



Mary Ann Shaw

Center for Public and Community Service

Annual Report 2003-2004

S Y R A C U S E U N I V E R S I T Y

**Mary Ann Shaw Center for Public and Community Service (CPCS)
2003-04 Annual Report**

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Message from the Director

As we enter into our 10th year, we look forward with anticipation to continuing the work begun by Mary Ann Shaw and members of the Syracuse University community whose vision has guided the center's growth since its inception in September 1994. The Board of

Trustees of Syracuse University proclaimed the center be named the Mary Ann Shaw Center for Public and Community Service in recognition of Mary Ann's personal and constant support of the center and her unwavering commitment to the ideals of a life lived in service.

CPCS works to prepare students to be active citizens by supporting the development of their sense of self-confidence and nurturing their passionate interests. We challenge them, model good scholarship, and ask questions that encourage rigorous and creative thinking rather than memorizing. From the perspective of CPCS, academic rigor, essential

to the scholarship of engagement, requires interaction and participation from students, which CPCS accomplishes by creating challenging assignments designed around real community problem solving.

CPCS Service Learning, Literacy Initiatives, and our Leadership Intern program provide the framework students need to build their self-confidence and learn how to become engaged citizens. We hope this report captures the essence of these initiatives as we continue to provide students at Syracuse University with opportunities to enhance their traditional educational experience through community-based learning and engagement.

Pamela Kirwin Heintz
Director

"The great thing about a university is that you're both changing the individual lives of students and faculty members, and you're changing the world via discoveries."

—Chancellor Nancy Cantor
Syracuse University Magazine
Summer 2004

CPCS Financial Support

CPCS thanks the following for providing the resources that allow us to develop and implement consistent and effective community based service programs at Syracuse University.

Syracuse University Support

- Chancellor's Office
- Office of Academic Affairs
- Faculty in the School of Education

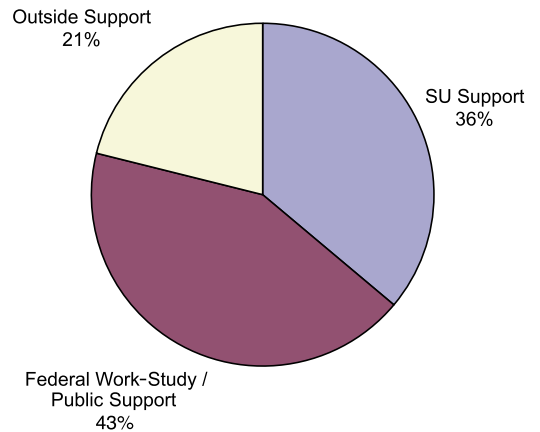
Federal Government Support

- Federal Work-Study: America Reads (through the Office of Financial Aid)

Private Donor/Other Support

- Winnick Family Foundation
- Kenneth A. and Mary Ann Shaw Leadership Intern Fund
- Marion Entwistle Fund
- J.P. Morgan Chase Foundation
- Robert B. Menschel Public Service Intern Fund Inc.
- Starbucks Foundation
- Central New York Community Foundation

Figure 1. CPCS Financial Support 2003-04



Participation and Program Statistics

Service Learning

Community based service learning provides an opportunity for further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Students engage in reciprocal learning and explore diverse environments. A typical service learning course requires students to work for a predetermined number of hours at a nonprofit or public site, where they participate in an organized service activity that meets the needs of the site. Students receive academic credit for processing and reflecting on the service activity as it relates to the course.

CPCS facilitates the service component of courses, which enhances academic goals by providing community placements in organizations that closely fit the needs of the students, the course, and the community. Before the start of each semester, CPCS staff meet with interested faculty to discuss the placement process and to clarify the goals of the course in relation to the agency/community needs.

It is important to note that the data collected for this section of the report are only representative of students in service learning courses facilitated by CPCS.

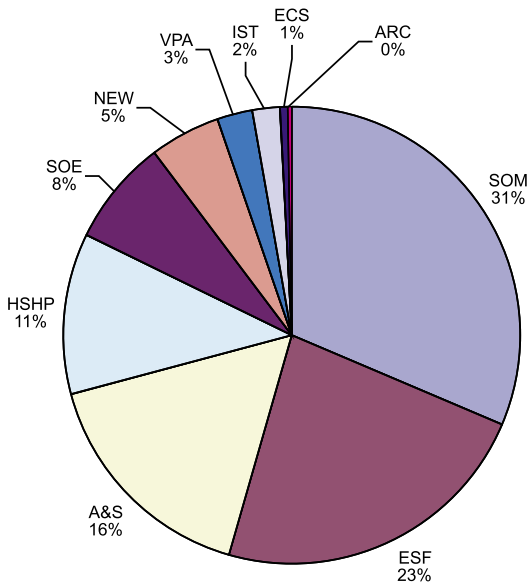
2003-04 Placement List

AIDS Community Resources	Crouse Hospital	Liberty Partnership Program	Sarah House Inc.
Alzheimer's Association of CNY	Dorothy Day House	Meals on Wheels	Sedgwick Heights Adult Home
American Cancer Society	Down Syndrome Association of CNY	Mental Health Association	Southeast Asian Center
American Diabetes Association	Dunbar Association	Museum of Science and Technology	Southwest Community Center
American Lung Association of CNY	Eastside Neighbors in Partnership (ENIP)	National Kidney Foundation	St. Camillus Health and Rehab Center
American Red Cross	Eastwood Senior Center—Peace Inc.	Native American Service Agency	St. Francis Adult Day Program
Arthritis Foundation	ENABLE	Near Eastside Adventures	Stone Quarry Hill Art Park
Association for Better Living	English Language Institute	New Environment Institute	SUNY Upstate Child Care Center
Atonement Lutheran Day Care Center	Exceptional Family Resources	Northeast Community Center	Syracuse Department of Parks, Recreation, and Youth Services
Beaver Lake Nature Center	Food Bank of CNY	Northside CYO	Syracuse Housing Authority
Bishop Foery Foundation	Francis House	Northside CYO—Refugee Resettlement Program	Syracuse Model Neighborhood Inc.
Boys and Girls Club (Shonnard Street, Hamilton Street, East Fayette Street)	Franklin Magnet School for the Arts	Nuturing World Child Care Center	Syracuse Peace Council
Brighton Family Center	Girls Inc. of CNY	Onondaga Historical Association	Syracuse Stage
Campfire USA Central New York Council	Grant Middle School	Onondaga Senior Center	The Living Room
Center for Nature Education Inc.	Greater Syracuse Tenants Network	Partners in Learning (WSLC and MANOS)	The Salvation Army
Chadwick Residence	Housing Option and Management for the Elderly	People in Action	University Pediatric and Adolescent Center
Clover Corner—Huntington Family Center	Huntington Middle School	Percy Hughes Magnet School	VA Medical Center
CNY Children's Miracle Network	Ida Benderson Senior Center	Project Connection—Peace Inc.	Van Duyn Home and Hospital
CNY Poison Control Center	Iroquois Nursing Home	Rescue Mission	Vincent House—Catholic Charities
Community General Hospital	Jewish Community Center	Ronald McDonald House	Westcott Community Center
Cornell Cooperative Extension of Onondaga County	Jewish Family Services	Rosamond Gifford Zoo	Wilson Park Community Center
	Jowonio	Rosewood Heights	
	Leukemia and Lymphoma Society	Samaritan Center	

College Participation

In 2003-04, 31 percent of students enrolled in service learning courses facilitated by CPCS were from the Martin J. Whitman School of Management, 23 percent were from the State University of New York College of Environmental Science and Forestry (ESF), and 16 percent were from the College of Arts and Sciences.

Figure 2. Service Learning Participants by School/College



Martin J. Whitman School of Management (WSM)	31%
SUNY College of Environmental Science and Forestry (ESF)	23%
College of Arts and Sciences (A&S)	16%
College of Human Services and Health Professions (HSHP)	11%
School of Education (SOE)	8%
S.I. Newhouse School of Public Communications (NEW)	5%
College of Visual and Performing Arts (VPA)	3%
School of Information Studies (IST)	2%
L.C. Smith College of Engineering and Computer Science (ECS)	1%
School of Architecture (ARC)	0.2%

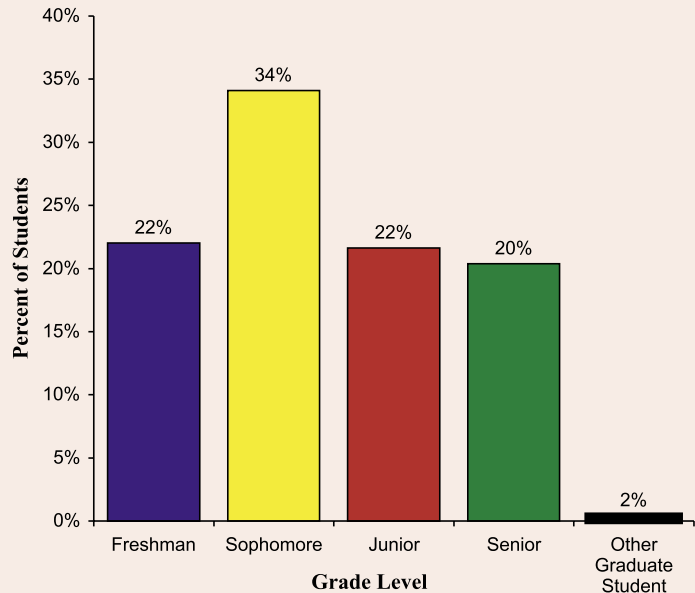
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Service Learning Post-Evaluations

Students who participate in service learning courses complete post-evaluations to help us assess the quality of each student's service experience. The information provides insight on how the service experience has enhanced the student's educational experience while contributing to the needs of the agency. The post-evaluation results indicate that a significant number of students completing the post-evaluations were satisfied with their overall service experience. The majority (90 percent) would advise other students to participate in a service learning course.

Service Learning students represent all grade levels, as shown in Figure 3.

Figure 3. College Year of Participants Academic Year 2003-04



Students who participate in service activities may go into the community with a variety of experiences. They often enter a service site with predefined expectations that may or may not be fulfilled. The student reflections revealed in the post evaluation forms indicated that overall student expectations and learning outcomes were positive.

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“I expected my experience to be enjoyable, but didn’t think it would be something I actually looked forward to. However, it turned out to be something I became excited about!”

—Martin J. Whitman School of Management
sophomore

“Working in a bilingual kindergarten was, at first, more than I bargained for, but it turned out to be an amazing experience.”

—School of Education
sophomore

“This didn’t help to solidify anything I had already learned, but instead I learned many new things.”

—School of Education
sophomore

**Figure 4. Post-Evaluation Results
Academic Year 2003-04**

Students felt their service helped explain course materials.	62%
Students encountered barriers when beginning their service.	36%
Students would advise other students to participate in a service learning project.	90%
Students’ views toward service learning changed as a result of experience.	38%
Students plan on participating in community service in or after college.	82%

Community Responses

Service learning courses come in many shapes and sizes. Ideally, the community site, faculty, and students all play an equal role in the partnership. The students carry out the service while community sites nurture the growth and development of the students, and faculty provide the opportunity for the reflection and processing of students' experiences.

Community Partners' Meeting

CPCS invites community based organization staff and Syracuse University faculty, staff, and students to discuss service learning partnerships on an annual basis. Topics include annual service learning program review, development of pre-service student orientation, and potential service learning projects. The annual gathering provides an opportunity for the campus and local community to network, share ideas about civic engagement, and discuss important topics of mutual concern and interest. In May 2004, more than 80 community participants attended.

Satisfaction of our community partners is crucial for the success of the SU service learning program. At the end of each semester, CPCS sends agency evaluations to each site where a student was placed.



Community partners are asked to rate student performance with regard to punctuality; completion of tasks; understanding of the diverse environments, mission, and overall goals of the agency; and the students' role in that environment. Of the 484 agency evaluations submitted, 226 agency evaluations were returned for a 47 percent response rate.

Figure 5. Student Performance As Responded on Agency Evaluations Academic Year 2003-04

Students were punctual and responsible in their service.	85%
Students completed their tasks.	87%
Students were civil, respectful, and attempted to understand diverse viewpoints.	90%
Students understood the mission of the agency and attempted to implement its goals.	90%
Average overall agency rating on a 5-point scale	4.0

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Generational Lessons

Residents at Sedgwick Heights Adult Home in Syracuse were abuzz Thursday mornings when they read on the daily activity board that an SU student would be visiting and giving manicures. "It was a lot more than the manicures," says Scott Darminio, recreation director at Sedgwick Heights. "They'd talk about each other's lives and really form a relationship. It was a special time both for the residents and the students."

Last year, Darminio called Syracuse University looking for student volunteers to visit with the 130 residents at the assisted living community. The Mary Ann Shaw Center for Public and Community Service responded by sending 12 students in the fall and six more in the spring. "The students do any number of things with the residents, from garden club activities and bingo to billiards and crossword puzzles," he says. "It was an eye-opening experience for the students, many of whom were not used to working with a geriatric population."

Most of the student volunteers were fulfilling a 20-hour service requirement for a sociology course on aging. However, several returned to the home after completing their 20 hours to continue their interactions with the residents. "It's great to see college students have some respect for the aging today," he says. "The majority of the residents don't have any visitors, so when SU students take time from their daily routines to play a game of gin rummy with an 85-year-old woman, it is a pretty big deal. Many of the residents have very little interaction with the outside world."

Students also benefit from their interactions with a population that differs significantly from the faces they see around campus. Their work at Sedgwick Heights



Community Based Service Learning Courses Facilitated by CPCS 2003-04

- ARC 579 Community Design Workshop
- CAS 300 Seminar in Service Learning
- CLL 410 Writing for Environmental Professionals
- EDU 100 School of Education Learning Community
- EDU 303 Teaching and Learning for Inclusive Schooling
- EST 221 Introduction to Government
- ETS 650 Creative Writing in the Community
- FOR 202 Introduction to Sociology
- LIN 471 Dimension of Bilingualism and Multiculturalism
- NUR 123 Health Promotion in Nursing
- NUR 312 Practice-Based Nursing III
- NUR 314 Practice-Based Nursing IV
- PSY 337 Psychology of Adult Life and Aging
- RED 326/625 Literacy Across the Curriculum
- SOC 364 Aging and Society
- SOC 400 Sociology of Childhood
- WRT 105 Studio I: Practices of Academic Writing
- WRT 205 Studio 2: Critical Research and Writing
- WRT 307 Advanced Writing Studio: Professional Writing

helped put textbook lessons about Alzheimer's disease and dementia in the context of real people whose lives are altered dramatically by the illnesses. "The knowledge they would bring from the sociology class translates into hands-on learning here," Darminio says. "The relationship we've established with Syracuse University is one of the best things we've ever had at Sedgwick Heights. We're excited about continuing this in the future."

Support System for Kids

As a communication sciences and disorders major interested in speech therapy, Kelli Anderson '04 applied to be a Literacy Corps tutor in 2002 because she wanted to get involved with the local schools. "There is only so much I can observe or learn by taking classes," she says. "Being able to go into a class every day and actually see how things work, and be a part of what's going on, has been a rewarding experience."

As a Literacy Corps tutor, Anderson has participated in a variety of activities. She produced a puppet show, created a children's book, tutored elementary school children, and facilitated games to help students read, write, and do math. "I've always loved kids of all ages, so the chance to work in the school systems through the program has been awesome," she says.

Anderson credits the Mary Ann Shaw Center for Public and Community Service with solidifying her desire to work with kids in an urban setting. She had heard negative stereotypes and myths about working in urban schools, but once she started working she found they were far from true. "I love the kids I work with and the environment," she says. "The kids act tough one minute and the next minute they ask to hold my hand and want a hug."

Anderson started graduate classes in speech therapy at SU this fall, and hopes to eventually be placed in an urban school. "The Literacy Corps has put me in an environment I never thought I would be in or be able to handle," she says. "I've learned so much about how I can make a difference."

Faculty Responses

Faculty involvement is crucial to the successful implementation of service learning. CPCS is fortunate to work with a group of highly motivated and civic-minded faculty who share the institutional philosophy that service learning pedagogy has an impact on student learning. Writing instructor Susan Cronin agrees that reflection is a key component in service learning. Cronin's use of poetry is a creative way for students in her Writing 205 course to process their service learning experiences.

Tryfon Tolides '04 shared his experience working with the Huntington School Poetry Group as his placement in the Creative Writing in the Community Course:

"I'm grateful for the privilege to work with all 10 of these writers—creators with languages, people, awesome and enriching experiences. One of the things I especially like about Amanda's writing [see "Things," page 7] is its great and genuine surprise, imagination, and intelligence...her surprise is not just about shocking the reader, or showing off; it is always in the service of revealing some truth, some beauty, some conviction."



Professor Susan Cronin's Writing 205

The Circle of Life

*Into the world born fragile, unaware
Frail little infants, requiring constant care.
The more we live, we learn and grow,
Suddenly we feel everything we know.
As time dwindles away, there's less we can say
All hours seem too long, all rights seem so wrong.
Exiting the world fragile, unaware,
Once again, frail little infants requiring constant
care.
The circle of life.*

By Melissa Beck '06
Martin J. Whitman School of Management
Site: Iroquois Nursing Home

Professor Michael Burkard's ETS 650

Things

*As I walk through the day
I see things.
I become things.
I enjoy things.
I study things.
And I love things.
Things are me.
I am things.
Things.*

By Amanda Noreault
(Huntington student)

Beyond the Classroom

Sociology professor Janet Wilmoth had her first experience with service learning in fall 2003, when she adopted it as a component of her undergraduate Aging and Society class. Students were required to complete 20 hours in service with an agency serving older adults or older adults and their families. Placements were made at the Rosewood Heights Nursing Home, Sedgwick Heights Adult Home, the Meals on Wheels program, and the Alzheimer's Association. "I found it valuable for me as well as for the great majority of students," says Wilmoth, who has written extensively on aging for such publications as *Gerontology* and the *Journal of Gerontology: Social Sciences*. "I tend to do a lot of quantitative work, using secondary data sets collected by other people. Listening to students speak about the real problems facing older people helped reconnect me to what's going on. It also provided very good opportunities for me to be able to observe just how the agencies serving the older population function.

With the course organized around themes such as the importance of Social Security benefits to older Americans, the roles played by families in meeting needs, and access to health care, Wilmoth saw particular value in the way perspectives on these subjects flowed into and out of the classroom, based on service learning experiences. "Students were in constant dialogue with older people about these issues and they brought back what they heard and saw to class discussions and to their writing," she says. "They were also required to keep journals of their service learning time in which they applied the ideas under discussion in the course to understanding and evaluating what was going on around them."

According to Wilmoth, the most profound insight for many of the students—the "Aha!" moment, as she calls it—was the realization that the quality of life in old age is so directly linked to social location, including factors such as race, class, and family background. "When I heard students say things such as, 'The lives of my grandparents are so different because they don't have to rely on Medicaid,' I knew students were learning things that aren't easy to get across in the classroom," she says.

Faculty Responses

When faculty were asked what they learned, why they teach a service learning course, and what benefits they believe students gain, CPCS documented the following responses:

“I’ve learned more about the community of Syracuse and have been gratified by seeing students engage with this place and its people.”

—WRT 205 Instructor

“Service learning is a valuable part of this course. It provided students with insights into the issues that were covered during the lectures.”

—SOC 364 Professor

“I feel we have a need for civic education...there is a period of intense learning in students’ lives and a sense of responsibility and engagement. It is something they must learn now, or perhaps they never will! I’m a firm believer in the power of place and being rooted in the environment and people around you.”

—WRT 205 Instructor

“[Students gain] interest in and some comprehension of the complexity of community understanding of the value of service for the many parties involved, interest in issues beyond their discipline...a sense of larger culture.”

—WRT 205 Instructor

“It encouraged the development of skills that will be necessary in the job market.”

—SOC 364/WS364 Professor

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Literacy Initiatives—SU Literacy Corps

CPCS facilitates a number of literacy initiatives. The major impetus for the development of CPCS Literacy Initiatives over the years has been the overwhelming community need for literacy support. During 2003-04 the SU Literacy Corps, a service

learning experience mobilizing SU students to tutor at elementary and secondary schools and community based organizations, continued to fulfill its mission to work with the Syracuse community toward improved literacy.

SU Literacy Corps Syracuse City School District Sites

Bellevue
Blodgett
Danforth
Delaware
Dr. King
Dr. Weeks
Elmwood
Franklin Magnet
Frazer
Hughes Magnet
Huntington Middle
HW Smith

Jowonio
Lemoyne
McKinley Brighton
Salem-Hyde
Seymour Magnet
Shea Middle

LaFayette School District Sites

LaFayette Grimshaw
LaFayette Onondaga Nation School

Community-Based Organizations

Bishop Foery Foundation
Boys & Girls Club—East Fayette Street
Boys & Girls Club—Shonnard Street
Brighton Family Center
Dunbar Center
Partners In Learning Inc. (MANOS)
Northeast Community Center
Reformed Church of Syracuse

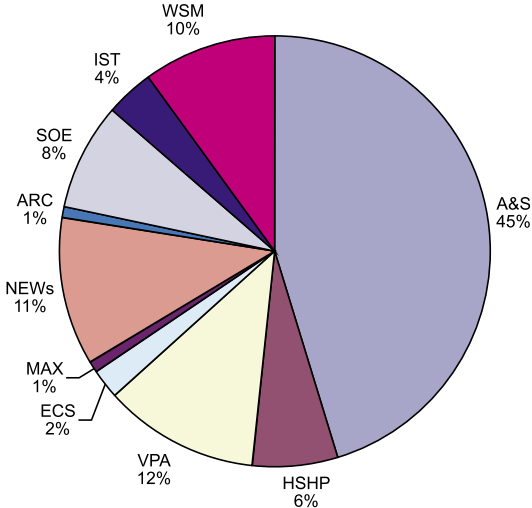
Table 1 – Literacy Corps Program Statistics: Academic Year 2003-04

	Total	Summer 2003	Fall 2003	Spring 2004
SU Tutors	215*	27	145	164
Students Tutored	2,600	398	1,643	1,795
Number of Tutoring Hours	32,622	5,265	13,075	14,282
School Sites	20	6	20	20
Community/Neighborhood Site	10	1	10	10
Other Programs	1			1

*Total combines the overlap of tutors who work during the summer and academic year programs.

Syracuse University students who work as SU Literacy Corps tutors are a diverse group representing all colleges and schools at the University.

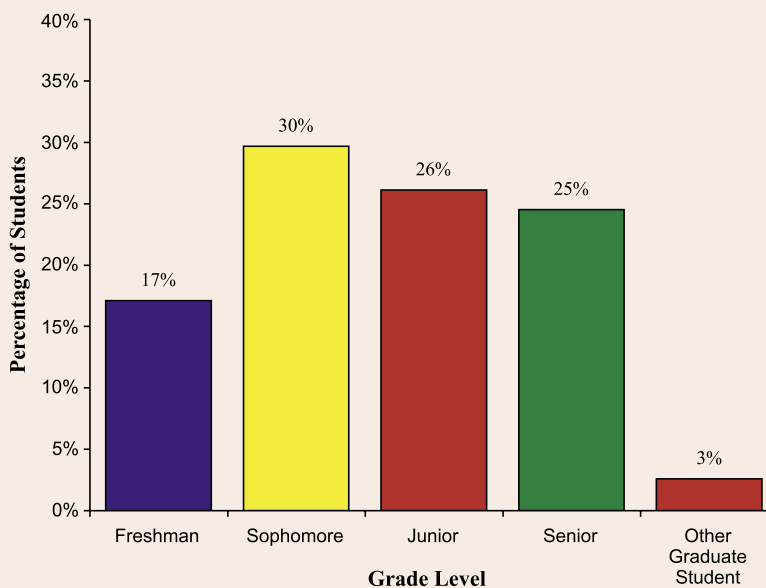
Figure 6. Literacy Corps Participants by School/College Academic Year 2003-04



College of Arts and Sciences (A&S)	45%
College of Visual and Performing Arts (VPA)	12%
S.I. Newhouse School of Public Communications (NEW)	11%
Martin J. Whitman School of Management (WSM)	10%
School of Education (SOE)	8%
College of Human Services and Health Professions (HSHP)	6%
School of Information Studies (IST)	4%
L.C. Smith College of Engineering and Computer Science (ECS)	2%
School of Architecture (ARC)	1%
Maxwell School of Citizenship (MAX)	1%

The SU Literacy Corps is a diverse group of students representing all majors, colleges, and class years. During the 2003-04 academic year, 30 percent of tutors were sophomores, with juniors and seniors representing 26 and 25 percent respectively. Freshmen represented 17 percent of the Literacy Corps while graduate students represented three percent.

Figure 7. College Year of Participants Academic Year 2003-04



Student Responses

CPCS has developed formal instruments that help us continuously assess our Service Learning and Literacy Initiatives. Each instrument offers qualitative and quantitative data used to improve the programs to meet the intended goals and outcomes. These instruments include pre- and post-evaluations; faculty, teacher, and agency evaluations; literacy attitude assessments; focus groups; daily/weekly journal entries; and senior exit interviews. Each of these instruments helps us to evaluate the overall progress and contribution of the students as well as determine if the community partners' needs are being met and if the literacy skills of children in the program are improving as a result of the tutoring and mentoring.

SU Literacy Corps Student Evaluations

Students in the SU Literacy Corps also indicate satisfaction from their experiences as tutors in the community. Aside from responding to a variety of statements using a Likert scale that ranged from strongly disagree (1) to strongly agree (5), tutors wrote anecdotes that reflect what they learned from tutoring and their role and contribution to their school or community-based organization.

SU Literacy Corps Tutor Comments 2003-04

"I learned the value of going outside of a closed community such as SU to experience the bigger picture. Because of this experience in the classroom, I learned the value of patience and trying new methods to attack problems... [tutoring] has made my time here at Syracuse much better than it would have been had I not become a tutor."

"I have seen an entirely different perspective on life due to my tutoring experience. I have witnessed the hardships that some children face growing up and the disadvantages they have. I have learned patience and to keep an open mind. It is true that not everyone has an equal opportunity and community service is vital to make things more equal."

Question of the Week Program

The Question of the Week Program was created by the SU Literacy Corps to provide resources for the community-based organizations and Syracuse City Schools where tutors work. This program allows tutors to brush up on their tutoring skills and knowledge while providing tutoring sites with much needed resources. Each week, tutors must answer questions correctly. At the end of the year, the tutors from the sites with the highest percentage of correctly answered questions receive supplies that are donated by local businesses. 2003-04 sponsors were Altered States, Borders Books & Music, CVS Pharmacy, Educational Wonderland, Follett's Orange Book Store, FYE, Manny's, Roe of Books, Scholastic Books, Syracuse University Bookstore, Target, Waldenbooks, and Wegmans. The four tutoring sites securing supplies included C. Grant Grimshaw Elementary, Bellevue Elementary, Jowonio, and Frazer Elementary.

First Book—Syracuse University



First Book is a national nonprofit organization with a single mission: to give children from low-income families the opportunity to read and own their first books. CPCS, through the SU Literacy Corps, was invited to be a First Book Campus Advisory Board (CAB) to facilitate the distribution of books in the Syracuse and Onondaga County area. First Book—Syracuse University distributed 4,133 books during 2003-04. Recipients included the Hamilton Street Boys & Girls Club, Partners In Learning Inc., Northeast Community Center, Westcott Community Center, St. Joseph's Hospital Health Care Center, and the Central New York Staff Development Consortium's "Hit a Home Run for Reading" event sponsored by the Literacy Coalition of Onondaga County. Since becoming a CAB in 2001, CPCS has distributed nearly 14,000 books to children in Syracuse and Onondaga County.

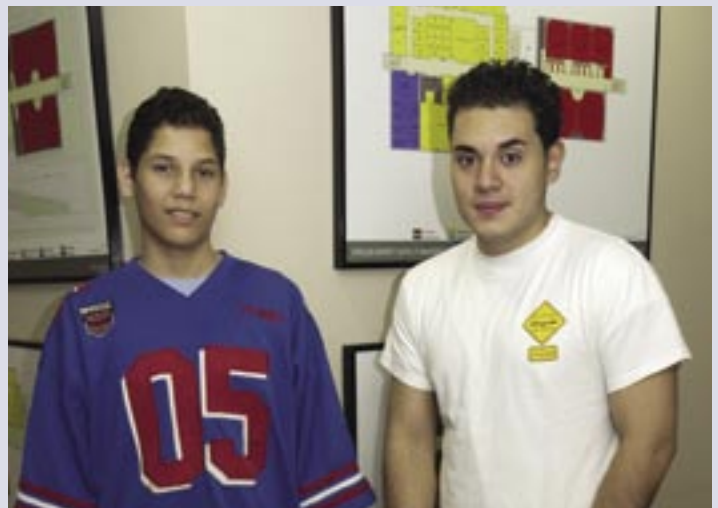
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Finding Common Ground

When Roberto Chorro '05 started mentoring a middle school student last fall, he realized he needed a conversation starter, a link, or some common ground. Chorro found that common ground with 13-year-old Ben in video games. When the topic of "Need for Speed" (a car-racing video game on Sony's Play Station) came up, the conversation rolled. "I was so happy I knew some of the games he played," Chorro says. "Just knowing he's interested in having a conversation with me helps. There's always that comfort level. All the students have gotten more comfortable with us. You had to push conversation at first, but now the students know us, so it makes for a good time."

As conversations developed, so did the pair's relationship. It took a little time, but Chorro learned that being a mentor with CPCS would benefit both he and Ben. When Chorro would show up at Huntington Middle School every other Friday to mentor, Ben would be looking out for him. Chorro knew if he wasn't there, both would be missing out. "I know I can make a difference," Chorro says. "Growing up in Long Island, I don't remember having any group like this to help us out."

Chorro is one of 14 one-on-one mentors volunteering with middle school students through CPCS. He got involved through his service learning course in the Martin J. Whitman School



of Management, where he is studying finance and economics. The mentors usually meet at the middle school to visit with the students after school is out. The group focuses on fun group activities and strives to provide quality leaders for

the middle school students. "The activities get everyone involved and help start conversations," Chorro says. "It reminds me of what I was doing at his age. It has come pretty easily and I've actually really enjoyed it."

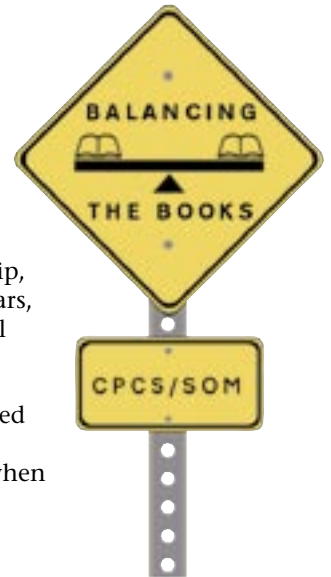
Literacy Initiatives

CPCS continues to facilitate service learning opportunities for students directly related to literacy.

Balancing the Books

This very successful mentoring program continues to offer Martin J. Whitman School of Management students the opportunity to fulfill their 35-hour service requirement while serving as mentors. Supported for the fifth year by the J.P. Morgan Chase Foundation, Balancing the Books (BTB) mentors act as peer support for children from the Huntington

Middle School, where they teach and reinforce financial literacy, reading, writing, mathematics, and other life skills necessary to help students achieve their goals. The BTB mentor/mentee relationship, developed during middle school years, is crucial for the students' successful integration into high school. Consequently, during the 2004-05 academic year, BTB is being expanded and BTB mentors continue to work with their mentees once a month when they reach high school.



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Reading is Fundamental

Although CPCS did not receive continued funding for the 2003-04 academic year for the Reading is Fundamental (RIF) program, a CPCS Literacy Leadership Intern continued to work with staff from the Boys & Girls Clubs, Catholic Charities, and the Dunbar Association to implement tutoring strategies at these community-based organizations that were started under the RIF program in 2002-03. Community-based organizations are very important community partners for CPCS.

After-School Attention

In recent years, studies have shown that children who attend quality after-school programs demonstrate better peer relations, emotional adjustment, grades, and personal conduct than their peers who are unsupervised after school. Frances Howard, director of the Dunbar-Hughes After-School Program, knows well the impact of that extra guidance, assistance, and support. "Many of my students have parents who work full time during the day and take classes in the evening, or who work second- or third-shift at their jobs," Howard says.

"These children need to be supervised so they can avoid such negative outcomes as drug use, pregnancy, and violence, which are so prevalent today."

Since 2000, the Dunbar-Hughes program has helped hundreds of students ages 5 to 13 excel through extra reading, writing, and mathematics help and homework assistance. Each year approximately 120 students participate in the program, which is held at Hughes Magnet School in Syracuse. In addition to the Syracuse city teachers and youth development specialists who

supervise the program, volunteers from CPCS serve as tutors and mentors, working with students one-on-one and in groups. "If it wasn't for the assistance of the SU students, we wouldn't have been able to make it," says Howard. "Sometimes our students just don't want to deal with teachers after the school day is over, but they really bond with the SU students, who are still young and 'hip' enough to understand their language, show them the attention they need, and build a strong rapport."

Benefits of the program are evident, says Howard.

This year, the Hughes Magnet School was taken off New York State's School Under Regulatory Review list as a result of its higher standardized test scores. Howard attributes much of this success to the positive impact of the after-school program and the influences of the SU students. "They are role models, showing our students that there is a future," she says. "Our students know that if they work hard, they can find themselves in the same position as the SU students—successfully graduating from high school and attending college."

CPCS Leadership Opportunities

Leadership Intern Program

The CPCS Leadership Intern Program is a service learning opportunity for undergraduate students to develop their leadership skills by participating in challenging assignments designed around real problem solving that requires higher cognitive processing. Established 10 years ago and supported by private donors, the Leadership Intern Program continues to attract and retain some of the best students at SU. During the 2003-04 academic year, 19 Leadership Interns provided support for the CPCS Service Learning and Literacy Initiatives and assisted with community orientation sessions; developed and directed mentoring/tutoring programs such as Balancing the Books and Starbuck Stars; facilitated and assisted with training; helped develop evalu-

ation instruments; prepared assessment reports; wrote newsletters, memos, and manuals; managed service learning and transportation; and assisted with all CPCS activities. Graduating CPCS student Leadership Interns complete Senior Exit Interviews as a way to assess their overall experience.

CPCS Leadership Interns, in consultation with CPCS professional staff and Professor Kathleen Hinchman, chair of the Reading and Language Arts Center in the School of Education, piloted a Literacy Center at Shea Middle School in collaboration with the sixth grade team, reading specialist, and administrators at Shea.

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Reflections from Senior CPCS Leadership Intern Exit Interviews

Tim Rudd '04, a graduate of the College of Arts and Sciences, shared these words in his senior reflection as he processed his challenging experience as a Leadership Intern, during which he helped develop a literacy program at Shea Middle School.

"I began to connect independent observations. I could see the interconnectedness of everything. Everything! I was reading The Post-Standard, The New York Times, Newsweek, and Business Week; visiting the Boys & Girls Club; watching the presidential debates; learning about urban politics; reflecting on the flaws of capitalism that were discussed in my Marxist Theory class; talking to teachers; listening to administrators; riding my bike through the neighborhoods of Syracuse; and attending Eastwood's Tomorrow's Neighborhood Today meetings—and everything was fitting into the picture. It was fitting into a picture I was learning to look at from different angles...with my eyes closed and my mind open. Everywhere I looked I was seeing a kaleidoscope of images."

Anne Marie Bettencourt '04, a graduate of the College of Arts and Sciences, was a Marion Entwistle Leadership Intern for two years. During that time, she managed special projects, one of which was working to establish a literacy center for youth in the community. Bettencourt received a Ruth Meyer Undergraduate Scholarship in the **iLearn:**

Innovative Learning Program in the College of Arts and Sciences to raise money for a spring break trip to Los Angeles, where she met the author of a book about educating inner city youth that inspired her. She is currently pursuing a master's degree in secondary education.

"While I learned a lot of logistics from my projects...I learned the importance of relationships...You [CPCS] take seriously the ideas of a generation that people brush off as lazy, selfish, or naïve...While I have learned a great deal about collaboration, flexibility, and planning from my work, I have also learned a lot of insightful pieces about life...I found a network of people [at CPCS] who encouraged and pushed me, and believed in the things I was saying. It is that belief that inspires me to reach new heights and take risks in trying new things...The office has been a central part of my learning and growth, both academically and personally...I have learned to appreciate the difficulty others in the community face in their daily lives...When I leave here I will take with me all the knowledge that making mistakes, creating programs, and working with the community bring...I want to say thank you for allowing me the opportunity to put my ideas into practice...and giving me a goal...a picture of the person I would like to become...Not only has this job allowed me to see the potential for what a community could be, it has also given me a chance to see the potential for what I could be."



Katie Sorohan '04, a graduate of the S.I. Newhouse School of Public Communications who was a Literacy Tutor Leadership Intern, worked for CPCS for three years as a Literacy Corps tutor and a Leadership Intern. She helped manage our Literacy Initiatives and created several short videos for the Literacy Corps and our Service Learning program. She also served on the Corps Council, participating in recruiting, interviewing, and training of new and returning tutors, and assisted with numerous presentations about our Literacy Initiatives at University and community events.

"If it weren't for CPCS and the Literacy Corps, I might not be here today. At the end of my freshman year, I was seriously considering transferring. I was working at the SU Bookstore and spent most of my time studying and trying to find my niche here. In high school I had been super active and involved. I volunteered and loved the feeling of being able to help people. Looking back, I think part of my problem during freshman year was that I felt that I was not doing anything to help other people, which had consumed me during high school. I stumbled upon CPCS at the beginning of my sophomore year...Suddenly I felt as if I was positively affecting society...like I had the power to change children's lives by working with the Literacy Corps. Then I started working in the office (as a Literacy Tutor Leadership Intern)...This experience has changed my life forever. I have a much better understanding of the way society works, and I know I want and can help change things for the better...I am dedicated to continuing my community service."

SU Literacy Corps Council

The SU Literacy Corps Council is the leadership arm of the SU Literacy Corps. The council was created in fall 2000 and offers tutors opportunities to assist in the leadership and administration of the SU Literacy Corps. Council members are highly motivated students who assist with recruitment, tutor training, fund raising, and on- and off-campus presentations related to literacy.

CPCS Service Initiatives Syracuse University Volunteer Organization

The Syracuse University Volunteer Organization (SUVO) is a recognized student organization that resides in CPCS and recruits SU students to volunteer in the Syracuse community by providing placement information on local agencies, one-time service projects, and organized events. SUVO recruits SU student groups, student organizations, and individual students for the Salvation Army Dome Donation Day, an annual food collection held during a home football game. During fall 2003 more than 60 individual students and student organizations collected enough food to feed 2,500 families as part of the community holiday food distribution. In spring 2004 SUVO also sponsored Comstock Kidfest, an annual carnival at Manley Field House. More than 400 children from community programs were provided entertainment by students from 39 different student organizations.

Volunteer Interest Forms

CPCS assists members of the SU community as they search for community service opportunities within Syracuse and Onondaga County. Faculty, staff, and students interested in community service complete *Volunteer Interest Forms* (VIF) that help potential volun-

teers narrow down their volunteer preferences. CPCS then provides potential volunteers with contact information for community based organizations that match the volunteers' interests. During the 2003-04 academic year, more than 2,000 potential volunteers were provided information through the CPCS referral process about community service opportunities in Syracuse and Onondaga County.

Orange Service Day in the Big Apple

Staff from CPCS worked with the Division of Student Affairs, the Office of Orientation and Transitions Services, Lubin House, and the SU Volunteers-New York City Alumni Club to sponsor a service activity for incoming freshmen from the New York City area. The service project included painting and sprucing up of the Jackie Robinson Park, a designated Historic Harlem Park located in Manhattan.



International Service Learning

CPCS welcomed visitors from China and Vietnam who traveled under the auspices of the International Visitor Program for the U.S. Department of State's Bureau of Educational and Cultural Affairs and were hosted by the International Center of Syracuse. Our visitors were exploring different aspects of volunteerism as it relates to the public and nonprofit sectors as well as higher education. This is a new concept in both countries, but one that is gaining significant momentum, and they were exploring programs they might be able to replicate in their countries.

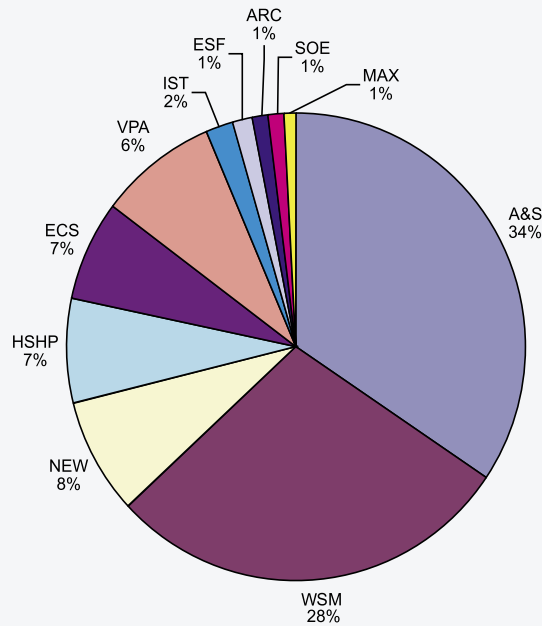
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In spring 2004, SUVO sponsored Comstock Kidfest, an annual carnival at Manley Field House.

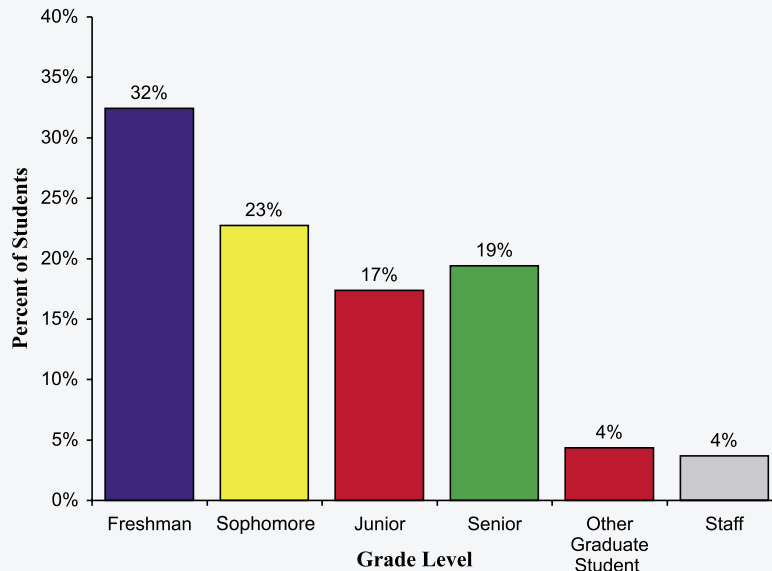
Figure 8 represents a breakdown of the school/college of those who filled out Volunteer Interest Forms in 2003-04, while Figure 9 shows their grade level.

Figure 8. School/College of those who filled out Volunteer Interest Forms 2003-04



College of Arts and Sciences (A&S)	34%
Martin J. Whitman School of Management (WSM)	28%
S.I. Newhouse School of Public Communications (NEW)	8%
College of Human Services and Health Professions (HSHP)	7%
L.C. Smith College of Engineering and Computer Science (ECS)	7%
College of Visual and Performing Arts (VPA)	6%
School of Information Studies (IST)	2%
SUNY College of Environmental Science and Forestry (ESF)	1%
School of Architecture (ARC)	1%
School of Education (SOE)	1%
Maxwell School of Citizenship (MAX)	1%

Figure 9. College Year of those who filled out Volunteer Interest Forms 2003-04



Presentations and Consultations

New York Compass Compact

CPCS assisted the Chancellor in hosting the fall 2003 executive committee meeting for the New York Campus Compact (NYCC) at the Goldstein Alumni and Faculty Center. Six of the 10 presidents who are committee members participated in the meeting, adopting the NYCC Strategic Plan, appointing advisory committee members, establishing terms of office, and adopting the annual budget.

NYCC, in collaboration with the state Department of Education, hosted its first 2003-04 service learning workshop, "Community Colleges and Service Learning," at Onondaga Community College in September. Faculty and administrators from seven community colleges across the state attended. Robert Franco, Senior Faculty Fellow for Community Colleges for Campus Compact and professor of anthropology from Kapi'olani Community College in Honolulu, presented the keynote address and main workshop.

Conference Presentations

Pam Heintz presented "The Place of Service Learning in the Experiential Education Continuum" with SUIP director Helen Murray and associate vice president Frank Wilbur at the International Partnership for Service Learning and Leadership's

22nd International Conference in Chiang Mai, Thailand, titled "Service Learning: Developing New Leadership for Communities, Nations, and the World," January 2004. The 250-plus conference attendees came from 26 different countries. Participants explored numerous international opportunities related to the development of global citizens and leaders, as well as other international service learning and internship experiences for students that could enhance programs already available at the University.

Pam Heintz participated in a panel presentation, "Educating Students for Social Responsibility: A Model for Collective Action and the Critical Reflection of Our Practice," organized by the Venture Consortium, at the 2004 annual meeting of the AAC&U, "Practicing Liberal Education, Deepening Knowledge, Pursuing Justice, Taking Action," held in Washington, D. C., January 21 to 24. Other members of the Venture panel were from Brown University, College of the Holy Cross, Franklin & Marshall College, and Vassar College.

CPCS continues to work with Dave Pajak in the risk management department and staff from the Division of International Programs Abroad (DIPA) to help address SU service learning issues at DIPA sites.

Transportation

The transportation service facilitated by CPCS was first piloted in 1994 in collaboration with the SU Medical Transport Services and the Arts Adventure program in the Division of Student Affairs. At the time, the pilot transportation service consisted of one 15-passenger van and two student drivers responsible for transporting students in the School of Education and the public affairs program in the College of Arts and Sciences to schools and community-based organizations as part of their field placements and community service placements. In 2000, the Chancellor's Office purchased a second 15-passenger van for CPCS and the Honors Program with proceeds from the Orange Bowl in response to an increased demand for transportation.

Today, the transportation service is managed by student transportation coordinators under direct supervision of CPCS professional staff, and consists of three 10-passenger vans purchased in 2003 by the Office of Academic Affairs and the College of Arts and Sciences for CPCS and the Honors Program. During 2003-04, the student coordinators managed a staff of 14 University-certified student drivers, providing more than 2,200 transports for students in the SU Literacy Corps and service learning classes. In addition, the vans were used by Honors faculty for field trips as part of their curriculum as well as by University staff for special events and projects both on and off campus.

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Judicial Affairs Sanctioned Service Placements

CPCS staff works closely with the Office of Judicial Affairs to facilitate the service placement of students who have violated the Code of Student Conduct. Syracuse University students sanctioned to complete more than 20 hours of community service by the Office of Judicial Affairs are referred to CPCS for placement in community based organizations. During the 2003-04 academic year, 22 sanctioned students were interviewed and 13 completed their service.



Service Recognition: Chancellor's Award for Public Service

The Chancellor's Award for Public Service acknowledges those students who contribute to the improvement of the quality of life in the Syracuse/Onondaga County community

and those working outside the county on projects emanating from an SU program, activity, or class anywhere in the

United States and abroad. During the celebration dinner on March 22, 2004, awards were presented in the following categories: Residence Hall, Student Organization, Student Group, Academic Service Learning Projects, First-Year Student Leadership, Community Service Leadership, Individual Resident Advisor Leadership, and Individual.

Robert B. Menschel Public Service Intern Fund

CPCS administers the Robert B. Menschel Public Service Intern Fund, established by Richard and Ronay Menschel to support undergraduate students who are working in the not-for-profit world to supplement the income they earn, thus making their internships more competitive with work in the for-profit sector. In 2004, four students received \$1,000 for such nonprofit internships as the American Cancer Society in Ohio and the Friends of the Virgin Island National Park in St. John, Virgin Islands.



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