

# Shaw Center

MARY ANN SHAW CENTER FOR PUBLIC AND COMMUNITY SERVICE

SYRACUSE UNIVERSITY

IMPACT REPORT  
2013-2015





**SYRACUSE UNIVERSITY**  
MARY ANN SHAW CENTER FOR  
PUBLIC AND COMMUNITY SERVICE

# Celebrating 20 Years of Community Engagement

**B**ased on the belief that service plays an essential role in helping young people become active citizens in a free democratic society, Syracuse University launched a campus-wide effort in the early 1990s to provide a permanent home for public and community service activities. The stated purpose of this new center was to strengthen the University's ability to incorporate public and community service into the formal learning experience of students.

In 1994, Mary Ann Shaw, associate of the Chancellor, took the lead in establishing the Center for Public and Community Service (CPCS), which was built on lessons gained from earlier service movements that proved unstructured programs cannot survive because learning through service is not automatic. After 20 years, the center continues to serve as a campus-wide learning laboratory, developing new opportunities for faculty and students to connect with local and global communities through sustained, reciprocal partnerships.

In 2004, the Syracuse University Board of Trustees proclaimed that CPCS be named the Mary Ann Shaw Center for Public and Community Service in recognition of Mary Ann's personal and constant support of the center and her unwavering commitment to the ideals of a life lived in service. In so doing, the center stands as a lasting symbol of the University's commitment to public and community service as an integral part of a dynamic educational environment.



KENNETH A. and MARY ANN SHAW

*"I'm proud of CPCS because it led to a blossoming of service learning on campus and its integration into the academic curriculum as a powerful learning tool."*

—Mary Ann Shaw

*"I believed the experience would have an impact on my time at Syracuse, but I never realized I would develop such meaningful relationships and learn so much about the histories and cultures of other people and students."*

—WRT 205 student and Literacy Corps tutor, class of 2018



# Mary Ann Shaw Center for Public and Community Service



PAMELA KIRWIN HEINTZ

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In this report, we are eager to share stories about the engaging projects and initiatives our students develop, manage, evaluate, and continuously improve.

The Mary Ann Shaw Center for Public and Community Service (Shaw Center) continues its twenty-year legacy as a living-learning classroom. Together, we develop new experiential learning opportunities connecting faculty, students, and community through reciprocal partnerships that support traditional academic work and essential life skills. Critical thinking skills, such as how well students explain an issue; how well they select and use evidence; how skillfully they examine the larger context; and the quality of their conclusions combined with team work and adaptability are a few of the skills students learn through these opportunities. These experiences are critical to the development of the students' personal and professional lives.

Staff changes at the Shaw Center and simultaneous transitions at the University provide a unique opportunity to reexamine our goals,

programs, partnerships, cumulative impact, and how best to consider the future. From the start, the Shaw Center has reflected "one university," focused on student learning experiences by advancing strategies that enrich learning through engagement while maintaining rigorous goals, expectations, and standards. The center is evaluating our programs of leadership, engagement, literacy, and consultation to confirm they continue to provide robust support for the University's new vision and mission while meeting our high standards.

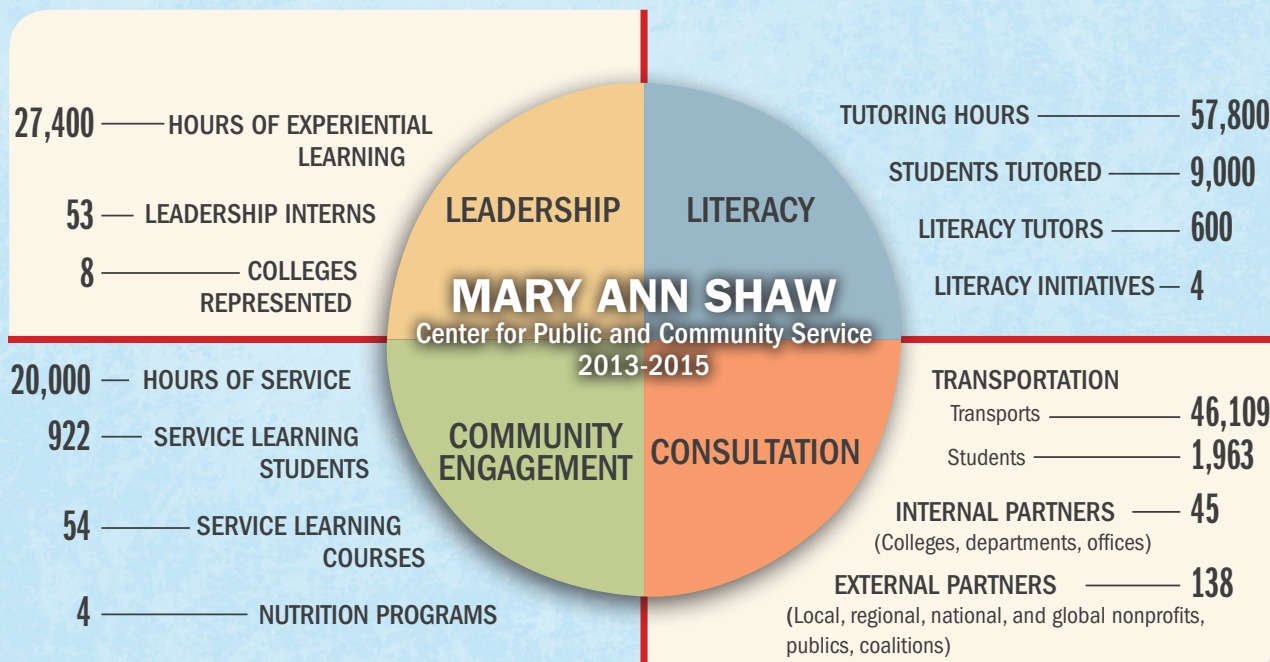
Leveraging University-wide areas of expertise, building on efforts to identify core competencies that go beyond degree requirements, and providing a space where students from all across campus can come together with faculty and community, will continue to drive the Shaw Center's work.

We look forward to the future with anticipation and much excitement.

—Pamela Kirwin Heintz

Associate Vice President and Director

## IMPACT AT A GLANCE



# Leadership

**As different as the hometowns they came from, the interns provide essential service to the Shaw Center and Syracuse community while learning a great deal about themselves, each other, their capabilities, and the world**

The 49 students who work in the Leadership Intern Program at the Shaw Center have, or will leave with, a myriad of marketable leadership skills gained from working in partnership with our professional staff on real-world projects in Syracuse and Onondaga County.

Arriving with strong academic records and a will to succeed, interns leave with added higher-level critical thinking, organizational, and collaborative skills gained through experiential learning. As part of the senior exit interview process, they share their thoughts on what this growth has meant to them. No matter what words they choose, it all translates to a boost in success in any post-Commencement path from civic service to corporate engagement. Some of their stories are shared in the following pages.

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## **Mileysa Ponce Rios '15 (E&CS)**

When Mileysa “Miley” Ponce Rios was a first-year student in the College of Engineering and Computer Science (E&CS), she volunteered for the Shaw Center’s Engineering Ambassadors program, which brings engineering students together with middle school students to spark their interest in

the engineering, science, technology, and math (STEM) fields. Miley soon became a site coordinator and credits her work as an engineering ambassador as a significant component of her undergraduate learning experience. “Getting the opportunity to lead the program as a site coordinator was a dream come true,” says Miley, who was born in Puerto Rico and majored in chemical engineering. “As a program coordinator, I also got to know my fellow engineering students and form strong ties of support with them.”

Miley led the expansion of the Engineering Ambassadors program to a new location and attracted record numbers of volunteer participants. She says her involvement with the program allowed her to grow as a person in ways no other experiences at Syracuse University ever did. “The program allowed me to truly develop myself as a leader and taught me the value of trusting in others to make decisions and work together to achieve the program’s goals,” she says.

Outside of Engineering Ambassadors, Miley was involved in several other campus activities, including the E&CS Women’s Overnight, Pathfinder peer advising, the Zeta Chapter of Alpha Omega Epsilon Professional Engineering Sorority, and she was a founding member of oSTEM, supporting LGBTQ students in E&CS. She also served on the E&CS search committee for a new dean. Upon graduation, Miley was offered a position with Pfizer’s Compliance Department in Groton, Connecticut.



## **Michael Velasco '15 (FALK)**

Helping kids learn—and having fun in the process—comes naturally for Michael Velasco, whether he is leading a hike as a camp counselor, or getting third-graders excited about reading as a Literacy Corps tutor. A Falk College child and family studies major from Stamford, Connecticut,

Mike became part of the Shaw Center family in fall 2012. As a tutor, a leadership intern, treasurer, and later co-chair of the Literacy Corps Council, he put in hundreds of meaningful and productive hours touching the lives of many with his positive outlook.

Mike brought the same enthusiasm to his other activities as an Syracuse University student, including playing on a championship-winning team in the intramural broomball league, forming a band, and attending every home football game during his time at Syracuse. But his relationship with the Shaw Center was an essential part of his positive experience at Syracuse University. “Working at the Shaw Center gave me a purpose at the University and gave me so much more than I could have hoped for,” says Mike, who began a year-long teaching assignment in Denver with the City Year program at the end of the summer. “I enjoyed seeing what it took behind the scenes to maintain such an esteemed division of the University. I’ve gained a network of former co-workers, classmates, and current friends that I’ll keep in touch with as I dive into life as a post-graduate.”





### Audrey Hart '15 (A&S/NEW)

When Audrey Hart came to Syracuse University from her hometown of Eugene, Oregon, she brought a wholehearted enthusiasm for sports and a flair for writing. At the time, sports journalism seemed like a natural career goal, but her experiences at Syracuse University opened

her to a new understanding of her abilities, values, and hopes for the world. "I realized I want to do something that makes a direct impact on people's lives every single day. I saw that not everyone had the same privileges or positive experiences I did when it came to education," says Audrey, who is now serving as a corps member with Teach For America in San Jose, California. "School is such an awesome thing, and I think everyone should love it. So that's my goal."

One way Audrey was able to make a positive impact on others was through her work at the Shaw Center, where she served as a leadership intern in the Balancing the Books financial literacy program for middle and high school students. "It was a good way to get involved in something that mattered and give back to the community as a student," says Audrey, who was a magazine journalism major in the Newhouse School and a history major in the College of Arts and Sciences. She also served as an executive member of the Kappa Alpha Theta Fraternity - Chi Chapter and as a copy chief at *The Daily Orange*.



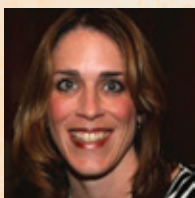
### Miriam Rossi '15 (FALK)

In reflecting on her time at Syracuse University, Miriam Rossi can't find enough ways to say how wonderful it was and how grateful she is. She gives the Shaw Center much of the credit for that. A child and family studies major in the Falk College of Sport and Human Dynamics from Cleveland,

Ohio, she began tutoring with the Literacy Corps as a first-year student, working with first- and second-grade children for 12 to 15 hours each week. She stepped into the role of leadership intern in the summer before her senior year.

Miriam's time at Syracuse also encompassed participating in the Syracuse chapters of Habitat for Humanity and Alpha Phi Fraternity - Alpha Chapter, as well as being an avid Orange basketball fan who played intramural and club women's basketball. "My amazing college experience is definitely in large part attributed to the Shaw Center and all the opportunities I was lucky enough to have," says Miriam, who this summer began training for a two-year post with Teach For America in a preschool classroom in downtown Indianapolis. "I learned so many things, such as how to communicate with professional staff, how to ask the right questions, how to be professional, yet have a good time. I improved my skills, such as presenting in front of groups. I was able to give back to my community each and every day, which helped me realize the impact of my work."

## Kelli Linehan Baldasaro '94 (IST)



**K**elli Linehan Baldasaro has the distinct honor of being the Shaw Center's first leadership intern.

Back then, the public and community service center did not yet exist, so students who wanted to do volunteer work were placed through the campus branch of the Volunteer Center of CNY. "In my freshman year I got a little homesick and felt I needed some connection with the community beyond the classroom, so I signed up to volunteer at a day care center," says Kelli, who grew up in Manchester, New

Hampshire. "At the time, I had no idea I would become part of the service learning movement on the Syracuse University campus."

In spring 1993, Kelli was hired by Pam Heintz to be the first of many leadership interns. She helped develop such programs as Kidfest, the hat and mitten drive, and literacy tutoring. Because of her skill set as an information science and technology major, she collected data to track volunteer and literacy tutoring hours, wrote reports, and helped locate community placement sites. Looking back, Kelli says she didn't fully appreciate the amount of responsibility she was given as a student

intern and just how much Pam Heintz taught her on the job. "It's overwhelming for me to realize I was the first leadership intern at what is now the Mary Ann Shaw Center for Public and Community Service," she says. "I could not have imagined what was about to begin."

*Kelli Linehan Baldasaro lives in Stratham, New Hampshire, with her husband and three children. She works full time as director of human resources at Thermo Fisher Scientific and is currently a member of the Shaw Center's advisory board.* 🐾

# Student Leadership and the Policy Studies Program

By William “Bill” Coplin, Ph.D.

Maxwell Professor of Public Affairs and Director of the Public Affairs Program

**T**he Policy Studies Program is an undergraduate major in the College of Arts and Sciences and Maxwell School that played a major role in the creation of the Mary Ann Shaw Center for Public and Community Service 20 years ago. Since that time, the program has partnered with the center in many ways, including helping my community service director find volunteer opportunities for students in PAF 101; the center’s transportation service helps many of our student volunteers get to and from their placement sites safely and on time; and the staff has worked closely with me in developing the PAF 410: Practicum in Public Policy Initiative. The team leader for this partnership is Pamela Heintz, who completed the policy studies major in the mid-1980s and went on to launch the service learning movement on campus.

Pam’s journey began as a transfer student looking to find a career path that would allow her to do good. She did so well in my freshman course, PAF 101: Introduction to the Analysis of Public Policy, that she became an undergraduate teaching assistant, and although she was 20 years older than the other teaching assistants, she behaved just like them, which was usually a good thing. I bring this up because the idea that undergraduates can be effective staff members has been the key factor in the remarkable successes of the center under Pam’s leadership.

A steady stream of talented and enthusiastic undergraduate students who are paid, earn course credit, or volunteer at the center receive a great educational experience while accomplishing much more than a small professional full-time staff could do. This partnership also helps the Policy Studies Program because I can send my students to the center for experiential learning, which everyone knows is the best form of education at any level and in any field. Pam is the captain of the ship of the Mary Ann Shaw Center, and the undergraduates there are much more than deckhands. 🐙



BILL COPLIN

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## A Guiding Hand

**O**n any given day you can find Leslie Cortese performing the typical duties of an administrative specialist. On top of that, she helps supervise more than 25 leadership interns tasked with running the Mary Ann Shaw Center for Public and Community Service and serves as a surrogate mother to many students who think of the center as a home away from home. “I love it when the interns have a few moments just to hang out in the office and talk about what’s going on in their lives,” says Cortese, who joined the Shaw Center staff in 2010. “Because we see the students several times a week, they tend to let their guard down with us, and I can keep an eye and ear on their moods in case someone needs a little extra attention or some TLC.”

A Syracuse native, Cortese graduated from SUNY Fredonia in 1977 with a bachelor’s degree in business. She stayed on as a residence hall director for three more years before launching a

career in telecommunications, first at a small upstate New York company, then at General Electric in Schenectady, New York. She moved on to IBM in Stamford, Connecticut, where she worked as a national account manager for the ROLM telecommunications product. After marrying, Cortese moved back to Syracuse, started a family, and took a hiatus from the world of telecommunications when her children were young. “My children were 2 and 4 years old, and I was traveling and working all the time,” she says. “When the company was about to add more territory for me to cover, I decided it was time to step down so I could have a more active hand in raising my children.”

In 2006, Cortese was ready to rejoin the workforce on a part-time basis. She was fortunate to find a job-share position as an administrative specialist at Syracuse University’s Office of Government and Community Relations. Four-and-a-half years



later, she moved to a full-time position at the Shaw Center. In addition to taking care of payroll and procurements, and making sure the telephones and front desk are staffed, Cortese sets up the interns' schedules, monitors their attendance, instructs and reminds them of operational rules, and trains them to help keep the place humming. "I think of Leslie as the conductor of an energetic, unruly orchestra," says Pamela Kirwin Heintz '91, G'08, associate vice president and director of the Shaw Center. "By bringing harmony to our workplace, she does an amazing job of making sure everything runs smoothly."

A coach, taskmaster, and troubleshooter all in one, Cortese also directly oversees the interns who perform the center's public relations duties and manage the logistics of transporting 1,000 students to literacy tutoring sessions and community engagement projects around the Syracuse City School District. Under Cortese's steady guidance, the transportation team coordinates pickup

and drop-off requests, handles unforeseen schedule changes due to bad weather, mechanical breakdowns, or miscommunications, and arranges alternate transportation for students when necessary. "There are a lot of moving parts to my job," she says. "Sometimes I find I need to slow down and take a deep breath." 🐦

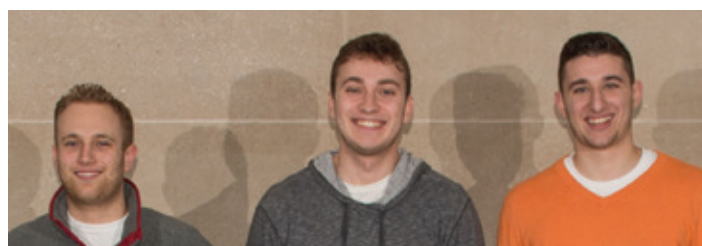
—Christine Yackel



## Safety and Transportation

The Shaw Center has partnered with campus units to ensure student safety in community-based experiential learning since its inception in 1994. Working collaboratively with the Department of Public Safety (DPS), Parking and Transit Services, Risk Management, the Office of Environmental Health and Safety Services (all of which recently combined under the Division of Campus Safety and Emergency Services), and the School of Education, the Shaw Center works to implement the best practices in student safety and security in its transportation system.

Four buses, two vans, and three student coordinators make up the system that, with professional oversight, transports all Syracuse University students who request to use it to Syracuse city schools and area community centers and nonprofit organizations. In the transportation districts, 70 percent of the students



Spring 2015 transportation coordinators (from left): TJ Blitzer '17 (WSM), David Rosenthal '15 (A&S/MAX), and Paul Haramis '16 (IST/NEW).

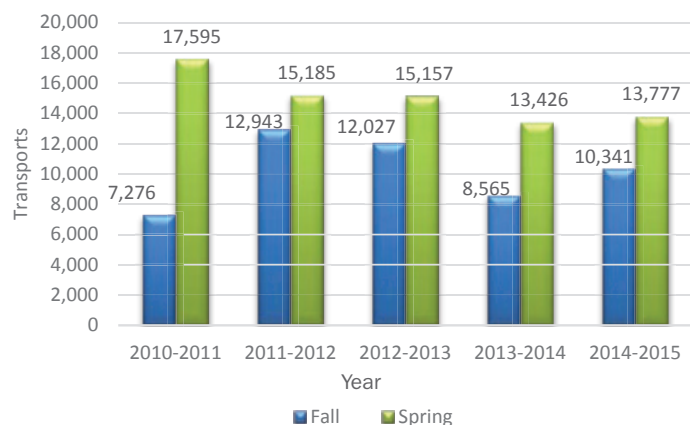
we transport are completing academic placements, including practica, service learning, academic projects, internships, or as Literacy Corps tutors, or Winnick Fellows. The remaining 30 percent are involved in co-curricular activities.

The student transportation coordinators over the last two academic years have come from the College of Arts and Sciences, the School of Information Studies, Maxwell School of Citizenship and Public Affairs, S.I. Newhouse School of Public Communications, and the Martin J. Whitman School of Management. The coordinators design the bus routes, based on the daily student needs, and serve as intermediaries between the students and bus drivers.

This experience offers so much leadership training that it is not unusual for the graduating seniors to step right into positions with management or consulting responsibilities. "In every job interview I had, I could always relate back to my time as a transportation coordinator. Jaws would drop as I told them about all the work we have done, and I truly believe I would not have received such a great offer without my prior experience at the Shaw Center," says David Rosenthal '15 (A&S/MAX), now a financial consultant at a firm in Stamford, Connecticut.

The Shaw Center thanks Birnie Bus Services and our campus and community partners for helping to make our transportation system successful and safe.

### Year to Year Transport Comparison 2010 - 2015





Marlei Simon '14 (Falk)  
volunteering with Books  
& Cooks!

# Community Engagement

Through its community engagement programs, the Shaw Center provides guidance and support for faculty as they develop their community-based service learning curricula in partnership with community agencies. In an average academic year, service learning students commit an estimated 10,000 hours toward community-based projects.

## Reflection from Elizabeth Armstrong, Associate Director for Community Engagement

In partnership with academic courses, programs, and projects, the Shaw Center facilitated experiential learning opportunities from 2013 to 2015 for more than 900 students—representing every college and class year

Through these community-based service learning experiences, students make connections between course content and real-world situations and settings. They are challenged to explore their perceptions of people and communities and to understand the complexities of social issues. Ultimately, students reflect that these community-based experiences foster rich academic and personal learning opportunities, including the ability to explore interests, as well as practice tangible skills they will need in a workplace.

When the Shaw Center was established 21 years ago, our community engagement initiatives began with academic community-based service learning courses. Through time, our work has evolved to also engage students in academic programs outside of the classroom. An excellent example of

these academic partnerships—both inside and outside of the classroom—is our long-standing collaboration with the David B. Falk College of Sport and Human Dynamics, as described further in this section.

These rich learning experiences would not be possible without our community partners, who consistently open their doors to students. Our partners engage students in understanding community needs and opportunities, and encourage students to think innovatively and to ask questions. We sincerely appreciate these collaborations and the learning opportunities they foster for Syracuse University students. 🐾





Food Science lab at the Institute of Technology at Syracuse Central.

## Food for Thought

### The Shaw Center partners with Falk College to offer learning and health enrichment opportunities

The Shaw Center has a rich relationship with the David B. Falk College of Sport and Human Dynamics that encompasses faculty collaborations and service learning course offerings. Additionally, with support from the Dean's Office and the Department of Public Health, Food Studies, and Nutrition, the Shaw Center employs undergraduate leadership interns who develop community engagement opportunities specifically for Falk nutrition students. "Our partnership with Falk College has provided students with supported opportunities to apply their knowledge and skills to the communities around them," says Elizabeth Armstrong, associate director for community engagement at the Shaw Center. "Through classroom, leadership, and volunteer opportunities, students learn how to tangibly connect what they are learning in class with the real world. Our partners benefit from students' creativity and passion for improving the health of the community."

Among the most successful collaborations to grow out of the Shaw Center's relationship with Falk College are three community engagement programs focused on nutrition education and enhancement. Through the Books & Cooks! initiative, a partnership with Catholic Charities Bishop Foery Foundation's afterschool program, Syracuse University students provide tutoring and hands-on nutrition lessons to elementary school students to improve literacy rates and healthy habits. Cooking on the Hillside, created in collaboration with the Hillside Work-Scholarship Connection, is an afterschool learning enrichment program for high school students in which nutrition students from Falk provide hands-on nutrition and cooking lessons. The program culminates with an Iron Chef-like competition, complete with judges from Falk who often dress in full chef gear.

The newest initiative developed in partnership with Falk faculty and students is Food Busters, a program that engages high school students at the Institute of Technology at Syracuse Central (ITC) in hands-on lessons exploring the relationships among food, nutrition, and health to increase students' literacy, mathematics, and science comprehension. The idea for Food Busters stemmed from a response from Shaw Center leadership interns to the Clinton Global Initiative's challenge to improve literacy skills and public health awareness. Modeled after the Books & Cooks program and the popular TV show *Myth Busters*, Food Busters



Katelyn Castro '15 (FALK); Victoria Seager '14 (A&S/MAX), G'15 (EDU); Jenifer La '14 (FALK); Tina Barseghian, moderator at the 2014 Clinton Global Initiative University Conference.



Cooking on the Hillside volunteers.

was recognized as a "Commitment to Action" at the 2014 Clinton Global Initiative University Conference.

In fall 2014, program coordinators Victoria Seager '14, G'15 and Katelyn Castro '15 arranged planning meetings with a forensics teacher and a culinary teacher at ITC, Shaw Center staff, nutrition students, and Falk College faculty to develop STEM- and nutrition-focused lessons that align with Common Core and New York State curriculum standards. The program was piloted with interdisciplinary math, science, and nutrition lessons and food science experiments in spring 2015 by Victoria, Katelyn, and seven trained nutrition volunteers. They worked with 50 ITC students in small groups, establishing an intimate setting that allowed volunteers to engage students in the experiments.

According to Ann Marie Furcinito, the ITC forensics teacher who partnered with the Shaw Center in this effort, her students at ITC "absolutely loved" having the Syracuse University students offer lessons at their school. "The quality of instruction was excellent and the Syracuse University students were wonderful," says Furcinito, who is a New York State Master Teacher. "They prepared lesson plans, PowerPoints, and worksheets in a very superior and impressive manner." Benefits to ITC students extended beyond the content of the lessons themselves, Furcinito says. "Being exposed to college students and interacting with them was extremely valuable to my students. Everyone at the Shaw Center really was a pleasure to work with, and we hope to continue that same association in the future," she says. 🐾



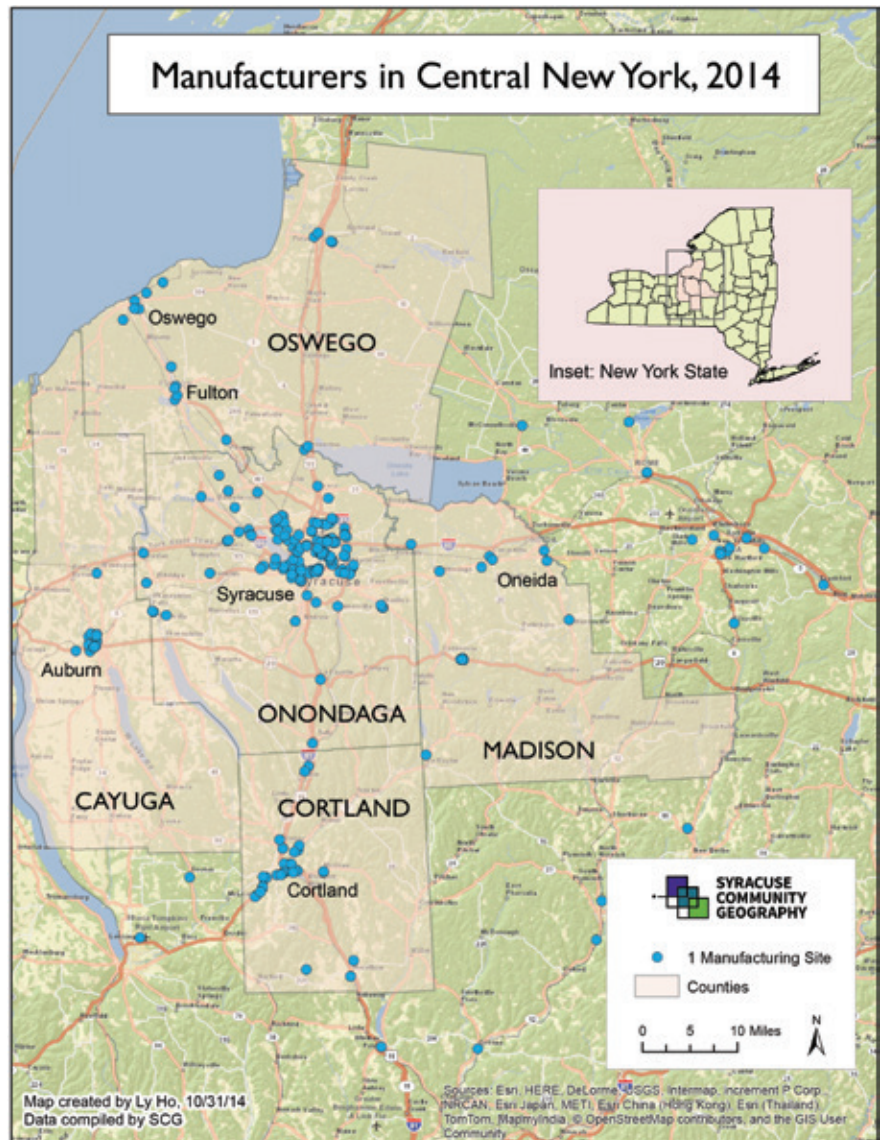
# Community Geography

The Syracuse Community Geography program (SCG) is a unique endeavor of Syracuse University and the Department of Geography to provide spatial analysis within the context of community-proposed collaborative projects aimed at understanding and addressing social, economic, environmental, and cultural problems facing the City of Syracuse, the Central New York region, and beyond. Since the program's establishment in 2005 with the appointment of a fulltime community geographer, the Shaw Center has played a significant role in the development of SCG, serving as a consultant and lending expertise and perspective in such areas as managing community partnerships and collaborations, providing successful models of experiential learning and academic projects with a community component, and developing engagement as a consideration in promotion and tenure for Syracuse University faculty. The Shaw Center also funds one or two interns each year.

Don Mitchell, Distinguished Professor of Geography and member of the SCG advisory board and faculty mentoring committee, credits the Shaw Center with being important to the shaping and maintaining of SCG even before it existed. "Right from the beginning, we were working with Pam Heintz and others at the Shaw Center and in the community to establish the Syracuse Hunger Project, and Syracuse Community Geography came out of that," he says. "Pam was really good, and the center was really good, at helping us see how to link the community-based work with student learning. We've always had direct center involvement in the advisory board for SCG. That allowed us to think about our projects in relationship to what the Shaw Center was trying to do and also to draw on the Shaw Center's expertise of how to make sure what we were doing was good for students. The center has helped link us up with really good students who are committed to community work, are committed to Syracuse and Central New York, and who have skills that we're happy to have. They've also been really helpful to us in deciding which projects to take on, to assure that they are ones in which student involvement would be easily accomplished."

Jonnell Robinson, assistant professor of geography and director of SCG, is also appreciative of the Shaw Center's contributions, from serving on the SCG advisory board and on her faculty mentoring committee to providing funding and advice in hiring student leadership interns. "The Shaw Center, and Pam in particu-

lar, are so immersed in community engagement and the various stages and evolutions of publicly engaged scholarship and service learning. So they're always able to provide insight into what's going on across the rest of the country and best practices for community engagement," Robinson says. "That helps me better articulate the importance of engaged scholarship and its value to our students, the geography department, and the discipline as a whole. It helps me communicate how engagement, particularly community-based and participatory research, are indeed valuable and valid research approaches." See [communitygeography.org](http://communitygeography.org) for more information. 🐾



Syracuse Community Geography map of manufacturing in Central New York.

## Rose Tardiff '15 (A&S/MAX)

Kenneth A. and Mary Ann Shaw Leadership Intern  
Syracuse Community Geography Intern

Through her work as a Syracuse Community Geography (SCG) intern, Rose Tardiff's interest in food systems connected her with Syracuse Grows, a local grassroots organization working to support community gardening efforts throughout the city. Helping to carry out its food justice mission, she coordinated and promoted several signature events, applied for various grants, and communicated with gardeners, as well as organization supporters. The experience piqued her interest in the agricultural backgrounds and interests of new Americans gardening in Syracuse, which would become the focus of her Honors Capstone project.

Rose also collaborated on community-based research projects, honing her geographic information systems, map design, and technical writing skills. Partnering with a regional certifier of organic farms, an urban trails coalition, and the Onondaga Historical Association, among others, Rose has helped to prepare and analyze data, create maps, and publish reports whose findings benefit the wider community.

As an opportunity to apply her academic training, acquire new skills, and build meaningful relationships with community partners and colleagues, SCG has been an invaluable part of Rose's academic career. She has continued to build on her experience with SCG as an intern at the National Geographic Society in Washington, D.C., in fall 2015.



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# The Salvation Army

In April 2015, the Shaw Center recognized its collaborative partnership with The Salvation Army at the Chancellor's Award for Public Engagement and Scholarship ceremony, naming The Salvation Army the 2015 Community Partner.

The University engages with The Salvation Army's youth programs, emergency programs, Food Pantry, Senior Center, and such special events as Dome Donation Day, a canned and non-perishable food drive on campus. Students engage with these programs in multiple ways: from fulfilling a yearlong social work practicum with the youth residential program or completing a semester-long service learning placement in the food pantry, to planning a special event for the afterschool program.

"Syracuse University students help us change lives," says Linda Wright, executive director of The Salvation Army. "Whether it is a student who is able to hold the newborn that arrived in our homeless shelter with his mom and 2-year-old sister while Mom settles them into their family room, or the student group

who shares a special time in our early learning center by reading their favorite book to a group of eager 4-year-olds, students help where staff cannot, and because of this, lives are changed every day at The Syracuse Salvation Army."

Beginning in Onondaga County in the late 1800s, The Salvation Army has evolved through time to meet the changing needs of the Syracuse community. Today, it offers 40 programs in 13 locations that serve young children through seniors, individuals, families, and those who need counseling, rehabilitation, shelter, or food—all with open arms in a loving spirit of acceptance. With a vision "to encourage and empower those in need to reach their full potential," it is open 365 days a year providing vital community support.

The range of experiential learning opportunities provides students with deep and meaningful connections to the Syracuse community and the practical application of academic content. A service learning student reflected that the most positive aspect of volunteering with The Salvation Army was "getting to know the teacher and [seeing] how invested she was in [the children's] education."

Wright added that The Salvation Army truly values students'





Rebecca Leon '17 (A&S) at The Salvation Army.



School of Education - EED 336 students at The Salvation Army.

contributions to the organization, especially their feedback. "Students make us better. They ask questions and make us think, 'Are we doing our best each day to assure we are meeting the needs of the lives we touch?'"

The Shaw Center looks forward to a continued partnership with The Salvation Army as we both work to meet the needs of the community and foster the development of our future community leaders. 🐾

"Our course explored numerous opinions and views on service, and it was helpful to have our own experiences as a comparison."

—WRT 105 student,  
class of 2017

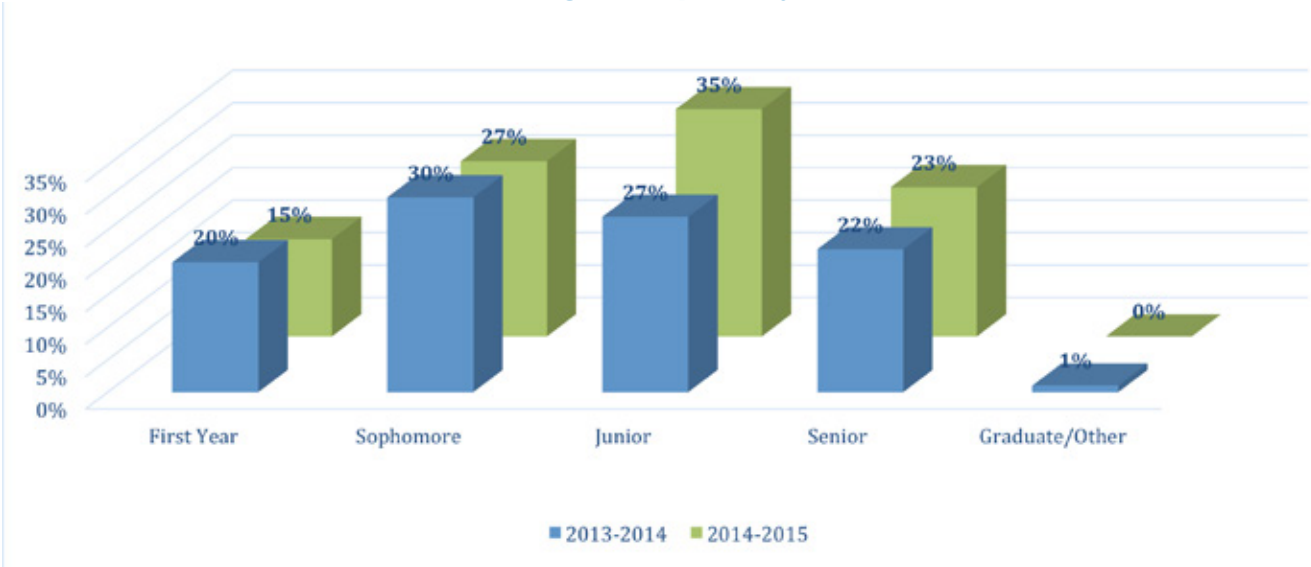


Rebecca Leon '17 (A&S) at The Salvation Army.



# Community Engagement - Fact Sheet 2013-2015

Service Learning Participants by Academic Year



2013 – 2015 Service Learning Participants by College

School of Architecture	1%
College of Arts and Sciences	14%
School of Education	11%
College of Engineering and Computer Science	2%
David B. Falk College of Sport and Human Dynamics	45%
School of Information Studies	1%
Maxwell School of Citizenship and Public Affairs	1%
S.I. Newhouse School of Public Communications	6%
College of Visual and Performing Arts	4%
Whitman School of Management	15%

“I have had a great opportunity to grow as a leader and as a nutrition professional. I have not only learned how to plan and implement nutrition education, but I also had the chance to manage volunteers.”  
—Nutrition Leadership Intern, Falk College class of 2016

“I never would’ve imagined I would play such a crucial role as a student for [a community organization]... it definitely enhanced my learning experience.”  
—EEE 440 student, class of 2014

“Inkululeko has engaged with Falk College for years in a reciprocal, mutually beneficial partnership that brings Syracuse University students and faculty to South Africa. The University’s commitment to service learning has created an academically enriching space for both our South African learners and Syracuse University students, producing tangible deliverables and fostering an understanding that we are more alike than we are different.”  
—Jason Torreano, Inkululeko

# Literacy

**The Shaw Center Literacy Initiatives mobilize Syracuse University students from 70 different majors spread across all colleges as tutors in public and nonprofit academic programs**



Syracuse University Literacy Corps tutor cohort - summer 2014.

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## Reflection from Colleen Cicotta, Associate Director for Literacy Initiatives

**T**he Shaw Center Literacy Initiatives, launched in 1997 with the Syracuse University Literacy Corps, engage Syracuse University students in a rich, community-based, experiential learning model. Syracuse University students interpret content learned in courses and share their knowledge using tutoring strategies developed in Shaw Center trainings. During the past two years, nearly 600 Syracuse University students, while engaged in more than 57,000 hours of sharing content knowledge with more than 9,000 youth in the Syracuse community developed critical workplace skills.

While the numbers provide one way to understand the impact, this work is made more meaningful through personal connections. Syracuse University tutors engaged in Shaw Center Literacy Initiatives commit to working with the same youth in the same classroom settings for an entire school year. This consistency lends itself to the college students' development of deep and meaningful relationships. With the relationships serving as a foundation for their work, students are guided into critical

thinking through targeted reflection prompts. In the midst of these numbers, these hours, we savor the quiet pause, the aha! moment. During these times the pieces fit together to move the Syracuse University students further along their developmental pathways.

It is important to note that these mutually beneficial learning opportunities are made possible through the generosity of our campus, community, and financial supporters. Our longstanding relationships with these partners allow us to continuously improve and creatively adapt efforts each year to meet the needs and interests of our students. We appreciate the commitment from both our partners and our students that make learning possible. 🐾

# Please Welcome Amanda Johnson Sanguiliano, Winnick Literacy Program Coordinator

**A**s the Shaw Center's Winnick Literacy Program Coordinator, Amanda Johnson Sanguiliano works each semester with approximately 150 Syracuse University students who offer literacy support across Central New York—in Syracuse City School District classrooms, community-based after-school programs, and adult learning centers. Her responsibilities in this role range from recruiting, hiring, training, and evaluating tutors to encouraging their development as engaged citizens. "I find myself having introspective conversations with students about what they are learning as tutors and how the experience shapes their character, sense of self, and work ethic. Tutors come to understand who they are in relation to others as well as develop transferrable skills in the position. I enjoy helping them process and understand their identity development."

Originally from Wilkes-Barre, Pennsylvania, Amanda earned a bachelor's degree in English and women's studies at West Chester University (near Philadelphia) and a master's degree

in higher education from the Syracuse University School of Education. Her passion for service learning grew from her work in the nonprofit sector as well as a practicum with the Shaw Center as a graduate student. "That's when I began to think of engagement as part of the college student learning process—applying knowledge and skills learned in the classroom to a community environment allows students to test their education in a real-world setting. It was the first time I encountered this pedagogy, and it made a lot of sense to me." 🐾



## Balancing the Books



Balancing the Books lesson at Henninger High School.



Balancing the Books tutors and middle school participants visit a Syracuse startup, Terakeet.

**B**alancing the Books, a collaboration among the Shaw Center, the Martin J. Whitman School of Management, and the Syracuse City School District (SCSD), was founded in 1998 through a grant from JPMorgan Chase. Balancing the Books provides adolescents in Syracuse with lessons in financial literacy with the goal of helping them to acquire the necessary tools to become fiscally responsible adults and to support them to persist to graduation. As Balancing the Books tutors, Whitman students present lessons on mathematics, economics, finance, and business for middle school students at Huntington Pre-K-8 School, following them into and through Henninger High School, helping them grow academic strengths and develop valuable life skills. The Whitman tutors help the SCSD students prepare for the transition to high school, supporting them through graduation into post-secondary educational choices. The 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 tutors modify the program each year to respond to the dynamic interests and needs of the SCSD and the Whitman participants. 🐾



# Before Today's Undergraduates Were Born

By Kathleen Hinchman, Ph.D.,  
School of Education Professor and Associate Dean for  
Academic Affairs

**M**y collaborations with the Shaw Center reach back to the center's own birth and my early years as an assistant professor—which I am just now realizing was before most current undergraduates were born. At my Syracuse arrival, I had the chance to collaborate with colleagues across campus on a federally funded adult literacy tutoring program. Maxwell's Professor William Coplin was especially helpful, and he introduced me to Pamela Kirwin Heintz and Mary Ann Shaw, who were beginning to plan the new Center for Public and Community Service. Pam and Mary Ann invited me to serve on the center's founding advisory board.

As a member of many boards of directors in our community, including what was then Literacy Volunteers of Greater Syracuse (LVGS) and is now LiteracyCNY, Mary Ann Shaw set a selfless example of community engagement. When LVGS was short on tutors, Pam and I worked with her to reshape the adult literacy tutoring course to address the need, offering our students certification as adult literacy tutors and service learning mentors. We also took turns replacing Mary Ann on the LVGS Board, where Pam is currently serving as chairperson.

The School of Education has long valued the center's expertise. It helps us consider service learning in our work and manage its risks. The center was central to the Franklin School Tutoring Program, our 15-year collaboration with the Syracuse City Schools. With the enthusiastic work of dozens of center tutors and interns, the resulting instructional model has evolved into today's student Literacy Corps training. The center's facilitation of this win-win collaboration, benefitting us and our community partners, has also been a model for much campus-community collaboration. The School of Education depends on the Shaw Center's collaboration to shuttle dozens of our students safely around the community.

My long collaboration with the Shaw Center has been central to my growth as a faculty member at Syracuse University. I love it when School of Education students serve as tutors and interns, and I love helping the tutors and interns with new projects. I look forward to many more such collaborations. 🌱



KATHLEEN HINCHMAN



Totadri Dhimel '15 (A&S) engages students at CYO Pre-K in a reading comprehension activity.

# Winnick Literacy Fellows Program Continues to Support SCSD Schools

The Winnick Literacy Fellows Program—a collaboration among the Shaw Center, the School of Education, the Syracuse City School District (SCSD), and the Winnick Family Foundation—continues to thrive as an essential component of the Syracuse University Literacy Corps. Fellows provide rich literacy interventions and academic support to students at elementary and secondary schools in the SCSD.



Winnick Fellow Shane Jones '15 (A&S) guides students at Hughes School through a word recognition exercise.



Winnick Fellow Amanda Hickok '15 (A&S) helps a student at Franklin Elementary complete root word and prefix activity.

“Several of the students were able to improve their reading enough that they are now on grade level and no longer need extra help. All kids who read with the tutors showed gains and increased their desire to read.”

—Salem Hyde Elementary School teacher

“My students love the Literacy Corps tutor. They are excited when she comes in and everyone wants to read with her. She always holds my students to high standards. She is ambitious, motivated, and eager to learn. I would welcome her into my classroom any time.”

—H.W. Smith Elementary School teacher



“The students I work with, despite only being kids, have a rich perspective on life growing up in the city of Syracuse. Thus, working together, we can learn from each other and glean perspective from one another through the differences in our lives to help us become more well rounded citizens of the world.”

—Literacy Corps tutor,  
Class of 2016



## Nyasia Stephens '15 (A&S/FALK)

From the time she was 12 years old, Nyasia Stephens has enjoyed helping out at the Warren Street Day Care Center in her hometown of Brooklyn, New York, starting out as a volunteer and then moving into a paid position when she turned 18. So when she began tutoring with the Literacy Corps at Ed Smith Elementary as an Syracuse University sophomore, it felt like a homecoming. “I absolutely loved it,” says Nyasia, who was a mathematics major at the College of Arts and Sciences with a minor in child and family studies at the Falk College of Sport and Human Dynamics. “I realized that working with kids is something I’m passionate about and will always want to do.”

Nyasia found diverse ways to honor that passion and extend her gifts as a mentor and leader while at Syracuse University, including serving the Shaw Center as a leadership intern and co-chair of the Literacy Corps Council. She was also a teaching assistant for a Falk College human sexuality course, a trained Mentor in Violence Prevention, and co-chair of Sex-Esteem, a peer group focused on healthy relationships.

This summer, she embarked on the next step toward her future as an educator with a year-long commitment to City Year, an AmeriCorps program that partners with urban schools to help students thrive and succeed. This new adventure signifies another homecoming for Nyasia, who was much to her delight, assigned to a high school in Brooklyn.

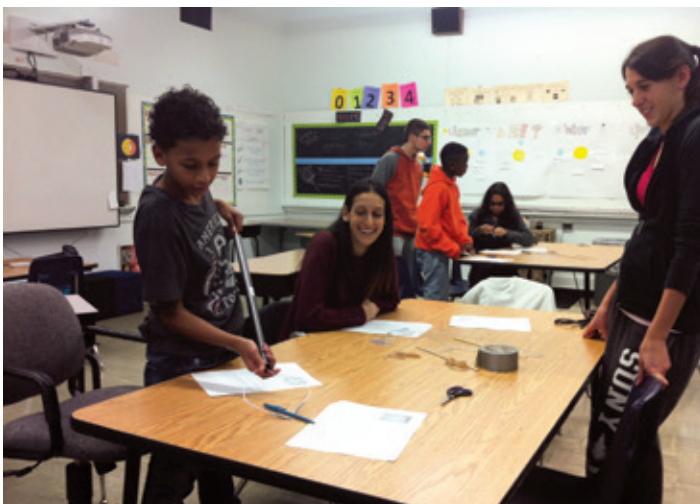


# Engineering Ambassadors

The Shaw Center's Engineering Ambassadors program, supported by local engineering company SRC Inc., is preparing to launch its 10th year. Engineering Ambassadors mobilizes Syracuse University College of Engineering and Computer Science (E&CS) students as intern leaders of peers who design and deliver engaging, discovery model science lessons at a middle school level. The program launched in 2006 with one student volunteer at Westside Academy at Blodgett and has flourished to include more than 100 E&CS tutors in four Syracuse city school locations. During the lessons, E&CS students serve as role models and mentors for Syracuse City School District (SCSD) students while facilitating hands-on science activities, applying knowledge they have learned in their Syracuse University classes.




Due to the program's success, intern leaders developed a model for SRC to consider implementing the program at its other locations nationwide. For the 2015-16 academic year, SRC has approved the program's expansion to engage more Syracuse University students at an additional SCSD location.



Engineering Ambassadors facilitate a lesson on biomimicry.

*"The Shaw Center's Engineering Ambassadors program expansion will increase the capacity to provide support to youth interested in STEM fields. In addition, it fosters college student development of important skills that are attractive to employers and very effective to motivate today's youth. We believe the benefits of this partnership exceed the investment and go beyond the obvious learning to have lasting positive impact on all participants."*

—Lisa Mondello, director of community relations for SRC Inc. 



Engineering Ambassadors campus visit in 2015.



# Syracuse University Literacy Corps Fact Sheet

## 2013-2014

### Tutor Data

<b>Total Tutors</b>	<b>191</b>
New	112
Returning	79

### Gender

Women	75%
Men	25%

### Academic Data

#### Class Standing

Freshmen	20%
Sophomores	26%
Juniors	19%
Seniors	34%
Graduates	1%

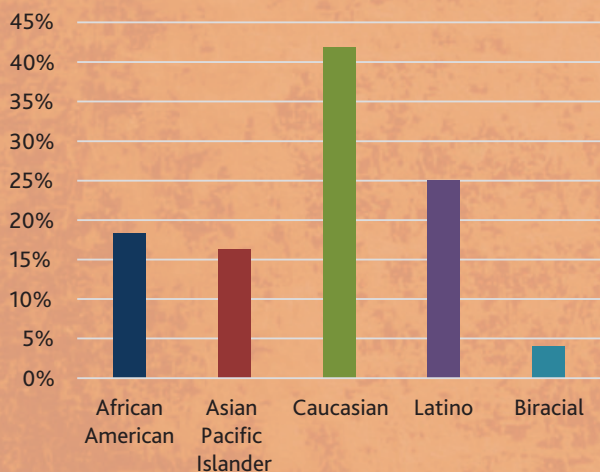
### Academics

Colleges Represented	11
Majors Represented	70
Tutors with Dual Majors	61

### Program Data

Number of tutoring sites	38
Total number of students tutored <sup>1</sup>	4,158
Total number of tutoring hours	24,485
Percent of students whose performance improved <sup>2</sup>	87%
Mean number of students tutored per tutor	14

**Tutor Race/Ethnicity**  
(self-disclosed)



## 2014-2015

### Tutor Data

<b>Total Tutors</b>	<b>203</b>
New	117
Returning	86

### Gender

Women	78%
Men	22%

### Academic Data

#### Class Standing

Freshmen	15%
Sophomores	21%
Juniors	27%
Seniors	36%
Graduates	1%

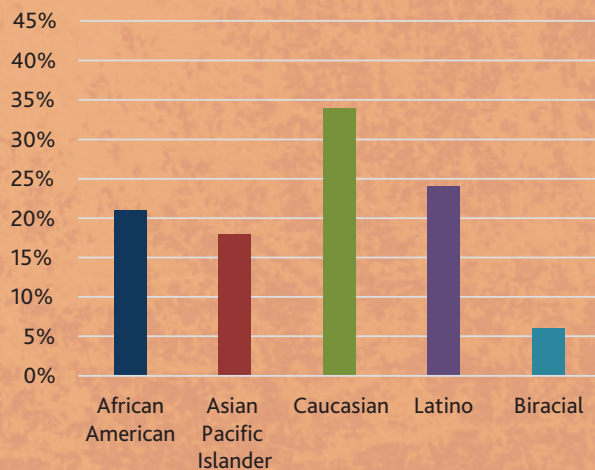
### Academics

Colleges Represented	9
Majors Represented	70
Tutors with Dual Majors	59

### Program Data

Number of tutoring sites	35
Total number of students tutored <sup>1</sup>	4,797
Total number of tutoring hours	27,162
Percent of students whose performance improved <sup>2</sup>	88%
Mean number of students tutored per tutor	15

**Tutor Race/Ethnicity**  
(self-disclosed)



<sup>1</sup> Based on tutor evaluations completed by site supervisors.

<sup>2</sup> Performance is defined as academic skills and abilities, social attitudes, self-esteem, and involvement/investment in the classroom as evaluated by site supervisors.

# Accomplishments and Achievements

## Syracuse Recognized on President's Higher Education Community Service Honor Roll

By Kathleen Haley

**S**yracuse University has been named to the President's Higher Education Community Service Honor Roll with Distinction for the 2013-14 academic year, one of only 12 institutions in New York State. The University has been on the Honor Roll with Distinction every year since the award was first created in 2006.

The President's Higher Education Community Service Honor Roll recognizes institutions of higher education that support exemplary community service programs and raise the visibility of effective practices in campus-community partnerships.

The Honor Roll's Presidential Award is the highest federal recognition an institution can receive for its commitment to community, service-learning, and civic engagement.

Syracuse University was recognized for the work done by the more than 11,000 students who completed close to 500,000 hours of community service through courses, pre-professional practica, academic projects, and co-curricular activities during the 2013-14 academic year.

"We are proud to be named to the President's Higher Education Community Service Honor Roll with Distinction," says Syracuse University Chancellor Kent Syverud. "This honor underscores the many ways that members of the University community make the greater Syracuse community a better place. The relationships that have been built through community service also give our students the chance

to engage in distinctive experiences that enhance their Syracuse education."

The scope of this work included collaboration on entrepreneurial projects; providing multiple kinds of literacy tutoring in schools, community-based organizations and churches; providing legal services to low-income clients; and enhancing civic participation around relevant issues through public scholarship in the arts, humanities, and design.

"Our students, faculty, and staff are consistently involved in a variety of projects in and with the community every year," says Pamela Kirwin Heintz, associate vice president for engagement and director of the Mary Ann Shaw Center for Public and Community Service. "Their efforts are innovative and collaborative, while providing outstanding opportunities for growth and learning."

The Corporation for National and Community Service has administered the award since 2006 in collaboration with the U.S. Department of Education and the U.S. Department of Housing and Urban Development, as well as the American Council on Education, Campus Compact, and the Interfaith Youth Core.



Syracuse University was also named to the Honor Roll in the Education category, which recognizes institutions that have made a commitment to improving educational outcomes for children and youth in pre-kindergarten through undergraduate education. It was also honored in the Economic Opportunity Community Service category, which recognizes institutions with service programs that build economic independence, increase family stability, and create more sustainable and resilient communities. 🐦



# The Chancellor's Award for Public Engagement and Scholarship



Maryann Akinboyewa '15 (A&S/WSM)  
Individual - undergraduate citation winner.



Stephanie Breed '15 (A&S)  
Individual - undergraduate honorable mention winner.



Mileysa Ponce Rios '15 (E&CS)  
Individual - undergraduate honorable mention winner.

**T**he Chancellor's Award for Public Engagement and Scholarship (CAPES) recognizes committed students at Syracuse University who, individually or as a group, have significantly contributed to their communities through innovative public scholarship and community engagement.

A work in progress, the format has continued to develop through cooperative engagement between the Chancellor's office and the Shaw Center. The 2015 event was the culmination of the most competitive selection process since the award began in 1992.

This award acknowledges individual students, groups of students, residence halls, student organizations, and academic projects or classes that invest themselves in and contribute to making the community a better place. We are grateful to our community partners for their role in enhancing the student learning experiences at Syracuse University.

In his opening remarks at the 2015 award ceremony, Chancellor Kent Syverud said, "Community engagement and public scholarship have become more integrated into higher education over the past decade as a way to enrich the student experience and build strong connections to local communities. Syracuse University has been on the leading edge of this movement for more than 20 years. We continue to see the tremendous value and benefit, for both our students and our community."

The student chair of the selection committee for the Chancellor's Award for Public Engagement and Scholarship, Ashlee Newman '15 (A&S), addressed the audience as follows:

"All of the nominees exude a true passion to help others and assist in the development of our community. I believe that these characteristics are reflective of the special place that Syracuse University is. Throughout my time here, my ideas and plans were

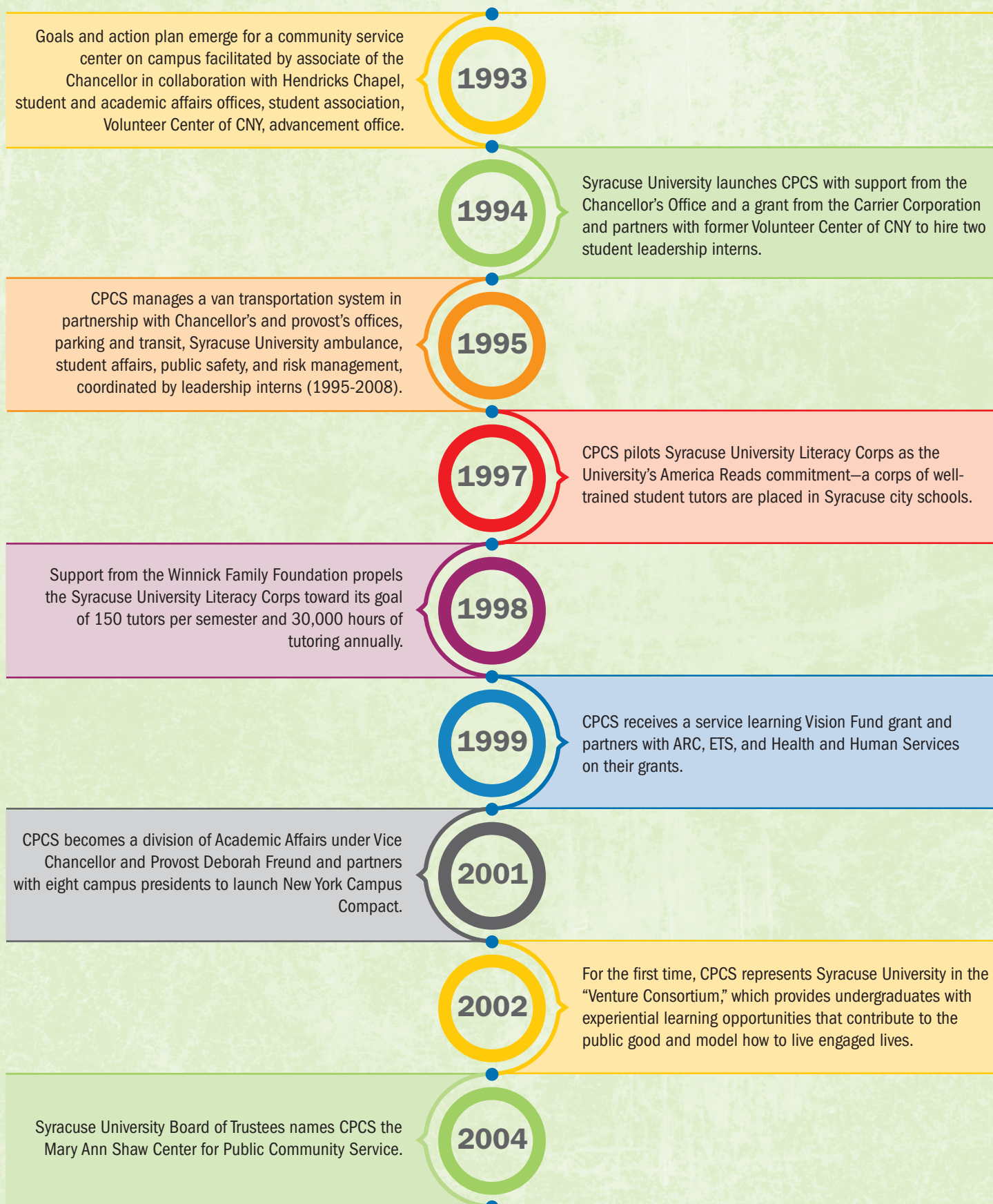
never turned away by the variety of staff, faculty, and mentors I have worked with. I can honestly say that my time outside of the classroom while at Syracuse University has been equally, if not more, valuable than the time I have spent inside the classroom. Whether it was working with my peers to solve local problems or to identify those affecting people across the country, these experiences have been the best opportunities I have been given as a student here. As someone whose involvement has been rooted in domestic violence advocacy and awareness, I graduate in May with a feeling of gratitude regarding the support that I have received here as well as what I have been able to achieve. I have made a difference, I have engaged, and I have learned, which is more than I could have ever predicted when I first stepped onto this campus."

Powerful words from a powerful young woman whom we are proud to call an alumna and past Chancellor's Citation winner. 🐘



Ashlee Newman '15 (A&S) and Chancellor Syverud at the Chancellor's Award for Public Engagement and Scholarship celebration.

# Shaw Center Timeline





The geography department hires a Syracuse Community Geographer (SCG) and the Shaw Center supports a CG leadership intern and serves on CG advisory board.

2005

Syracuse University is one of four New York colleges/ universities named to the first Elective Carnegie Classification as an Engaged Campus for Curricular and Outreach and Partnership.

2006

Syracuse University is named to the President's Higher Education Community Service Honor Roll with Distinction (2006-14).

2006

Syracuse University is one of three special awardees recognized as part of the President's Higher Education Community Service Honor Roll Recognition Program and hosts AmeriCorps VISTA Volunteers as literacy and engagement staff (2007-11).

2007

Leadership interns attend the Clinton Global Initiative University and have successful applications each year 2008-14 for Commitments to Action. Transportation System shifts to school buses.

2008

Nutrition Volunteer Coordinator position is created at the Shaw Center with support from Falk College; two leadership interns facilitate community nutrition programs.

2009

Shaw Center receives Students in Service/Education Award (2010-12) as one of only four grants awarded in New York from the Corporation for National and Community Service.

2010

Shaw Center pilots two PAF 410: Practicum in Public Policy sections: Implementation and Evaluation and Literacy in Urban Education.

2014

# Acknowledgments

## Shaw Center Community Partners 2013-2015

ACR Health  
ARC of Onondaga  
Alzheimer's Association, Central New York Chapter  
Bellevue Elementary School  
Big Brothers Big Sisters  
Bishop Foery Foundation  
Cathedral Academy at Pompei  
Catholic Charities Pre-K Programs  
Center of Excellence  
Centers at St. Camillus  
Chadwick Residence  
Clare Bridge of Manlius  
Clary Middle School  
Clear Path for Veterans  
Crouse Hospital  
Danforth Middle School  
Delaware Academy  
Delaware Primary  
Dr. King Elementary School  
Dr. King Pre-K  
Dr. King Summer Inclusion  
Dr. Weeks Elementary School  
Dr. Weeks Pre-K  
East Syracuse Elementary School  
Edward Smith Pre-K-8 School  
Everson Museum of Art  
Food Bank of Central New York  
Francis House  
Franklin Elementary School  
Frazer K-8 School  
Greater Syracuse Tenants Network  
Henninger High School  
Hillside Work-Scholarship Connection  
Hiscock Legal Aid Society  
Huntington Family Centers, Inc.  
Hughes Pre-K  
Hughes Elementary School  
Huntington Pre-K-8 School  
H.W. Smith Pre-K-8 School  
Inkululeko  
Institute of Technology at Syracuse Central

InterReligious Food Consortium  
Iroquois Nursing Home  
La Casita  
LaFayette Central School District  
LaFayette Grimshaw Elementary School  
LaFayette Onondaga Nation School  
Lawrence B. Taishoff Center on Inclusive Higher Education  
LeMoyné Elementary School  
Lerner Center for Public Health Promotion – Healthy Monday Program  
Lincoln Middle School  
Lincoln Middle School – Summer Inclusion  
LiteracyCNY  
McKinley-Brighton Elementary  
Meachem Elementary School  
Meals on Wheels of Syracuse  
Menorah Park  
Most Holy Rosary School  
Museum of Science and Technology  
Near Westside Initiative  
Northside CYO  
North Side Learning Center  
Nottingham High School  
Office of Engagement Programs at Hendricks Chapel  
Partners in Learning - Westside Learning Center and Manos  
Porter Elementary School  
Porter Pre-K  
Reformed Church of Syracuse  
Rescue Mission  
Roberts Pre-K-8 School  
Ronald McDonald House  
Salem Hyde Elementary School  
Sarah's Guest House  
Seymour Dual Language Academy  
Seymour Pre-K  
Spanish Action League  
Special Olympics CNY Region  
St. Francis Adult Day Program  
St. Joseph's Hospital Health Center

St. Lucy's Food Pantry  
St. Thomas More Campus Ministry  
Success by 6, United Way of Central New York  
SUNY Upstate Child Care Center  
Syracuse Behavioral Healthcare  
Syracuse City School District  
Syracuse City School District – AVID Program  
Syracuse City School District Early Childhood Programs  
Syracuse City School District English Language Arts Program  
Syracuse City School District – iZone  
Syracuse City School District Office of ESL, LOTE, and Bilingual Education  
Syracuse City School District – On Campus  
Syracuse Community Health Center, Inc.  
Syracuse Cooperative Federal Credit Union  
Syracuse Department of Parks, Recreation and Youth Programs  
Syracuse Jewish Family Services  
Syracuse Northeast Community Center  
Syracuse Poster Project  
Syracuse Shakespeare Festival  
Temple Concord Food Pantry - SJFS  
The Salvation Army  
The Samaritan Center  
VA Medical Center  
Van Duyn Elementary School  
Vincent House  
Wazigua Community Organization of CNY  
Westcott Community Center  
Westside Academy at Blodgett 🐾



# Literacy Training and Student Support Partners

## Campus Presenters

George Athanas, Assistant Director, Office of Residence Life  
Cedric Bolton, Coordinator of Student Engagement, Office of Multicultural Affairs  
Kathryn Bradford, Academic Support Coordinator, Syracuse University Bookstore  
Tom Bull, Director of Field Relations, School of Education  
Dana Butler, Leave and Disabilities Accommodation Coordinator, Equal Opportunity, Inclusion, and Resolution Services  
Syeisha Byrd, Director, Engagement Programs, Hendricks Chapel  
Mary Cannito-Coville, Graduate Student, School of Education  
Bill Coplin, Professor and Director, Department of Public Affairs  
PAF 315: Methods of Policy Analysis and Presentation  
Cynthia Maxwell Curtin, Associate Vice President, Chief Equal Opportunity, Inclusion and Resolution Services Officer, Equal Opportunity, Inclusion, and Resolution Services  
Camille Donabella, Manager, Student Employment Services  
Carol Dwyer, Professor, Department of Public Affairs  
PAF 410: Community Benchmarks  
Cathy McHugh Engstrom, Chair and Associate Professor, School of Education  
HED 611: Lab in Learning Communities  
Christina Faulkner, Career Advisor, Career Services  
Marcia Hagan, Administrative Specialist, Say Yes to Education  
Kathleen A. Hinchman, Associate Dean and Professor, School of Education  
Can Isik, Associate Dean and Professor, College of Engineering and Computer Science  
Dawn R. Johnson, Associate Professor School of Education

Tony Kershaw, Adjunct Professor, Whitman School of Management  
Alan Lincoln, Senior Director Corporate and Foundation Relations  
Diane Katovitch, Program Coordinator, Department of Teaching and Leadership  
Maria Lopez, Academic Counselor, Office of Student Support Services  
Detective Cleveland McCurdy Jr., Department of Public Safety  
Sarah Mack, Program Coordinator, College of Engineering and Computer Science  
Asomgyee Pamoja, Internship Placement Coordinator, Falk College of Sport and Human Dynamics  
Mara Sapon-Shevin, Professor, School of Education  
Ashley Smith, Civic Engagement Graduate Assistant  
Jermaine Soto, Graduate Research Assistant, Intergroup Dialogue Program and Graduate Student, School of Education  
Kent Syverud, Chancellor and President, Syracuse University  
George Theoharis, Professor and Chair, Department of Teaching and Leadership  
Kheli Willetts, Professor, College of Arts and Sciences and Director, Community Folk Art Center  
Robert Wilson, Director, Office of Student Support Services

## Community Presenters

Bill Collins, Poet  
Kate Franz, Literacy Consultant, Syracuse City School District  
Lisa Fasolo Frishman, Executive Director, Grantmakers Forum of New York  
Jeff Goldstein, Trainer and Executive Coach, Dale Carnegie Training  
Amber Griffin, Elementary Teacher, Syracuse City School District  
Kelly Huston, Math Teacher, Syracuse City School District  
Laura Jackson, Literacy Coach, Syracuse City School District  
Judith Kafka, Associate Professor, Baruch College

Jeanne Keller, Children's Librarian, Onondaga County Public Library  
Tony Kushner, Pulitzer Prize-winning playwright and author  
Cynda Lamb, Preschool Coordinator, Catholic Charities  
Crystal Laura, Assistant Professor, Chicago State University  
Eric Liu, Civic Entrepreneur and Author  
Mary Lowe, Principal, Syracuse City School District  
Dan Maffei, United States Representative  
Dexter McKinney Jr., Project Manager, Onondaga County Office of the County Executive  
Margo Nish, Syracuse City School District Early Childhood Education Coordinator  
Theresa Pagano, Executive Director, Partners in Learning  
Lisa Patel, Associate Professor and Author, Boston College  
Diane Ravitch, Research Professor, New York University  
Victor Rios, Professor, University of California – Santa Barbara  
Janice Rupe, Teacher, Most Holy Rosary School  
Lisa Saka, Literacy Coach, Syracuse City School District  
Jessa Salibrici, Literacy Coach, Syracuse City School District  
Barry Scheck, Attorney and Professor, Yeshiva University  
Anna Deavere Smith, Actress and Playwright and Professor, New York University  
Sarah Walton, Deputy Director of Operations and Programming, Syracuse Northeast Community Center  
Nicole Watts, Founder/Executive Director, Hopeprint Refugee Services  
Rhonda Zajac, Supervisor for English Language Arts, Syracuse City School District 🐾



**What's the "Buzz" about?**

Buzz the Big Orange Hat tells the true story of what really happened when Chancellor "Buzz" Shaw lost part of his famous academic regalia... you guessed it... the Big Orange Hat! Our story begins with the "King" and his favorite hat, "Buzz", out on their daily stroll. With a gust of wind, Buzz is blown off the King's head, certain to never return. Follow Buzz on his adventures through the city of Syracuse as he tries to make his way back to the castle! The story was written and illustrated by four enthusiastic members of the Syracuse University Literacy Corps program.

**ENGAGE. IMPACT. Inspire.**  
WITH THE SU LITERACY CORPS

**CHANCELLOR'S AWARD FOR PUBLIC SERVICE**

**CAPS**

**Celebration Dinner**  
March 28, 1993  
Goldstein Auditorium



[illegible]



# Support

The Shaw Center thanks the following for providing the resources that allow us to develop and implement consistent and effective community-based service learning opportunities at Syracuse University.

**Federal Government Support** – Federal Work Study, America Reads (through the Office of Financial Aid)

**Private Donor/Other Support** – Kenneth A. and Mary Ann Shaw Fund, the Winnick Family Foundation, Marion Entwistle Fund, Gettinger Family Foundation, Robert B. Menschel Public Service Intern Fund, and SRC

**Syracuse University Support** – Chancellor's Office, Office of Academic Affairs, Office of Financial Aid, David B. Falk College of Sport and Human Dynamics, Martin J. Whitman School of Management, Parking and Transit Services, Office of Publications, Department of Public Safety, faculty in the School of Education, Foundation Relations, and Risk Management and Regulatory Services. 🐾

## Shaw Center Staff

### Shaw Center Staff 2013-15

Pamela Kirwin Heintz, Associate Vice President and Director  
Colleen Cicotta, Associate Director for Literacy Initiatives  
Elizabeth Armstrong, Associate Director for Community Engagement  
Amanda Johnson Sanguiliano, Winnick Literacy Program Coordinator  
Leslie Cortese, Administrative Specialist  
Nathalie Quezada Warren, Former Assistant Director Winnick Literacy Initiatives

### Civic Engagement Graduate Assistant

Ashley Smith G'14 (EDU)

### Kenneth A. and Mary Ann Shaw Leadership Interns

TJ Blitzer '17 (WSM)  
Erin Carhart '14 (A&S/MAX)  
Marissa Dutka '15 (FALK)  
Meaghan Harkins '17 (FALK)  
Audrey Hart '15 (A&S/NEW)  
Shannon Higgins '16 (WSM)  
Emilie Scardilla '17 (A&S/MAX)  
Rose Tardiff '15 (A&S/MAX)  
Rachel Turgeon '17 (A&S/MAX)

### Marion Entwistle Leadership Interns

Neychla Abreu '15 (FALK)  
Gregory Banos '14 (WSM)  
Josh Berman '14 (FALK)  
Paul Haramis '16 (IST/NEW)  
Avery Hartmans '14 (NEW)  
David Rosenthal '15 (A&S/MAX)  
Kay Tinder '17 (NEW)  
Shaye Weldon '15 (A&S, MAX)  
Shawn Zamani '13 (WSM)

### Whitman Leadership Interns

Dani Alderman '15 (WSM)  
Shannon Flattery '13 (WSM)  
Jose Godinez '15 (WSM/A&S/MAX)  
Marli Gringeri '16 (WSM)  
David Maisel '14 (WSM)  
Run Zhang '16 (WSM)

### SRC Leadership Interns

Santiago Carranza '16 (E&CS)  
Erin Conklin '15 (E&CS)  
Maeve Cortese '17 (E&CS)  
Stanley Hoffman '15 (E&CS)  
Mileysa Ponce '15 (E&CS)  
Monica Setien-Grafals '16 (E&CS)

### Winnick Literacy Initiatives Leadership Interns

Victor Baez '16 (A&S)  
Sophia Bravo '16 (NEW)  
Jaycee Checo '14 (A&S)  
Yarmine Fernandez '14 (NEW)

Daniel Hernandez '15 (A&S/EDU)  
Courtney Inbody '15 (NEW)  
Caitlin Lindsay '16 (NEW)  
Stephanie Long '15 (A&S)  
Adam Magill-Goodskey '16 (A&S)  
Valentina Mancera '14 (FALK)  
Dulce Morales '18 (A&S)  
Melissa Peralta '14 (NEW)  
AJ Rosado '15 (A&S)  
Miriam Rossi '15 (FALK)  
Kevin Ryans '17 (NEW)  
Victoria Seager '14 (A&S/MAX) G'15 (EDU)  
Nyasia Stephens '15 (A&S)  
Emmalis Torres '14 (WSM)  
Michael Velasco '15 (FALK)

### Falk Leadership Interns

Katelyn Castro '15 (FALK)  
Marissa Dutka '15 (FALK)  
Jenifer La '14 (FALK)  
Christina LiPuma '16 (FALK) 🐾

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