

Shaw Center

2011-2013

MARY ANN SHAW CENTER FOR PUBLIC AND COMMUNITY SERVICE

impact report



Reflections from the



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As the Shaw Center prepares to celebrate our 20th year in fall 2014, we delight in knowing that our vision for the center has emerged in unexpected and remarkable ways. Our goal of designing an environment for our students that supports and challenges their thinking and learning process has resulted in the emergence of this unique “third space”—a tapestry of leadership, learning, and engagement—that continues to surprise and inspire.

The very first threads of this tapestry were created and woven by our founder, Mary Ann Shaw, and continue to be enriched by the creativity, commitment, and generosity of so many along the way. The lines between academic and co-curricular blend together more every year. Students move seamlessly from one learning experience to another in preparation for their roles as global citizens. Colleagues work together across disciplines to help our students begin to understand the complexities in the world and how to partner and engage with community to build capacity and explore solutions.

A few stories you will learn more about in our Impact Report:

- Deep connections developed with an emerging NGO in South Africa, Inkululeko, through student projects in Professor Thomas Lumpkin's

Entrepreneurship and Emerging Enterprises (EEE) class in the Martin J. Whitman School of Management and Sherri Taylor's senior capstone graphic design and photography class in the S.I. Newhouse School of Public Communications.

- Enhanced opportunities continuously developing with the Rescue Mission (RM) through numerous classes and co-curricular initiatives: a sport management class in the David B. Falk College of Sport and Human Dynamics that raises funds for the RM and awareness of homeless issues by building shelters on the Quad for an overnight stay; a pre-orientation program facilitated by our civic engagement graduate assistant, immersing incoming first-year students in food security and socio-political stability in the Syracuse community, including an overnight stay on the Rescue Mission campus.
- Initiatives created by Shaw Center leadership interns in nutrition and nutrition sciences and EEE that connect entrepreneurial skills with nutrition education, qualifying them to attend the Clinton Global Institute University (CGIU) conference after a competitive review process. Interns shared their “commitment” with students from around the world at the conference and returned to SU with new

Safety and Transportation

The Shaw Center transportation system has transitioned from a taxi service in 1993-94; to two student-driven 15-passenger vans operated in partnership with SU Ambulance, the Office of Student Programs, and the Honors Program in 1995-2003; to three student-driven 12-passenger vans shared with the Honors Program in 2003-2009; to the present bus system piloted in spring 2009. Parking and Transit Services has been our constant partner through the years, with the Department of Public Safety (DPS) joining forces in spring 2009. DPS provides safety briefings and access to its 24-hour dispatch after University offices close, ensuring the safety of the SU students who work in the community into the evening and on Saturdays.

By spring 2013, several factors, including more intentional collaboration with the School of Education (SOE), resulted in the number of student riders increasing from 388 students per year in 2009 to 930 students, a 140 percent increase, and the number of transports (one transport = from campus to site or site to

campus) increasing from 12,509 to 27,184, an increase of 117 percent.

The Shaw Center, in partnership with Parking and Transit Services, DPS, and the SOE, anticipates that the effective and efficient transportation system we've developed will continue to see an increase in demand from our students needing access to community partners in order to meet academic, co-curricular and engagement requirements.

DPS and Parking and Transit Services play a vital role in keeping engaged students safe and mobile as they make their way into the community. As the semester unfolds, coordinating students' class-schedule requirements with community agency program needs demands planning and flexibility. The Shaw Center collaborates with both SU departments in managing the four Birnie bus routes that in a typical day transport numerous students across the city to visit school district sites, community centers, and nonprofit organizations.

Gearing up for the semester, members of

the crime prevention and community relations unit in the DPS, collaborate with Liz Mix, the Shaw Center's associate director for community engagement, to help enhance our community orientation. Students are familiarized with DPS community policing officers and prepared for their engagement commitments through the robust, geographic and demographic orientation to Syracuse and Onondaga County.

DPS community policing officers have also gone to off-campus learning sites, when requested by partners, to provide risk assessments about such things as lighting, signage, and drop-off points that are then shared with facilities managers for possible implementation.

The students' safety is also a primary concern for parking services manager Scot Vanderpool, of Parking and Transit Services, who assists with coordinating the transportation for the Shaw Center's students. “We have a great track record for safety,” Vanderpool says.

Vanderpool designs the routes, and the Shaw Center's transportation coordinators

Director

connections and support for their initiative partnering with high school students in the Hillside Work-Scholarship Program in Syracuse.

- Strong and trusting partnerships with individual Syracuse City School District schools based on the long-standing commitment of Shaw Center Literacy Initiatives, providing a unique opportunity for public health students. They designed and implemented a Healthy Monday campaign for elementary students throughout the course of a semester that included components like walking and exercise, hydration, hand washing, and healthy snacks.

Building on the knowledge from the classroom, together with the expertise and wisdom of our campus and community partners, the Shaw Center empowers our students to assume ownership of the “problems and solutions process,” while supporting them through coaching and consultation. The willingness of our partners to share in this process helps us all construct learning together that wouldn’t be possible alone. Students take responsibility for their learning by developing, implementing, and evaluating the programs and projects in leadership, literacy, and community engagement, creating this unique learning organization known as the Shaw Center.

Managing the logistical challenges of these creative initiatives is only possible through the support of our partners across campus:

- Division of Student Affairs, especially the offices of Residence Life and First-Year and Transfer Programs
- Parking and Transit Services
- Department of Public Safety
- Office of Publications, Division of Public Affairs
- Office of Risk Management, Environmental Health, and Safety, and Pat Pedro from the office of our University counsel, Bond, Schoeneck & King
- Office of Financial Aid and Scholarship Programs and Office of Human Resources and Student Employment Services

Support from the Chancellor’s Office and Academic Affairs allows the Shaw Center the privilege of being a place on campus that affords our students, faculty, and staff, as well as the broader Syracuse/Onondaga County community, a place where higher education can make a difference. The Shaw Center helps to prepare our students to “work for the world, in the world with a sense of social responsibility for its failures and solutions for its future.” (Chancellor Nancy Cantor, 2011)

We invite you to enjoy our stories, share in our vision, and weave your own threads into our unique tapestry.

—Pamela Kirwin Heintz

Associate Vice President and Director

On the Cover

Cover illustration: Casey Landerkin '10 (VPA)
Downtown Syracuse

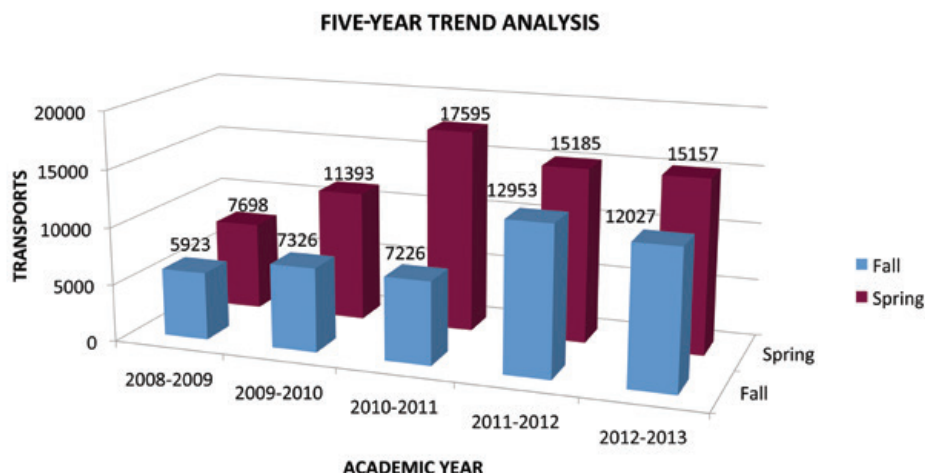
— two leadership interns from the Martin J. Whitman School of Management, one from the College of Arts and Sciences, and one from the i-School—develop the daily transportation route schedules for the students. Transportation is available—within the areas and time frames in which the Shaw Center operates—to all SU students who request to use the bus. The passengers include School of Education (SOE) students participating in SOE’s programs, SU Literacy Corps tutors and Winnick Fellows, Say Yes tutors, service learning practicum students, professors and their classes doing site visits, and students who volunteer individually or as part of a group.

To help maximize the use of buses, the Shaw Center staff and Vanderpool determined that the routes would be divided among the four quadrants of the city: North, South, East, and West. Development of the quadrant route system together with keeping the lines of communication open among the Shaw Center, DPS, Parking, SOE and Birnie Bus has helped make for a successful working relationship and

transportation service for students, as well as increased community capacity and program outcomes.

The Shaw Center staff thanks our campus

partners and Birnie Bus Service for the great work they do to help make our transportation system work for campus and community.



December 2013

Prepared by Shaw Center Leadership Interns- Transportation Coordinators

Greg Banos '14 (WSM), Shawn Zamani '13 (WSM), Dave Rosenthal '15 (A&S), and Paul Haramis '16 (IST)



photo by Julia Ferrier '13 (VPA)

Class of 2013 Shaw Center Leadership Interns of three or more years; L to R: David Gerster (A&S), Marissa Donovan (FALK), Chelsea Marion (VPA/WSM), Eddie Zaremba (WSM), Graham Rogers (A&S), Amy Corcoran (LCS), Sophia Wozny (FALK), Bailey White (A&S/NEW), Nick McLeod (LCS)



LCS-SRC interns after equipment gift presentation distribution. L to R: Nick McLeod '13, Amy Corcoran '13, Mileyssa Ponce '15, Alyson Hall '13

Leadership

Leadership Interns

Established in 1994 with the support of outside funding, the Leadership Intern Program has a reputation for attracting and retaining some of SU's finest and most motivated students. Leadership interns have strong academic records, high-level organizational and collaborative skills, and the will to succeed. Their leadership potential is evident as they walk through the door.

The Shaw Center Leadership Intern Program is a community-based experiential learning opportunity for undergraduate students designed to help hone their leadership skills. Interns are given opportunities to participate, in partnership with our professional staff, in real-world projects around the Syracuse area. They may coordinate the bus transportation system; write procedure or operations manuals, newsletters, or memos; help manage service learning courses, programs, and projects; facilitate or assist with trainings; or develop and manage

mentoring/tutoring programs or assessment data. But no matter what they do, they are integral to the center's activities.

Forty-three leadership interns provided support for the Shaw Center during academic years 2012 and 2013. As a way to gauge their experience, graduating staff participate in a senior exit process. We share some of their stories in the following pages.

Nick McLeod '13 (LCS)

Nick McLeod got involved with the Engineering Ambassadors in his first year at SU when a classmate told him about volunteer opportunities in Syracuse middle schools. Not only did he like working with kids, he also liked the idea of being able to put his own spin on a program in a subject he really enjoyed. Each week McLeod traveled to a different city school as the LCS-SRC Engineering Ambassadors program coordinator. "I'd start by learning the names of the seventh- and eighth-graders gathered for their tutoring session," he says. "Then I'd help organize and pass out materials while another Syracuse University student volunteer began the day's lesson. When the students had paired up with their SU mentors, I'd go around the room to ensure everyone was on the day's task to make sure they understood the concepts they were exploring that day."

McLeod enjoyed teaching simple engineering principles to seventh- and eighth-graders. As program coordinator of the Engineering Ambassadors, he oversaw four site coordinators at three local schools, 30 to 40 engineering students from the L.C. Smith College of Engineering and Computer Science, and coordinated with SRC, a local research company that funds the program. He says his greatest challenge was managing the changing group dynamics of his coordinators. "It was overwhelming trying to come up with ways to keep the group focused on doing what was best for the program," says McLeod, who majored in mechanical engineering. "These experiences taught me you need to focus on making progress as an entire group, not just a few individuals within a group."

Planning the middle-schoolers' annual campus visit to see different aspects of an SU engineering student's life was very satisfying for McLeod because it inspires the students to want to go to college and helps them realize that a college degree is an obtainable goal if they work hard enough. "The Engineering Ambassadors were one of two honorees to receive the 2013 Chancellor's Award for Public Engagement and Scholarship," McLeod says. "It just goes to show that the dedication and hard work we put into this program does not go unnoticed by members of the SU community."



Eddie Zaremba '13 (WSM)

Eddie Zaremba is proud to say his Shaw Center experiences spanned his entire undergraduate career at SU. During his first semester on campus, he volunteered at an after-school program working on a social art project with city youth through a service learning course. Zaremba soon became a leadership intern, taking on a wide range of roles with the center including serving as a mentor to new interns, and leading student-based projects through his officer roles with the Syracuse University Volunteer Organization. His work within various communities is also linked to the Disability Cultural Center and the Disability Student Union, an organization he co-founded and led. "SU's Disability Cultural Center was the first of its kind in the country," says Zaremba, who majored in entrepreneurship and emerging enterprises at the Whitman School of Management. "It's a dedicated space, an all-inclusive path to resources, and makes a statement that promotes disability as diversity through identities and cultures."

Last spring, Zaremba worked diligently to help bring back OrangeAbility, the University's accessible athletics exposition held in



Flanagan Gymnasium. More than 250 people of many abilities competed in a variety of sports and watched demonstrations of adaptive equipment and inclusive services. Zaremba says throughout all of his volunteer experiences, he learned to make every action count. "Planning events like OrangeAbility and the annual Comstock Kidfest was important, but so was putting away items properly in the office for the next person to use, remembering to smile when making a volunteer referral to another student, and taking time to listen to a co-worker's good fortunes and frustrations."

Zaremba credits working at the Shaw Center for helping him get the most out of every day during his four years at SU. "I learned new ways to be part of something bigger than myself by putting some effort forward to build and ensure a more cohesive community that will impact everyone," says Zaremba, who is spending an additional year in Syracuse as a Kauffman Entrepreneurship Engagement Scholar. "Looking to the future, I hope to create a consulting platform to bring inclusive design and practice to organizations and communities."

Victoria Li '12 (FALK)

Victoria Li had difficulty finding her niche when she was a first-year student at SU, so she transferred to SUNY Binghamton hoping to find her right path. But it wasn't long before she returned to Syracuse after developing an interest in the University's accredited dietetics program. Li knew she had made the right decision when she became involved in the Shaw Center's Books & Cooks! program, in which student volunteers offer school children valuable lessons consisting of readings, activities, and healthy meals from around the world. "When I was able to actually work one-on-one with members of the community, I finally realized that even giving the tiniest bit of my time helps," says Li, a Shaw Center leadership intern who graduated from the Falk College of Sport and Human Dynamics with a degree in nutrition.

As a nutrition volunteer coordinator for Books & Cooks!, Li helped plan the weekly cooking lessons, which are designed to expose students to the cuisines of various cultures and guide them toward healthy food choices. She visited Parkside Commons, a Section 8 housing project, twice a week for eight weeks, teaching elementary school children how to prepare healthy meals. Li smiles when she remembers how the children loved to describe the foods they ate, what they cooked at home with their families, and what they liked to do outside of school. "I realized that when I took the time to listen to their personal stories, they in turn learned to trust me and, ultimately, they were more motivated to pay attention to me during lessons," she says.

For Li, the most rewarding part of Books & Cooks! was seeing the children's enthusiasm for learning. "The most memorable lesson was about Italy," says Li, who began a dietetic internship in New York City in September. "We tried to make our own olive oil, and the kids were really fascinated with the science behind it. Unfortunately, the experiment failed, but it was the lesson they remembered most because it was so hands-on." 🍴





Hunger Names first-year students hanging out on campus with Ashley Smith G'14 (EDU), Josh Berman '14 (FALK), Sophia Wozny '13 (FALK), Marissa Donovan '13 (FALK)

Community Engagement

Reflections from Liz Occhino

Summer 2013

Often referred to as a living-learning classroom, the Shaw Center is filled with constant activity and an abundance of learning opportunities. It is also where students, faculty, staff, and community members are encouraged to come together to ask questions and share ideas. These relationships are the foundation on which the service learning program exists. We've seen through these collaborations that beliefs are challenged, partnerships are formed, and progress is made. These are the experiences that allow for growth, both within and around each and every one of us. I hope as you read these stories you will see how these partnerships have developed over time and the impact that these connections can have on the lives of those involved. Every day has been a learning experience, and with each semester we have grown in ways we never imagined.

As I step away to begin a new journey of my own, I am grateful to have had the opportunity to work in such a unique place and space. I have shared it with so many wonderful people over the years and will always be proud to say I was part of something so meaningful and perhaps at times, even a bit magical.

Elizabeth Occhino

Former Associate Director for Service Learning

Meet Elizabeth Mix G'13, Associate Director for Community Engagement

In reflecting on her first few months as the Shaw Center's associate director for community engagement, Elizabeth Mix G'13 says it has been a bit like being caught up in a whirlwind—but in a good way. A Michigan native with a background in education, service learning, and public administration, she assists with service learning courses, pairing SU student volunteers with local schools, food service programs, hospitals, and community nonprofit organizations. "It's been great, and everyone here is very supportive," says Mix, who earned a bachelor of science degree in education from Western Michigan University and a master of public administration degree from the Maxwell School of Citizenship and Public Affairs. "It's fun to be part of a network of such good and helpful people who are working together in a welcoming space."



Although she originally planned on being a teacher, Mix fell in love with service learning while serving for two years as an AmeriCorps VISTA member through New York Campus Compact. Before coming to SU, she was the community service and service learning coordinator at SUNY ESF, where she connected at-risk youth with learning opportunities and coordinated such programs as the Saturday of Service in local parks. Her efforts while at ESF were instrumental in the college receiving the Carnegie Elective Classification for Community Engagement.

Among Mix's favorite aspects of her new role at the Shaw Center is collaborating with faculty on community-based service learning courses. Mix particularly enjoys courses that pair small groups of students with community organizations to enrich and enliven academic

content through community-based projects. "Students are very creative thinkers and generally enjoy the challenge and opportunity of working on a project that could potentially be implemented by a community organization," she says. "It is great to work with faculty who provide intentional and structured opportunities for students to exercise this creativity and passion."

Mix also favors three nutrition-focused programs that she oversees: Books & Cooks!, in which SU students provide tutoring and nutritional information to elementary students to improve literacy rates and healthy habits; Recipe for Success, a new collaboration between Whitman School of Management students and nutrition students in the Falk College of Sport and Human Dynamics; and Cooking on the Hillside, which partners SU volunteers with high school students, spending time in the kitchen practicing cooking skills and culminating in an Iron Chef-like competition. "I love seeing how students learn and grow in these programs and the ways they take time to focus on what the youth they are working with would really benefit from," she says. "I'm always impressed by how seriously they take it and how hard they work."

As she continues growing into her role, Mix looks forward to learning more about the University and the community and to nurturing and expanding on the Shaw Center's network of relationships. "In this position, I get to be a liaison among a lot of different groups, connecting with faculty and community organizations to find and create opportunities for students," she says. "So it is a nice way to get to know SU and the community really well. I'm still learning, but it is great work, and a lot of fun!" 🐾

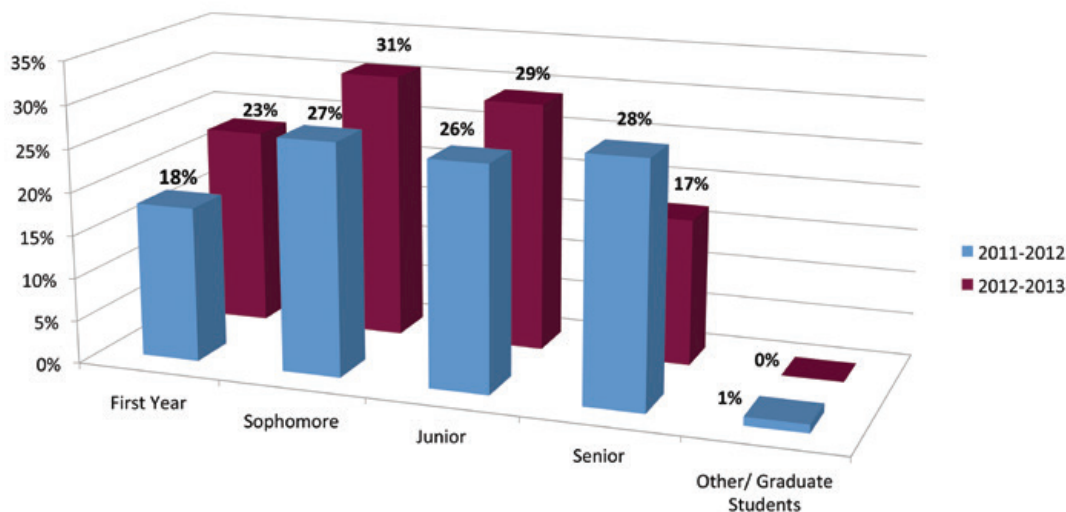
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"Applying your work directly in the world helps achieve an understanding you normally wouldn't have."

— EEE 400 student,
class of 2013

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Service Learning Participants by Academic Year



December 2013

Prepared by Shaw Center Leadership Interns- Transportation Coordinators

Greg Banos '14 WSM, Shawn Zamani '13 WSM, Dave Rosenthal '15 MAX, and Paul Haramis '16 IST

2011 - 2013 Service Learning Participants by College

College of Arts and Sciences	16%	School of Education	12%
David B. Falk College of Sport and Human Dynamics	33%	School of Information Studies	1%
College of Visual and Performing Arts	5%	Martin J. Whitman School of Management	21%
L.C. Smith College of Engineering and Computer Science	1%	College of Law, Maxwell School of Citizenship and Public Affairs, and University College collectively	1%
S.I. Newhouse School of Public Communications	9%		
School of Architecture	1%		



Salvation Army of the Syracuse Area Thanks Volunteer Of The Month: Syracuse University Students

Syracuse University's class, WRT105, has been sending over students throughout the semester to volunteer in many of our programs. These students have been working in the Day Care, School Age Programs and The Food Pantry. They have been a great addition to our team and we truly appreciate having them in our facilities. The students have gotten right into it and done everything that has been asked of them.

We would like to thank Syracuse University this year for providing so many eager volunteers! This year we have had the most participation from Syracuse University that we have seen in many years. The students in this class took great initiative and worked hard throughout the entire semester. Thanks again to Professor Gretchen Purser and Professor Karen Oakes for providing these great students.

Check out our new Volunteer Appreciation Blog:
www.salvationarmysyracuse.wordpress.com

The article above is an excerpt from the January 2013 Salvation Army newsletter. 📄

Community Partners

Administrators of Volunteer Services
AIDS Community Resources
Baltimore Woods
Bellevue Elementary School
Big Brothers Big Sisters
Bishop Foery Foundation, Catholic Charities
Bishop's Academy of the Most Holy Rosary
Cathedral Academy at Pompei
Catholic Charities
Center of Excellence
Centers at St. Camillus
Christian Health Syracuse
Clary Middle School
Crouse Hospital
Danforth Middle School
Delaware Elementary School
Dorothy Day House
Dr. King Elementary
Dr. King Pre-K
Dr. Weeks School
East Syracuse Elementary School
Eastwood Senior Center, P.E.A.C.E., Inc.
Edward Smith K-8 School
Elmwood Elementary School
Food Bank of CNY
Francis House
Franklin Elementary School
Frazer K-8 School
Greater Syracuse Tenants Network
Healthy Start, Onondaga County Health Department
Hendricks Chapel, Office of Engagement Programs
Henninger High School
Hillside Work-Scholarship Connection
Hopeprint
Hughes School
Hughes Pre-K

Huntington Family Centers Inc.
Huntington K-8 School
H.W. Smith K-8 School
Inkululeko
InterReligious Food Consortium
Iroquois Nursing Home
LaFayette Central School District
LaFayette Grimshaw School
LaFayette Onondaga Nation School
LARCS Tutoring Program at Reformed Church
The Lawrence B. Taishoff Center on Inclusive Higher Education
Lerner Center for Public Health Promotion – Healthy Monday Program
Lincoln Middle School
McMahon/Ryan Child Advocacy Center
Meachem Elementary School
Meals on Wheels
Menorah Park
National Kidney Foundation
Neighborhood Computer Project, Inc.
New York State Outdoor Education Association
Northside CYO, Catholic Charities
Northside Learning Center
Partners in Learning, Inc.
Planned Parenthood
Porter Elementary School
Porter Pre-K
Rescue Mission
Roberts K-8 School
Ronald McDonald House
Sarah House
Salem-Hyde Elementary School
Saturday English as a Second Language Tutoring Program at Dr. King
Sedgwick Heights
Seymour Dual Language Academy
Seymour – MANOS Program at Seymour
Seymour Pre-K

Spanish Action League
Special Olympics CNY region
St. Francis Adult Day Program
St. Joseph's Hospital
St. Lucy's Food Pantry
St. Thomas More Campus Ministry
Success By 6, United Way of Central New York
SU/ESF Habitat for Humanity
SUNY Upstate Child Care Center
Syracuse Behavioral Healthcare
Syracuse City School District
Syracuse City School District Adult Education, Refugee Program and Literacy Zone
Syracuse City School District Early Childhood Programs
Syracuse City School District English Language Arts Program
Syracuse City School District Office of ESL, LOTE, and Bilingual Education
Syracuse City School District Office of Special Education
Syracuse Community Health Center, Inc.
Syracuse Jewish Family Services
Syracuse Parks, Recreation & Youth Services
Syracuse Poster Project
Syracuse University Food Services
Syracuse Shakespeare Festival
Temple Concord Food Pantry
The Salvation Army
The Samaritan Center
VA Medical Center
Van Duyn Elementary School
Vincent House, Catholic Charities
WCNY
Westcott Community Center
Westside Academy at Blodgett
Westside Learning Center

Books & Cooks!

Books & Cooks! is a program in which SU students provide tutoring and nutritional information to elementary school students to improve literacy rates and healthy habits. The program is co-hosted by Catholic Charities at an after-school program site. Books & Cooks! recruits members of the SU Literacy Corps as tutors and students from the Department of Public Health, Food Studies, and Nutrition to facilitate hands-on food preparation and nutrition lessons, introducing elementary students to a different culture each week. Each Books & Cooks! lesson consists of readings, activities, and healthy meals relevant to a different culture from around the world. The 2010 Books & Cooks! team was recognized by the Clinton Global Initiative University with the Outstanding Commitment Award funded by the Wal-Mart Foundation. With the award funding and support from the Falk College and the Shaw Center, the team purchased books, maps, and other interactive activities to facilitate the lessons. The children have measurably grown in their understanding of kitchen skills and nutritional wellness, and have been introduced to healthy food alternatives. 🐾



Leadership intern Marissa Donovan, left, with Books & Cooks! at Parkside Commons

Partnership with the David B. Falk College of Sport and Human Dynamics and the Department of Public Health, Food Studies, and Nutrition

The Shaw Center, with generous support from the Department of Public Health, Food Studies, and Nutrition and the Dean's Office in the David B. Falk College of Sport and Human Dynamics, employs undergraduate student leadership interns who focus on developing community engagement opportunities specifically for students within that college.

In 2009, one intern created a process for referring students to nonprofits in the Syracuse area and developed a system to track student volunteer hours. In 2010, two interns assisted with gathering information from nonprofits and providing individual and group referrals to students interested in opportunities beyond those embedded within their curriculum. With guidance from Shaw Center staff and nutrition faculty, the interns created orientation materials and developed a database to collect student and agency information. Interns are now able to provide students with a cumulative report of volunteer hours, particularly helpful to students applying for scholarships and/or postgraduate internships.

In an effort to acclimate first-year students to engagement opportunities available in the Syracuse area, the interns visit classes, offer general information sessions, create one-time group volunteer opportunities, and organize a cooking demonstration/healthy snack presentation.

Additionally, they create a number of ongoing volunteer opportunities in partnership with specific nonprofits and public agencies that provide our students hands-on experience and provide community members with basic information and guidance on ways to promote and maintain a healthy lifestyle. Program sites where students volunteer on a regular basis include Hillside Work-Scholarship Connection, Parkside Commons and Bishop Foery, L'Arche, and pilot programs at SUNY Upstate Child Care Center and Northside CYO.

In spring 2011, NSD 511, the Nutrition Education course, partnered with Parkside Commons, Catholic Charities, and Hillside Work-Scholarship Connection to conduct a needs assessment and develop a curriculum for the program.

To date, the nutrition leadership interns have provided referrals for 171 students to community sites and close to 4,835 hours of volunteer service.

Marissa Donovan '13 (FALK)

As a Shaw Center leadership intern, Marissa Donovan learned that making a difference does not have to happen on a grand scale and that sometimes you can make a big impact by just helping a small population. "I came to understand that change can take place on an individual level, and working one-on-one with children to help them understand what it means to eat healthy will impact them positively for the rest of their lives," says Donovan, who majored in nutrition and dietetics at the Falk College of



Sport and Human Dynamics. "While it may seem like a small impact, for that child it means the world. This has really helped me understand that everyone you help and everything you do is important—no matter how small."

Donovan served as a nutrition volunteer coordinator for Books & Cooks!, an after-school program that offers reading and nutrition lessons to youngsters, and the Cooking on the Hillside at Hillside Family of Agencies. She also initiated Recipe for Success to give middle and high school students business skills and nutrition education. Donovan says one of her biggest challenges as a nutrition volunteer coordinator was motivating other students to volunteer. "Showing students the value of volunteering, both for themselves and for the Syracuse community, proved to be an effective recruitment strategy," she says.

In 2012 and 2013, Donovan represented the Shaw Center and Syracuse University at the Clinton Global Initiative University (CGIU) conferences, where she shared ideas with students from other colleges sponsoring programs similar to Books & Cooks! At a plenary session at the 2012 CGIU led by Kathryn Schulz, author of *Being Wrong: Adventures in the Margin of Error*, Donovan was surprised to learn a valuable lesson about failure as a part of success. "I always thought that failure is an end point and a time to quit, but this session helped me understand that this is not the case," says Donovan, who has started a dietetic internship at Tri-County Health Department near Denver. "Failures are a part of life and a sign that you need to try a new method to achieve a goal. Realizing this has helped me immensely, both personally and professionally."

Partnership with the School of Education

The Shaw Center's well-established partnership with the School of Education (SOE) continued to evolve through 2011-13. From faculty serving as consultants for our literacy initiatives to collaborating on transportation for SOE students to help them reach off-campus placements, the SOE continues to value the importance of community based learning opportunities for our students.

The Shaw Center facilitates placements each semester for EED 336, Elementary Social Studies Methods and Curriculum, assisting faculty incorporate a service learning component into the curriculum. Students in this course are referred to approximately 8 to 10 non-school based, nonprofit organizations to gain a better understanding of an environment in which they may not have had experience before, while learning about ways they might consider implementing service learning pedagogy into their classrooms in the future.

We also thank the Dean's Office and the Higher Education Program for supporting the Graduate Assistant for Civic Engagement position the Shaw Center shares with the Office of Residence Life and the Office of First-Year and Transfer Programs.

Collaboration with the Division of Student Affairs

The Shaw Center continues to have many points of connection with Syracuse University's Division of Student Affairs, the Office of Residence Life, Office of First-Year and Transfer Programs, and Hendricks Chapel. All play an integral part in making our partnerships on campus and in the Syracuse community even more successful these past two years than ever before.

George Athanas

Having served as an Office of Residence Life assistant director for the past nine years, George Athanas has a special appreciation for the partnership between his office and the Shaw Center. "The Shaw Center is in the Academic Affairs side of the house, while my office is part of Student Affairs," says Athanas, citing their five-year co-creation of the cross-divisional graduate assistant for civic engagement position as an example of the successful, ongoing collaboration. While offices within divisions typically may share a staff person, Athanas says, working with the Shaw Center and its director, Pam Heintz, has resulted in a position matching the interests of the two distinct "houses."

"One thing I appreciate about the Shaw Center, and Pam in particular," Athanas says, "is the recognition that a student's full experience crosses both the academic and student affairs pieces of the SU experience. And Pam has worked hard to make that successful, particularly in the area of community engagement."

Athanas sees what SU students gain from volunteering in the community. "Our students learn that engagement goes in both directions. It's not about just folks from the Hill coming down and doing great things in the city, but rather recognizing that the city has so much to offer our students. Sometimes they may make assumptions of what they believe others need—and that others are in such dire need—that they don't see them as a person. And when you have that interaction and you have that person actually teach you something, and you get to know them more as an individual, it becomes much more of a mutual, positive experience. The Shaw Center works to create opportunities in which students will experience that firsthand." 🐾



GEORGE ATHANAS

The students were immersed in both social and service oriented activities.

The GA developed and implemented Give-5, a regular volunteer activity for residence hall students throughout the academic year; and Spin Art, a focused art project in partnership with Huntington K-8 School. Children from Huntington not only created art projects with SU students throughout the semester but also came to campus to display their work in the Schine Student Center and to tour campus with their SU mentors.

Ashley Smith G'14

Ashley Smith received her undergraduate degree in business management from DePaul University, where she was head of the Black Student Union and Delta Sigma Theta sorority, was recognized as a senior leader in Multicultural Student Affairs, and received the Barbara A. Sizemore Leadership Award for her outstanding commitment to education. In 2012, she became the graduate assistant for civic engagement at the Shaw Center. "I work closely with the Office of Residence Life and the Office of First-Year and Transfer Programs to meet the needs of new students by helping them find ways to engage in the wider community," says Smith, who is pursuing a graduate degree at the School of Education.

Smith helps coordinate Hunger Names, a four-day pre-orientation program sponsored by the Office of Residence Life, the Shaw Center, and the Office of First-Year and Transfer Programs, that encourages students to learn about hunger and homelessness in the Syracuse community. For example, last August, nine new students headed to Nojaim Brothers Super Market on the city's Near West Side with \$17 in hand to shop for a meal. "The students decided to make tacos because it was the cheapest meal that would feed nine people," Smith says. "It was then they understood what millions of people and families who live in poverty face each day."

By sharing a service project, first-year and transfer students have an opportunity to create lasting friendships. "Pre-orientation service programs and social events allow new students to arrive early, move into their dormitories, make friends in small groups, become familiar with campus, and face some community issues," Smith says. "It is refreshing to see the students from my pre-orientation program six months later walking around campus or attending events together." 🐾



ASHLEY SMITH

GA for Civic Engagement

In 2009, the Shaw Center and the Office of Residence Life, with generous support from the David B. Falk College of Sport and Human Dynamics, partnered to create a shared graduate assistantship. The Graduate Assistant for Civic Engagement was created to help meet the needs of students not already connected to an academic community engagement experience. The Engagement GA acts as a liaison between campus and community, enhancing the referral process for students wishing to participate in co-curricular engagement opportunities either as an individual or as part of a student group or organization.

Based on our established partnership with Student Affairs, and with support from the School of Education, we were able to expand the partnership in 2010 to include the Office of First-Year and Transfer Programs. The position increased its emphasis on meeting the needs of first year and transfer students.

The pre-orientation program – the Hunger Names – was a great way for incoming freshmen to experience real-world situations and connect to the City of Syracuse. With the goal of understanding the trials of those who suffer from hunger and homelessness, the students were able to grasp these experiences through a personal and proactive journey. They partnered with the Rescue Mission, spending the night on its campus; visited Nojaim's Market on the Near West Side (NWS) to purchase food for their dinner using the amount they would be allowed with food stamps; and had a walking tour of the NWS with neighborhood leaders.

Office of Engagement, Hendricks Chapel

While foundationally our work may be different, Hendricks Chapel's Office of Engagement Programs and the Shaw Center share many of the same community partners. We are grateful for the support and resources we have been able to share that have enhanced our students' and community partners' experiences. 🐾

A WORLD OF OPPORTUNITIES

BY CHRISTINE YACKEL



Ayania Wellington '15 helps Lungelo Tyanese with his homework.

When Ivy Green '14 signed up for a community health education class, she had no idea it would lead to a life-altering journey to South Africa. Green, a public health major in the Falk College, is interested in global health, so when Professor Mary Ann Middlemiss suggested she work on an HIV/AIDS project for an educational and enhancement program called Inkululeko in Grahamstown, South Africa, she jumped at the chance. "When we started collaborating with the folks in South Africa by e-mail and Skype, I knew I had to work with them in person," says Green, who spent four weeks in South Africa as part of an SU Abroad summer program.

Green is one of the many students who has benefited from a robust partnership between Inkululeko and Syracuse University. The relationship began when Syracuse resident Jason Torreano set out to establish an educational and enhancement program for middle-school children in Grahamstown, South Africa, that would provide the skills, support, and guidance they need to reach their full potential. But it wasn't until he made a work-related move to Syracuse in 2010 that Inkululeko—which means "freedom" in the Xhosa language—began to take shape and transition from vision to reality.



Professor Mary Ann Middlemiss (center) with Sinxolo Duda, who is at the top of her class at Ntsika High School, and Nomthandazo Duda

reano found himself visiting the Shaw Center for Public and Community Service on campus with his boss, who was looking for mentors for a program at the Center for Community Alternatives in Syracuse where Torreano then worked. With Inkululeko in mind, Torreano contacted the Shaw Center for help, and everything snowballed from there. "When the Shaw Center was launched in 1993, one of our main goals was to serve as a resource for making critical connections between the campus and community," says Pamela Kirwin Heintz '91, G'08, associate vice president and director of the Shaw Center.

"Jason Torreano is one of the best examples of a reciprocal relationship with the community that we have had in our 20-year history."

Liz Occhino, then associate director for service learning at the Shaw Center, connected Torreano with Newhouse graphic design professor Sherri Taylor. Students in her spring semester class designed all of Inkululeko's graphics, including letterhead, brochures, business cards, Facebook banners, posters, and invitations, and a Newhouse intern developed the Inkululeko web site as part of her capstone project. Through the Maxwell School, Torreano was matched with a student in a grants-writing course to help him apply for funding for Inkululeko, and public affairs students designed and analyzed surveys about the challenges of receiving an education in South Africa.

Torreano wanted to incorporate a health perspective into the curriculum, so Occhino connected him with Professor Middlemiss. "Jason told me he would really like to have a program on HIV/AIDS because it's so prevalent in the area, and all of these children had close family members with the disease," says Middlemiss. "Together we developed five lessons for the Inkululeko students on the causes, prevention, and treatment of HIV/AIDS."

Occhino put Torreano in touch with Professor G. Thomas Lumpkin in the entrepreneurship and emerging enterprises department at the Whitman School of Management to see if the students in his class could generate some entrepreneurial solutions for engagement opportunities. "They came up with the idea of having a summer study abroad program that takes SU students to South Africa to work with our Inkululeko students," Torreano says. "The partnership between SU and Inkululeko now offers students a real-world educational experience with a global reach."

Torreano says tapping into the University's resources and expertise has made a huge difference in Inkululeko's success. "Through the Shaw Center's connections to other University resources, we have been able to push initiatives forward in South Africa that would have been delayed because of limited funding," he says. "I had no affiliation with SU whatsoever, but now I feel a special bond because the Shaw Center rolled out the red carpet for me. They have truly had a tremendous impact on the lives of people half a world away."



Syracuse
University and a
South African
youth program
team up to provide
educational
and enrichment
initiatives on two
continents



(clockwise from top):

Grahamstown,
South Africa

Selunathi Sandi is first
in her class at Archie
Mbolekwa High School.

Matt Kellen, deputy
director and curriculum
advisor at Inkululeko,
says students "read with
astonishment" as they
looked at the Syracuse
University Magazine
article about their school.
They were humbled that
they were featured in a
magazine published in the
United States.

To read the full story,
please go to sumagazine.syr.edu/2013fall-winter/features/inkululeko.html



Rescue Mission Board and staff receive CAPES award. Back row (L to R): Charles Chappell, Liz Poda, Dan Sieburg, Carolyn Hendrickson, Lisa DeAngelo
Front row (L to R): Jeanne Korchak, Jean Cole, David Canino, Alan Thornton, Me'Shae Brooks-Rolling, Erin Clinton, Chris Gardner

Rescue Mission

In April 2013, the Shaw Center officially acknowledged its collaborative relationship with the Rescue Mission—a community nonprofit human service organization—by recognizing the agency as its 2013 Community Partner at the Chancellor's Award for Public Engagement and Scholarship (CAPES) ceremony. "The robust engagement work SU students, faculty, and staff are involved with locally, regionally, and globally is celebrated at the CAPES event," says Pamela Kirwin Heintz, associate vice president and director. "We thank our community partners for the time and energy they commit to SU here and around the globe, helping us all learn about and better understand the complexities in our world. More importantly, they teach us how to partner and engage with community to build capacity and explore solutions. Their commitment helps us all construct experiences and learning that would not be possible alone."

The Shaw Center's work has become increasingly integrated in recent years, Heintz says, thanks in large part to strong partnerships—both on and off campus—like the one with the Rescue Mission. "Our relationship with the Rescue Mission exemplifies these collaborations and the opportunities they afford, not only for our students but also for the Syracuse community," she says.

The Rescue Mission campus, located in Syracuse's Mission District just beyond downtown, includes an emergency shelter, day center, and a food services center that serves three meals a day. Since 1887, the Rescue Mission has served people in need in Central New York and continues to

be a strong presence in the region's nonprofit human services. Beginning as an outreach to Erie Canal workers and the community that formed around them, the Rescue Mission has been here to help through war and peace, economic booms and recessions, and even the Great Depression. Over the years, the faces and needs have changed, as have the programs designed to meet those needs. Yet much has remained the same: a commitment to addressing an individual's basic needs first, a dedication to treating people with dignity and respect, a devotion to assisting people in becoming as independent as possible, and faith in God. "Our mission is very simple," says Alan Thornton, the Rescue Mission's chief

executive officer. "Share hope, end hunger and homelessness, change lives, and strengthen communities—one person at a time. What's been unique in our relationship with Syracuse University is the overlap in a lot of creative and innovative ways to help us achieve that mission."

Thornton considers the organization's affiliation with the University to be a pleasure and says that receiving the Community Partner award was a highlight for everyone at the Rescue Mission. "It was such an affirmation for us that what we are doing really matters," he says. "The enthusiasm and excitement that came about as a result of learning we were receiving that award really charged us up. It was one of the greatest honors we received this past year."

Thornton says he is constantly impressed by how willing SU students are to give of their time to care for people in need and by the idealism, empathy, and passion they bring. "Literally hundreds upon hundreds of students have come through at different points in time over decades and helped those in need through partnering with us at the Rescue Mission," he says. "We see the desire of students to make a difference at a very real level, while also utilizing what they are learning and what they are being exposed to at the University to really help this community. From my perspective from the leadership standpoint, I want to open the door to that and make us as accessible as possible to students at Syracuse. We also want to make their experiences with us as meaningful as possible—for them to walk away feeling like their service was time well spent. We want them to feel as tied in as we are to the vision of what we are trying to accomplish in ending hunger and homelessness."

His sentiments are echoed by Lisa DeAngelo, director of volunteer services at the Rescue Mission, who works closely with the Shaw Center to pair students with volunteer opportunities that best meet their interests and skills and provide optimal service to the organization and community. "Working with SU has really been amazing, and a lot of that has to do with the staff at the Shaw Center," says DeAngelo, who considers students a core part of the mission's volunteer program. "They help us get creative and think of the best ways to utilize the students. On the flip side of that, when we have a project we need help with, or even an idea for a project, they help us bounce ideas back and forth and kind of push us along as an agency to think outside the box."

As with other community partnerships initiated and sustained through the Shaw Center, SU's collaborations with the Rescue Mission come in an ever-evolving variety of shapes and sizes, everything from referring student volunteers to placing students through community-based service learning classes and all levels of academic and co-curricular enterprises in between. Specific projects that partner SU students with the Rescue Mission include: the Hunger Names pre-orientation program, which allows incoming first-year students to gain insights into the trials of those who suffer from hunger and homelessness and provide them opportunities to join in service events to help alleviate those difficulties; class projects with faculty and students in the Falk College of Sport and Human Dynamics, including the Great Cardboard Campout on the SU Quad to raise awareness about homelessness and hunger and collect personal care items to benefit clients at the Rescue Mission; and a partnership with the Enactus student organization at the Whitman School of Management, resulting in the establishment of the 3fifteen thrift shop boutique in Marshall Square Mall.

Another important ongoing collaboration made possible through the Shaw Center's relationship with the Rescue Mission focuses on social entrepreneurship and leadership projects and other academic endeavors with the Whitman School's Entrepreneurship and Emerging Enterprises faculty and students. "The Shaw Center has been vital to the community engagement projects that are a central part of my social entrepreneurship course," says Whitman School of Management Professor G. Thomas Lumpkin, the Chris J. Witting Chair in Entrepreneurship. "This is the second year we have worked with the Rescue Mission. It's a great organization and they are good clients for our student projects."

According to Thornton, the strong SU faculty and staff support behind the efforts of student involvement with the Rescue Mission's work is an essential factor in the relationship's success. "I think that support is one of the reasons we have such huge student engagement," he says. "Students see those they look up to—the staff at the Shaw Center, the staff and faculty at the University—they see them modeling and promoting community engagement and getting engaged themselves personally. There's a real value placed on volunteerism and engaging in the community, and that's driven by the leadership at the Shaw Center and at the University. That helps translate into a higher level of student engagement."

DeAngelo agrees, saying, "I think Syracuse University is at the forefront of service learning, whether it is the faculty who support it or the Shaw Center staff," she says. "They are getting their students out of the classroom and doing hands-on, real, day-to-day tasks. And the students have a level of energy and excitement and a kind of 'I can solve the world's problems' attitude that is contagious and refreshing. That helps energize all of us as human service workers. Suddenly we remember, 'You're right. We can do this!'"

Students, too, find much to be grateful for through volunteering and engaging with the community through the Rescue Mission. "This was one of the best experiences I have had," said one of the participants in the Hunger Names. "Working hands on with the people of the community was very fulfilling and a great way to help."

Another says, "Volunteering at the Rescue Mission, I got to partake in activities that made me feel like I'm doing something meaningful and helpful toward others." One student, who slept in a cardboard box as part of a class project to raise campus awareness about homelessness and educate students about social responsibility, says the experience really opened his eyes and inspired him to find ways to help. "I've always been thankful for everything I have, but this really made me aware," he says.

Looking ahead, Thornton believes everyone involved will benefit as the relationship between SU and the Rescue Mission continues to flourish, develop, and grow. "What we are seeing is the value that Syracuse University puts on volunteerism and engagement in the community, and for students that is very important," he says. "They are going to go on to have successful careers in a number of different industries. They are the future leaders and board members of organizations like the Rescue Mission, and they are the future leaders of businesses. But philanthropy and getting involved in their communities is something I hope they always carry forth with them. Hopefully their experiences here will be foundational for them and will give them a taste of something that they will find a way to continue into their professional careers." 🐾



Alan Thornton, chief executive officer of the Rescue Mission, presents at CAPES event.

Literacy

Reflections from Roberta Gillen

The Shaw Center's Literacy Initiatives, launched in 1997 with the SU Literacy Corps, provide Syracuse University students opportunities to academically engage with the Syracuse community through multiple schools and nonprofit organizations. The SU Literacy Corps (SULC), Syracuse University's America Reads program founded in 1997, is the foundation of the Shaw Center Literacy Initiatives, sending more than 200 SU tutors into the community each year to provide nearly 40,000 hours of rich literacy support in various classroom and after-school program settings.

Building on the strength of on- and off-campus partnerships developed through the SU Literacy Corps program, we have forged several unique collaborations for more content-specific community engaged learning. With support from the Martin J. Whitman School of Management, the David B. Falk College of Sport and Human Dynamics, the L.C. Smith College of Engineering and Computer Science, the School of Education, and the S.I. Newhouse School of Public Communications, student leaders from respective colleges apply knowledge from their major fields of study to develop ongoing programs engaging peers and youth.

We are grateful to our campus and community partners for their creativity and support of these mutually beneficial learning opportunities.

We recognize and appreciate the incredible SU students whose commitment and dedication to their own learning and growth serves as an inspiration to us all.

Roberta Gillen

Assistant Director for Literacy Initiatives - Retired 🐾



Nick Taddeo '11 (A&S) reads to a Pre-K student at Dr. King Elementary during the SU Literacy Corps Summer Program.

Meet Our New Literacy Director



COLLEEN MCALLISTER CICOTTA

As the associate director for literacy initiatives, Colleen McAllister Cicotta takes special care to ensure that SU's tutors are prepared for the academic situation they are matched with and geared to provide measurable results. She coordinates specialized training for those working with emergent readers while managing, scheduling, and overseeing some 250 tutors in 35 schools and 15 agencies. Keeping a sensitive eye on each site's evolving literacy needs, Cicotta also serves as a coach and a liaison among teachers, administrators, students, and tutors themselves.

A native of Castile, New York, near beautiful Letchworth State Park, she is a graduate of SUNY Potsdam in English communications and French literature and is currently doing graduate coursework in the conflict resolution program in SU's Maxwell School. Her tenure with the Shaw Center began in 2007 as an AmeriCorps VISTA via New York Campus Compact. In her 2007-09 VISTA term, Cicotta helped the Balancing the Books program prosper and fostered the Shaw Center's literacy efforts with the engineering program—all of which coincided with the Syracuse City School District's evolving school transformation efforts.

She is delighted to be continuing her journey working with students, teachers, and staff in the Shaw Center literacy programming.

Colleen McAllister Cicotta

Associate Director for Literacy Initiatives 🐾

SU Literacy Corps: Overview

The Syracuse University Literacy Corps (SULC) is a reciprocal learning experience in which SU students gain firsthand experience by working as tutors in an urban school setting. SULC tutors provide support to students in the Syracuse City School District, LaFayette Central School District, Syracuse Catholic Schools, East Syracuse Minoa School District and Syracuse-area community-based organizations. Under the direction of teachers and site staff, SULC tutors provide academic support to students in small group and one-on-one settings. The students in the SULC have a demonstrated ability and willingness to not only contribute to a child's educational experience but also to develop positive and impactful

relationships. Each year, 12 SULC tutors are elected to the Corps Council, the student-run governing body of the SULC. Corps Council members work with Shaw Center staff to facilitate the recruitment, hiring, and training of incoming SULC tutors. Additionally, the Corps Council coordinates all First Book fundraisers emanating from the Shaw Center.

Each semester, tutors are required to participate in three SU Literacy Corps training sessions. These sessions provide students with new skills and strategies for effective tutoring, a broader perspective on urban education, and the opportunity to engage with local community leaders and experts. The following is a list of SU Literacy Corps trainings in 2011-2013: 🐾

Community Presenters:

Bad Teacher! How Blaming Teachers Distorts the Bigger Picture Dr. Kevin Kumashiro, University of Chicago School of Education

Choosing Books for Issues: Dealing with Difficult to Discuss Topics with Children Ellen Yeomans, Onondaga Community College, Society of Children's Book Writers and Instructors

Cry for Peace: Songs from the Congo Syracuse Stage

Engaging Young Writers Ellen Yeomans, Onondaga Community College

Hip Hop Genius Film Screening and Panel Discussion Sam Seidel, Author

Making the Invisible Visible Lecture and Discussion Maria Hinojosa, NPR's Latino USA

Precious Knowledge Film Screening and Panel Discussion Eric McGinnis, Filmmaker

Preparing Teachers for Diversity in the 21st Century: Persisting Challenges, Lessons Learned, and Crafting an Agenda for the Future Arnetha F. Ball, Stanford University

Refugee Student Voices: An Interactive Connection Tara Causgrove, Catholic Charities of Onondaga County

Storytelling as a Tool to Engage Young Learners Marcia Hagan, Say Yes to Education

Syracuse City, Forty Years of Urban Education Landscape: From Croton-on-Campus to the Promised Neighborhood Charles M. Payne, University of Chicago

Working with Refugees at Service Learning Sites Nicole Watts, Hopeprint Refugee Services

Campus Presenters:

Behavior Management Syeisha Byrd, Hendricks Chapel

Beyond the Bricks Film Screening and Panel Discussion Ouida Washington, Derek Koen, and Yolanda Sealey-Ruiz, SU Staff

Black Males, Black Dreams: Climbing the Mountain Film Screening Larry Elin, Newhouse School, and Susan Hynds, School of Education

Developing Relationships with Urban Males Marcelle Haddix, School of Education

Diversity and Cultural Relevance Jermaine Soto, Doctoral Student, SOE Cultural Foundations

Diversity: Working with Students from Diverse Backgrounds Kim Williams, Office of Multicultural Affairs

Effective Management through Relationship-Building George Athanas, Office of Residence Life

History of the Haudenosaunee Confederacy Regina Jones and Neal Powless, Office of Multicultural Affairs

I Did What? How to Represent Volunteer Work on My Resume Tracy Tillapaugh, Career Services

Intergroup Dialogue Jermaine Soto, Doctoral Student, SOE Cultural Foundations and Mary Cannito-Coville, Doctoral Student, SOE Cultural Foundations

Poetry: Engaging Young People in Literacy through Poetry Cedric Bolton, Office of Multicultural Affairs

Reflecting with Focus Groups Various Campus Partners

Safety and Personal Awareness Commander Ryan Beauford, Detective CJ McCarty, Detective James Thompson, Department of Public Safety

Stop Eating the Plant: Tips for Managing Behavior, Creating Relationships, and Building Respect in the Classroom Dee Katovich, Office of Educational Teaching and Leadership

Strategies for Effective Classroom Management Melanie Carroll, Doctoral Student, SOE Cultural Foundations and Janice Rupe, Most Holy Rosary School, Syracuse

Student Rights and Responsibilities Camille Donabella, Office of Student Employment, Kate Jackson, Financial Aid Office, and Pat Tassini, Office of Human Resources

Team Building Graham Rogers '13 (A&S), Valentina Maria Mancera '14 (FALK), and Daniel Hernandez '15 (SOE, A&S); Shaw Center Leadership Interns

Tips for Successful Summer Tutoring Dexter McKinney G'13 (MAX), former Literacy Corps Tutor

Working with English Language Learners Sara DeMola, SU English Language Institute

Wretches and Jabberers: Stories from the Road Film Screening and Discussion Dean Douglas Biklen, School of Education.

School Presenters:

Doing What's Write! Literacy Tutoring in Early Childhood Jacquie Goettel-Strecansky, Martin Luther King Jr. Elementary School

Engaging Students Through Poetry Akua Goodrich, SCSD

High School and Adult Learners Sally Fisher, SCSD Theresa Pagano, Westside Learning Center

Innovation Zone Schools Dr. Zheadric Barbra, SCSD

Math Skills/Numeracy in the Classroom Kelly Hutson, Expeditionary Learning Middle School

State of the Syracuse City Schools Marie Perkins, SCSD, Laura Kelley, Chief Academic Officer

Strategies for Effective Literacy Support Seth Aldrich, Ph.D., LaFayette Central Schools

Strategies for Working with Urban Youth: Panel Discussion Lisa DeAngelo (Rescue Mission), Jerome Davis (Westside Academy at Blodgett), Amber Griffin (Seymour Dual Language Academy), and Tara Causgrove and Kate Holmes (Northside CYO)

Supporting Literacy using the Franklin Model Amber Griffin, Seymour Dual Language Academy

Vision for the Syracuse City School District Stephen Swift, SCSD School Board President

Working with English Language Learners Laura Vieira-Suarez, SCSD 🐾

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"On behalf of Hillside Work-Scholarship Connection, I thank all of the fine folks involved with the SU Literacy Corps. The tutors you send to us each year have become a vital part of the services we deliver on behalf of our students. They are reliable, punctual, conscientious, and demonstrate a strong work ethic. They have established strong, positive relationships with our young people, which is so important when attempting to support urban youth."

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– Wayne O'Connor, Hillside



Balancing the Books Campus Visit 2013

Balancing the Books

Balancing the Books (BTB), a collaboration among the Shaw Center, the Martin J. Whitman School of Management (WSM), and the Syracuse City School District, was founded in 1998 through a grant from JPMorgan Chase. BTB provides adolescents in the city of Syracuse with lessons in financial literacy, with the goal of not only helping them to acquire the necessary tools to become fiscally responsible adults but also to support them to persist to graduation. As BTB tutors, WSM students present lessons on mathematics, economics, finance, and business for middle school students at the Huntington School, following them into and through Henninger High School, helping them grow their academic strengths and develop valuable life skills. The WSM tutors help the students prepare

for the transition to high school, supporting them through graduation into their post-secondary educational choices. BTB tutors gain experience in communicating, training, and managing schedules, while developing close relationships with the students and a deeper understanding of the complexities of urban education. 🐾



Balancing the Books at Henninger with Cesar McFarlin '12 (WSM)

Shaw Center as First Book College Advisory Board

The Shaw Center is the only Syracuse-area college advisory board of First Book, a national nonprofit that provides new books to programs serving children from low-income families.

Through First Book, the Shaw Center distributed 850 books with an approximate value of \$2,700 to Syracuse City School District schools and nonprofit after school programs.

Because of its successful tenure as a First Book College Advisory Board, the Shaw Center was selected to receive a one-time donation of 13,000 children's books in spring 2011 from First Book. This allowed us to present a free, high-quality book to every pre-K through sixth-grade student enrolled in the Syracuse City School District. In collaboration with district staff, the Shaw Center coordinated a week-long literacy celebration, Together We Read Week, that featured local celebrity read-tos and activities encouraging students to engage with their new books. 🐾



Michael Velasco '15 (FALK), Mareva Bordenave '14 (A&S), and Skippyjon Jones read to students in the SU Bookstore during Children's Book Week.



Two Danforth students display their newspaper chairs in the LCS-SRC Program.



LCS-SRC Engineering Ambassadors

The LCS-SRC Engineering Ambassadors are completing their 13th semester of engaging engineering, science, and technology programming. The program, under the direction of the Shaw Center, brings L.C. Smith College of Engineering and Computer Science (LCS) students together with sixth-, seventh-, and eighth-grade students at the Danforth School, Westside Academy at Blodgett, and the Hillside Work-Scholarship Connection at the Phoenix Center. The program began at Westside Academy at Blodgett in spring 2006, with Danforth joining in fall 2008. Hillside Work-Scholarship Connection began its participation in the program in fall 2010. The program is a workshop format on Friday afternoons, during which time LCS students serve as role models, leaders, and friends to the students while facilitating hands-on science activities, putting into practice information they have learned in classes at Syracuse University. Using a "discovery model" lesson format, the activities are designed to increase middle school student interest in the engineering, science, technology, and math fields, as well as promote healthy relationships with adult role models. The mission of the LCS-SRC Engineering Ambassadors is to spark a lasting passion in science, technology, engineering, and math early in the lives of these students, with the ultimate goal of encouraging them to pursue those interests into high school and post-secondary education. 🐾



The SU and Westside Academy students pose for a group photo after a great windmill lesson and visit from SRC staff.



LCS-SRC Engineering Ambassador Nick McLeod '13 (LCS) co-presenting with a middle school student at equipment gift presentation at Danforth Middle School.

"The program is very rewarding for my students. My students are able to problem solve with the assistance of college mentors in a safe and positive environment. The program offers the opportunity to expand STEM to all of my students that show interest despite language and special needs barriers. There are very few programs like this that actually reach an equal representation of the school's demographic."

– Westside Academy at Blodgett
Science Teacher, Spring 2013



Winnick Fellow Megan Giehl '12 (EDU) with students from Porter Elementary School at a summer event in Thornden Park



Marggellin Estevez '13 (FALK), Winnick Fellow at Westside Academy at Blodgett Pre-K

Say Yes Winnick Literacy Fellows Program

The Say Yes Winnick Literacy Fellows Program, a program of the SU Literacy Corps and a collaboration among the Shaw Center, the School of Education, Say Yes Syracuse (SY), the Syracuse City School District (SCSD), and the Winnick Family Foundation, provides the rich literacy programming for Say Yes Syracuse. Since piloted in spring 2009, the Fellows Program has provided 114,000 hours of tutoring for more than 15,000 children in the SCSD schools. According to teacher evaluations, on average 88 percent of the children tutored have demonstrated improved performance, which is defined as “academic skills and abilities, social attitudes, self-esteem, and involvement/investment in the classroom.” Thanks to support from the Winnick Family Foundation and Academic Affairs, the Shaw Center hired an assistant director for the Fellows Program, who works under the direct supervision of Shaw Center professional staff and in consultation with Say Yes.

Building on the trust and commitment developed through the Fellows Program, Shaw

Center staff members have connected the following SU programs to Say Yes and continue to develop and support these opportunities as an essential part of community-based service learning/research experiences for SU students and faculty:

- As a result of the Fellows Program, one faculty member partnered with Say Yes staff at Delaware Elementary School to provide a classroom with additional academic tutors.
- SU students in a public health class engaged in a service learning project with Say Yes school staff to design a Healthy Monday campaign in which the elementary students spent an entire semester developing a walking/exercise program. This service learning program ended with a celebration event, which included various learning stations, on hydration, hand washing, and healthy snacks.
- The following schools hosted service learning students: Frazer, Hughes, Seymour and Van Duyn.



Shawn Brown '15 (FALK/WSM), Literacy Corps tutor at Northside CYO at Cathedral Academy at Pompei

"Being in SULC helped me reach out to the Latino community in Syracuse, as a Winnick Fellow in Seymour Dual Language Elementary. It helped me feel connected when I felt isolated on campus because of my background. It was amazing how my fifth-grade students, who left their homes in Puerto Rico, Dominican Republic, Cuba, and many other countries to be in Syracuse, understood my homesickness better than even some of the college students who lived on my floor. We talk about what we, the tutors, give our students all the time, but we don't really talk about what we're privileged to receive in return. In my case, I received much more than just a paycheck or hours; I received community."

—Sophia Bravo '16 (NEW, A&S),
SU Literacy Corps Leadership
Intern and Tutor at Seymour Dual
Language Academy

Our New Assistant Director, Winnick Literacy Initiatives

Nathalie Quezada Warren '08 was already well versed in community-based literacy activity when she joined the Shaw Center staff as assistant director of Winnick Literacy Initiatives in September 2012. Her involvement began during her first year at SU when she became aware of the disconnect between the Syracuse city police and the local Latino community. Inspired by her public policy class, she developed the Cross-Cultural Connections Program, in which high school students teach police officers Spanish and work to increase their awareness of Latino culture through interactions with Latino/a youth. "Literacy has always been very, very important to me," says Quezada Warren, who was born in Puerto Rico and grew up in the Bronx. "My parents impressed upon me the importance of literacy to my success in life. My mother even gave me extra homework in Spanish so I would be bilingual."

With help from Theresa Pagano of the West Side Learning Center, Quezada Warren recruited students from all four city high schools. Then-Police Chief Gary Miguel '73 agreed to join the program and provided funding from confiscated drug money. And the Chancellor's Office provided additional funding to pay the tutors, purchase Spanish dictionaries for the officers, and provide weekly group meals. "The program was all about building friendships and relationships and new perspectives on both sides to break down barriers and mistrust," she says. "I estimate 50 to 60 officers went through the program before it ended when I graduated in 2008. I'm talking with Theresa Pagano, now executive director of Partners in Learning, and current Police Chief Frank Fowler, about resuming it."

After graduation, Quezada Warren joined Catholic Charities as a youth health educator and then moved to Say Yes to Education, rising to become site director at the former Delaware Academy, on the West Side of Syracuse. Her time at Delaware reinforced her commitment to literacy. Quezada Warren recalls many third-graders reading at kindergarten level and kindergartners not knowing their colors or letters. "My experience at Delaware Academy showed me why promoting literacy is so important," she says. "If you can't read, you won't go far in life. That's why I'm so glad SU Literacy Corps students are willing and able to help." 🐾



NATHALIE QUEZADA WARREN



Kelci Gagliardi, a Literacy Corps tutor in the Saturday MLK program, enjoying her work

Literacy Corps

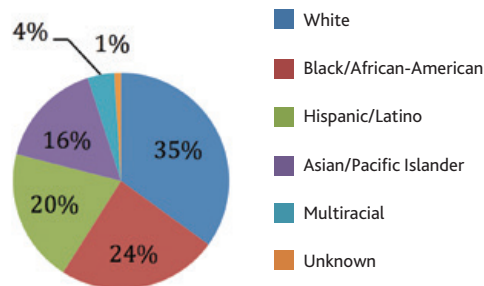
Literacy Corps Fact Sheets

2011-12 Fact Sheet

Tutor Data

Number of tutors	257
New tutors	136
Returning tutors	121
Gender	
Female	81%
Male	19%
Colleges represented	11
Majors represented	86
Tutors with dual majors	88

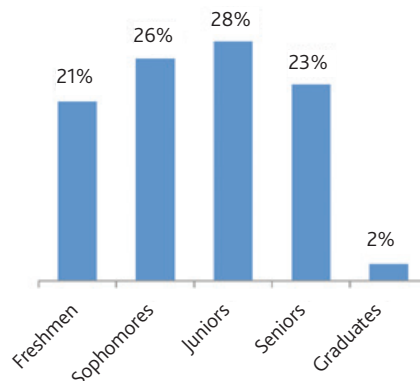
Racial/Ethnic Origin (Self Reported)



Evaluation Data

Number of tutoring sites	41
Number of school-based programs	29
Total number of students tutored ¹	7,123
Total number of tutoring hours	36,730
Percent of students whose performance ² improved	86%
Mean students tutored per tutor	13

Class Standing



Cohort

¹ Based on a sample of tutor evaluations completed by site supervisors.

² Performance is defined as academic skills & abilities, social attitudes, self-esteem, and involvement/investment in the classroom.



Literacy Corps tutor Angel Winston '15 (A&S) encouraging students at the United Way's Success By 6 Book Fest



Literacy Corps tutor Jimmy Ni '14 (WSM) at McKinley-Brighton Elementary School

Fact Sheets



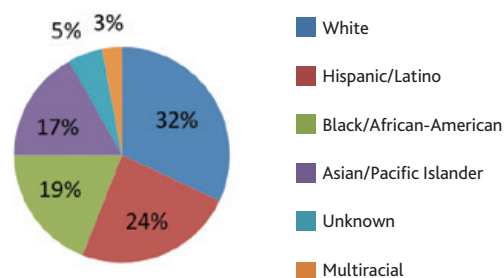
Literacy Corps tutor Alex Ross '13 (A&S) reads with a student at Dr. King Elementary School.

2012-13 Fact Sheet

Tutor Data

Number of tutors	220
New tutors	88
Returning tutors	132
Gender	
Female	77%
Male	23%
Colleges represented	11
Majors represented	74
Tutors with dual majors	91

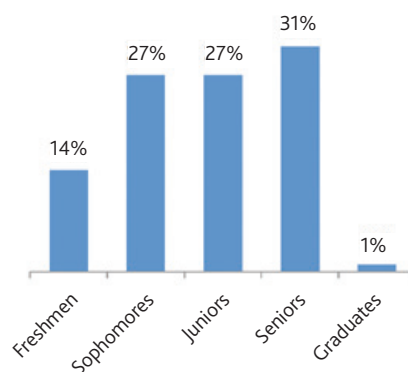
Racial/Ethnic Origin (Self Reported)



Evaluation Data

Number of tutoring sites	39
Number of school-based programs	29
Total number of students tutored ¹	6,258
Total number of tutoring hours	33,266
Percent of students whose performance ² improved	88%
Mean students tutored per tutor	16

Class Standing



¹ Based on a sample of tutor evaluations completed by site supervisors.

² Performance is defined as academic skills & abilities, social attitudes, self-esteem, and involvement/investment in the classroom.

Cohort



Literacy Corps tutor Carol Vanderbosch '12 (SOA) working with a student at McKinley-Brighton Elementary School



Literacy Corps tutor Brennan Savage '13 (FALK) at Huntington School before reading with a class as part of the Syracuse University-Syracuse City School District "Together We Read" week activities

2013 MASSACHUSETTS TEACHER OF THE YEAR

Anne Marie Bettencourt Osheyack '04

When Anne Marie Bettencourt Osheyack was a Shaw Center leadership intern, she came up with an exciting idea to create a literacy center for youth at the Pioneer Homes Wilson Park Community Center. But she soon learned the importance of making change from within, not outside, a community. "I didn't conduct a needs assessment, or involve community members in the process," Osheyack says. "I hadn't thought of sustainability, funding, and, more importantly, buy-in from everyone else involved but me, a college student."

Although Osheyack's plan didn't work out as she had hoped, she is grateful to Pamela Kirwin Heintz, associate vice president and director of the Shaw Center, for giving her the opportunity to try, struggle with, and learn from failure—a valuable lesson that would benefit her years later when she taught in Uganda in summer 2011. "It helped me immensely when I was teaching in Africa," she says. "I did a lot of watching and listening first, and I asked a lot of questions about what they needed, before I offered any advice of my own."

Osheyack thought she wanted to be a screenwriter because she loves literature and writing, but by the time she graduated from SU with a dual degree in English and public policy, she was well on her way to becoming an urban schoolteacher. Now a ninth-grade teacher of English at Northampton High School in Massachusetts, when asked, she tells her



Anne Marie Bettencourt Osheyack and Massachusetts Education Commissioner Mitchell Chester

students she became a teacher quite by accident. "I began by mentoring students at Wilson Park Community Center as part of a community service requirement in my public affairs courses," says Osheyack, who was named the 2013 Massachusetts Teacher of the Year. "The experience awakened in me a passion for working with urban youth."

Osheyack won her award when she taught at Springfield Central High School. One former student was this year's state champion in the Poetry Out Loud program, and the girls' tennis team Osheyack coached finished third in its league in spring 2013. One of her former players received a full scholarship to Brown University and another to Smith College. "I also worked with students, parents, and the community as a ninth-grade team facilitator," Osheyack says. "Last year, more than 90 percent of students from my team advanced to 10th grade, compared to 50 percent of all ninth-graders in the district." 🐾



Literacy Corps tutor Azizah T. Curry '13 (EDU) brings a student to the blackboard to better explain a math equation.



Winnick Fellow Aja Washington '13 (A&S) poses with a group of students at Dr. King Elementary School.



Literacy Corps tutor Camille Briggs '12 (A&S) with students from Dr. Weeks Elementary School at a summer event in Thornden Park.

New York Campus Compact AmeriCorps Education Award Program at Syracuse University

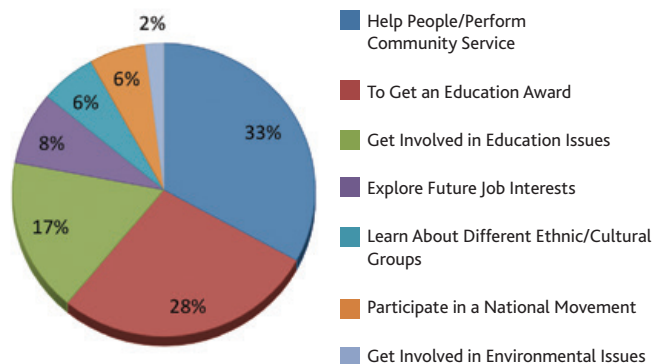
Syracuse University Education Award Program 2012-13 Final Report

Student Demographic Information:

Number of Students:	18
Gender Breakdown of Students:	
Female:	15
Male:	3

Ethnic Breakdown of Students: (Self-Reported)	
African American	17%
Asian	33%
Caucasian	33%
Hispanic/Latino	17%

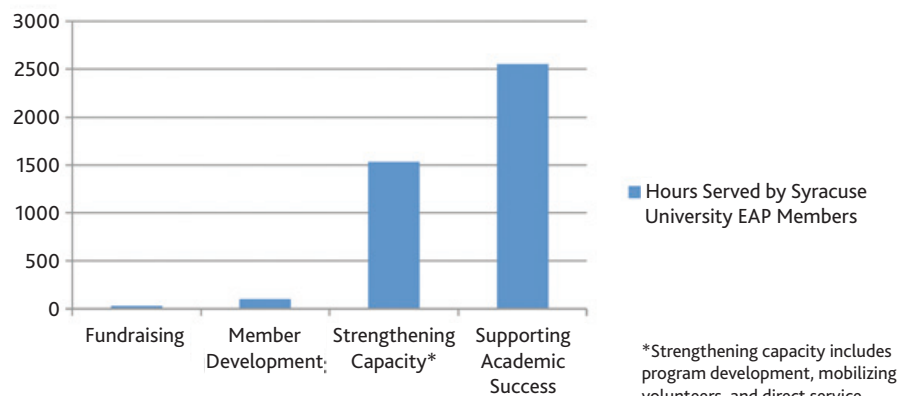
Student Reasons for Participation:



In 2012-13, 18 Syracuse University Students in the Education Award Program performed 4,222 hours of community service at 24 different sites, earning \$14,100 in Education Award Scholarships.

- At 18 sites, EAP members supported academic access and success
- At 15 sites, EAP members assisted in fundraising efforts
- At 6 sites, EAP members helped to strengthen capacity of a program or community-based organization

Hours Served by Syracuse University EAP Members



The Chancellor's Award for Public Engagement and Scholarship

The Chancellor's Award for Public Engagement and Scholarship (CAPES) recognizes committed students at Syracuse University who exemplify Syracuse University's vision of Scholarship in Action—the vigorous pursuit of knowledge with the ability to make a difference in the world through community engagement.

The award was first presented in 1992, growing out of an interest by a group of SU Students for the United Way who wanted to recognize students for their contributions to the community. In spring 2011, under Chancellor Nancy Cantor, the award began to undergo an update based on recommendations from that semester's Communications Design Project Management class. An ever-evolving work in progress, the format has continued to develop through cooperative engagement between the Chancellor's office and the Shaw Center, with last year's event being exceptionally well received.



A 2013 CAPES Award for Innovation in Academic Engagement went to the School of Architecture's Design and Build class, shown here constructing a Play Perch.

This award acknowledges individual students, groups of students, residence halls, student organizations, and academic projects or classes that invest themselves in and contribute to the public good. We are grateful to our community partners for their parts in enhancing the student learning experiences at SU.

"These awards are about excellence in the educational process: how well students marshal their knowledge and engage directly with the challenges of our time; how resourceful they are at tapping into the full community of experts available to them—faculty, staff, peers, and, crucially, community partners out in the world who live a commitment every day to taking on those challenges; and how well they develop a most critical capacity for every one of us in this increasingly small world—to think beyond themselves and act for the good of others, and of us all," said Peter Englot in his introduction to the 2013 CAPES event. 🐾

The Buzz

Excerpt from a speech by Kelly Baug '12, SU Literacy Corps tutor at Northside Learning Center:

On a basic, day-to-day level, (tutoring with the Literacy Corps at) Northside is my energizer. As a college student I am usually subsisting on peanut butter sandwiches and a few hours of sleep, but coming here on Monday and Friday nights, some of the most difficult nights of the week, makes me forget all of it. On another, longer-lasting level, (tutoring at) Northside has taught me and provided me with more experiences and opportunities than I can list.

This time next year, I will be honored to be serving with the Peace Corps as an English teacher in Benin, West Africa, for 27 months. There is not a doubt in my mind that my time with the Literacy Corps and Northside Learning Center pushed my application through. I know that the experiences and memories I have gained from both will have an enormous impact my next next couple years, and far beyond. Thank you. 🐾

.....

"Service learning put a real-life perspective on social entrepreneurship. It became a thing, not just a subject."

— EEE 400 student, class of 2013

.....

Guidance counselor, Henninger High School, on the Balancing the Books program:

Thank you very much. I appreciate the kind words, but it was you guys that made this work. It is a wonderful thing these students have received, having the opportunity to learn and discuss not only personal finance, but a multitude of topics, with university students.

But maybe even more importantly, to have the opportunity to have such positive role models as you and your colleagues. The impact you all have had on our students is immeasurable! I want you to know how much I appreciate the wonderful gift of your time and caring you have given to our students. Impressions you have made will be for a lifetime. Thank you very much. Please keep in touch and stop by whenever possible. 🐾

Accomplishments and Achievements

SU named to 2012 and 2013 President's Higher Education Community Service Honor Roll with Distinction

Syracuse University was one of only 10 New York state institutions of higher education named to the 2012 and 2013 President's Higher Education Community Service Honor Roll with Distinction.

The honor roll, launched in 2006 by the Corporation for National and Community Service, recognizes colleges and universities nationwide that support innovative and effective community service and service learning programs. It is sponsored by the President's Council on Service and Civic Participation and the U.S. departments of Education and Housing and Urban Development, in partnership with Campus Compact and the American Council on Education. SU has received this recognition with distinction each year since the program's inception.

"The consistency with which our students, faculty, and staff have earned SU distinction on the President's Honor Roll speaks to the breadth and depth of our engagement locally and globally," said former SU Chancellor Nancy Cantor. "Not only is our engagement sustained, but it's a two-way street where we collaborate with partners from across the public, private, and nonprofit sectors. We're taking on some of the most pressing issues of our day—from environmental sustainability to inclusive urban education to economic and cultural revitalization—and, most importantly, we're doing it together and we're doing it for the public good."

Shaw Center AmeriCorps Grant to Fund Student in Service

In 2010 and 2012 the Shaw Center received grant funding to support part-time AmeriCorps community service positions. The grant, from New York Campus Compact (NYCC), New Yorkers Volunteer, and the Corporation for National and Community Service, supported the recruitment of college students to volunteer in their communities, helping to increase the capacity of local nonprofit organizations and schools while meeting critical community-defined needs.

Through the Students in the Service/ Education Award Program, college student volunteers in New York were eligible to earn \$1,175 upon successful completion of 300 hours of service. The Shaw Center was selected as one of four locations to pilot the program in 2010. During the pilot, 11 undergraduate students completed 2,700 hours of service with Syracuse schools and community agencies, earning more than \$10,000 in AmeriCorps education awards, which could be immediately applied toward their student expenses. In 2012-13, the Shaw Center expanded the program to include 18 students who earned more than \$14,000 in AmeriCorps education awards.

"The Education Award Program brings valuable resources to currently enrolled students who are committed to serving their communities," says Laurie Worrall, executive director of New York Campus Compact. "At a time when financial resources are tight, this program rewards both students and their institutions for continuing their commitments to serve their communities." 🐦



The Books and Cooks! team poses with Bill Clinton at the 2010 Clinton Global Initiative University. Pictured (from left) are Tim Biba '11 (A&S, NEW), Greg Klotz '10 (NEW, WSM), Clinton, Allison Stuckless '11 (A&S), and Kate Callahan '10 (FALK).

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Acknowledgments

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Private Donor/ Other Support

Kenneth A. and Mary Ann Shaw Fund, the Winnick Family Foundation, Marion Entwistle Fund, Robert B. Menschel Public Service Intern Fund, SRC, and Walmart

Shaw Center Staff 2011-2013

Pamela Kirwin Heintz, Associate Vice President and Director
Roberta J. Gillen, retired Assistant Director for Literacy Initiatives
Colleen McAllister Cicotta, Associate Director for Literacy Initiatives

Elizabeth Occhino, former Associate Director for Service Learning
Elizabeth Mix, Associate Director for Community Engagement
Leslie Cortese, Administrative Specialist
Nathalie Quezada Warren, Assistant Director Winnick Literacy Initiatives

Civic Engagement Graduate Assistants

Ashley Smith G'14 (EDU)
Cristalyn Vargas '08 (A&S), G'12 (EDU)

Kenneth A. and Mary Ann Shaw Leadership Interns

Erin Carhart '14 (A&S), Community Geography Intern
Marissa Dutka '15 (FALK)
Shannon Higgins '16 (WSM)
Kristen Sakaguchi '12 (A&S), Community Geography Intern
Eddie Zaremba '13 (WSM)

Marion Entwistle Leadership Interns

Gregory Banos '14 (WSM)
Josh Berman '14 (FALK)
Anthony Mendoza '12 (WSM)
Melissa Peralta '14 (NEW)
David Rosenthal '15 (A&S)
Rachel Vicente '12 (A&S)
Sophia Wozny '13 (FALK)
Shawn Zamani '13 (WSM)

Whitman Leadership Interns

Jia Di '12 (WSM)
Shannon Flattery '13 (WSM)
Yena Kang '11 (WSM)



Chancellor Nancy Cantor and Sarah Walton, student chair of the selection committee for the 2013 Chancellor's Award for Public Engagement, present an award to the coordinators of the LCS-SRC program, Mileysa Ponce '15 (LCS), Erin Conklin '15 (LCS), Amy Corcoran '13 (LCS), Alyson Hall '13 (LCS) and Nick McLeod '13 (LCS).

Jennifer Lam '14 (WSM)
Ariel Lin '13 (WSM)
Cesar McFarlin '12 (WSM)

SRC Leadership Interns

Erin Conklin '15 (LCS)
Amy Corcoran '13 (LCS)
Ana Gordon '13 (LCS)
Alyson Hall '13 (LCS)
Nicholas McLeod '13 (LCS)
Mileysa Ponce '15 (LCS)

Winnick Literacy Initiatives Leadership Interns

Timothy Biba '11 (A&S, NEW)
Myndi Casey '15 (A&S)
Jaycee Checo '15 (A&S)
Azizah Curry '14 (EDU)
Yarmine Fernandez '15 (NEW)
David Gerster '13 (A&S)

Lawrence Jackson '13 (FALK)
Binta Jammeh '12 (A&S)
Jessica Lam '14 (EDU)
Chelsea Marion '13 (VPA, WSM)
Ingrid Martinez '15 (NEW)
Anna Oliva '11 (A&S)
Christa Repas '13 (A&S)
Graham Rogers '13 (A&S)
AJ Rosado '14 (A&S)
Victoria Seager '14 (VPA)
Ghilianie Soto '12 (A&S, NEW)
Allison Stuckless '12 (A&S)
Arkie Tassew '11 (A&S)
Emmalis Torres '14 (WSM)
Bailey White '13 (NEW)

Falk Leadership Interns

Marissa Donovan '13 (FALK)
Jenifer La '14 (FALK)
Victoria Li '12 (FALK) 🐾