now part of the United Way of Central New York, worked in close partnership with the University in developing CPCS. The United Way remains one of SU’s most loyal and active partners today, as evidenced by the development of the Earned Income Tax Credit (EITC) project implemented in 2006, in which the United Way, SU, and members of the Syracuse Hunger Project worked together to provide free EITC tax preparation for local eligible citizens. CPCS collects data each semester from community partners through an evaluation survey and meets regularly with them to explore issues important to all stakeholders in university-community partnerships.



CPCS assistant director for service learning is a member of the Syracuse/Onondaga County Association of Volunteer Services (AVS), a national organization with regional affiliates that brings volunteer coordinators together to address common issues. This group meets once a month, providing CPCS the opportunity to stay in close touch with many of its community partners who are AVS members. Community partners provide professional advice to CPCS and SU staff and students by providing in-service training, small group meetings, and classroom presentations throughout the academic year.

SU community partners helped design such courses as Geography/Architecture/Women's Study 500: boundaries in Syracuse: a co-developed and co-taught community-based course that involved participation of community partners from the Community Folk Art Center, Home Headquarters, Planned Parenthood, the Northside CYO Refugee Resettlement Program, and the LGBT Resource Center on campus; and Human Services and Health Professions (HSHP) 400/600: Health in the Real World: From Classroom to Community: co-developed and co-taught with community partners from the Syracuse Community Health Center. Both courses, which required several months to develop, involved community partners in every step of the development process. Students in both courses worked in teams under the supervision of the community partners to address real community problems. Community partners were also involved in the evaluation of the students' work, which in the case of GEO/ARC/WSP was presented at a public forum.

The Office of Engagement Initiatives considers involvement and input from the community a high priority. For example, it hosted five public sessions for input on the Connective Corridor project, with 350 people participating in conceptual brainstorming sessions. Participants included community agencies, individuals, high school students, business leaders, government and public officials, and state and public agency employees. The office also held sessions for the neighborhood associations that will be impacted by the project. The South Side Initiatives is directed by a community coalition—the approach is taking input directly from families, local businesses, and residents—not the agencies that represent them. One outcome is a first-time Arts and Music Festival presented on the South Side of Syracuse in mid-July.

The Office of Government and Community Relations (GCR) hosts and participates in many groups that reflect community voice and input. Through these interactions, GCR is able to assess the level of satisfaction within the community about SU's community engagement practices. Also, *Community Connections*, a newsletter produced jointly by GCR and the Office of Off-Campus Student Services, incorporates subject matter of importance to the community.

## OPTIONAL DOCUMENTATION

2. *Do the institutional policies for promotion and tenure reward the scholarship of community engagement?* As described in 2a below, this is a high priority for the institution, but the longstanding practice is that public scholarship and community engagement are rewarded on an *ad hoc* basis in individual schools and colleges.
- 2a. *If no, is there work in progress to revise the promotion and tenure guidelines to reward the scholarship of community engagement?*

**YES:** The Vice Chancellor and Provost, the University Senate (led by its Academic Affairs Committee), and the Associate Provost for Academic Administration began working diligently last year to develop University-wide criteria that will clearly mark the scholarship of public engagement as a path toward faculty promotion and tenure. Several schools and colleges at SU already have unit-specific criteria, and these guidelines and national best practices are guiding the development of these all-University criteria. As well, Syracuse faculty members are currently being promoted and tenured who

have emphasized the scholarship of community engagement. We are hopeful that new tenure and promotion criteria will be in place across the University by the end of the current academic year. SU is moving strongly in this direction because it is consistent with our vision, and we are aided by the national leadership demonstrated by our Chancellor, Nancy Cantor, on this issue.

Dr. Cantor is currently national co-chair of the “tenure team” of Imagining America: Artists and Scholars in Public Life. Imagining America is a consortium of 70+ colleges and universities who have come together to build a national community of public scholars to research the scope and practices of public scholarship, create models of program infrastructure, make new scholarship visible and audible, establish platforms for civic conversation, carry out strategic educational and policy initiatives, and forge regional alliances. Syracuse University was recently selected to be Imagining America’s next host institution beginning in 2007. We consider it an honor and a privilege to be given this opportunity to take the lead in raising the level of consciousness about the creative campus.

The purpose of Imagining America’s tenure team is to develop policies and processes that appropriately value public scholarship and engaged artistic creation in the cultural disciplines. The following excerpts are from an article written by tenure team co-chairs Nancy Cantor, Chancellor and President of Syracuse University and Steven D. Lavine, President of the California Institute of the Arts.

### ***Taking Public Scholarship Seriously***

by Nancy Cantor and Steven D. Lavine (*The Chronicle of Higher Education*, June 9, 2006)

Scholars and artists at colleges and universities are increasingly engaging in public scholarship. Leaving their campuses to collaborate with their communities, they explore such multidisciplinary issues as citizenship and patriotism, ethnicity and language, space and place, and the cultural dimensions of health and religion. They are creating innovative methods and vocabularies for scholarship using cutting-edge technology, pursuing novel kinds of creative work, and integrating research with adventurous new teaching strategies. But will those faculty members be promoted and rewarded at tenure time for their efforts?

Today’s system of tenure and promotion extracts a high price. It is costly to communities, as it deprives them of relationships with educational partners. It is costly to faculty artists and scholars who find it difficult to make their public and community-based intellectual and artistic work count at tenure time. And it is costly to students looking to the curriculum for opportunities for significant public work.

We higher-education leaders claim that we want creative scholars who are also committed to the public good. We brag about the fabulous work of our engaged faculty, whose ranks frequently include professors of color and women in underrepresented fields—just the kinds of scholars we’d like to attract and keep. But often that engagement is not what gets them promoted.

Surely the gap between praise and reward is not inevitable. To encourage top-notch scholarship that contributes to public purposes, and to attract and keep a diverse faculty, we should look hard at the culture of the academic workplace and reconsider what constitutes excellence at tenure time. We need to develop flexible but clear guidelines for recognizing and rewarding public scholarship and artistic production.

### 3. ***Do students have a “voice” or leadership role in community engagement?***

**YES:** CPCS was created as a living, learning laboratory to give students a “voice” through a variety of leadership roles in community-based engagement initiatives. In particular, the CPCS Leadership Intern Program gives students the opportunity to practice “in role,” in the real world where “effective leaders can be observed first hand (Thomas Ehrlich; 2006). In academic year 2005-06, 21 SU students were given the opportunity as CPCS Leadership Interns to build on their leadership skills by working on “real world” problems that involved planning, organizing, and implementing programs, and

developing effective written and oral communication skills. These opportunities include significant reciprocal collaborative work that requires patience, understanding, organization, and a solid knowledge base—all essential components of *Scholarship in Action*.

Students also play a significant leadership role in community engagement through the Division of Student Affairs. Examples of some student leadership opportunities include:

- CPCS Leadership Intern program, begun in 1995, helps students develop time management and professional skills while learning through real community-based problem solving;
- SU Literacy Corps Council, the student-run leadership team for the SU Literacy Corps;
- Students were instrumental in SU being selected for recognition in the *Princeton Review* and Campus Compact 2005 *Colleges with a Conscience* publication;
- SU students have participated in the New York Campus Compact (NYCC) Student Conferences in 2002 and 2005, giving them an opportunity to share their community engagement experiences with students throughout the state and to begin developing a state-wide student initiative under NYCC to advance the community agenda through student initiatives;
- Serving on the Chancellor's Awards for Public Service (CAPS) selection committee;
- Developing Hendricks Chapel's Students Offering Services (SOS) in 1994 and the SU Volunteer Organization;
- Being involved in all aspects of CPCS program development, including such new courses and programs as the Community Geographer, the Community Design Center in the School of Architecture and Earned Income Tax Credit project in the Whitman School of Management;
- A CPCS Leadership Intern developed the Balancing the Books Tutoring Program at the Huntington School, wrote the original grant application which was funded, and set up the program so that it continues today to be administered by a Whitman School of Management student;
- The CPCS transportation system is run by two student Leadership Interns who manage three vans, 13 to 15 van drivers, and provide, on average, close to 9,000 transports per academic year;
- Students created the SU/ESF Habitat for Humanity student organization in the mid 1990s, which continues today.

Another example of students having a voice in community engagement is the Orange Seeds program, which was started as a Special Project of the Cabinet of the Syracuse University Student Government Association. A diverse committee of dedicated students and staff worked to develop the program by building on the FISH AIDES program at Texas A&M University. By adding similar elements and examining the culture of Syracuse University, the result was a student run and staff supported first-year student program. GCR has worked with Orange Seeds for the past two years in planning and organizing The Big Event by connecting with local neighborhood organizations and community groups to develop service projects.

The Big Event is now an SU tradition of hard working, dedicated volunteers committed to the welfare of the Syracuse area. The Big Event forges new relationships and acquaints Syracuse University with numerous admirable and essential community organizations. This initiative also develops a strong sense of community as well as supports the charge presented by our Chancellor, Nancy Cantor, to "Explore the Soul of Syracuse." The Big Event has been an historic and unique effort that established SU as the centerpiece of progress in the Syracuse area through the amazing gift of giving back.

## PART II: CATEGORIES OF COMMUNITY ENGAGEMENT

### CURRICULAR ENGAGEMENT

1a. *Does the Institution have a definition and a process for identifying service learning (community-based learning) courses?*

**YES:** Courses in which the community work addresses real community-identified needs, involves reciprocal relationships with the community partners, includes reflective components, and offers opportunities to experience diversity, are identified as community-based service learning/research courses. If a course meets all of these criteria, it will be included on the CPCS list of service learning courses. CPCS continues to explore the possibility of some type of designation of community-based service learning/research courses in the official University course catalogue in order to make this information more easily accessible for students and faculty. However, in the interim, CPCS will continue to compile a course list for its web site, as it has done for the past 10 years. The list is compiled once a year in August so that it can be posted before the beginning of the fall semester. Inevitably there are some courses that do not get included and others that are on the list but may not be available. In addition, some individual departments do designate courses on their web sites that have a community-based learning component.

The Mary Ann Shaw Center for Public and Community Service (CPCS) has a series of pages on its web site that define service learning at Syracuse University; provide the list of SU courses, grouped by college, which include a community-based component; describe the CPCS community placement process; provide information about transportation and community partners; and, most importantly, include several pages on resources for faculty who are planning to develop community-based learning components for their courses. Resources include designing the service learning experience, answers to frequently asked questions, and ideas about incorporating reflection into students' service learning experience. CPCS also provides hard-copy resources, including community orientation material, maps, forms, articles, literature, and professional consultation for any faculty or staff members who are interested in integrating community-based learning into their curriculum and/or research.

1b. *How many formal for credit courses (Service Learning, Community Based Learning, etc.) were offered in the most recent academic year?*

During the 2005-06 academic year, SU offered approximately 200 community-based service learning formal for-credit courses—15 percent of the total number of courses. Since SU is such a complex and decentralized organization, this number is based on a series of snapshots that represent the depth and breadth of SU's engagement initiatives from data collected by CPCS through such existing informational systems as college, program and departmental annual reports; institutional reports; document review; and individual interviews with faculty, students, staff, and community partners. Additionally, CPCS collects data throughout the year from faculty, students, and community partners.

Although SU does not have a mechanism to collect the all-University engagement information annually, during academic year 2004-05, the Center for Support of Teaching and Learning (CSTL) did conduct a Public Engagement Inventory to gather information that was important to our new Chancellor's inaugural year conversation—*Exploring the Soul of Syracuse*. The self-reported survey, where engagement was defined as partnerships and collaborations that addressed critical societal issues both here and abroad, provided results indicating that 363 faculty and 129 staff members engaged in 504 projects,

1c. *How many are represented by those courses?*

There were 53 departments represented by our formal for-credit community-based service learning courses during academic year 2005-06. This number represents 68.8 percent of the 77 academic departments at SU.

1d. *How many faculty taught Service Learning or Community Based Learning courses in the most recent academic year?*

Approximately 320 faculty members taught service learning or community-based learning courses during academic year 2005-06. This number—which represents 23.3 percent of the 1,373 full-time, part-time, and adjunct faculty at SU—takes into account that several of these courses have multiple sections, some are co-taught, and some are taught by a variety of faculty in different semesters.

1e. *How many students participated in Service Learning or Community Based Learning courses in the most recent academic year?*

Approximately 2,500 students participated in community-based service learning courses, projects, or placements. This number represents nearly 13 percent of the total SU student population of 18,734 full- and part-time graduate and undergraduate students.

2a. *Are there institutional or departmental (disciplinary) learning outcomes for students' curricular engagement?*

**YES:** All course syllabi at SU explicitly state learning outcomes for students' curricular engagement. The following are a few examples of the learning outcomes for community-based service learning programs and courses.

- The Public Affairs Program—apply problem solving to societal problems; understand the implementation of public policy; gather information in a variety of ways.
- CAS Seminar in Service Learning—expose students to basic issues surrounding service learning in today's society by using service experiences as a context for discussion and reflection. Students will develop a variety of transferable academic skills including problem solving, critical thinking, spoken and written communication, interactive reading and applied ethics.
- ART 500: Art in the Community—gain an understanding of recent practices in community art; research artists' projects that have a relation to the community; develop a participatory art practice.
- The Writing Program—determine how the community influences its members to learn and communicate; how your past communities have helped you evolve your literacy; apply critical reading skills to analyzing print from diverse sources.
- Architecture 500/Geography 500/Women's Studies 500 boundaries in Syracuse: gender, architecture, geography—determine what boundaries are at work in city residents' lives that inhibit/enable mobility; how our identities influence our engagement with the city; what role governments play in cities.
- SOC 400: Sociology of Childhood—gain a clear idea of the social nature of childhood; how to construct a critical analysis of issues and problems facing children today.



2b. *Are those outcomes systematically assessed?*

**YES:** For the specific examples described above, all outcomes are systematically assessed through survey instruments, document review, interviews, presentations, evaluation of grades, observations of students' achievements, and, in some cases, such as public affairs, feedback is solicited from alumni in the field. The assessment results are used to improve/modify/amend and sometimes eliminate the learning experiences for the students. All courses administered by CPCS, some of which are included above, receive input from their community partners based on observations of what they believe the students have learned.

3a. *Is community engagement integrated into the following curricular activities?*

**Student Research:** community engagement is integrated into student research in multiple ways across the University. The following are examples of a few of these opportunities.

- Students in the architecture course, *Resurfacing Upstate*, created a multi-cultural interpretation of Upstate New York. They produced a CD-Rom that included multimedia presentations based on their individual research into the geo-economic features of the region. The research ranged from the balanced domain of the Haudenosaune to the overcrowded parking lot of a Mohawk Valley Wal-Mart, probing both the time and places occupied by the cities of Albany, Utica, Rome, Syracuse, and Buffalo. The project and the research product will help students change how they think about the design process and help them question traditional forms of architectural representation.
- Students in two *Writing 205 Critical Research and Writing Studios* explored health and relationships using their research to write articles about childhood obesity and losing weight without dieting. Several of these articles were published in the April and subsequent issues of *In Good Health*, Wagner Dotto, editor and publisher.
- Students in an environmental engineering course in the L.C. Smith College of Engineering and Computer Science, collect water samples and data on the condition of Central New York's waterways. They analyze the samples and data, which have been collected remotely on the region's lakes and tributaries, then share this knowledge with the public by posting it on a web site that is intended to be useful for both scientists and the general public. The web site, [www.ourlakes.org](http://www.ourlakes.org), includes details on the parameters that are measured, how these parameters are measured, and suggestions on how the measurements may be interpreted and utilized by all stakeholders.
- The Community Benchmarks Program (CBP), an undergraduate program in the Department of Public Affairs in the Maxwell School, provides research support to local governments and non-profits using comparative measures as part of a continuous improvement effort. In spring 2006, the CBP class produced a report for Centro regarding public transportation in the city of Syracuse, specifically collecting data on 120 bus stops. In collaboration with Centro and the SU Community Geographer, the students presented a report, which included maps, photographs, and data analysis, to a large public audience consisting of local residents, city officials, members of Centro, as well as the Community Geographer's steering committee. This report is the first phase of an ongoing community evaluation of public transportation challenges and exploration of possible solutions.
- HNR 360: *Building with a Conscience: The Synergies of Historic Preservation and Sustainable Design*, was co-taught by Professors Gary Radke, Fine Arts in the College of Arts and Sciences, and Eletta Callahan, Management-Law and Public Policy, Whitman School of Management. This course was developed to explore the relationship between preservation of the natural and built environments by identifying commonalities and tensions. Students became familiar with basic concepts of historic preservation and sustainable design, learned and applied archival and

oral history skills as well as practices that increased organizational energy and resource efficiency. Students participating in this course engaged in a meaningful and mutually productive relationship with Grace Episcopal Church and its community, located in Syracuse, as well as drafted a LEED (Leadership in Energy and Environmental Design) rating system for renovation of historic buildings. A significant portion of class time was devoted to discussing and formulating their research for eventual presentation to the church congregation, which took place in April 2006. Based on the class experience with this project, the students developed the LEED rating system for the renovation of historic buildings in general. As a result, the course required class preparation and participation, contribution to written and oral presentations and individual papers based on community-based research.

**Student Leadership:** Student leadership across campus, curricular and co-curricular, integrates community engagement in numerous ways. The following are three examples of these opportunities.

- **Public Affairs 400: Urban Education Policy Implementation** (Skills for Success) provides a unique leadership opportunity for students. In fall 2005, SU undergraduate students planned a training and challenge event organized around 10 skills as described in *Ten Things Employers Want You to Learn in College*, by SU Professor William Coplin. In spring 2006, SU students conducted a series of informational meetings to recruit city youths ages 14 to 19 years old to participate in the challenge event and coached them on the skill sets needed to qualify for the competition. Of the 53 registrants, 48 qualified to compete. The 20 SU students in the course completed 50 service hours each as part of the course requirement. Participants received monetary awards provided by external funding. The program/course was so successful, that the participants and SU students agreed to continue this competition experience next year.
- **CPCS Leadership Intern Program** provides leadership opportunities for students, such as the mentoring programs Balancing the Books (BTB) in the Whitman School of Management and the Syracuse Research Corporation Program (SRC) in the L. C. Smith College of Engineering and Computer Science. In developing both programs, as well as continuing to enhance their impact and effectiveness, the Leadership Interns created training manuals and materials, which involved doing considerable research and working in collaboration with SU and community consultants. The interns recruit, train and manage other SU students participating in these two programs as part of their colleges' community service graduation requirements. They also evaluate the programs and participate in writing grants that continue to provide financial support for these two programs. All CPCS programs, including community-based service learning and research, CPCS Literacy Initiatives, and the CPCS transportation system are developed, implemented, managed, and evaluated by Leadership Interns under the supervision of the center's professional staff.
- **Office of Residence Life (ORL) Leadership Initiative Program** provides support and structure for students to develop their leadership skills by working together to make positive changes in society through participation with the ORL Leadership Committee or the Residence Hall Association (RHA). Students are trained in the Social Change Model of Leadership Development, created by Helen S. and Alexander W. Astin for the Higher Education Research Institute at the University of California, Los Angeles. Students participate in this initiative through the GOLD class, special events or student organizations sponsored by the initiative. Examples of leadership events designed by the Leadership Team in 2005-06 are: *Leadership Day*, a conference-style day on leadership that includes programs, workshops, and a keynote address; *Fall and Spring Week of Service*, working with community organizations to address the issues of hunger and homelessness in Syracuse; and the *Leadership Retreat, The Summit*, a full-day leadership retreat for new members of the executive board of the larger student organizations.

**Internships:** The following three examples are representative of the many community engagement internship opportunities available to SU students.

- SU's Community Geographer (CG) serves as a resource to community groups, social service agencies, faith-based agencies, and nonprofit organizations in the greater Syracuse area that would like to use geographic information systems (GIS) to address a community concern regarding resources or technical capacity. The CG assists with geographic data creation, collection, and management toward the goal of increasing public access to digital spatial data as an important part of community problem solving. Both the community and the University support this new position in the Maxwell School's geography department. Student interns working with the CG are exposed to some of the most exciting engagement opportunities the University has to offer. This coming academic year, for example, one of our interns will work with the CG on a project for a local nonprofit organization, Family Ties Network, Inc., to better meet the needs of youth and to increase the effectiveness and reduce the duplication of community services. The intern will coordinate and manage the youth services data collection through a youth assets survey, conduct a literature review on perceptions of service accessibility by directing focus groups with Syracuse youth, assist with mental mapping, and help utilize the results. This is part of a larger mapping project of Syracuse youth organizations.
- The executive director of the United Way of Central New York teaches Maxwell's PAF 410: Government and Nonprofit Public Service Practicum. Besides classroom instruction, students study and observe the public policy process through a required semester-long 90-hour internship in a government or nonprofit site, concentrating on strategies for policy implementation. In addition to performing duties for the internship client, students are required to develop a detailed lobbying strategy to acquire funding from a government source for a purpose that is important to the client. In 2005-06, 36 students provided 2,405 hours of service to 25 nonprofit organizations and government agencies.
- The Syracuse University Internship Program (SUIP) provides a well-established and successful model and mechanism for students to arrange for-credit internships at both public and private sites, including internships that integrate engagement through community-based learning. One of the most exciting and award-winning internships is the Assembly Intern Program in Albany. This internship offers students the opportunity to work full time in the New York State Assembly from January to May. Students work for legislators and take courses on New York state politics taught in Albany by an SU political science professor, as well as faculty from other universities. Additionally, the International Relations Program offers a 15-credit program to shadow and assist the bureaucrats, interest group representatives, and politicians in Washington, D.C.

**Studies Abroad:** Syracuse University's study abroad tradition dates back to 1919. Today, SU has academic centers in Beijing, England, France, Hong Kong, Italy and Spain, all of which are overseen by a faculty director, administrators, and host-country staff. All SU Centers abroad, with the exception of the newest one in Beijing, offer engagement opportunities through community-based service learning and internships.

- Students studying in Madrid have the option of engaging in community-based service learning through *PAF 400: Practicum in Public Policy*, or through an optional service component that allows students to apply course theory directly to practice through one of 11 other courses, such as anthropology, creative writing, or world religions. Students work at grammar schools, programs of the Catholic Church, at the Center for Abused Children, the Children's Hospital, or the Women's Foundation. Over the years, a number of CPCS Leadership Interns studying in Madrid have assisted the center in developing, implementing, and evaluating its service learning program.

- Students studying in London can participate in community-based service learning through *PAF 400.1: Comparative Public Policy in Practice*, and work at such sites as: Carilla, helping Spanish-speaking refugees; Notting Hill Housing Trust, helping clients find affordable housing; Holland Park Environment Centre, developing and presenting educational programs at the Centre; and the African Family Trust, helping with family development programs such as writing grant proposals to support immigrants from Africa in adjusting to British culture. As one of the SU political science majors reflected this past year, “*You can contribute to your community while you learn,*” in response to the successful grant proposal she wrote for the African Family Trust resulting in a \$3,000 grant to the agency for workshops, art contests, and publications for new African immigrants.
- The SU study center in Florence (SUF) actively embraces creative ways to apply the combined energy and talents of students, faculty, and staff in ways that contribute to a mutual and active cultural exchange with their host city and its people. Over the past few years, SUF has established important relationships with the Florence Opera House, the Meyer Children’s Hospital of Florence, the City of Florence, and the City of Lamezia Terme. Along with these more traditional culturally-based community service experiences, the *Mafia Round Table Conference* was developed this year. The impact of the capture of Mafia boss Bernardo Provenzano one day prior to the conference resulted in a standing-room only crowd of citizens from Lamerzia, a town severely affected by organized crime, who were eager to discuss their views with former Italian anti-Mafia Attorney General Pier Luigi Vigna as part of the round table discussion at the conference. As a result, SUF students were invited to participate in meetings and cultural exchanges with southern Italian university students that will hopefully lead to a long and fruitful collaboration between SUF, the Tuscan Region, and the anti-Mafia movements and universities of southern Italy.

3b. *Has community engagement been integrated with curriculum on an institution-wide basis?*

**YES:** Syracuse University is such a complex and decentralized organization that it does not have institution-wide community engagement requirements, per se, related to core courses, capstone, or graduate studies. However, all schools, colleges, and academic programs at SU are integrating community engagement into their curricula based on their specific requirements for majors, degrees, certificate programs, and other certifications. For example, community engagement has been integrated into capstone courses in:

- The Renée Crown Honors Program through its thesis process;
- The undergraduate Public Affairs Program in the Maxwell School;
- The Masters in Public Administration Program (MPA) in the Maxwell School;
- Undergraduate and graduate programs in Child and Family Studies, Social Work, Wellness, Marriage and Family Counseling in the College of Human Services and Health Professions (HSHP);
- Undergraduate and graduate degree programs in the School of Education (SOE), College of Information Studies (IST), and the Whitman School of Management;
- The School of Architecture through its fifth year thesis; and
- The undergraduate programs in multiple departments in the College of Arts and Sciences.

Similarly, although SU does not have a first year community engagement sequence, it is well integrated into the First Year Experience through a variety of offerings and opportunities, beginning with Opening Weekend and continuing throughout the year:

- Most of the first year Learning Communities integrate community engagement either through community-based service learning classes, community service experiences, or the Learning Community Activities Board;
- Freshman Forum classes conducted by individual colleges and numerous freshman classes, such as PAF 101/109, WRT 105/109, ANT 121, and SOL 100/300;
- Renée Crown Honors Program through the Civic Engagement requirement; and
- The Syracuse Symposium in the College of Arts and Sciences, which in 2005-06 was called “Borders,” explored ways in which borders of all types impact humankind socially, politically, culturally, artistically, intellectually, and personally.

4. *Are there examples of faculty scholarship associated with their curricular engagement achievements?*

**YES:** The full range of faculty scholarship associated with curricular engagement at Syracuse University is quite extensive. At a research university such as SU, engaged scholarship—defined as the integration of the principles of engagement with the standards of scholarship—means expanding the knowledge base through practical application of new knowledge that addresses critical social issues. “This type of scholarship engages faculty in academically relevant work that simultaneously fulfills the campus mission and goals as well as community needs,” and is integrative across teaching, research, and service (*National Review for the Scholarship of Engagement*, 2000). The following examples are illustrative of engaged scholarship currently under way at Syracuse.

- **Charles Driscoll**, University Professor in the L.C. Smith College of Engineering and Computer Science (ECS) and director of the Center for Environmental Systems Engineering in the Department of Civil and Environmental Engineering, is one of the top 250 most highly cited researchers in environmental science and engineering. Dr. Driscoll’s principal research focus is on the response of forest, aquatic, and coastal ecosystems to disturbances, including air pollution (acid rain), land use change, and elevated inputs of nutrients and mercury. He has authored or co-authored more than 250 peer-reviewed articles and had more than 70 funded research projects. He is currently the principal investigator of the National Science Foundation’s Long-Term Ecological Research project at the Hubbard Brook Experimental Forest, NH. Dr. Driscoll’s research is important to the local community and public policy makers because of its significance to the environmental and economic health of the local region. He shares this knowledge with students in the classroom, laboratory, and in the field, as well as in print and at important regional conferences.

**Conferences**

“Acid Rain Revisited—Hubbard Brook Research Foundation” presented at Northeastern University’s seminar, Boston, MA, 9 January 2004.

“Acid Rain and the Adirondacks Diagnosis and Prognosis,” presented at Hamilton College’s Department of Chemistry Seminar Series, Clinton, NY, 24 February 2004.

“The Role of Land Use in Regulating of Chemical Inputs to Lake Ontario Watersheds” and “Water Chemistry Patterns in Lake Ontario Embayments,” presented at the International Association for Great Lakes Research Conference, Waterloo, ON, Canada, 26-28, May 2004.

**Selected Publications**

Driscoll, C.T., K.M. Driscoll, K.M. Roy and M.J. Mitchell. 2003. Chemical response of lakes in the Adirondack Region of New York to declines in acidic deposition. *Environ. Sci. Technol.* 37:2036-2042.



Driscoll, C.T., G.B. Lawrence, A.J. Bulger, T.J. Butler, C.S. Cronan, C. Eagar, K.F. Lambert, G.E. Likens, J.L. Stoddard and K.C. Weathers. 2001. Acidic deposition in the northeastern U.S.: sources and inputs, ecosystems effects, and management strategies. *BioScience* 51:180-198.

Driscoll, C., D. Whittall, J. Aber, E. Boyer, M. Castro, C. Cronan, C. Goodale, P. Groffman, C. Hopkinson, K. Lambert, G. Lawrence and S. Ollinger. 2003. Nitrogen pollution in the Northeastern United States: sources, effects and management options. *BioScience* 53:357-374.4

Kamman, N.C., P.M. Lorey, C.T. Driscoll, R. Estabrook, A. Major, B. Pientka and E. Glassford. 2003. Assessment of mercury in waters, sediments, and biota of New Hampshire and Vermont lakes, USA, sampled using a geographically randomized design. *Environ. Toxicol. Chem.* 23:1172-1186.

Houlton, B.Z., C.T. Driscoll, T.J. Fahey, G.E. Likens, P.M. Groffman, E.S. Bernhardt and D.C. Buso. 2003. Nitrogen dynamics in ice storm damaged forest ecosystems: implications for nitrogen limitation theory. *Ecosystems* 6:431-443.

Dr. Driscoll also shares his considerable knowledge and expertise by serving on numerous local /regional boards and organizations such as the Upstate Freshwater Institute and the Onondaga Lake Advisory Committee; by working with educational/funding organizations such as the National Academy of Sciences Panel on Processes; working with such international organizations as the International Panel on the Role of Atmospheric Nitrogen Deposition in Surface Water; and as the U.S. Representative to the United Nations/European Economic Community Workshop of Critical Loads of Sulfur and Nitrogen. Clearly, Dr. Driscoll's work reflects his dedication to creating new knowledge that has practical relevance for the public at large, as well as his personal commitment to the values of community, respectful collaboration, and stewardship—the very essence of scholarly engagement.

- **Don Mitchell**, professor of Geography in the Maxwell School of Citizenship and Public Affairs and director of the People's Geography Project, is particularly interested in the theorization and historical study of the production of landscape, particularly as it relates to laborers and the working classes. While the Geography Department has long been a leading center of research and teaching in the areas of historical, cultural, political, and Latin American geography, Dr. Mitchell's work demonstrates the power of the scholarship of engagement as he has, for example, successfully connected his research to the highly successful Syracuse Hunger Project (SHP).

The SHP began in fall 2003 as an initiative of the Samaritan Center, a hot meal program serving the hungry in downtown Syracuse. At that time, all of the hunger-related agencies in the city and surrounding areas were reporting increased demand for emergency food assistance, continued increase in the numbers of free meals and pantry visits, and at many pantries, a sense that the assistance available was running close to the exhaustion point. Requests for baby formula and diapers continued to go unfilled. At different points, the system seemed to be bumping up against hard limits, and yet there was no complete or commonly available city-wide picture of local hunger.

A view from 50,000 feet was needed, so SU's geography department was invited to join the SHP to help map hunger in the community by adding both technological sophistication and professional expertise to the process of presenting and analyzing the information about hunger that needed to be collected. The geographers who joined the SHP, led by Don Mitchell, were described by this large community group as "...useful people, (who) as a community we would be remiss if we fail(ed) to use the powerful capabilities that they have placed at our disposal."

The following is a brief excerpt from Don Mitchell's introduction to the SHP report, which was presented to the public at an event held in the Maxwell School.

### **The Geography of Hunger**

“We all know that hunger in America has a history. It is a history of race and class, and of inequality. It is a history of depression and recession, of the New Deal and its repeal. It is a history of neighborhood abandonment and the flight of capital. It is a history of votes cast and decisions made. It is the history of heroic charity—and of charity's limits. It is a history of stunted growth, illness, and poor achievement in schools. And it is not just the history of the ‘other America,’ as Michael Harrington called the world of poverty in our midst, it is the history of our America. It is not just the history of the ‘other Syracuse’; it is the history of our Syracuse.”

The success of the SHP resulted in the creation of the Community Geographer's (CG) position at SU that is partially supported by community resources from the Rosamond Gifford Foundation for 2005-06, and the University, and is advised by the CG's Steering Committee made up of SU faculty, students, staff, and community partners. Dr. Mitchell continues to attend the SHP monthly meetings, bringing with him when appropriate, not only other geographers, but also other Maxwell faculty to help this group explore and examine new issues that have inevitably emerged from this study. As you can see from the list of some of his publications, his continued work with the SHP and the CG represents Dr. Mitchell's personal and professional commitment to understanding social issues through spatial analysis in hopes of finding efficiencies and solutions that will improve the community and help those who are in dire need. Dr. Mitchell brings a passion to the classroom and his research around these issues in a way that exemplifies curricular scholarship and the scholarship of engagement.

### **Principal Publications**

On Landscape and Laborers: The Lie of the Land: Migrant Workers and the California Landscape (Minneapolis: University of Minnesota Press, 1996).

“California Living, California Dying: Dead Labor and the Political Economy of Landscape,” in K. Anderson, S. Pile, and N. Thrift (eds.), *Handbook of Cultural Geography* (London: Sage, 2003), 233-248.

“Landscape,” in D. Sibley, D. Atkinson, P. Jackson, and N. Washbourne (eds.), *Critical Concepts in Cultural Geography* (London: I.B. Taurus, forthcoming).

“The Geography of Injustice: Borders and the Continuing Immiseration of California Agricultural Labor in an Era of ‘Free Trade,’” *Richmond Journal of Global Law and Business* (2002).

“The Devil's Arm: Points of Passage, Networks of Violence and the Political Economy of Landscape,” *New Formations* 43 (2001), 44-60.

“The Scales of Justice: Localist Ideology, Large-Scale Production and Agricultural Labor's Geography of Resistance in 1930s California,” in Andrew Herod (ed.), *Organizing the Landscape: Geographical Perspectives on Labor Unionism* (Minneapolis: University of Minnesota Press, 1998).

“Writing the Western: New Western History's Encounter with Landscape,” *Ecumene* 5 (1998): 7-29. *On Public Space, Radical Politics and Marginalized Peoples: The Right to the City: Social Justice and the Fight for Public Space* (New York: Guilford, 2003).

“The Liberalization of Free Speech: Or How Protest is Silenced in Public Space,” *Stanford Agora*, September 2003.

- **Ruth V. Small**, Laura J. and L. Douglas Meredith Professor and director of the School of Information Studies' (IST) nationally-ranked school media program, exemplifies engaged scholarship through her work to help prepare schools and school librarians to understand and access the quickly changing technology in their field. Her work reaches beyond the classroom across the globe through projects such as the Center for Digital Literacy, SU's interdisciplinary, collaborative research and development center dedicated to understanding the impact of information, technology and media literacies on children and adults in today's technology-intensive society. Dr. Small also directs the Preparing Librarians for Urban Schools (PLUS) program, a distance learning program for library service in high need urban schools, such as those in New York City, Binghamton, Rochester, and Syracuse. As the first director of SU's Center for Digital Literacy, Dr. Small directs the Center's collaborations, which include faculty from SU's School of Information Studies, School of Education, and S.I. Newhouse School of Public Communications, and such external partners as the Binghamton, Rochester, and Syracuse City School Districts, Pro-literacy, and By Kids For Kids, helping to foster literacies in a variety of contexts. CDL sponsors a number of exciting annual events and activities, including an annual conference, a distinguished lecture series, and E\*LIT (Enriching Literacy through Information Technology), a program that stimulates the integration of reading and technology for K-12 students. Dr. Small lives the life of an engaged scholar, sharing her knowledge and expertise in Syracuse as a member of the Manlius Pebble Hill School board of trustees; in the region through the Onondaga-Cortland-Madison BOCES (Board of Cooperative Educational Services) School Library System Council; and around the world, through her presentations such as, "S.O.S. for Information Literacy," Librarian-Teacher Collaboration presentation, "Having an IM-PACT on Information Literacy," at the East Asian Regional Conference of Overseas Schools (EARCOS), in Bangkok, Thailand. Some of her publications and presentations are listed below.

### **Recent Publications**

#### **Books**

Small, R. V. (in press). *Having an IM-PACT on Information Literacy: Designing Lessons That Motivate You and Your Students*. New York: Neal Schuman Publishers.

Venkatesh, M. Small, R. V. and Marsden, J. (2003). *Learning-in-Community: Reflections on Practice*. Amsterdam, The Netherlands: Kluwer Publishers.

#### **Book Chapters**

Small, R. V. (2003). "Motivating Students." In S. S. Tice, et al. (Eds.). *University Teaching: A Guide for Graduate Students*. (2nd ed.). Syracuse University Press.

Small, R. V., Ohrazda, C. Revercomb, P. and Spector, J.M. (2003). "Fostering Library Media Specialist-Educational Technologist Collaboration." In M. A. Fitzgerald and R. M. Branch (Eds.). *Educational Media and Technology Yearbook 2003*, Littleton, CO: Libraries Unlimited, Inc.

#### **Journal Articles**

Small, R. V., Zakaria, N. and El-Figuigui, H. (2004 Mar.). Motivational aspects of information literacy skills instruction in community college libraries. *College & Research Libraries*, 65 (2), 96-122.

Small, R. V. (2002 June). Collaboration: Where Does It Begin? *Teacher Librarian*, 29 (5), 8-11.

- **Project Advance** serves as a national model for cooperative education between high schools and colleges, exemplifying engaged scholarship at the programmatic level through its pedagogy workshops. The project began to take shape in 1972 when representatives from seven Syracuse-area high schools asked the University to explore the possibility of developing a program offering college courses to qualified high school seniors as a way to strengthen study skills, increase self-confidence, and provide a sense of direction. After soliciting campus and community input, SU partnered with local high schools to pilot the project as a nonprofit concurrent enrollment program created to train high school instructors to teach college-level courses. A unique pedagogy workshop, Project Advance offers professional development opportunities to participating instructors and their high schools to strengthen the teachers' academic credentials, broaden their command of subject matter, and spark enthusiasm for their work and practice. Initially, only gateway courses in English, writing, and social science were offered. In 2005-06, SU partnered with 148 high schools, involving 680 high school teachers who taught college-level courses in 15 subject areas to more than 7,000 students. Adjunct instructors certified to teach SU courses in their high schools attend one-day seminars twice a year to engage them in ongoing scholarly dialogues.
- **The Writing Program** has been an institutional leader in developing community-based service learning and research, providing opportunities for students to experience community-based learning from their first freshman course through multiple upper-division course options. Students write with, for and about the community, providing resources, helping organizations develop written materials, and developing numerous projects with community partners. One of the most innovative new community partnerships offers students the opportunity to work with the New City Community Press and the Working Group in Public Advocacy to create a web-based archive of historical material that highlights the rhetorical practices enacted by local activists, community organizations and political movements of the region. In March 2006, 30 professional writing instructors and faculty members representing SU attended the Annual Conference on College Composition and Communication (CCCC) in Chicago. The theme of the conference was *Composition in the Center Spaces: Building Community, Culture, Coalitions*. Three SU faculty members presented papers and workshops on: "the Skills of Citizenship: Challenges for Writing Teachers and Administrators;" three others divided their presentations between "Renewal: Building a Coalition of Engaged Scholars;" "New Writing by SWR Authors: Rural Community Activism as Rhetorical Coalition Building;" and "The Individual, the Institution, and The Community: Three Sites for Service-Learning." Faculty presenting at CCCC shared the new knowledge they gained through these experiences and related research with their professional colleagues, thereby enhancing the impact of this work.
- **Learning Through the Lens** is a retrospective exhibition of works created through a Visual and Performing Arts (VPA) course, *Literacy, Community, Photography*. The course was co-taught by SU art history professor Judith Meighan, and art photography professor, Doug DuBois, in collaboration with May Lynn Mahan, an art teacher at Edward Smith Elementary School. The course followed Wendy Ewald's collaborative process, which is based on the idea that children explore their world through imagery and literacy. By putting cameras into fourth- and fifth-grade children's hands, SU students encouraged them to create self-portraits and capture everyday moments of their families and communities. For these children, the guiding set of ideas was family, dreams, the alphabet, and "my favorite part of me." The children explored these ideas through the camera lens and later enriched the imagery with writing. The SU students also photographed custodial staff, school venues, and a few class projects to provide a broader context for the engaging works of art created by the children. The exhibition of more than 80 photographs—currently on display through December 22, 2006 at the Robert B. Menschel Photography Gallery in Syracuse University's Schine Student Center—is free and open to the public.

## OUTREACH AND PARTNERSHIPS

### 1. *Indicate which programs are developed for the community.*

Syracuse University works in partnership with local, national, and international communities to develop programs that provide institutional resources for community use. The following are a few examples of the many programs the University has developed for, and with, the community.

- **South Side Initiatives** represent many new partnerships that have been forged on the city's South Side, an area with untapped potential that has been struggling through a period of economic decline. Activities include: the Genesis Health Project, which works with neighborhood churches to educate congregants about healthier lifestyles in the city's African American community; a campaign that works with local barbershops to educate African American men about prostate cancer and the importance of early screening for the disease; satellite locations for two African American performing and visual arts organizations with ties to the University; a billboard project that partnered SU advertising students with neighborhood teens and an SU artist to create a series of billboards featuring inspiring messages of hope, not drugs and crime. These programs—which look at an entire range of economic, health, education, and safety issues—focus on the direct involvement of residents, citizens, and businesses within the identified geographic area. It does not rely on agencies or the government to represent the residents, who have been closely involved with identifying needs, creating strategies, and implementing solutions from the onset. For example, discussions are currently under way about the possibility of establishing a food-coop, and a summer music festival showcasing and celebrating the talent and culture of the neighborhood was created in such a way as to enable residents to produce the festival themselves in future years—a true educational model leveraging the intellectual capital of the University.
- **South Side Innovation Center (SSIC)** officially opened for business in April 2006. Located in a former carpet showroom on the city's South Side, the center grew out of a broader South Side initiative, the South Side Entrepreneurial Connect Project, which is overseen by the Falcone Center for Entrepreneurship in SU's Martin J. Whitman School of Management. Through the SSIC, the University wants to spur economic growth and revitalize the South Side at a grassroots level. As a business incubator, the SSIC signs tenants who rent professional office space. Services offered to members include providing a business address, access to computer workstations, and mailing and faxing services. Above and beyond those services, the SSIC—through the wealth of knowledge and talent of Whitman School faculty and students—mentors aspiring entrepreneurs and works with them on building the skills necessary to establish and sustain successful businesses. The SSIC also has a program through which entrepreneurs who are still working on building their ventures can become virtual SSIC members. The SSIC is working with the City of Syracuse, the Industrial Development Association, the Metropolitan Development Association and a host of other community development and civic organizations to tap into resources for its tenants and members. Syracuse University earmarked funds to establish the SSIC.
- **Start-Up: Syracuse Entrepreneur's Bootcamp** is sponsored by the Falcone Center for Entrepreneurship in the Martin J. Whitman School of Management. Building from key elements of Syracuse University's program in Entrepreneurship and Emerging Enterprises, the Bootcamp—a program for “dreamers and doers,” —is a series of courses tailored to assist both entrepreneurs and aspiring entrepreneurs to grow ventures with impact. A team of entrepreneurship faculty members and a number of successful entrepreneurs provide a fun and interactive hands-on experience, moving back and forth from introducing ideas and concepts to applying them to new and growing business. Bootcamp participants are exposed to critical concepts, ideas, and approaches that work in creating successful ventures, as well as to common mistakes and pitfalls to avoid.



- **CPCS Literacy Initiatives** are grounded in the SU Literacy Corps (SULC), Syracuse University’s America Reads/Counts program, started in 1997. These literacy initiatives have been developed in response to requests from the community to help meet its literacy needs evidenced by the fact that 51 percent of the adults in Syracuse/Onondaga County are considered to be functionally illiterate (24 percent Level 1 and 27 percent Level 2 on the National Assessment of Adult Literacy survey), and one-third of all children entering kindergarten have not received adequate language experiences to be prepared to begin school. In 2005-06, 254 SULC student tutors from all colleges and class levels, worked at 40 sites throughout the community—including schools and community-based organizations (CBOs)—providing more than 37,000 hours of tutoring/mentoring, to more than 4,800 children. Additionally, under the auspices of CPCS Literacy Initiatives, close to 50 students participate in mentoring programs in the Whitman School of Management, L. C. Smith College of Engineering and Computer Science, MAXPAC graduate student organization in Maxwell, the African Student Union, ARC Start in the School of Architecture, and graduate journalism programs in magazine and photography in the Newhouse School, partnering with schools and CBOs throughout the community.
- **Syracuse Gear-Up:** Gaining Early Awareness and Readiness for Undergraduate Programs (SGUP), a collaborative effort between Syracuse University and the Syracuse City School District (SCSD), is a program designed to increase the graduation rate and college attendance of students from 16 schools in Syracuse. The program will follow this year’s seventh grade students at 11 middle schools through their time in the four Syracuse City High Schools. SGUP is also aligned with community agencies and business partnerships, providing technology at the community sites to be used by Gear-Up students and families for study and career/college search. SGUP business partners include SUNY Upstate Medical University, LeMoyne College, Onondaga Community College, and Partners for Education and Business, a consortium of more than 100 local employers in Central New York, all serving students in their college and career searches. The Gear-Up program will affect nearly 1,800 students and is funded by a \$3.4 million grant from Higher Education Services Corporation (HESC).
- **UC in the Community** (University College, SU’s College of Continuing Education) provides learning opportunities to further personal development or to find ways to become involved in the community through non-credit courses, conferences, workshops, and community service programs. For instance, *Humanistic Studies* offers a variety of interesting, enlightening, and entertaining non-credit courses, lectures, and weekend programs to the community; The *Institute for Retired Professionals* provides opportunities for retired professionals to stay intellectually active, expand interests, and make new acquaintances through meetings featuring guest speakers; The *Onondaga Citizens League* fosters informed public discourse by identifying and studying critical community issues affecting Central New York, developing recommendations for action, and communicating study findings to interested and affected groups; *Thursday Morning Roundtable* is a weekly civic forum bringing together community leaders and experts from a variety of fields to learn about and discuss public issues and problems; *Shadow Day*—co-sponsored by Seymour Magnet School and La Lucha ( a Latino organization for SU students)—brings 5th grade students to campus for a day to experience college life by shadowing SU students; The *Syracuse Citizens Academy*, a 10-week non-credit course co-sponsored by F.O.C.U.S. Greater Syracuse and the City of Syracuse, offers city residents the opportunity to find out how city government works, how to join with city leaders to effect change, and how to create the future of our community.
- **WorkKeys Center** offers a complete spectrum of job analysis, skill assessment, instructional support and training services for employers, job seekers, and students, revolving around the well-known “WorkKeys System” developed by American College Testing (ACT). WorkKeys was



brought to Central New York through the efforts of Syracuse University's former Chancellor, Kenneth A. Shaw, and the Metropolitan Development Association's Director, and was designed to address the specific economic and workforce development goals of the Vision 2010 Plan. The center is housed at SU's University College. To date, more than 4,000 individuals (job seekers, students, and incumbent workers) have been assessed and/or trained using the WorkKeys System, and more than 50 employers have benefited from the project.

- **Everson Teen Art Gallery (ETAG)** is a new collaboration between the Everson Museum of Art and Syracuse University that targets teens, ages 13 to 19 in the Syracuse community (initial target is the Syracuse City School District), to help them understand and value art and visual culture within the frameworks of community, identity, and quality of everyday life. Located in The Warehouse—SU's newly renovated downtown facility—ETAG's goals are to: provide a safe space for teens to experience artistic growth as active members of the Syracuse community; offer a forum for local artists to share their artistic processes with teens; furnish a permanent gallery space to exhibit teen art from the community; introduce teens to careers in the arts and museum management; apply the basic principles of formal art composition to investigate personal, community, and social issues; teach exhibition development skills to teens, including curatorial/ installation, and public relations; learn about contemporary artists, in general, and in particular, from the Everson Museum of Art's permanent collection; share with the public the hidden artistic talent of our community's youth population; and promote a strong understanding of contemporary art, contemporary art making practices, and the development of critical thinking skills through an investigation of diverse media and themes.
- **Syracuse Center of Excellence in Environmental and Energy Systems (COE)** is a federation of more than 70 firms, economic development organizations, and academic and research institutions that creates innovations to improve health, productivity, security, and sustainability in built and urban environments. The roots of the center can be traced to a fertile combination of historical events, including the opening in 1825 of the Erie Canal across Upstate New York, the establishment of Syracuse University in 1870, the invention of modern air conditioning technology in 1903 by Willis H. Carrier, and the relocation of the Carrier Corporation to Syracuse in 1937. Beginning in 1996 with a blueprint for regional development called Vision 2010, the COE has secured awards and commitments of more than \$44 million in state funds and more than \$28 million from federal sources. The COE works closely with multiple joint committees and working groups to pursue collaborative initiatives and projects.

## 2. *Which institutional resources are shared with the community?*

Syracuse shares its wealth of physical and intellectual resources with the community in various ways. The following are just a few of the ways SU is a valuable community and regional resource:

- **Cultural:** Syracuse University shares many cultural experiences with the community. For instance, the University Lectures, which are free and open to the public, bring world-renowned writers, visual and performing artists, journalists, to campus throughout the academic year. Past lectures have featured David McCullough, Joshua Bell, and Salman Rushdie. The upcoming sixth season reflects a diversity of topics and interests: Islamic scholar Khaled Abou El Fadl; political analyst Norman OrNSTein; sculptor Ned Kahn; and classical violinist Midori.

Every year the Pulse program, which brings such nationally renowned artists as Branford Marsalis and Urban Bush Women to the community, offers an increasing number of opportunities for students to experience cultural programs and events both on campus and in the community. In 2005-06, Pulse also fulfilled the promise of its new tag line, "your cultural connection to campus and community" by offering reduced-priced tickets and free events for community partners, such as

the schools in the SU/Syracuse City School District Partnership for a Better Education. Community partners also attend events either free of charge or at reduced prices at the Community Folk Art Center, including artists' receptions and master classes. The Syracuse Opera offers free previews of its performances in the Setnor Auditorium in Crouse College one week prior to each show. These performances, which are promoted by the Syracuse Opera and SU, are very well attended. The College for Visual and Performing Arts (CVPA) offers free performances presented by CVPA faculty, students, and visiting professional performers at Setnor throughout the year.

The International Film & Video Festival is the creation of Owen Shapiro, a professor of film in the Department of Transmedia Studies in the College of Visual and Performing Arts. An award-winning independent filmmaker, Professor Shapiro has explored such topics as mental illness, old age, and the Holocaust and integrates his creative work into his teaching. As the founder and artistic director of the annual Syracuse International & Video Festival, he works with filmmakers from around the world to produce a world-class cultural event that has put the city of Syracuse on the film festival circuit map.

- **The Student-Athlete Council (SAC)** makes it a priority to give back to the campus and local community. In 2005-06 they worked with faculty and staff members to raise \$57,000 for Hurricane Katrina victims by collecting funds outside the Carrier Dome before the West Virginia football game. Two weeks later, the SAC collected \$4,500 for the United Way of Central New York before the Virginia football game. They also participated for the second year in the Ted Grant Verizon Reading Program, reading for 20 minutes a day for four consecutive weeks to 1,543 fourth graders in the Syracuse City School District—program participants had the opportunity to win tickets to a men's basketball game for themselves and parents and/or guardians. During the month of November, SAC members visited The Nottingham, a senior's assisted-living facility, and helped the residents decorate for the holidays. They also visited the residents again in March for dinner and socializing. The student-athletes also helped with the Special Olympics held at the OnCenter in Syracuse and spent time at the Olympic Village talking with the athletes. SAC members continue to visit the schools as reading partners, raise funds through such walks as the Multiple Sclerosis Walk, and visit patients at the Veterans Administration Hospital. The SAC was recognized with a CAPS Community Service Leadership Award in 2006.
- **Hendricks Chapel** is a diverse, religious, spiritual, and cultural learning environment seeking to generate a welcoming and caring community within the University that values differences as a resource for enrichment. Hendricks Chapel inspires SU to create a more just community through dialogue, spiritual development, and civic engagement. Along with hosting conferences and lectures on topics that support this commitment to civic engagement, Hendricks engages the campus community with the city and the world through acts of service that are grounded in historical movements for human dignity and civil rights. Examples include: the SU chapter of Habitat for Humanity, which mobilized considerable support for helping to rebuild in the wake of Hurricane Katrina; connections with the Refugee Program of Central New York; CROP Walk; fundraising events in partnership with the community, such as the Salvation Army gift program for children; the Martin Luther King celebration; and conversations/dialogues about historical movements such as the Million Man March; and Students Offering Service (SOS), which brokers volunteers for community needs. SOS, which celebrated its 10th anniversary in 2000, offers such programs as: the International Young Scholars for refugee children in the community; the annual Chess Camp for Kids, a week-long event for 40 Syracuse grade school children who come to campus to learn about and play chess; and the Women of Color Health Symposium, a yearly gathering of professionals and concerned people from the medical, social, and political spheres who come together to discuss and share experiences about the unique health issues facing women of color.

- **Faculty Consultation** occurs regularly across campus in all colleges and many departments. For example, faculty in the Nonprofit Studies Program (NSP) in the Maxwell School's Campbell Public Affairs Institute consult regularly with local and regional nonprofit organizations. Arthur Brooks, NSP director, recently presented the symposium, *The Big Questions in Nonprofit Management*. He invited experts from IUPUI and West Virginia University to share their expertise and knowledge about the landscape of nonprofit management research; provide an overview of their most important lessons learned; relate these lessons to the knowledge and scholarship from related policy fields; and provide insight into future directions for nonprofit management research. Kay Stearns Bruening, associate professor in Nutrition and Hospitality Management in the College of Human Service and Health Professions, serves as a consultant to the Food Bank of Central New York as well as maintains databases used to evaluate the effectiveness of new electronic applications for federal food assistance in three local communities. Murali Venkatesh, associate professor and director of the Community and Information Technology Institute (CITI) in the School of Information Studies, provides IT consultation through his computer networking classes and CITI. He assists local nonprofit and public sites with networking and other areas of technology needs by providing training and creating training manuals for specific sites based on individualized needs and capacity of site staff. School of Education faculty members provide consultation to local and regional school districts through development programs and individual work with colleagues.
- **Syracuse University Library** (SUL) took the lead role in Central New York Reads, the largest one book, one community reads program in New York State. This yearlong initiative has connected SUL with dozens of other not-for-profit agencies that serve Central New York's literary and cultural communities and opened the Library's doors to a multitude of community organizations and constituencies. The program has also served as a potential springboard for an even higher profile endeavor, leadership and management of the New York Center for the Book. The Special Collections Research Center installed an exhibition titled "That laboratory of abolitionism, libel, and treason: Syracuse and the Underground Railroad." This exhibition was featured in *Syracuse University Magazine* and linked to the Central New York Reads book for this year. More than 60 community groups came to the Library for private and special talks and tours. A new program designed to reach inmates at the Onondaga County Justice Center Jail involves the Syracuse University Library, the Onondaga County Public Library, CPCS, and the Justice Center staff, all working together to improve the quality of reading materials available to inmates that will introduce them to new literacy programs.
- **Division of Student Affairs** is home to a wide variety of programs and initiatives that engage students with the community. For example, this year marked the inaugural of the Raising Our Voices Diversity Institute, in which SU students, faculty, and staff worked with 55 students from Fayetteville-Manlius and Nottingham high schools and provided the basis for a semester-long inter-group dialogue program that addressed race and ethnicity in the local community. Ten Tons of Love, sponsored by the Office of Off-Campus Student Services, involves a variety of on-campus offices and 10 local businesses in an end-of-the-school-year donation drive. The most recent drive netted 11.5 tons of food, clothing, and other donations for local charities. "Adopt-A-Block, also sponsored by Off-Campus Student Services, coordinates the efforts of 25 recognized student organizations as they take responsibility for maintaining the appearance of individual city blocks in the neighborhood adjacent to the University. Recreation Services' Neighborhood Youth Recreation Program and Community Youth Ice Skating Program provide free athletic instruction and recreational opportunities to more than 250 local children each year; instructors are primarily Syracuse University students and staff.

3. Using the grid below, describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year. (Max. 20)

Partnership Name	Community Partner(s)	Institutional Partner(s)	Purpose	Partnership Length	# of Fac/Staff	# of Students	Grant Funding	Institutional Impact	Community Impact
<b>SU Literacy Corps</b>	Syracuse City School District	CPCS and students from all schools and colleges	Tutor at-risk children in schools/community-based organizations	9 years	1 faculty 4 staff	250+	\$371,673 in federal/foundation grants	Helps SU students understand complex urban education issues.	Raises children's literacy skills and introduces them to possibility of college through role models.
<b>High School for Leadership &amp; Public Service</b>	New York City School District	Arts & Sciences/ Maxwell School	Enhance skills/knowledge about public policy and community service	13 years	1 faculty 1 staff	6	\$49,051/ private donations	Field experience for public affairs students to explore urban educational issues	Promotes academic excellence, retention, and community service among high school students
<b>Burton Blatt Institute</b>	12 national disability centers and universities	College of Law/School of Information Studies	Advance civic/economic/social participation of persons with disabilities in global society	2 years	6 faculty	—	\$2.5M federal grant	Interdisciplinary research that fosters public/private dialogue	Helps get more persons with disabilities into the workplace
<b>Allen Foundation Community Service Project</b>	Food Bank, Salvation Army, hospitals, Meals on Wheels	Department of Nutrition and Hospitality Management	Students work with hungry, homeless, and homebound populations	17 years	1 faculty 1 staff	12	\$250,000 foundation grant	Offers opportunities for students to learn how to meet nutritional needs of at-risk populations	Provides nutritional counseling and education to vulnerable people in community.
<b>South Side Entrepreneurship Program</b>	Business owners on Syracuse's south side	Entrepreneurship and Emerging Enterprises/ Management	Assist business owners in managing and creating new businesses	3 years	16 faculty	25	\$275,000 local foundations/private support	Experiential learning, research, and professional development opportunities by implementing inner city entrepreneurial model	Provides infrastructure, networking, entrepreneurial training/consulting in severely economically disadvantaged community
<b>Connective Corridor</b>	City of Syracuse/various business districts	Office of Engagement Initiatives	Create arts/culture corridor by designing a landscape and transit system that links SU and downtown	18 months	6 faculty 3 staff	120	\$12M federal/corporate funds	Links students to art/cultural venues; provides "real world" problem solving; expands learning beyond campus; integrates with community.	Provides tangible city enhancements; utilizes SU's intellectual capital; promotes economic development and access to SU's programs/events
<b>Center of Excellence</b>	11 research institutions / universities/ NY Indoor Environmental Center	All-University: Engineering/ Architecture/ Newhouse/ A&S/Maxwell	Develop new technologies related to indoor environmental quality/urban ecosystems	4 years	30 faculty	60	\$74.2M in corporate/state/federal funds	Enhance academic program through collaborative research opportunities for ECS faculty/students	Increase knowledge re: quality of indoor environments/urban ecosystems and provide economic stimulus to region
<b>Creative Writing in the Community</b>	Levy and Huntington middle schools /Onondaga Nation School	CPCS and Creative Writing program	Provide creative writing workshops in poetry and fiction	5 years	1 to 2 faculty	10	Pending	Offers opportunities for top creative writers in the nation to learn how to develop workshops and teach	Provides opportunity for the community to work with some of the top creative writers in the nation
<b>Minority Health Initiatives</b>	12 churches and barber shops/3 non-profit organizations	Department of Health and Wellness in Human Services and Health Professions	To promote health/wellness among African Americans and others at-risk	5 years	4 faculty 3 staff	7	\$43,223 local corporate and foundation support	Provides opportunities for students to work on real world community health issues	Supports Healthy People 2010 national health promotion/disease prevention initiatives to eliminate health disparities
<b>Community Design Center</b>	Various city locals/Madison/Onondaga counties	School of Architecture /CPCS	Work with municipalities/residents on community development	8 years	2 faculty	60	Pending	Real life application of student design skills /interact with diverse populations	Offers community development through spatial solutions/ research to partners
<b>Partnership for a Better Education</b>	Syracuse City School District/ Nottingham Quadrant	Chancellor's Office/Student Support and Retention/ Education/ Engineering/ Visual and Performing Arts	Enhance/enrich students' educational experience by engaging them in process of learning/pursue higher education	1 year	35 faculty	221	\$35,000 foundation/corporate/public/state support	Provides interdisciplinary teaching/ learning/research opportunities/institutes importance of community-based learning for fac/students	Draws attention to availability /accessibility of higher education to all students who live in urban area near SU
<b>African Student Union</b>	H.W. Smith Elementary School	African Student Union group/CPCS	Provide tutoring/ mentoring for African immigrant children	2 years	—	8	—	Unique community-based learning opportunity for students of color	Helps African refugee children adjust to new culture/ language/ offers role models

Partnership Name	Community Partner(s)	Institutional Partner(s)	Purpose	Partnership Length	# of Faculty	# of Students	Grant Funding	Institutional Impact	Community Impact
<b>Youth Summer Employment Program</b>	CNY Works	Office of Human Resources/multiple academic departments	Employ local youth in various SU departments	2 years	1 faculty 34 staff	34 local youth	\$600,000 federal grant	At no cost, SU provides local youth with jobs that enable them to experience campus life	Participants earn money while gaining valuable work experience/career counseling
<b>Community Folk Art Center (CFAC)</b>	Cultural Resources Council/Syracuse Chapter Links Inc./Salvation Army/ community centers	African American Studies Department/Arts & Sciences	Keep cultural and artistic pluralism alive through education	34 years	3 faculty	15	\$47,000 NYSCA/ local foundation	Part of the Connective Corridor, CFAC reaches beyond campus to promote diversity in the arts	Provides an opportunity for community to experience and work with diverse artists and participate in program offerings
<b>Bridges Out of Poverty</b>	CONTACT, Inc.	CPCS/College of Human Services and Health Professions	Provide Bridges Out of Poverty model training to educate others about poverty issues	1 year	1 faculty 1 staff	30	\$61,900/ two local foundations	SU is part of an emerging and highly successful poverty eradication program	Introduces the community to a framework or larger perspective for understanding poverty
<b>Art in Community</b>	Syracuse community-based organizations	College of Visual and Performing Arts	Develop participatory art practice /provide creative programming to community	1 year	1 faculty	11	—	Develops models for community collaborations/ extends kinds of artistic practices taught at SU	Art projects that meet community's needs and enhance space and place
<b>Syracuse Hunger Project</b>	Multiple nonprofit/public community partners	Geography Dept./other Maxwell programs/CPCS/ nutrition dept.	Help reduce hunger in Syracuse community	3 years	2 faculty	10	\$34,500/ national foundation	Provides numerous community-based research opportunities for faculty and students.	Helps map hunger/ identifies attendant issues to pursue workable solutions and efficient use of resources.
<b>Community Geographer</b>	City of Syracuse and Rosamond Gifford Foundation	Chancellor's Office/ CPCS/ Geography Department	Uses GIS to develop spatial analysis of community-identified issues.	1 year	3 faculty	18-30	\$40,000 local foundation	Provides learning /research opportunities while supporting creative community problem solving	Community access to collection and management of geographic data for creative problem solving.
<b>Community Information Technology Institute (CITI)</b>	Alacatel Inter-networking Inc./IT corps. /multiple public/nonprofit agencies	School of Information Studies (IST)	Evaluate/ test/ demonstrate advanced telecom. technologies/applications to benefit public sector	9 years	1-5 faculty/staff	8-20	\$200,000	Provides IST students opportunities to work with leading marketplace technologies/study tech transfer issues	Makes government/ community decision-makers more aware of available broadband technologies, applications/services
<b>South Side Community Newspaper</b>	South Side Community Coalition	S.I. Newhouse School of Public Communications	Create a free monthly newspaper to be distributed on the South Side	6 months	variable	12-20+	—	Students get hands-on experience in community journalism	Community members have an opportunity to participate in all aspects of the newspaper's production

4a. *Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships?*

**YES:** As discussed throughout this document, Syracuse works to develop mutually beneficial relationships with its local, national, and global partners. Listed below are a few additional examples of how this is accomplished at all levels of the institution.

- **Thursday Morning Roundtable:** An award-winning public service program sponsored by University College, TMR is a weekly civic forum bringing together a mix of citizens to learn about and discuss community issues and problems. Since its inception in 1965, TMR has delivered more than 1,400 programs for its members, who represent a cross-section of business, non-profit, educational, and government organizations.
- **Professors of Practice:** Practicing professionals are invited to teach classes throughout the academic year. As Professors of Practice, they help develop and lead programs that create bridges between the campus and the world beyond the classroom.



- **Office of Government and Community Relations** participates in 23 community and neighborhood organizations. For example, GCR sponsors the Neighborhood Roundtables—a series of three small-group meetings held throughout the year at different locations within the university-east neighborhood. The purpose of the roundtables is for GCR staff to reach out to members of the east neighborhood who have not been involved with activities linking SU and the community.
- **Advisory Boards:** Each of SU's 11 schools and colleges has an advisory board composed of alumni, community leaders, and practicing professionals who offer valuable guidance needed to shape the direction of our academic programs. Additionally, all community engagement projects have advisory boards made up of the different constituencies—local, national, and global.
- **Web Sites:** school, college, administrative, and programmatic web sites invite input and feedback from the various constituencies with which SU partners.
- **442-CARE:** This hotline is for members of the local community to call and report non-emergency issues, complaints, concerns, or ask questions.
- **Off-Campus Student Welcoming Team:** In this annual event, students, faculty, staff, and community partners go door-to-door in off-campus neighborhoods, providing information to new off-campus students and interacting with year-round residents.
- **Campus Safety Alerts:** In partnership with the Department of Public Safety, staff members go door-to-door providing timely, localized safety and security information.

4b. *Are there mechanisms to systematically provide feedback and assessment to community partners?*

**YES:** Just as it is important for SU to invite feedback from the community, it is equally important for the University to provide feedback and assessment to its community partners. The following examples highlight some of the ways SU provides systematic feedback to its community partners.

- **Regularly Scheduled Public Meetings** are held by the Office of Government and Community Relations, the Mary Ann Shaw Center for Public and Community Service, and Engagement Initiatives. In addition, the Community Design Center and the Upstate Institute frequently hold public meetings to share new concepts and knowledge with the community at large.
- **Onondaga Citizens League Reports:** foster informed public discourse by reporting on critical community issues affecting Central New York, communicating study findings to interested and affected groups, and offering recommendations for action.
- **CPCS Bi-Annual Letters/annual reports** are sent to more than 1,500 community partners to share information about new service learning courses and community engagement projects. These publications also request information from the partners to update the CPCS database.
- **Community Connections:** a publication produced three to four times a year by the GCR and the Office of Off-Campus Student Services, has replaced the *Community Report*, which focused on the University's public engagement in the community and was published annually. The newsletter was created in response to feedback received regarding the *Community Report*, which was rather long, containing information covering an entire year's events. GCR refocused this publication to increase the likelihood of having an impact on its recipients by offering constituents a smaller, more regular update from SU.



- **East Neighborhood Residential Occupancy Map:** GCR, in collaboration with the City of Syracuse and a Syracuse University Geographic Information Systems (GIS) Specialist, publishes an *East Neighborhood Residential Occupancy Map* as a result of interest and need posed by the community. The map is shared at community meetings, and GCR welcomes feedback from residents with regards to the content, organization, and usefulness of the document.
- **Economic Impact Report:** an annual publication of the Office of Government and Community Relations, this report summarizes the University’s influence on the community in terms of economic growth and development. The report is distributed widely throughout the region.

5. *Are there examples of faculty scholarship associated with their outreach and partnership activities?*

**YES:** Syracuse University faculty members fully embrace the University’s vision of *Scholarship in Action*, as demonstrated by a variety of outreach activities that blend scholarly expertise with a strong commitment to the greater good. The following examples are just a few of the ways SU faculty members are giving voice to our vision.

- **School of Education** faculty members in the Reading and Language Arts Center, Kelly Chandler-Olcott, associate professor, and Kathleen A. Hinchman, professor and chair of the center, wrote *Tutoring Adolescent Literacy Learners, A Guide for Volunteers*, as a roadmap for tutors of adolescents, whether they are inexperienced volunteers or pre-service teachers. In addition to their professional preparation and experience in the field of reading and language arts, professors Chandler-Olcott and Hinchman have extensive experience in developing, implementing, evaluating, and working with many different kinds of community tutoring programs over the years—from middle school tutoring programs in Berwick, Maine, to the America Reads program at SU (Literacy Corps), the SU Liberty Partnership Program, and the nationally acclaimed Literacy Volunteers of America, which was founded and is located in Syracuse. These experiences informed the writing of this book and continues to inform their face-to-face work with tutors, whether University students or those who are volunteers working in schools and community-based organizations (CBO). Throughout the book they talk about the role of the “mentor-teacher,” emphasizing their belief that the most effective tutoring programs include the close involvement of a certified teacher whether the program takes place in a school or CBO, and that it is important to have someone with special expertise and training to go to for advice, support, and problem solving.
- **William D. Coplin, Ph.D.**, professor and chair of the Department of Public Affairs in the Maxwell School, published *The Know How You Need to Succeed —10 Thing Employers Want You to Learn In College*. The motivation for this book came from the often-heard questions: “What are you going to do with your college degree? Why should I care about getting a college degree?” This book describes the skills for success and how to master them. According to Professor Coplin’s theory, college is not only an investment requiring a lot of up-front money, but also a “risky business.” Therefore, knowing how to do what needs to be done is the key to success in your job and in life. This book shows how students can use their courses to build skills in...the 10 “Know-How Groups.” Professor Coplin relied on input and support for this project from students, staff, alumni, and community partners to help him develop the skills and strategies. He has also used this book in his course, PAF 400: Urban Education Policy Implementation. The impact of this course and book has been significant, both on and off campus, and further demonstrates Professor Coplin’s dedication to helping young people adhere to their educational paths and goals.

- **Syracuse Community Geographer** (CG) works with local nonprofit agencies and community members in Syracuse/Onondaga County to use geographic information systems (GIS) to map and analyze community challenges. GIS can be used to: promote advocacy of important community concerns; inform planning processes for community initiatives; support community organizing; and raise awareness about important community problems or resources. Supported by the local Rosamond Gifford Foundation, the Chancellor's Office, and the Geography Department in the Maxwell School of Citizenship and Public Affairs, the CG provides services to, and serves as, a resources for community and neighborhood groups, social service agencies, faith-based organizations, as well as local nonprofits and grassroots organizations. In March 2006, Jonnell Allen, the Community Geographer, together with geography professors Jane M. Read and Don Mitchell, presented a paper at the 2006 American Geographers Association Annual Meeting in Chicago on: *Community Geography: Navigating the Politics of Participation in Syracuse, New York*. This presentation shared the experiences of the SU Community Geographer during her first six months in this key position.
- **Upstate Institute:** Mark Robbins, dean of the School of Architecture, believes urban renewal is more than just fixing up run-down buildings and adding parks. Dean Robbins believes it is about "...changing the way a city and a region function through more innovative and smarter design." Robbins is bringing this spirit of design to the City of Syracuse and Central New York through the Upstate Institute, which is a center of collaboration between the region and the School of Architecture. Lectures, conferences, symposia, and exhibitions are a part of the institute's work. The first event the Upstate Institute hosted, called *UPSTATE: downtown*, was held at the Everson Museum of Art in Syracuse. Design proposals for rebuilding downtown Syracuse generated by faculty and staff members in partnership with community residents, were presented along with panel discussions about economic development and land use issues. The panels included local politicians, community leaders, funding agencies, and experts in design, law, land use, and planning from around the country. The students and community members who participated in the event were able to see how these very real partnerships at the curricular level resulted in important outcomes for the community.

## FORWARD MOMENTUM

Students and faculty at Syracuse University discover every day just how powerful community-based service learning and research programs can be when they are supported by the institution and well integrated into the curriculum. It allows young minds to view the world from different perspectives, encourages debate and collaboration, and helps students become active citizens through personal involvement. We will continue to integrate community engagement at all levels of the University and weave it into the very fabric of our campus culture. Our graduates are the way in which our shared values go out into the world, and we believe that community engagement will guide them to more fulfilling lives.

The forward momentum Syracuse University currently enjoys is fueled by its institutional vision of *Scholarship in Action*, which envisions a university where the best faculty and students explore new spheres of discovery in a rigorous academic environment that is actively involved with the community. In the next decade we will aggressively connect our academic programs to the world beyond campus through creative partnerships with community, industry, practitioners, governments, and the professions, both here and abroad. In so doing, the excellence of our academic programs, research initiatives, and students will be judged by our ability to create new knowledge that serves our common humanity.