

2015 Documentation Reporting Form: Carnegie Community Engagement Classification (First-time applicants)

3. Applicant's Contact Information

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

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5. I. Foundational Indicators

1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

Yes

Quote the mission or vision:

Buffalo State's mission and core values, quoted below, were articulated in 1997; the vision statement was developed in 2002.

Mission Statement: Buffalo State is committed to the intellectual, personal, and professional growth of its students, faculty, and staff. The goal of the college is to inspire a lifelong passion for learning and to empower a diverse population of students to succeed as citizens of a challenging world. Toward this goal, and in order to enhance the quality of life in Buffalo and the larger community, the college is dedicated to excellence in teaching and scholarship, cultural enrichment, and service.

Vision Statement: Buffalo State will be a nationally recognized leader in public higher education, known for the intellectual and creative accomplishments of its faculty, staff, and students; as a caring academic environment where lives are transformed through education and each individual is valued; as an institution that serves to improve our region, our nation, and our world, one student at a time.

Core Values: We, the Buffalo State community, are committed to access to quality public higher education; quality teaching and learning; opportunities for individuals to realize their full potential; the rigors, joys, and fulfillment of intellectual discovery; supportive and collegial relationships; respect for diversity and individual differences; and service to society.

Strategic Direction 3: Contribute to the improvement of the vitality of the community, region and state.

- Initiative 3.1: Become a regional and state leader in public education.
- Initiative 3.2: Become a regional and state leader in economic and workforce development.
- Initiative 3.3: Create, expand, and strengthen partnerships with cultural, environmental, and community organizations.

Buffalo State's commitment to engagement with the community grows directly out of its origins as a normal school, dedicated to training teachers to influence their students and the world. That commitment has permeated campus culture as Buffalo State has grown into a comprehensive master's degree-granting institution. The value of service to society has infiltrated the planning and activities of all academic schools, and it has been extended through widespread and long-standing support of various centers that expand institutional efforts and resources to external constituents. Over the past 10 years, the institutional commitment has also been supported through centralized efforts, beginning with the Volunteer and Service-Learning Center (VSLC) and increasing with the College and Community Partnerships Office, whose efforts were recently assigned to a coordinator of community engagement. The VSLC works closely with the Center for Excellence in Urban and Rural Education (CEURE) -- together they developed the vision for the Community Academic Center (CAC) -- and with the Anne Frank Project (AFP). These four entities are responsible for a more centralized vision for community engagement work on our campus. Thus, community engagement work has been ongoing in decentralized ways for decades and in increasingly centralized ways since the inception of these four entities over the last seven years.

6. I. Foundational Indicators

2. Does the institution formally recognize community engagement through campus-wide awards and celebrations?

Yes

Describe examples of campus-wide awards and celebrations that formally recognize community engagement:

-- Year of the City: President Podolefsky declared 2012-13 the Year of the City in order to (1) celebrate the institution's many community partnerships and programs; (2) develop new civic engagement initiatives; and (3) welcome residents from all parts of the city to events and programs at Buffalo State.

-- The Anne Frank Project and Conference (AFP): The annual conference, started in 2009, opens our academic year, and the ongoing project celebrates and expands the connections faculty, staff, and students have with external constituents. AFP encourages communities to find solutions towards an elevated and shared human condition through an examination of genocide, intolerance, bigotry, and racism. It engages students to consider an implicit challenge of Anne Frank: "How wonderful it is that nobody need wait a single moment before starting to improve the world." It is also an annual recognition of the ways our campus is interconnected with local and international communities. Both campus and community members present and participate in the conference; the project has an advisory board of campus and community representatives; it partners with Buffalo schools and various organizations; and has an active partnership with organizations in Rwanda.

-- The annual Volunteer and Service-Learning Center (VSLC) Celebration of Service celebrates achievements and presents awards for service learning and volunteering of students, faculty, and staff. In 2013, during its ninth Celebration of Service, the VSLC presented 11 awards, including an outstanding community partner award.

Other VSLC awards:

- Certificates of Recognition for Community Engagement for students who serve 120, 200, or 400 hours during their academic career.
- International Service-Learning Scholarship Awards granted to five students for enrollment in international service-learning courses.
- Faculty Fellow Awards given to four outstanding faculty members for converting a course into a service-learning course.

-- The Community Academic Center (CAC) and VSLC Community Service Peer Leader and Community Partner Celebration recognizes students who served 300 hours at community partner organizations.

-- Buffalo State annually presents the following student awards, all of which require community service or engagement among the qualifying criteria:

- The Mildred Keller Campbell Student Leadership Award (undergraduate).
- The Luis M. Antonetti Student Humanitarian Award (undergraduate).
- The Minnie and Joe Engel Student Humanitarian Award (undergraduate).
- The Phillip Santa Maria Memorial Award (undergraduate).
- The SUNY Emerging Leaders Award (graduate and undergraduate).
- The President's Medal for Outstanding Undergraduate and Graduate Student.

Since 1975, 15 Buffalo State faculty members have received SUNY's Distinguished Service Professorship. This status, one of SUNY's highest honors, is conferred upon instructional faculty who have achieved a distinguished reputation for service not only to the campus and the university, but also to the community, the State of New York, or even the nation by sustained effort in the application of intellectual skills drawing from the candidate's scholarly research interests to issues of public concern.

7. I. Foundational Indicators

3.a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?

Yes

Describe the mechanisms for systematic assessment:

-- At the highest level of the administration:

- The Buffalo State College Council, composed of nine community representatives and one student, serves as the primary oversight and advisory body to the college, its president, and senior officers. Its duties include reviewing all major plans and activities of the university in the areas of academics, student life, finances, and buildings and grounds; and making recommendations for the benefit of the university in matters of community and alumni relations.
- The Community Relations Working Group, hosted by the president of Buffalo State, meets quarterly to allow the president to directly hear community members' perceptions of Buffalo State's involvement in various initiatives.
- The Task Force on University and Community Relations, sponsored by the VP for student affairs and composed of West Side residents and members of the campus, meets monthly to gather feedback and address sites for collaboration.

-- Centers at Buffalo State that regularly consult with community constituents include:

- Burchfield Penney Art Center (School of Arts and Humanities): With 25 community representatives, the board meets quarterly to gather feedback.
- Small Business Development Center (School of the Professions): Through its Innovation, Creativity, and Entrepreneurship (ICE) group, the SBDC meets quarterly to develop plans and partnerships.
- Center for Health and Social Research (School of Natural and Social Sciences): Its director and assistant director sit on numerous local boards to gather feedback directly from community constituents. The center identifies projects and partners with community groups to apply for funding to solve problems.
- Great Lakes Center: The center's advisory board is composed of campus and community representatives.

-- Centralized efforts include:

- The VSLC's mission was determined in partnership with the community. As Buffalo State wrote the Corporation for National and Community Service Learn and Serve grant to launch the VSLC, campus representatives worked with the West Side Community Collaborative to formulate seven areas of collaboration. Thus, from the very beginning, our service-learning program has been developed with regular and systematic feedback from the community.
- At the end of each semester, the VSLC distributes community partner surveys to receive feedback on the partnerships.
- Two open VSLC Community Partner Meetings are held before the semester begins to allow partners to report on their organizations' needs for support through service-learning partnerships.
- Throughout the year, VSLC and CAC staff conduct routine site visits and meet with partners, completing a rubric to assess developments at the organization and within the partnership.
- The Center for Excellence in Urban and Rural Education meets monthly with its partners on the Promise Neighborhood project to develop ideas and plans.
- The CAC Advisory Board, composed of Buffalo State members and representatives from community organizations, meets quarterly to identify long-term plans for the CAC, assess impact, and adjust planning.
- The Anne Frank Project meets quarterly with its board, composed of campus and community representatives, to discuss plans for the annual conference and suggestions about the purpose and role of the ongoing project.

3.b. Does the institution aggregate and use all of its assessment data related to community engagement?

Yes

Describe how the data is used:

Our processes for collecting and aggregating data include systems to hear directly from the community and to learn about the ways in which faculty and staff interact with the community. These mechanisms allow for open communication, enable campus personnel to identify priorities and synergies, and allow campus leaders to assess movement toward strategic goals. Major developments stemming from these processes:

- The College and Community Partnerships Office was created based on feedback from both community and campus representatives.
- Assessment by the provost's office led to the replacing of that office with a coordinator of community engagement who works closely with the Volunteer and Service-Learning Center and has direct administrative support.

Examples of administrative results:

- When a donor expressed a desire to help children in Buffalo, the VP for institutional advancement came to the VSLC Oversight Committee and the CEURE Advisory Board. The vision for the Community Academic Center was developed and then funded with a \$500,000 gift.
- Feedback given through the Community Relations Working Group heightened awareness of needs on the city's East Side. Buffalo State is currently examining appropriate steps to address identified negative perceptions and enhance relations with East Side residents.
- Feedback from the same group led to the creation of the position of senior adviser for Buffalo State educational pipeline initiatives.
- Feedback given to the Community Relations Task Force was instrumental in developing workshops that brought together students and community members to discuss behavior and respect for the neighborhood.

Examples of center results:

- Feedback through the Burchfield Penney Art Center board resulted in the sponsorship of free Friday-evening programming to encourage greater participation from the community.
- The Small Business Development Center developed an Entrepreneurship in the Arts workshop series based on feedback it received from its board.
- The Center for Health and Social Research has partnered with many local agencies to form the West Side Youth Development Coalition in response to community requests for assistance in developing effective responses to gang activity and violence on the West Side.

Examples of centralized results:

- Feedback from students and community organizations led to the creation of an official Service-Learning designation and clearly defined criteria for service-learning courses.
- Through assessments, community partners suggested that long-term student commitment would improve organizations' quality of services. As a result, the VSLC established the Community Service Peer Leader program, initially through a grant from the US Department of Education, and then through an AmeriCorps program for students committing 300 hours of service.
- Feedback from an advisory board of CAC members extended a successful literacy project into a second high-need area, operating from a local Laundromat (the Westside WASH Project).
- Results of feedback about the Promise Neighborhood project through the CEURE Advisory Board identified the need for more parental involvement and awareness of the variety of languages in surrounding neighborhoods.

8. I. Foundational Indicators

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

Yes

Describe the materials that emphasize community engagement:

Recruitment and public relations efforts routinely feature themes of community engagement. In 2012-13, our campus website's "News and Events" section ran 182 news stories detailing interactions between community constituents and Buffalo State faculty, staff, and students.

Other examples include:

Website's College Portrait link: "Buffalo State is deeply committed to providing guidance, resources, and leadership to the Western New York region. The college's dedication to community partnerships is just one of the many qualities that make up our institutional distinctiveness...[and] instills an active sense of service in our more than 80,000 alumni."

Viewbook:

- "Outside the classroom, Buffalo State faculty and students work at campus-based academic centers to provide solutions to critical local and international issues."
- "Buffalo State's proximity to Buffalo's arts and culture district provides our students with unique opportunities, including collaborations with area theaters, museums, and art galleries."
- "The School of the Professions educates future professionals to lead in diverse settings and participate in the community through partnerships."
- "The Small Business Development Center and the International Center for Studies in Creativity extend our reach into the community and the global marketplace."
- "Buffalo State has a mission that grows directly from our location. We serve the city because we are of the city."
- "Each year, more than 1,000 students participate in internships with local businesses and nonprofit agencies, exposing students to job opportunities and strengthening the college-community partnership."

Website Fact Sheet: "Community Partnerships. Buffalo State faculty, staff, and students are active and productive citizens outside the classroom. Through applied research, service-learning classes, internships, volunteerism, and numerous other mutually beneficial partnerships, Buffalo State strives to enhance the quality of life in Buffalo and the larger community."

President Podolefsky's Inaugural Address: "Beyond Buffalo State's mission to educate undergraduate and graduate students, we directly serve communities through hundreds of partnerships; we provide support for public sector services and private sector businesses. Buffalo State is [SUNY's] only urban university, and we have a mission that grows directly from this location. As part of our public purpose, we have a responsibility to be the institution that serves the city.... We are called to serve not only students, but a far broader range of constituents. We must take these efforts to the next level and create opportunities that mutually benefit Buffalo State and its students, the city of Buffalo, Western New York, and beyond."

Feature article, "State in the City," 1300 Elmwood (alumni magazine), winter 2013 issue (excerpt): "Every year has been the Year of the City, because we have always been tremendously committed to the city of Buffalo and done tremendous work on the West Side through community organizations and with our professional development partnerships around the city..." said [President] Podolefsky. "We're just embedded in so many ways." Podolefsky believes strongly that it is the college's responsibility to serve the city where it is located."

A 16-page publication: "Making a Difference: The Economic and Cultural Impact of Buffalo State College"

Billboard campaign, July 2013: "Buffalo State: Serving the Community"

9. I. Foundational Indicators

5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

Yes

Describe ways that the executive leadership explicitly promotes community engagement, e.g., annual addresses, published editorials, campus publications, etc.:

The SUNY Strategic Plan, "The Power of SUNY," identifies community engagement and collaboration among its core values and "Big Ideas" (Vibrant Community, Seamless Education Pipeline, Healthier New York, Energy Smart New York, Entrepreneurial Century).

Buffalo State's commitment to community engagement was demonstrated in its 2009-10 presidential search process through the advertised institutional profile: "The college is deeply committed to providing guidance, resources, and leadership to the Western New York region. The Center for Development of Human Services...has evolved into the largest state-funded social services provider in New York State. Other academic centers that provide community resources are the Center for Excellence in Urban and Rural Education, the Center for Health and Social Research, the Great Lakes Center, and the Small Business Development Center. ... Representing college-community partnerships in the arts, the new... Burchfield Penney Art Center opened on the Buffalo State campus in 2008."

President Podolefsky began his tenure with a series of breakfast conversations, two on the topic of "Buffalo State in the Community." He was prompted to add the second based on demand from the campus community.

Beginning with his inaugural address and running through every talk he gave, President Podolefsky linked Buffalo State to Western New York, its neighborhoods, its residents, and its young people. From the State of the College address (fall 2012): "We have grown Buffalo State's long-standing commitment to the surrounding Buffalo and Western New York communities, a commitment that's ingrained in the Buffalo State culture. Among these has been the opening of the Community Academic Center located on Grant Street, and exceptional efforts to support K-12 education in Buffalo, including support for Buffalo's Say Yes to Education initiative. And we doubled down on these efforts by declaring this year the Year of the City at Buffalo State. During the 2011-12 academic year, more than 1,670 Buffalo State students participated in service-learning opportunities, and contributed nearly 38,500 hours of service to the community. And along with our Year of the City, we will recommit to our focus on economic and community development."

The provost supported these efforts by convening a series of meetings with key stakeholders over two years to discuss campuswide efforts; by supporting travel to Campus Compact events to learn what other campuses are doing; by appointing the chair of our Sociology Department, Gary Welborn, as the first coordinator of community engagement; and by providing him with a stipend and release time to lead campus efforts. The provost welcomed the recommendation to apply for the elective classification through Carnegie.

The VP for student affairs has supported community engagement work by supporting the VSLC, by appointing a community specialist in 2012-13, and by forming a committee whose charge is specifically to address community-college relations.

10. I. Foundational Indicators

1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement?

Yes

Describe the structure, staffing, and purpose of this coordinating infrastructure:

Beyond the work of various centers, Buffalo State has four entities working closely together to guide and expand community engagement activities: the Volunteer and Service-Learning Center (VSLC), the Center for Excellence in Urban and Rural Education (CEURE), the Community Academic Center (CAC), and the Anne Frank Project (AFP).

1. The VSLC was established in 2004 through a Learn and Serve Grant from the Corporation for National and Community Service. Its mission is to lead efforts to create long-term, meaningful partnerships with community agencies through service-learning, volunteering, and other experiential opportunities. In 2012-13, the VSLC Oversight Committee chose to expand its charge to include community engagement efforts.

The VSLC is staffed by a coordinator, a full-time staff associate, a full-time administrative assistant, a part-time staff associate, a graduate student assistant, and a work-study student. Both the VSLC coordinator and the faculty coordinator for service learning, who was appointed coordinator of community engagement in 2013, co-chair the VSLC Oversight Committee. The VSLC is supported by the provost and the VP for student affairs.

In 2012-13, the VSLC supported 46 faculty members from all four academic schools and coordinated 90 service-learning courses, engaging 1,761 students to serve 42,448 hours at 178 community partner organizations. In addition, 1,606 students were engaged in volunteer activities through VSLC events and activities. In total, the VSLC engaged students in 53,408 hours of service.

2. CEURE collaborates with school districts and community stakeholders to improve the educational and life outcomes of children attending urban and rural schools. It works closely with the VSLC and the CAC (see below). CEURE is staffed by a full-time administrative director, a full-time faculty member, one full-time secretary, one part-time staff member, and one part-time secretary -- all of whom are supported by Academic Affairs.

3. The CAC is an educational support site located in Buffalo State's neighborhood, one of the most diverse areas in New York, with over 70 languages spoken. Focused on improving outcomes for youth in neighborhood schools, this center provides an array of services and programming to local youth and their families. CAC is staffed by two full-time staff members, one paid for by Academic Affairs and one by private money, and four AmeriCorps workers every year.

4. The AFP is a major contributor to our community engagement mission. The annual AFP Conference -- a three-day event held every September -- brings community groups to campus to interact with students and faculty and sponsors presentations from campus and community representatives. AFP extends its outreach year-round into the public schools with devised theater and conflict resolution workshops focused on issues of tolerance, diversity, and transforming lives through dialogue and mutual respect. AFP is guided by a board consisting of campus and community representatives. Its director and assistant director, funded by Academic Affairs, focus on expanding partnerships with schools and community organizations. AFP also partners with organizations in Rwanda, bringing students there every year to work with Rwandan students, who also participate in the conference via Skype.

11. I. Foundational Indicators

2.a. Are there internal budgetary allocations dedicated to supporting institutional engagement with community?

Yes

Describe the source (percentage or dollar amount) of these allocations, whether this source is permanent, and how it is used:

Total = \$2,038,792

VSLC: Coordinator, full-time staff associate, full-time administrative assistant, part-time staff associate, graduate student assistant, work-study student, supplies = \$155,595

Coordinator of community engagement = \$78,511

CEURE: One full-time administrator, one full-time faculty, one full-time secretary, 0.4 staff, 0.6 secretarial, supplies = \$324,495

CAC: Two full-time staff, four AmeriCorps = \$113,300

AFP: Director, assistant director, other campus support = \$177,791

Dollars invested in other major centers engaged with the community:

Burchfield Penney Art Center = \$518,900

Small Business Development Center = \$88,200

Center for Health and Social Research = \$270,000

Great Lakes Center = \$237,000

Professional Development Schools Consortium = \$75,000

2.b. Is there external funding dedicated to supporting institutional engagement with community?

Yes

Describe specific external funding:

Total amount identified in 2012-13 = \$5,389,677.

A private gift of \$500,000 funds the bulk of the work at the Community Academic Center, located in a storefront in the neighborhood adjacent to the campus. Focused on improving outcomes for youth in neighborhood schools, this center provides a wide array of services and programming to local youth and their families.

\$75,000 from the National Endowment for the Arts (NEA), \$5,000 from the Baird Foundation, \$5,000 from the NYS Council of the Arts, \$1,000 from Lorigo's Meeting Place, and \$1,000 from the West Side Business and Taxpayers Association allowed Buffalo State to partner with Young Audiences of Western New York and the City of Buffalo to commission the public mural "Celebrating the Refugee and Immigrant Experience," painted on an exterior wall of a local business.

A \$2,500 grant from the Western New York Foundation as part of the Westside Art Strategic Happenings (WASH) Project extended Buffalo State's Global Book Hour, a collaboration with a local Wegmans grocery store, into a second site -- a local Laundromat. In both settings, teacher candidates connect Buffalo schoolchildren, many of them immigrants and refugees, with high-quality books and literacy workshops.

A \$625,000 five-year Drug Free Communities grant was received through a partnership between Buffalo State's Center for Health and Social Research (CHSR) and many West Side community organizations in the West Side Youth Development Coalition.

\$277,406 was received from the Peter and Elizabeth C. Tower Foundation to enable the Center for Health and Social Research (CHSR) to provide evaluation, data collection, and data utilization services to Px20, a collaborative group of prevention agencies formed to respond to the need for improved substance abuse prevention and mental health promotion services.

The Great Lakes Center was awarded a total of \$3,298,513 for 10 grants from various governmental agencies for research into Great Lakes water issues and related projects.

\$180,010 was received from the New York Power Authority by the Biology Department for "Defining Habitat Use and Behavior of the Common Map Turtle and Spiny Softshell Turtle in the Upper Niagara River."

CEURE received \$81,569 from the US Department of Education for a Buffalo Arts Teachers Collaborative for a contract with the Buffalo Public Schools.

\$323,679 was received from the NYS Education Department for our Liberty Partnerships Program, a pre-collegiate program to support the transition of urban youth into colleges and universities (in partnership with the Buffalo Public Schools).

A \$1,500 grant was received from Campus Compact by the VSLC for a Martin Luther King Jr. Day of Service.

The Anne Frank Project receives approximately \$12,500 from external sources through the support of private donors and Jewish Philanthropies. The AFP is an ongoing initiative encouraging communities to find solutions towards an elevated and shared human condition through an examination of genocide, intolerance, bigotry and racism.

2.c. Is there fundraising directed to community engagement?

Yes

Describe fundraising activities directed to community engagement:

Institutional Advancement at Buffalo State assigns a full-time associate vice president for development to raise money for community projects and partnerships. A major focus is the West Side neighborhood in which Buffalo State is situated. Efforts to raise money for development in that area for 2012-13 included:

- Community Academic Center: This neighborhood center provides a wide array of services and programming to local youth and their families. Efforts to raise money are ongoing.
- West Side mural, "Celebrating the Refugee and Immigrant Experience," was painted on the exterior wall of a local business. Funding was attained.
- Global Book Hour: In a local Wegmans grocery store, teacher candidates connect Buffalo schoolchildren, many of them immigrants and refugees, with high-quality books and literacy workshops. Efforts to raise money are ongoing.
- Drug-Free Communities Grant for the West Side Youth Development Coalition -- a partnership between Buffalo State's Center for Health and Social Research and West Side Community Services. Secured \$625,000 in funding; efforts ongoing.
- Promise Neighborhood grant and Promise Neighborhood planning process -- CEURE is involved in developing the framework and structure for a Promise grant that includes many educational and community stakeholders. Money has been raised to support the process of developing the grant proposal.

Other areas of focus:

- "I Am College Bound" program. Sponsored visits to Buffalo State from children from the International School and the MLK School. \$50,000 raised; efforts are ongoing.
- The Anne Frank Project: The AFP is an ongoing initiative encouraging communities to find solutions towards an elevated and shared human condition through an examination of genocide, intolerance, bigotry and racism.

Efforts outside of Institutional Advancement:

- Students in Buffalo State's Speech-Language Pathology Department raise money for those born with craniofacial anomalies. Most recently, members of the Buffalo State Chapter of the National Speech-Language-Hearing Association donated \$7,800 to the Craniofacial Center of Western New York at the Women & Children's Hospital of Buffalo.
- Buffalo State (faculty, staff, and students) partners with SEFA/United Way to support its annual campaign.
- Empty Bowls -- Project of the Art Education Association student chapter; handmade bowls by students, community groups, and artists from the greater WNY area raise funds to fight hunger, benefiting the Western New York Food Bank and Friends of Night People.
- Student fundraising for the VSLC Alternative Break program provides support for students engaging in local and regional alternative break service experiences.
- Students in the Dietetics and Nutrition programs conduct an annual soup sale on campus. Proceeds benefit a different not-for-profit community organization each year.
- The Burchfield Penney Art Center raises money to support its mission to serve the Western NY region.
- Both the Center for Health and Social Research and the Great Lakes Center support their efforts primarily through grants.

2.d. Does the institution invest its financial resources in the community for purposes of community engagement and community development?

Yes

Describe specific financial investments:

Buffalo State heavily invests in centers whose missions include interfacing and partnering with external constituents.

Total = \$1,872,695

Burchfield Penney Art Center = \$518,900

Performing Arts Center = \$270,400

Community and Service Learning = \$88,700

Center for Excellence in Urban and Rural Education = \$324,495

Small Business Development Center = \$88,200

Great Lakes Center = \$237,000

Professional Development Schools Consortium = \$75,000

Center for Health and Social Research = \$270,000

12. I. Foundational Indicators

3.a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?

Yes

Describe systematic campus-wide tracking or documentation mechanisms:

VSLC efforts:

The VSLC's annual report documents the number of service-learning students and hours, financial contribution to local economy, courses, designated courses, faculty, and departments. Additionally, it documents progress toward goals, including implementing the strategic plan for the VSLC, facilitating events to engage the Buffalo State community in meaningful service experiences, and contributing to community engagement initiatives, including Year of the City and the Carnegie Classification for Community Engagement process. The report also documents progress on department goals, volunteerism and service-learning accomplishments, external grants secured, and individual accomplishments of VSLC staff.

The VSLC community partner database provides contact information and partnership history for the 555 organizations the VSLC has worked with in its 10-year history. The database tracks which service-learning courses an organization has worked with, when site visits were conducted, and important and relevant information on partnership development or history.

The VSLC facilitates and oversees the service-learning designation process that was approved in 2011 by the College Senate for courses that meet prescribed criteria.

Annually, the VSLC tracks information on community engagement efforts from areas across campus to report on overall campus participation.

An online nomination form for outstanding participants in volunteer and service-learning activities provides opportunities for campus and community partners to nominate individuals or groups for awards for excellence in partnership activities.

Each semester since 2004, the VSLC has surveyed community partners to track and develop partnerships within the Buffalo community. Surveys gauge influence on organization, level of satisfaction, impact, challenges, successes, and suggestions of community partners. Follow-up conversations are also offered.

Academic Affairs:

NSSE: Through the Curriculum and Assessment Office, Buffalo State uses the National Survey of Student Engagement (NSSE) to assess campus goals as stated in the Strategic Plan. High-impact educational experiences such as community service and volunteer work and the number of students who participate are tracked and reported, usually every three years, to monitor progress.

Annual Reports: Faculty and staff submit annual reports through their departments and deans, documenting the ways they are addressing goals of the Strategic Plan. Departmental annual reports also provide information on the expenditures that are dedicated to public-service activities.

Accreditation Reports: Buffalo State's goal of 100% accreditation for all programs that have a national accreditation process requires discussion of community engagement and service. Departments must respond to their accreditors in regard to their efforts.

The Beginning College Survey of Student Engagement (BCSSE) Entering Freshman Survey, conducted every three years, examines the student population, their intentions, behaviors, and perceptions regarding community service work.

Intercollegiate Athletics: The Buffalo State CHAMPS/Life Skills Program engages student-athletes in service to their campus and communities through leadership development, mentoring, and community outreach activities. The program conducts an evaluation each year.

Residence Life: The Consortium: Residence Life Student Survey includes assessment of students' levels of participation in community service or service-learning projects. This survey helps Student Affairs professionals assess their contribution to the campus' mission.

3.b. If yes, does the institution use the data from those mechanisms?

Yes

Describe how the institution uses the data from those mechanisms:

VSLC:

Data from the VSLC community partner database is used to identify appropriate partners for new service-learning courses, and to track and monitor partnership history. Areas of concern in site visits, staff involvement, or incident reports are shared with partners and faculty in order to improve collaboration.

The VSLC reports service-learning designated courses to the registrar, who posts data in course listings. Students can easily identify service-learning courses, and participation is recorded on student transcripts.

Data from the VSLC annual request for community engagement information is reported to the campus community, the broader community, the Campus Compact annual report, and the application for the President's Community Service Honor Roll.

Information collected through the online award nomination form is developed and managed by the VSLC to provide anecdotal stories of impacts for the VSLC newsletter and distribution of awards at the VSLC Celebration of Service.

Academic Affairs:

NSSE: Data from NSSE is shared with the campus and community through the Voluntary System of Accountability in which Buffalo State participates. It is discussed by the provost and the Deans Council to determine plans for further addressing campus goals.

Annual Reports: From individual and department reports, deans must write annual reports for their entire school. Goals of the Strategic Plan are addressed there, and deans are responsible for progress. Community engagement is an ongoing goal of the institution, and deans address accomplishments, efforts, and further goals. Contributions to service learning are specifically tracked in these annual reports.

Accreditation Reports: Done on a regular 5-to-10-year basis, these reports require departments to establish and report on plans for community engagement and service. Departments that do not meet their goals are cited by external evaluators, and further plans have to be adjusted and developed to meet stated objectives of the accrediting body.

13. I. Foundational Indicators

4.a. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?

Yes

4.b. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for *Impact on Students*:

VSLC:

The VSLC regularly distributes pre- and post-participation surveys to students involved in service-learning courses in all four academic schools to assess the impact of the service-learning experience on their academic learning. Surveys also measure respect for diversity, skill development, career awareness, and civic involvement. EduVentures analyzed survey data from 974 students in 2012. Key findings include:

Those who completed Buffalo State service-learning courses reported greater:

- Sense of social responsibility
- Awareness of personal biases
- Sense that stereotypes are unfair
- Belief that cooperation can solve social ills
- Appreciation for working with diverse groups
- Awareness of their strengths and weaknesses
- Written communication skills
- Verbal communication skills
- Problem-solving skills
- Public-speaking skills
- Value of community service

Service-learning course participants are also more likely to find educational value in connecting course content to real life situations and to desire more community service in Buffalo State coursework.

After completing service-learning courses, students are more likely to feel responsible for serving their communities and feel it is important to work with people who are different.

Students who complete service-learning courses rate their written and verbal communication skills, public speaking skills, and problem-solving skills higher than students who have not.

NSSE-relevant sections:

- How many students participate in community-based projects as part of their courses? 18% of freshman-year students frequently participate in service-learning or community-based projects.
- What percentage of students participates in community service? By the time they are seniors, 52% of students participate in community service or volunteer work.

We also have set goals in our Strategic Plan related to key NSSE categories: Strategic Direction 1.4: Enrich educational experiences by increasing complementary learning opportunities and connecting co-curricular and curricular experiences. In 2008, 37% of students reported favorably on this measure. In 2011, 38.5% percent did. The campus goal is 47.3%.

4.c. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for *Impact on Faculty*:

VSLC:

The VSLC conducts a survey of faculty who teach service-learning courses each semester to gather data on procedures, practices, and partnerships. The survey is designed to determine if students were appropriately prepared for community-based learning experiences, if course content was linked to the service experience, and if the partnership and support were effective. Additionally, VSLC staff members regularly conduct telephone or in-person interviews on impacts.

Pixita del Prado Hill, associate professor of elementary education and reading, reported that her service-learning partnership at Buffalo Public School 76, Herman Badillo Bilingual Academy, has led to expanded community engagement work including “the International Professional Development Schools partnerships with a university and public school in Santiago, Chile; the development of the Global Book Hour at Wegmans and the West Side Value Laundromat; and the development of Club HoLA (Hour of Latino Awareness), which uses bilingual children’s book to help teacher candidates build Spanish language skills and cultural knowledge.”

Jill Norvilitis, professor of psychology, received a Social Psychology Network Action Teaching Honorable Mention for her service-learning project in PSY 381, Psychology of Culture. Her class partnered with Journey’s End Refugee Services to create a seven-session mentoring program. Teams of students enrolled in PSY 381 were matched with a newly arrived family for discussion about budgeting, financial pitfalls, and navigating decisions about money.

Carol DeNysschen, associate professor of dietetics and nutrition, wrote, “the community engagement work has brought a much deeper learning experience and ‘real life’ experience into the classroom. Students are able to talk about their experiences and compare strategies for nutrition education.”

Mary C. Cummings, lecturer in the Elementary Education and Reading Department, described the impact on her teaching methods and student learning: “I do not have to give examples of what our content might look like, but rather I can reach out to the students and let them make the connection to the content through the specific activities they are experiencing in their placements. The service-learning partners provide a much richer experience because my ‘Methods of Teaching Reading and Other Language Arts in the Elementary Classroom,’ ‘Methods of Teaching Social Studies,’ and ‘Sheltered Content Instruction’ all are relatable to the students’ course content and communities in their placements.”

Academic Affairs:

Accreditation:

- Based on feedback they received through the accrediting body ABET, faculty in the Engineering Technology Department have had to create a community-campus advisory committee in order to get feedback about the curriculum.
- Based on feedback from the accrediting body FIDA, the Interior Design Department had to develop a sustained partnership with a community agency. This requirement led to the partnership the department now has with Habitat for Humanity.
- In order to attain recognized status through the National Professional Science Master’s Association (NPSMA), both the professional applied and computational mathematics and the Great Lakes ecosystems science graduate programs established advisory boards of diverse interdisciplinary faculty and people from business, industry, nonprofit organizations, and government agencies.

4.d. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for *Impact on Community*:

VSLC:

The VSLC conducts community partner surveys each semester at the conclusion of service-learning activities. Community partners are sent electronic and paper documents and are encouraged to respond via e-mail, online, by mail, or by fax to allow for convenient and appropriate ways for each agency to respond. Results from spring 2013 community partner surveys include the following:

- 93% reported that projects met organizational or community identified needs.
- 33% reported that they were able to increase the number of clients served.
- 20% were able to increase the number of services offered.
- 47% reported that students brought new ideas to the organization.
- 47% stated that the service-learning experience provided a mentoring opportunity for staff.
- 73% reported that service-learning activities assisted in meeting the organization's mission and objectives.

Specific comments:

- Brittany Helpard from Hope of Buffalo, Peaceprints Ministries: "The students were able to accomplish tasks that would not have been done otherwise, leading to better organization for the agency. Their hours of service were productive."
- Andrea Glinski from Salvation Army: "The partnership gave us the ability to reach a great focus group of our organization at the college-age level with ideas that reach their demographic. This was attributed to the start of the relationship by VSLC and continues to develop on a semester basis."
- Maureen Madefko from UNYTS: "The most valuable part of working with these students was educating them on UNYTS mission and seeing how quickly they were able to turn around and educate their peers. The students we worked with now understand UNYTS' mission."

4.e. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for *Impact on the Institution*:

VSLC:

Through ongoing discussions of the VLSC Oversight Committee, the need for more organized and supported efforts focused on community engagement was communicated to the deans and the provost. This process led to the series of breakfast meetings held by the president and the provost about Buffalo State and the community. These led to a series of discussions, to a report requested by the provost, to the appointment of a coordinator of community engagement, and eventually to this application.

These conversations with the deans and the provost extended to include the faculty leadership on campus in the College Senate. The chair of the College Senate charged the Academic Plan Committee with developing a report, to be included in the strategic planning process, regarding Buffalo State's future identity. Based on the Academic Plan's Committee recommendation, the College Senate approved the following in May 2013:

"AND BE IT FURTHER RESOLVED that the College Senate call for expanding the campus Strategic Plan definition of engagement to include engagement with the community, in the spirit of the Carnegie definition of 'Community Engagement.'" **

** "Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good."

The president and the provost have since accepted and approved this resolution to make it a part of our strategic planning process going forward.

4.f. Does the institution use the data from the assessment mechanisms?

Yes

Describe how the institution uses the data from the assessment mechanisms:

VSLC:

The VSLC uses data from its assessment mechanisms to improve service-learning and volunteer initiatives. Community partner surveys are shared with partner faculty members, who are encouraged to consider feedback as activities for the next semester are planned. The VSLC analyzes the data from these surveys to determine impacts of service learning on community partners as well as to identify issues with partnerships and service-learning implementation. Recurring issues from the surveys are discussed with partners at community partner meetings. The VSLC also revises and updates supports that the office provides based on feedback from these surveys. In addition, the VSLC includes data from community partner surveys in its annual report to inform the campus and community of the impacts of service learning on community partners. VSLC staff members regularly conduct site visits with community partners to meet with students and partner in the community to assess how the semester's projects are going. A site visit form is completed to gather data on the current activities and additional partnership opportunities. Data from these site visits is used by the VSLC to approach faculty with additional community needs, tailor VSLC events and activities to partner programs, and ensure that partners fully understand service learning, volunteerism, and strategies for effective partnerships. Community partner meetings are also used to gather feedback directly on VSLC events, activities, and initiatives, and the VSLC uses this feedback to expand, reduce, or create new programs that meet identified community needs.

Academic Affairs:

NSSE:

- Data (given above) was used to develop goals in the Academic Plan focused on teaching strategies related to incorporating community projects into more classes.
- Data also influenced the development of a tracking mechanism -- a kind of dashboard -- for deans to report annually on the number of service-learning courses delivered in the academic schools.

Annual Reports:

- Information in annual reports is used regularly by deans and College Relations (marketing and public relations) to publicize the activities of campus personnel related to community engagement.

Accreditation:

- Based on feedback they received through the accrediting body ABET, faculty in the Engineering Technology Department had to create a community-campus advisory committee in order to get feedback about the curriculum.
- Based on feedback from the accrediting body CIDA, the Interior Design Department had to develop a sustained partnership with a community agency. This requirement led to the partnership the department now has with Habitat for Humanity.
- In order to attain recognized status through the National Professional Science Master's Association (NPSMA), the professional applied and computational mathematics graduate program had to establish an advisory board of faculty and people from business, industry, nonprofit organizations, and government agencies.

14. I. Foundational Indicators

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

Yes

Cite specific excerpts from the institution's strategic plan that demonstrate a clear definition of community engagement and related implementation plans:

Strategic Directions 1, 3, and 4 of the 2009-14 Strategic Plan reflect the broad goals noted in the Mission Statement, appealing directly to student and college connections to community. As a result, the college recognizes and cultivates relationships that create synergies between disciplines, schools, institutions, government agencies, and community stakeholders.

Strategic Direction 1: Engage students in rigorous and transforming learning experiences, both in and out of the classroom.

- Initiative 1.2: Increase student participation in active, inquiry-based, and collaborative forms of learning. Strategies include engaging an increased number of students in internships, service learning, capstone learning experiences, and similar collaborative initiatives.
- Initiative 1.4: Enrich educational experiences by increasing complementary learning opportunities and connecting co-curricular and curricular experiences. Strategies include increasing student engagement in workplace or community settings.

Strategic Direction 3: Contribute to the improvement of the vitality of the community, region, and state.

- Initiative 3.1: Become a regional and state leader in public education. Strategies include partnering for innovative educational practices with urban, rural, and suburban schools.
- Initiative 3.2: Become a regional and state leader in economic and workforce development. Strategies include expanding partnerships with economic and business organizations; empowering centers and departments to apply their expertise, in partnership with regional businesses and organizations; and creating organizational structures to stimulate and expand college involvement with economic and workforce development.
- Initiative 3.3: Create, expand, and strengthen partnerships with cultural, environmental, and community organizations. Strategies include developing a master plan for intentional community-academy partnerships, expanding mutually beneficial partnerships with local museums and other cultural institutions, increasing mutually beneficial partnerships to reflect Buffalo State's identity as an AACSB institution characterized by a "stewardship of place," and conducting periodic evaluations to determine progress and effectiveness of partnership initiatives.

Strategic Direction 4: Strengthen programs and activities that distinguish the college.

- Initiative 4.2: Become recognized as a regional, state, national, and international leader in arts and culture. Strategies include expanding mutually beneficial partnerships with regional, national, and international museums and cultural institutions, and becoming a national model for the integration of the resources of local art museums and the academic programs of a university.
- Initiative 4.3: Support distinctive activities and themes for which the college will be widely known and admired. Strategies include using alumni experts and community advisory boards to support distinctive curriculum development.

The VSLC Oversight Committee developed a strategic plan (2011-2016) enhancing opportunities to engage Buffalo State students, faculty, and staff in high quality volunteer and service-learning initiatives. The first direction is to provide 100% of our students the opportunity to participate in high-quality service-learning by increasing the number of SL courses. In addition, the plan aims to provide 100% of students the opportunity to participate in a co-curricular volunteer experience by increasing student awareness, student club activities, and AmeriCorps connections.

15. I. Foundational Indicators

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

Yes

Describe professional development support for faculty and/or staff engaged with community:

1. Buffalo State is a member of the Western New York Service-Learning Coalition, and the VSLC coordinator has served on the WNYSLC Steering Committee for four years. As members of the coalition, Buffalo State faculty, staff, and students can attend professional development activities including an annual Faculty Fellows program, a biennial WNYSLC conference, a WNYSLC service-learning administrators group, biannual networking events, and monthly education and programming workshops. The VSLC/WNYSLC Faculty Fellows training supports faculty integration of service learning into their courses. In 2012-13, four faculty members participated in the three-day training, along with other faculty members from area institutions. Since 2004, 84 faculty members have participated in the service-learning Faculty Fellows program.
2. Buffalo State has an active faculty development program that focuses on supporting faculty who wish to revise, improve, or otherwise change the way they teach. Service-learning workshops are sponsored through these efforts. For example: "Connecting Service Learning, Your Course, and the Community: From Chemistry to Fine Arts: Service learning connects your course learning objectives with real community need. Exchange ideas and discuss your course curriculum with Volunteer and Service-Learning Center staff and community organization representatives. Identify opportunities to engage students in active, hands-on academic service projects in the neighborhoods surrounding Buffalo State."
3. The VSLC has partnered with the National Coalition Building Institute campus affiliate team to provide training to faculty and students in welcoming diversity and inclusion in order to enhance learning outcomes in service-learning courses. These workshops occur regularly at the start of each semester.
4. The Provost's Office and a grant from AASCU sponsored a visit by Andrew Furco, who held two trainings at Buffalo State in January 2013. Both workshops, "Introduction to Service Learning" and "Service Learning Reinvigorated," were offered to 27 new and veteran service-learning practitioners.

16. I. Foundational Indicators

7. Does the community have a "voice" or role for input into institutional or departmental planning for community engagement?

Yes

Describe how the community's voice is integrated into institutional or departmental planning for community engagement:

- VSLC Community Partner Meetings: Four times a year, community partners are asked to provide input into the planning of service-learning courses and activities along with VSLC initiatives. Partner input and recommendations have led to outstanding academic service-learning partnerships and volunteer activities. VSLC programs, including the Community Service Peer Leaders and the City Partners program, are the direct result of community partner input and recommendations.
- CAC Advisory Board: Consisting of Buffalo State faculty, staff, and community organizations and members, this board meets quarterly to identify long-term strategic plans for the Community Academic Center.
- Task Force on Campus and Community Relations: Composed of West Side residents and members of the college campus, the committee allows members of the community to directly address sites for collaboration.
- The 2009-13 Strategic Plan review and renewal process included numerous meetings with campus and community-based stakeholders to ensure that the plan had wide support. The College Planning Council (CPC), composed of roughly 50 members from all constituencies of the campus community, advised and assisted in the development, implementation, monitoring, and evaluation of the college's Strategic Plan. The CPC collected and analyzed data, appointed ad hoc task forces, conducted focus groups, shared results with constituents, invited feedback throughout the process, and prepared drafts and final reports. The surveys, focus groups, and stakeholder conferences all included community representatives, and task force reports written in response to feedback provided an inventory of significant items to be addressed in strategic planning and in the creation of strategic directions and initiatives.
- Our most recent Middle States self-study (2013) includes a suggestion to appoint a citizens advisory committee to the College Council, assuring that grassroots community voices will be heard at the highest level of campus governance.

17. I. Foundational Indicators

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

Yes

Describe these specific search/recruitment policies or practices:

Virtually all advertisements for positions at Buffalo State list the following as a required criterion:

“Commitment to the mission of SUNY Buffalo State.” Departments are encouraged to seek applicants who can contribute to our mission in significant ways, and the processes are guided and overseen by department chairs and deans.

18. I. Foundational Indicators

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

Yes

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

Faculty members throughout the institution are involved in community engagement work in all three areas of teaching, scholarship, and service. Institutional policies allow for this type of work through a variety of mechanisms and descriptions. Community-engaged scholarship falls under the category of Applied Research for Buffalo State. Relevant sections from our Directory of Policy Statements are as follows:

“Supplemental Policy on Scholarship Encompassing Applied Research: The intent of the following is to provide formal institutional recognition of a variety of forms of scholarly activity and products. This policy allows faculty the ability to exercise a wide choice of kinds of scholarly activities with effective evaluation by departments, deans, and the Office of Academic Affairs in personnel procedures. Neither this policy nor the definitions and guidelines included are intended to place added demands on faculty, but rather to provide faculty with additional scholarship options and opportunities.”

Applied Research is defined as “the use of established research methods to address practical questions about policies, interventions, treatments, practices, programs, etc. It constitutes a professional activity that extends the basic characteristics of traditional scholarship into the realm of practical application. It broadens scholarly activity to address immediate real-world problems and provides concrete results or solutions within a reasonable time frame.”

The Directory of Policy Statements includes a definition of common features, criteria, documentation processes, and examples of applied professional work that include numerous examples of community engagement scholarship. (See the scholarship question below for more details.)

Despite the absence of explicit language, community-engaged scholarship is inherently valued by our institution.

In terms of teaching, Buffalo State policies clearly state that faculty members are rewarded for contributing to collegewide instructional programs: service learning is the most significant collegewide instructional program at our institution, and faculty are encouraged to participate and rewarded for doing so.

In terms of scholarly service work, institutional policies are explicit in the explanation that community-based service is rewarded and encouraged.

From our Directory of Policy Statements: “Public, University, and Professional Service - The person demonstrates a willingness to serve the department, college, university, community, and discipline/profession by participating on departmental program and service committees, by providing students regularly with accurate academic advisement and information about college services, and by involvement in community service activities and professional organizations.”

19. I. Foundational Indicators

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

Yes

Please cite text from the faculty handbook (or similar policy document):

Buffalo State regularly values, includes, and rewards work that falls into this category in its reviews of successful teaching.

Our Directory of Policy Statements states that one way to demonstrate effective teaching is “By undertaking successfully new course assignments; by designing, developing, and successfully teaching new courses not previously part of a department’s offerings; and by participating successfully in the collegewide instruction programs.” Service learning is a collegewide instruction program and people who teach service-learning courses receive credit for this work and are rewarded for it in terms of renewal, tenure, and promotion.

Our faculty handbook also encourages people to use a wide variety of pedagogies in the classroom and beyond, and indicates that we reward people for implementing new pedagogical methods such as service learning: “The additional evidence that should be provided by candidates and examined by departmental committees and the chairperson includes the following kinds of documentation of effective teaching: a reflective statement of the professor’s contribution to the teaching mission of the department of the college; course syllabi which detail course content, objectives, teaching methods, readings, student assignments, etc.; evidence of curricular revision and updating; evidence of attendance at faculty development workshops that enhance teaching content, methodologies, or newer technologies; awards received by one’s students; recognition of students on a national or regional level; student participation in professional meeting, exhibitions, performances, or other professional activities outside the classroom setting; success of alumni/alumni surveys; creation of learning materials and aids; added efforts to support student learning ...”

Classes and teaching that incorporate community settings are a regular and normal part of the work performed by Buffalo State faculty. This work occurs regularly in all education majors; in our Social Work, Music, and Interior Design departments; in most of our science programs; and even in our English Department, where, for example, students travel to libraries and small publishing ventures to learn about the history of the book.

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

Yes

Please cite text from the faculty handbook (or similar policy document):

After a review of community-engaged scholarship in 2011-12, the Instruction and Research Committee of our College Senate chose to include community-engaged scholarship under the category of Applied Research.

Relevant sections from our Directory of Policy Statements are as follows:

“Supplemental Policy on Scholarship Encompassing Applied Research: The intent of the following is to provide formal institutional recognition of a variety of forms of scholarly activity and products. This policy allows faculty the ability to exercise a wide choice of kinds of scholarly activities with effective evaluation by departments, deans, and the Office of Academic Affairs in personnel procedures. Neither this policy nor the definitions and guidelines included are intended to place added demands on faculty, but rather to provide faculty with additional scholarship options and opportunities.”

Applied Research is defined as “the use of established research methods to address practical questions about policies, interventions, treatments, practices, programs, etc. It constitutes a professional activity that extends the basic characteristics of traditional scholarship into the realm of practical application. It broadens scholarly activity to address immediate real-world problems and provides concrete results or solutions within a reasonable time frame.”

The Directory of Policy Statements includes a definition of common features, criteria, documentation processes, and examples of applied professional work that include numerous examples of community engagement scholarship, such as:

- Development of educational support programs for high-risk or gifted students that have led to demonstrably positive results.
- Analysis and dissemination of census data or demographic trends.
- Conducting market analysis and opinion research.
- Carrying out regional ecological, meteorological, and other environmental studies that will serve the external community.
- Directed or contracted research for the purpose of developing and testing new materials.
- Preparation and design of educational software, video, or television programs for use in the classroom.
- Policy analysis and design conducted on behalf of local government, businesses, nonprofit organizations, and community agencies.
- Creation of databases for instructional use.
- Development of field study guides to improve the science literacy of K-12 teachers.

Discussions with the Instruction and Research Committee of our College Senate continue to explore the possible advantages of including explicit language describing community-engaged scholarship; however, we are confident that whether explicit language is included or not, the work is valued by our institution.

10.c. Is community engagement rewarded as one form of service?

Yes

Please cite text from the faculty handbook (or similar policy document):

From our Directory of Policy Statements: "Public, University, and Professional Service - The person demonstrates a willingness to serve the department, college, university, community, and discipline/profession by participating on departmental program and service committees, by providing students regularly with accurate academic advisement and information about college services, and by involvement in community service activities and professional organizations."

The SUNY Board of Trustees policies include the following as a means to demonstrate effective service as one part of achieving tenure and promotion: "Active role in the resolution of issues in professional and/or community organizations."

20. I. Foundational Indicators

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

Yes

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

Fifteen of 40, or 37%, of the departments. Art Education, English and English Education, Music, Science Education, Interior Design, Mathematics, History and Social Studies Education, Elementary Education and Reading, Career and Technical Education, Exceptional Education, Modern and Classical Languages, Speech-Language Pathology, Technology, Political Science, and Social Work.

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

37%

Please cite three examples of colleges/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods:

1. The Teacher Education Unit covers programs in areas related to elementary, middle school, high school, and K-12 teaching. There are 12 departments within the Teacher Education Unit.

From its Teacher Education Unit Handbook: Section 1. Definition of Scholarship: The Teacher Education Unit embraces a comprehensive definition of scholarship that is inclusive of the diverse creative and scholarly activities consistent with our mission of collaborating in partnerships with citizens of the world to develop, implement, and assess innovative, socially conscious educational programs for all learners. Though there is diversity within the school in terms of the types of scholarship recognized, there are salient commonalities across departments:

A. Consistent with the mission, scholarship should reflect the commitment to exceptional teaching, and to collaborating with the public.

2. Social Work Department: Scholarship Statement: "Social Work is a practice-based profession. Social workers practice with individuals, families, groups, organizations, and communities. Social work has goals of strengthening individuals and families and contributing to the social welfare of society. The Social Work faculty is often asked to provide expertise and consultation to social services organizations, governmental agencies, and policy making bodies such as legislatures. ... In light of the above, evaluation of faculty scholarship and research will be based on contributions in the following areas: ...

f. The analysis and design of policy for a social work agency, community organization, or government agency that is adopted and implemented.

g. Conducting a needs assessment that results in data used by a social work agency, community organization, or legislative body to make social welfare or agency policy."

3. Political Science Department: Its "Definition of Scholarship" includes "consultation to public or private agencies in one's area of expertise."

21. I. Foundational Indicators

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

Yes

If yes, describe the current work in progress:

Buffalo State's coordinator of community engagement is in conversation with the leadership of the College Senate and the chair of its Instruction and Research Committee in order to re-visit the question of whether the campus is ready to include specific language regarding community-engaged scholarship and teaching in its campuswide policies. He has established a committee on engaged scholarship and regularly attends Campus Compact and other conferences that focus on community-engaged scholarship so that the campus is aware of developments in the field.

23. I. Foundational Indicators

1. Is community engagement noted on student transcripts?

Yes

Describe how community engagement is noted on student transcripts:

In 2011, the College Senate approved a service-learning designation for courses that meet criteria identified and approved by the Senate. The VSLC is charged with facilitating and overseeing the designation process. Faculty members submit requests for designation to the VSLC, their requests are reviewed by a faculty review group, and courses approved for designation are recorded and tracked by the VSLC.

Service learning is designated with an SL code on all student participants' official transcripts after they complete the service-learning course(s). In addition, service-learning courses are so designated in the college's master course schedule.

24. I. Foundational Indicators

2. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?

Yes

Please provide examples:

Assessment processes applied to service-learning courses led the VSLC Oversight Committee to discover that students were consistently reporting various types of resistance to service-learning environments and to the people they interacted with. Those discoveries led to a partnership between the VSLC and the Buffalo State National Coalition Building Institute's campus affiliate team. Since 2012, the NCBI team on campus has provided Welcoming Diversity and Inclusion workshops for both service-learning faculty and students. Faculty members who have participated have been extremely supportive of the workshops and report significant impact on their students. A research assessment project is under way to discover the impact on learning and attitudes.

The Anne Frank Project focuses its annual conference on issues of genocide, racism, and inequality. Students, faculty, and community groups from across a wide spectrum of identities and social experiences come together to discuss the various ways people have mistreated each other with the goal of finding ways to better communicate, interact, and live together. The VSLC and the NCBI campus affiliate team are major partners of this annual conference.

25. I. Foundational Indicators

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

Yes

Please provide examples:

As described in our Middle States self-study, one of the main reasons Buffalo State directly linked its Strategic Plan to NSSE was to increase student engagement with their education and to increase retention. A large part of the current Strategic Plan is based on analysis of NSSE results.

NSSE research demonstrates that connecting classrooms to communities through service learning is an effective pedagogical strategy. College students who participate in civic engagement learning activities not only earn higher grade point averages but also have higher retention rates and are more likely to complete their degrees. In addition, they demonstrate improved academic content knowledge, critical thinking skills, written and verbal communication, and leadership skills.

In 2006 and 2008, the National Survey of Student Engagement (NSSE) assessed the opinions of freshmen and seniors regarding the distinctive strengths of the college. Students were asked if they had participated in community-based projects as part of a course and if internship courses, community service options, or senior capstone courses provided opportunities to integrate and apply knowledge.

Buffalo State's overarching Strategic Plan directly informs those activities focused on student learning and improvement and related institutional improvement at all levels. The Strategic Plan serves as a touchstone, inspiring and guiding strategic and annual goal setting in academic and support units across the institution. Schools, programs, and faculty and staff members are assessed annually with an emphasis on faculty teaching, scholarship, and service.

26. II. Categories of Community Engagement

1.a. Does the institution have a definition, standard components, and a process for identifying service learning courses?

Yes

Discuss how your institution defines service learning, the standard components for designation, and the process for identifying service learning courses:

At Buffalo State, service learning is defined as (1) a form of experiential learning that links learning in the classroom with activities in which students participate to address the needs of the surrounding community; and (2) an effective strategy for enhancing student learning, improving educational experience, and fostering civic engagement. Service learning is course-based, and service-learning courses include structured time for students to reflect on and discuss the service experience. At Buffalo State, service learning is regarded as a strategy for meeting important community needs and for building close relationships between the college and the community.

Designation Standard: To be eligible for approval for a designated service-learning course, the course must meet the following criteria (based in part on the "National Principles of Good Practice in Community Service-Learning"):

1. Students meet an identified community need through service in partnership with an organization, school, or other community group.
2. The course requires a minimum of 10 hours of service for designation (for a 3-credit course). The VSLC recommends 15 hours of community-based work and strongly encourages that courses be created with this recommendation in mind.
3. The service experience relates to the subject matter of the course, is clearly described in the syllabus, and is connected to a course learning objective.
4. Students are provided structured opportunities to reflect critically on their service experience through writing, discussion, presentation, artistic endeavors, or similar means.
5. At least 15% of the final grade for the course must be based on academic assignments that explicitly link the community service to the academic content of the course.

Courses that incorporate community engagement but do not meet the required criteria are noted as "including service learning" on the VSLC website, and this information is shared with students.

Process: Faculty who are interested in designating their course(s) must submit the Designation Request Form, along with a copy of the course syllabus, to the VSLC. Upon review and approval from the VSLC Oversight Committee (using a detailed rubric), the department chair is notified that the course has been successfully designated. Courses remain designated for three years as long as current semester syllabi are on file in the VSLC. Designated courses are specific to the faculty member who applied for course designation.

1.b. If you have a process for designating service learning courses, how many designated, for-credit service learning courses were offered in the most recent academic year?

90

What percentage of total courses offered at the institution?:

1.1%

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

24

What percentage of total departments at the institution?

44%

1.d. How many faculty taught service learning courses in the most recent academic year?

46

What percentage of faculty at the institution?

5.4%

1.e. How many students participated in service learning courses in the most recent academic year?

1761

What percentage of students at the institution?

14.9%

1.f. Describe how data provided in 1. b-e above are gathered, by whom, with what frequency, and to what end:

Faculty members request service-learning designation from the Volunteer and Service-Learning Center. A request form along with a course syllabus is reviewed by faculty members from the VSLC Oversight Committee and granted designation if the course meets the College Senate-approved criteria for service-learning courses. Approved courses are communicated to the Registrar before the start of registration each semester. Courses that include a service-learning component but are not designated are additionally tracked by the VSLC. Faculty members report to the VSLC that they are including a service-learning component in the course, and the VSLC identifies student participation through our course management system (Banner) each semester. Certificates of participation are generated for all students and faculty each semester, and all participants are invited to the VSLC Celebration of Service to recognize service-learning achievements and participation. This data is also communicated individually to the deans of each school as well as to the VSLC Oversight Committee and the campus as a whole.

27. II. Categories of Community Engagement

2.a. Are there *institutional (campus-wide)* learning outcomes for students' curricular engagement with community?

Yes

Please provide specific examples of institutional (campus-wide) learning outcomes for students' curricular engagement with community:

Buffalo State's service-learning program has had two versions of learning outcomes assessment. The first was developed and conducted through an outside agency, Eduventures, consisting of self-reported information from students responding through electronic surveys.

The outcomes were as follows:

Service-learning students:

- reported having made a difference in the community.
- demonstrated an increased understanding of responsibility to serve in the community.
- increased their knowledge of career options available to them.
- developed an increased respect for people of diverse backgrounds.
- reinforced their course learning through service-learning experiences.
- reported an increase in the following skill areas:
 - Written communication
 - Verbal communication
 - Ability to work as part of a team
 - Problem solving
 - Organization
 - Public speaking
 - Ability to get along with others

In 2012-13 the Service-Learning Oversight Committee developed a second version of outcomes assessment focused on student learning outcomes; these are assessed through courses using the following objectives:

Diversity -- Students will:

- Demonstrate an understanding that people from different backgrounds will hold a range of values and demonstrate a range of behaviors and will be open to learning about these in a non-judgmental manner.
- Demonstrate an understanding of the impact of environment on individual and social experience -- their own and those with whom they interact.

Personal growth and development -- Students will:

- Reflect on their values and beliefs in light of service-learning experience.
- Identify personal strengths, values, and learning caused by SL experience.

Applying course material (theory) to service-learning experience (practice) -- Students will:

- Apply concepts and theories to situations in service-learning situations.

2.b. Are institutional (campus-wide) learning outcomes for students' curricular engagement with community systematically assessed?

Yes

Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students' curricular engagement with community:

For the first round of assessment done by the education consulting firm Eduventures, a survey of 24 questions was completed by all students enrolled in service-learning classes. They completed the survey anonymously, and the data was directly sent to Eduventures, which developed a report based on the responses and sent that report to the VSLC. The Table of Contents of that report reads as follows:

Table of Contents

- Inquiry Overview
- Executive Summary & Recommendations
- Service-Learning Impact: Overall
- Service-Learning Impact: By Hours Spent
- Service-Learning Impact: By Course / Subject
- Improving Service-Learning Courses
- Appendix

Assessment for the second round, focused more on learning objectives than on self-reported data, had not yet begun in 2012-13. The plan uses assignments in service-learning classes and reviews those assignments for acquisition of the learning objective based on a rubric developed by the VSLC Oversight Committee.

2.c. If yes, describe how the assessment data related to institutional (campus-wide) learning outcomes for students' curricular engagement with community are used?

The assessment data is used by the VSLC Oversight Committee and reported to faculty and community partners in community partner meetings. The results are discussed, plans are made, and adjustments to courses and to partnerships are suggested. One significant outcome of the assessment data was the implementation of NCBI Welcoming Diversity and Inclusion workshops for service-learning students and faculty.

28. II. Categories of Community Engagement

3.a. Are there *departmental or disciplinary* learning outcomes for students' curricular engagement with community?

Yes

Provide specific examples of departmental or disciplinary learning outcomes for students' curricular engagement with community:

The Teacher Education Unit comprises all education programs at Buffalo State, which are accredited through NCATE (National Council for Accreditation of Teacher Education).

NCATE's Standard 3: Field Experiences and Clinical Practice reads as follows:

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3a. COLLABORATION BETWEEN UNIT AND SCHOOL PARTNERS.

Target = Both unit and school-based faculty are involved in designing, implementing, and evaluating the unit's conceptual framework and the school program; they each participate in the unit's and the school partners' professional development activities and instructional programs for candidates and for children. The unit and its school partners share expertise and integrate resources to support candidate learning. They jointly determine the specific placements of student teachers and interns for other professional roles to maximize the learning experience for candidates and P-12 students.

Music Department: The Buffalo State goal of fostering and promoting community involvement is supported by the Music Department's goal to "contribute to the cultural enrichment of all Buffalo State College students, the greater Buffalo/Niagara region, and Western New York State." Goals:

- To offer pre-service music educators the opportunity to engage in field experiences that expose and prepare them for the rigors, challenges, and opportunities commonly encountered in urban and/or rural music education and engage students in the BUMP [Buffalo Urban Music Project] initiative and other uniquely immersive pedagogical experiences. [BUMP connects Music Department faculty and students to urban middle school students in a regular after-school program.]
- To work synergistically with a variety of campus constituencies to embrace diversity with respect to race, ethnicity, gender, sexual preference, financial status, documented disabilities, and divergent viewpoints through curriculum, in faculty and student recruitment, community partnerships, and resource allocation.

Interior Design Department: Accredited through the Council for Interior Design Accreditation (CIDA): From its accreditation guide: In Standards 2, 4, 5, and 7:

The curriculum, teaching methods, learning experiences, and opportunities made available to students are sources for evaluating program expectations and include, but are not limited to:

- Course syllabi, including lecture topics
- Handouts
- Course texts
- Reading assignments
- Examination questions (blank tests)
- Assignments including purpose, objectives, and requirements
- Field trips
- Guest lecturers and juries
- Work experience/internships
- Community service

Art Education Department: Learning Objective 6: Demonstrate service-learning habits that build active professional, cultural, and art communities.

Political Science Department: Learning Objective 5. Gain citizenship and participation skills in conceptualizing citizenship and in participatory citizenship.

Fashion Textile Technology Department: Understand the role of social responsibility both from the consumer and corporate perspectives through active participation in service-learning activity.

Dietetics and Nutrition: Identify and perform the dietitian's role in community-based food and nutrition programs.

3.b. Are departmental or disciplinary learning outcomes for students' curricular engagement with community systematically assessed?

Yes

Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students' curricular engagement with community:

Departments that do not have a national accreditation systematically assess their learning outcomes in Buffalo State's regular and ongoing assessment processes. All departments have assessment plans that have been approved by the Assessment and Curriculum Unit, and they must report on their assessment process and findings each year. Each assessment report must include both the findings of the assessment process and the ways in which the department plans to address those findings. Whether learning objectives have been met or not is ascertained through the review of documents produced by students for various classes taken within the department. Assessment is accomplished outside the grading process in an anonymous submission and review process. Assessment is not focused on student performance but on the ways in which the department accomplishes the goals it has established for students.

Accreditation cycles occur usually within a 5-10 year window, and departments are required to explain the ways in which they address the various standards and objectives established by the accreditor. The self-studies produced for accreditation are reviewed by external reviewers during campus visits, interviews, etc.

3.c. If yes, describe how assessment data related to departmental or disciplinary learning outcomes for students' curricular engagement with community are used:

Data is used in a variety of ways. Sometimes faculty members in departments adjust pedagogy; sometimes they adjust course content or curriculum. Sometimes they recognize the need for more feedback and involvement from people in the profession or in the community. Primarily, though, assessment is used to evaluate both how well the departments sets a framework for students to achieve the goals the department has for them, and how appropriate those learning objectives are in light of changes in the discipline, the profession, and the mission of the institution.

29. II. Categories of Community Engagement

4.a. Is community engagement integrated into the following curricular (for credit) activities? Please select all that apply:

Student Research
Student Leadership
Internships/Co-ops
Study Abroad

For each category checked above, provide examples:

-- Student Research: Community engagement is integrated into our undergraduate research program and in our Research and Creativity Celebration. Research projects include "Beyond the Classroom: Social Factors Affecting Students in the US and Zambia"; "The Influence of Temperature upon Decomposition in Western New York: A Study in Accumulated Degree-Days"; "A Biotelemetric Study of Habitat Use and Behavior of Map Turtles and Spiny Softshell Turtles in the Niagara River"; "Persons, Plans, and Potential: Regionalism and Flourishing in Western New York"; "College Students' Attitudes toward University Police"; and "Cross-Cultural Relationships from Buffalo, to Lusaka, Zambia." The Social Work Department requires all majors to complete a research project at their internship site during the spring semester of their senior year.

-- Student Leadership: During 2012-13 the VSLC/CAC coordinated a Peer Leader Program in partnership with AmeriCorps in which 23 Buffalo State students each served 300 hours at 24 community partner locations and received a \$1,175 AmeriCorps education award. Our leadership minor requires a service-learning course.

-- Internships/Co-ops: All Social Work majors are required to complete 210 hours of field education for two consecutive semesters during their senior year, under the supervision of a qualified field educator.

The Anthropology Department places 12 students a year in a number of organizations, including the International Institute of Buffalo and with the Medical Examiner's Office.

Health and Wellness places approximately 25 students a year with a variety of health-related organizations, including Roswell Park Cancer Institute, and the Wellness Institute of Buffalo.

The Psychology Department places 25 undergraduate interns at nonprofit agencies and government offices to complete 150 hours of service yearly.

The Sociology Department places 40 or more students a year in a broad range of sites to participate and expand their work. The department maintains an ongoing discussion with many local organizations about challenges they face and how student interns can assist in meeting those challenges.

-- Study Abroad: The VSLC Global Service-Learning Initiative has supported faculty members extending service-learning experiences into diverse, global environments. Three international service-learning experiences occurred in the 2012-13 academic year. One was conducted in Zambia, where students learned about K-12 educational institutions and methodologies and contributed by teaching English in a Zambian school. The VSLC also coordinated an International Service-Learning Scholarship, funded through a private donor, that gave five students \$4,500 to support their participation in these global service-learning experiences.

In January 2013, six theater students and one alumna traveled to Rwanda, where they engaged in a theatrical exchange and collaborated with Rwandan theater students.

Eleven students participated in a short-term study-abroad experience in Beijing, China, led by Christine Lai, assistant professor of business. Students attended classes taught by Chinese faculty at the Central University of Finance and Economics, visited corporations, and explored historically significant Chinese sites during their stay.

In June 2013, education faculty accompanied more than 20 teacher candidates to Chile and Zambia, where they supervised field experiences and research projects. A formal MOU between Universidad Mayor in Santiago, Chile, and Buffalo State is under way.

4.b. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? Please select all that apply:

- Graduate Studies
- Capstone (Senior level project)
- General Education
- In the Majors
- In Minors

For each category checked above, provide examples:

As Buffalo State moves from a decentralized system of community engagement to a more intentional, institution-wide approach, a number of campus activities in this curricular category serve as models as interest expands.

Graduate Studies: Over the past 5-10 years, a growing number of graduate programs have created advisory boards composed of campus and community and business leaders to review program curricula and to address how the degree meets community and industry needs. Degree programs have often been revised based on external feedback. Such programs include engineering technology, Great Lakes ecosystems science, professional applied and computational mathematics, the master of public administration, and museum studies. Further, the Teacher Education Unit has an advisory board composed of representatives from all sectors of K-12 public education to advise on matters of curriculum and teacher preparation. Finally, the identity of our Graduate School focuses on applied programs, and virtually all these programs culminate with an applied research project or thesis that involves action research in the community or interaction with an external site.

Core Courses: Buffalo State does not have Core Courses

Capstone: Based on our Strategic Plan, many departments are exploring the NSSE suggestion to include a capstone course in their programs to enhance the education of their majors. One of the options closely connected to our applied learning mission is the action research or applied research capstone experience. Departments considering this option include Speech-Language Pathology, Interior Design, Communication, Dietetics and Nutrition, Anthropology, Hospitality and Tourism, Biology, Chemistry, Engineering Technology, and Television and Film Arts. Social Work has adopted this option.

First-Year Sequence: Buffalo State does not have a first-year sequence.

General Education: Categories within our general education program that have service-learning courses in them include Social Science, Humanities, Arts, and American History. In addition, revisions to Buffalo State's Intellectual Foundations Language requirement in 2012-13 include a community engagement alternative to taking a language course. This alternative allows students to participate either through a service-learning course dedicated to serving populations and/or communities where English is not the primary language or through a local, regional, or international service experience with an organization dedicated to serving people in cultures where English is not the primary language. Recognized experiences in this category can be part of an organized Buffalo State class or taken as an independent study/special project.

In the Majors: All majors within the School of Education are required to take a service-learning class, EDU 211, Introduction to Literacy; all hospitality administration majors are required to take Advanced Training in Hospitality, which is a service-learning course; and all fashion textile technology majors must take Introduction to Fashion Merchandising, which includes a service-learning component. In addition, students majoring in art education, creative studies, science education, and sociology are required to take a service-learning class. (All information in the Capstone section above also applies here.)

In Minors: Buffalo State currently offers two minors associated with community engagement: the study of understanding community, diversity, and peace; and urban civic education. The leadership minor requires a service-learning course.

30. II. Categories of Community Engagement

5. Are there examples of faculty scholarship associated with their curricular engagement achievements (research studies, conference presentations, pedagogy workshops, publications, etc.)?

Yes

Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible:

1. Day, L., Chicola, N., del Prado Hill, P., and Shandomo, H. (Elementary Education and Reading) gave two major presentations for the NAPDS 2013 conference on the topic "Professional Development in the 21st Century" with input from the three PDS student representatives. These presentations grew from their work with the Professional Development Schools partnerships. They also conducted a three-hour workshop with teacher candidates, "PDS as Passport to the World: Preparing the Next Generation of Educators for a Global Community," which grew from both the Wegmans Global Book Hour community project and the international trips they took with their students.
2. Frothingham, K. (Geography and Planning). "Community Input to the Watershed Management Process: Determining the Perceived State of Cayuga Creek, Niagara County, NY." *Middle States Geographer* 43: 50-59.
- 3a. Gradwell, J. M. (Social Studies Education). "Queen of the Falls: An NCSS Notable Trade Book Lesson Plan." *Social Studies Research and Practice* (in press). Created an extended lesson plan for the Niagara County Historical Society with students enrolled in a service-learning course during the spring 2013 semester.
- 3b. Gradwell, J. M. (Social Studies Education). "Steel Town: An NCSS Notable Trade Book Lesson Plan." *Social Studies Research and Practice*, 7 (2), 137-146. Created an extended lesson plan for the Steel Plant Museum with students enrolled in a service-learning course.
4. Hilarski, C. (Social Work). "Building Student Self-Efficacy and Mastery of Skills through Service-Learning Partnerships," *Metropolitan Universities Journal*, 24 (1).
5. Klenk, L., and Fish, R. (School of Education) presented their collaborative research on the benefits of play to professional audiences. As featured speakers for the 2013 Head Start Conference on the Value of Play, they presented their research on the controversy about play and academic development in preschool at the Northeastern Educational Research Association (NERA) 44th annual conference. This work grew directly from a service-learning class.
6. Maheady, L. (Exceptional Education). Multi-year professional development and research agenda with the Dunkirk City Schools to improve P-12 academic, behavioral, and/or interpersonal outcomes and to use outcome data to support teacher and district performance on new state-mandated Annual Professional Performance Reviews (APPR). Involved collaboration with retired teachers to assess effectiveness of an instructional coaching model and evidence-based practices on P-12 student performance in high-needs school districts.
7. Truesdell, K., and del Prado Hill, P. (Elementary Education and Reading) have continued to expand the Wegmans Global Book Hour, developing protocols for community engagement and securing various grants and donor support for their immensely successful program of bringing multicultural literature to West Side families as a service-learning and field-service opportunity for education candidates. They have submitted a book prospectus describing their experiences with the Global Book Hour, *When Global Becomes Local: Using Service Learning and Children's Literature to Promote Family Literacy and Global Understanding*.
8. Wall, A. (Sociology). "Applied Sociology and Service-Learning Experiences" *Baggage Claims: Attitudes and Skills to Pack for College* (Marren, J., Wall, A., Paige, S., and Rockwell, A., Eds.; Cognella Press).

31. II. Categories of Community Engagement

1. Indicate which outreach programs are developed for community. Please select all that apply:

- learning centers
- non-credit courses
- evaluation support
- training programs
- extension programs
- tutoring
- professional development centers

For each category checked above, provide examples:

Learning Centers:

- The Literacy Center offers clinical diagnosis and tutoring for K-12 students who need help with literacy skills.
- The Speech-Language-Hearing Clinic provides services to individuals of all ages in areas such as articulation and phonological disorders, language impairments, aphasia, voice disorders, hearing disorders, fluency disorders, traumatic brain injury, and accent reduction.

Tutoring:

Buffalo State sponsors a number of precollegiate programs -- Upward Bound, Liberty Partnerships, C-STEP -- in which students receive sustained tutoring to prepare them to enter college ready to be successful.

Extension Programs, Non-credit Courses:

All these efforts fall within the auspices of the Continuing Professional Studies Department, which sponsors the following programs:

- Entrepreneurship in the Arts: A Buffalo State Certificate Program for Creative Artists
- Summer Music Institute
- NYS Teacher Certification Seminars
- School Anti-Violence Education (SAVE)
- Child Abuse Identification
- Drug and Alcohol Awareness
- Fire and Arson Safety
- HIV and the Classroom

Evaluation Support:

The Research and Evaluation Group (REG), part of the Center for Development of Human Services (see next paragraph), provides innovative evaluation, research, and reporting services to training, social services, and educational organizations to support them in helping improve the lives of the people they serve. REG leads organizations to positive long-term results, increasing capacity, and sustaining systems change. Staff members are experienced evaluators, with competence in design, evidence-based practices, statistics, writing, and computer applications.

Training Programs:

The Center for Development of Human Services, a program of the Research Foundation for SUNY Buffalo State, has a staff of nearly 150, including 70 trainers and senior trainers and various other professionals and support personnel, each of whom is committed to helping deliver high-quality outcomes-based training and technical support to over 62,000 participants and program area stakeholders each year. CDHS also trains and develops curricula and materials for another 2,000 students through an innovative Buffalo State campus initiative to support students' mental health.

Professional Development:

Faculty from the School of Education and the Physics Department offer annual professional development for teachers through the Physics Teacher Summer Academy, where Buffalo State faculty present three 100-hour workshops for teachers throughout New York State.

32. II. Categories of Community Engagement

2. Which institutional resources are provided as outreach to the community? Please select all that apply:

work/study student placements
cultural offerings
athletic offerings
co-curricular student service
faculty consultation

For each category checked above, provide examples:

Co-curricular Student Service:

The VSLC is the primary office that coordinates co-curricular student service. Highlights of 2012-13:

- Volunteer Fair: Over 100 students were involved in on-campus service projects to benefit nine community partner organizations.
- I Am College Bound: Elementary students attend campus presentations about the importance of college preparation.
- Fall Community Service Day: Linked 245 students with 15 partners, providing over 980 hours of service in city neighborhoods.
- Spring Community Service Day: In partnership with Buffalo Niagara Riverkeeper's Spring Shoreline Cleanup, 133 students provided 532 hours of service.
- Alternative Break Program: Four alternative breaks engaged 35 students in 1,400 hours of service at 11 partner organizations in four cities in NYS.
- Monthly Service Corps: Buffalo State students and 35 community youth performed five projects totaling 353 hours of service.

Numerous other campus offices and programs support community engagement:

- Buffalo State Athletics involved 400 student-athletes in 3,200 hours of service throughout the year.
- Fraternities and sororities provided 1,200 hours of service and conducted numerous fundraisers.
- Dozens of student clubs, including faith-based and academic clubs, volunteered with community organizations.

Buffalo State has been recognized on the President's Higher Education Community Service Honor Roll nine out of the last 10 years.

Work-Study Student Placements:

Buffalo State meets the US DOE statutory 7% federal work-study community service requirement. In 2012-13 the VSLC and Financial Aid Office sponsored five placements at community-partner locations, providing educational support, urban revitalization, and health services. Students worked 851 hours.

Regular Cultural Offerings:

- The Burchfield Penney Art Center offers exhibitions, concerts, and cultural events.
- The Buffalo State Philharmonia (a college-community orchestra) and the Music Department give free public performances.
- The Performing Arts Center offers shows, concerts, and performances.
- The campus bookstore sponsors book signings open to the public.
- The Anthropology Department teaches classes on site at Fort Niagara and opens the digs to the public on various days.
- The Whitworth Ferguson Planetarium -- Buffalo's only planetarium -- offers more than 400 free public programs to an average of 12,000 visitors annually.
- The Monroe Fordham Regional History Center encompasses a vast microfilm library, publishing enterprise, and free service for records preservation and research.
- The Theater Department performs four plays annually that are open to community members.

Athletic Offerings:

- The Buffalo State Ice Rink offers free open skate hours.
- The campus sponsors annual youth soccer, basketball, and lacrosse camps.
- Athletic events throughout the year -- football, basketball, soccer, ice hockey, softball, lacrosse -- are open to the public.
- The annual Bengal 5K Scholarship Run is open to the community.

Faculty Consultation:

- Art Conservation faculty members offer their expertise to the community during a one-day conservation clinic each fall. Students also provide conservation services to local museums, saving these museums thousands of dollars.
- The Great Lakes Center sponsors a regional Partnership for Regional Invasive Species Management (PRISM) office, which serves as a clearinghouse for information on invasive species in WNY.

33. II. Categories of Community Engagement

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

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

[SUNY Buffalo State Partnership Grid.xlsx](#)

34. II. Categories of Community Engagement

4.a. Do the institution or departments promote attention to the mutuality and reciprocity of the partnerships?

Yes

Describe the strategies for promoting attention to the mutuality and reciprocity of the partnerships:

In our centralized efforts through VSLC, CAC, CEURE, and AFP, common and ongoing practices of reciprocity inform the partnerships created and developed. These four collaborative ventures are the leaders of community engagement on the campus and are proud of the ways they model engagement with the community. Examples include:

- VSLC staff members continuously interact with external constituents in service-learning placement sites. They engage in both informal and formal feedback processes and bring that feedback to the VSLC Oversight Committee.
- VSLC community partner meetings: At the beginning of each semester, community partners report on how their organizations' assets can be supported through service-learning and volunteering partnerships.
- The CAC Advisory Board, consisting of campus and community representatives from the main partners, meets regularly to assess initiatives, brainstorm ideas, and develop plans -- all in a collaborative fashion. Various initiatives, including the WASH project, stem from suggestions from community partners.
- CEURE's largest current initiative -- the Promise Neighborhood process -- has been developed in partnership with local school personnel, community representatives (including parents who live in the community), members of community organizations, and local politicians. The process is broken into working groups, all of which have representatives from the campus and the community.
- Likewise, the AFP develops plans for the annual conference through its advisory board of campus and community representatives, and all its activities are based on engaging constituents, hearing their voices, and developing plans and initiatives based on those ideas.

Beyond these centralized efforts, the various centers discussed throughout this application are increasingly guided by the campus strategic plan. That plan has expressed the goal of Buffalo State shaping itself as a Steward of Place as defined by AASCU. Through written annual reports, these centers discuss the ways in which they increasingly consider voices from outside the institution and the needs of external constituents in the planning and decision-making processes. Deans, for the most part, monitor these efforts and provide feedback about progress.

4.b. Are there mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity and mutual benefit, both from community partners to the institution and from the institution to the community?

Yes

If yes, describe the mechanisms and how the data have been used to improve reciprocity and mutual benefit:

VSLC Community Partner Surveys:

At the conclusion of each semester, surveys are distributed to service-learning community partners to receive feedback and data on the successes and challenges of the partnership.

For example, data from community partner surveys in spring 2011 indicated that partners were unclear about roles and responsibilities of supervisors. As a result, this topic was addressed, and the VSLC community partner handbook was modified to clarify roles and responsibilities of overseeing service-learning students.

Data from community partner surveys indicated that many partners were concerned about logistics and coordination of service-learning activities. As a result, the VSLC modified and updated its Partnership Checklist, used by VSLC staff when meeting with faculty and community partners to establish service-learning partnerships. Detailed information is provided on the checklist, and a copy is given to both the faculty and partner to assist with communication.

Based on findings from partner surveys, the VSLC also modified its student orientation sessions to include lessons on professional protocol when setting up their service-learning experiences.

VSLC Community Partner Meetings:

At the beginning of each semester, community partners report on how their organizations' assets can be supported through service-learning and volunteering partnerships.

Buffalo State's "Year of the City" initiative was discussed at a community partner meeting. Input was requested about how the office might plan activities that reflected the Year of the City mission while meeting community need. Partners expressed a hope that student groups might become more engaged long-term with community groups and organizations during the year. As a result, the VSLC created the City Partners Program to encourage effective matching of student group community service goals with community organization mission and activities.

The language used by community partners in discussions demonstrated that they were not always clear on the difference between volunteers, service-learning students, and interns. As a result, the VSLC staff began to provide "nuts and bolts" discussions at partner meetings to assist partners in understanding the differences, sometimes even using kinesthetic learning methods, to explain the differences.

VSLC/CAC Site Visits:

Throughout the year, VSLC and CAC staff conduct routine site visits and meet with community partners, completing a rubric to assess the developments at the organization and within the partnership. The results from the visits are discussed at the Advisory Board meetings to develop appropriate responses in keeping with the mission of the center.

CEURE:

Task force meetings connected to the Promise Neighborhood grant process have led to many adjustments to the process: various key representatives from the community have been suggested and invited to join; representatives from various key offices within the Buffalo Public Schools have been invited to join; topics have shifted based on community feedback, as have plans to address the needs of the children.

35. II. Categories of Community Engagement

5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)?

Yes

Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible:

- Mentored by Kelly Frothingham (Geography and Planning), three students are collecting data about streams in the Niagara River watershed. Frothingham serves on a technical advisory committee for the Buffalo Niagara Riverkeeper.
- Kim Irvine (Geography and Planning), director of the Center for Southeast Asia Environment and Sustainable Development, co-edited *Water Resources and Development in Southeast Asia*, a collection of peer-reviewed papers. Irvine has worked collaboratively for years with Thammarat Kootatep of the School of Environment, Resources, and Development at the Asian Institute of Technology (AIT) in Cambodia and has brought many students with him to Southeast Asia to do research.
- Cynthia Conides (History and Social Studies Education) presented “Beyond Internships: High Impact Collaborations” at the Museums in Action Conference (Albany NY).
- Amitra Wall (Sociology) co-organized the SUNY Buffalo State and Motown Global Learning Community Symposium at Wayne State University.
- Amitra Wall (Sociology) and Kathy Wood (School of Education) presented “National Civic Minor in Urban Education Project: Five New Models that Integrate Service Learning with Public Policy Coursework” at the American Democracy Project national meeting.
- James Sobol (Criminal Justice) presented “Reducing Gun Violence: The Rhetoric and Reality of a Gun Buyback Program” at Buffalo State as part of the Year of the City lecture series.
- The Professional Development Schools (PDS) Consortium received the 2013 Spirit of Partnership Award from the National Association of Professional Development Schools. The consortium offers action research grants allowing Buffalo State faculty to work closely with teachers in PDS schools. Grants in 2012-13 were: “Artful Journaling,” Maria Ceprano* and Pamela Garabedian (Enterprise Charter); “Junior Einsteins,” Rosemary Arioli Leibowitz* and Melissa Heywood (Henry Hudson School 28); “Russell Station Project,” Rosemary Arioli Leibowitz* and Linda Antonio (Henry Hudson School); “The Leader in Me,” Laura Klenk* and Kathleen Brachmann (Winchester Elementary); and “Create, Publish and Share,” Coralee Smith* and Michelle Brown (West Hertel Academy). (* = Buffalo State faculty member.)
- The Center for Health and Social (CHSR) facilitates the initiation and implementation of research and education on health and social problems. Recently funded projects include “Integrated Approaches to Planning Substance Abuse/Chemical Dependence Prevention and Treatment Services in Erie County,” “Initiation and Continuation of Drinking and Driving Behavior,” “Project Safe Neighborhood: West Side Violence Prevention Coalition,” and “Native American Community Services Needs Assessment and Evaluation,” William Wiczorek, PI; “Preventionfocus Evaluation,” Kelly S. Marczyński, PI; “Problem Gambling: A Decade of Change,” John Welte, PI; and “Motivation in Context: Risk for Early Substance Use,” Craig Colder, PI.
- A consortium of New York higher education institutions, including Buffalo State, was selected to receive \$2.5 million in federal stimulus money to educate utility workers and engineers in smart grid technology. Buffalo State’s portion of the grant is \$360,000 to develop new courses in the electrical engineering technology programs. The project’s PI is Ilya Grinberg (Engineering Technology).
- Jennifer Westover (Exceptional Education) traveled to Southeast Asia, where she has been working on Malaysia’s National Autism Project, co-writing literacy curriculum for the education of students with autism in Malaysia.

36. III. Wrap-Up

1. (Optional) Use this space to elaborate on any short-answer item(s) for which you need more space. Please specify the corresponding section and item number(s).

II. B. 5.

More space would have allowed us to list the names of the grants received, in 2012-13, by people working in the Great Lakes Center.

1. Burlakova, L. E., A. Y. Karatayev, M. E. May, and B. Lang. Survey of Texas Hornshell Populations in Texas. U.S. Fish and Wildlife Service, and Texas Parks and Wildlife Department, Traditional Section 6, Bilateral species conservation effort in New Mexico and Texas. \$143,000. 2011-2013.
2. Burlakova, L. E., A. Y. Karatayev. Zebra/Quagga Mussel Viability Test. U.S. Fish and Wildlife Service, Pacific Region. \$24,962. 2012-2013.
3. Hahn, T. and A. Y. Karatayev. Effects of Multiple Acoustic Scattering from Realistic Oceanic Bubble and Fish Assemblages. \$151,468. 2011-2013.
4. Karatayev, A. Y. and M. Clapsadl. Implementation of the Great Lakes Observing System. U.S. Department of Commerce. \$62,678. 2011-2013.
5. Mukherjee, J. J., and S. Kumar. Alcohol and PAH-induced carcinogenesis. National Institutes of Health. \$147,000. 2012-2014.
6. Pennuto, C. M., A. Y. Karatayev, A. Pérez-Fuentetaja, L.E. Burlakova, D. Bade, G. Matisoff, J. Kramer, and C. Mayer. The Lake Erie Nearshore and Offshore Nutrient Study (LENONS). U.S. EPA Great Lakes Restoration Initiative 2010. \$615,813. (\$365,101 for BSC). 2010-2013.
7. Pennuto, C. M. Administration of the Western New York PRISM (Partnership for Regional Invasive Species Management). Department of Environmental Conservation, New York State. \$1,100,768. 2012-2017.
8. Rudstam, L., A. Y. Karatayev, and L. E. Burlakova. Great Lakes Long-term Biological Monitoring Program. U.S. EPA. \$3,867,525 (\$1,094,726 for BSC). 2012-2017.
9. Snyder, R. J., L. E. Burlakova, D. B. MacNeill, and A. Y. Karatayev. Enhanced Early Detection of Invasive Ponto-Caspian Fishes in the Great Lakes. U.S. EPA Great Lakes Restoration Initiative. \$99,756. 2012-2013.

37. III. Wrap-Up

2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.

There weren't any questions that asked about volunteerism or about the ways in which our student groups and sports programs connect with the community. These activities at Buffalo State are another way our long-standing mission and commitment to service get enacted. For nine of the last 10 years, the Corporation for National and Community Service recognized Buffalo State for its impact on issues from literacy and neighborhood revitalization to supporting at-risk youth, placing our campus on the Presidential Honor Roll for Community Service. The high degree of service beyond the classroom connects directly to the ways in which our student groups and athletic teams attempt to commit to the mission of the campus. Many of them have developed ongoing partnerships with community organizations such as the Boys and Girls Clubs of Buffalo, and many participate in multiple volunteer events sponsored by our VSLC. These contributions are not one-shot opportunities; they are commitments that coaches and advisers make year after year as another way Buffalo State can contribute to life in our local community.

38. III. Wrap-Up

3. (Optional) Please provide any suggestions or comments you may have on the application process for the 2015 Elective Community Engagement Classification.

1. Though we understand the format of the application seeks to keep campuses focused, we also felt constrained by it. Every campus, we suspect, has a story, and we would have appreciated the opportunity to tell ours. Two summaries offer a glimpse into this issue:

A – The process through which Gary Welborn, associate professor of sociology, became a runner-up for the Thomas A. Ehrlich Civically Engaged Faculty Award entails two worlds intersecting to form the mission of our Volunteer and Service-Learning Center. One world, the campus, in 2000 launched a conversation about establishing a service-learning program. The other world, the local West Side community, in 2000 started a planning process intended to assess the challenges in the community and develop strategies to address them.

Representatives from a number of organizations formed the West Side initiative. Their target area is located in the heart of the West Side, in a diverse, lower income area with a low proportion of homeowners, a high proportion living below the poverty line, and an aging housing stock. Between May 2001 and May 2002, over 300 people participated in the process. Six committees explored problems and recommended solutions; three community meetings solicited broader feedback. The process culminated in the West Side Community Collaborative five-year action plan.

This action plan became the basis for Buffalo State’s service-learning program when it submitted a grant proposal to the Corporation for National and Community Service in April 2003. The proposal involved two main components: a Volunteer and Service-Learning Center (VSLC) and a Community Service Faculty Fellows Program. The strong community partnership that had been developed was a key reason for the award.

B – When the leadership of the Burchfield Penney Art Center considered breaking off from the campus to form an independent 501(c)(3), one of its main considerations was whether this new venture would better deliver the mission of the center -- to connect the mission of Buffalo State to the broader Western New York art community. Central to the building and planning process of this state-of-the-art LEED-certified art center was the goal of connecting the campus to the community.

2. The other comment about the documentation process has to do with the focus on one year, 2012-13. That focus made it difficult to convey the length of our commitment to service as a direct mission of this campus, as something we have committed both time and money over a long span of years. For example:

- Our Speech-Language-Hearing Clinic has been operating for 58 years.
- Our Burchfield Penney Art Center, for 48 years.
- The partnership between our Social Work Department and the North Tonawanda School District has existed for 30 years.
- Our Center for Health and Social Research has been operating for 17 years.
- Our Small Business Development Center has assisted 19,000 individuals from micro- to medium-size businesses with high-quality, pro bono, confidential counseling, training, and business research for 26 years.
- Our Professional Development Schools Consortium has existed for 23 years.

39. Request for Permission

Please respond to A or B below:

	Yes	No
A. I consent to having the information provided in the application for the purposes of research. In providing this consent, the identity of my campus will not be disclosed.	X	
B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree that the identity of my campus may be revealed.		