

Shaw Center

2009-2011

MARY ANN SHAW CENTER FOR PUBLIC AND COMMUNITY SERVICE

impact report



Reflections From the



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As the Shaw Center completes its 17th year, and prepares for the promise of the future, it seems an appropriate time to reflect on the remarkable partnerships and collaborations from our past.

Our goal is to design a learning environment for our students that supports and challenges their thinking and learning process, while helping us all learn through our interactions with each other and the environment in which we live. This process assists us to better determine "how we want to be in the world." Building on the knowledge base from the classroom, together with the expertise and wisdom of our campus and community partners, the Shaw Center advocates giving our students ownership of the "problems and solutions process," while supporting them through coaching and consultation. We work together across boundaries 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. It would be impossible for us to accomplish this goal without the collaboration of our multiple campus and community

partners (see back page). They contribute time, energy, and resources to help create and support this unique learning organization known as the Shaw Center.

The willingness of our partners to share in our process helps us all to construct experiences that wouldn't be possible alone. Together we can come to a deeper understanding through collective inquiry and discovery. This allows our students to take responsibility for their learning by developing, implementing, and evaluating the programs and projects in community-based service learning, literacy, and leadership at the Shaw Center.

As you read through the following pages, you may be surprised by all of the connections that are being made across campus. You'll find out about tutors at the Hillside Work-Scholarship Program's Phoenix Center and our work with the multiple refugee programs throughout Syracuse. You'll also read about the myriad ways our leadership interns are developing interdisciplinary projects through the use of this creative space at the Shaw Center and your support to pursue their

Safety and Transportation

The Department of Public Safety (DPS) and Parking and Transit Services play a vital role in keeping students safe and mobile as they make their way into the community. The Shaw Center collaborates with both SU departments in managing several buses of students in a typical day with routes across the city. The coordination of students, who visit city school district sites, community centers, and nonprofit organizations, takes planning and flexibility as the semester unfolds.

Although safety information has always been a part of orientation, the effort to bring in a DPS officer was piloted this year to start a conversation about safety concerns and familiarize students with the community policing officers. Lt. Ryan L. Beauford, of the crime prevention and community relations unit, participates in the service learning class orientations presented by Liz Occhino, the Shaw Center's assistant director for service learning.

"We give them the public safety briefing on how to conduct themselves and environmental awareness—to be aware of your surroundings

whether you are on or off campus. It's about following the basic principles, such as walking in well-lit places and having your keys ready when walking to your car," Beauford says. "We also take it a step further with the Shaw students and talk about things in terms of 'what do you do in the event of?'" That may include if they are working with youngsters and what to do if they suspect child abuse, he says.

Beauford also has gone to off-campus learning sites and made assessments on such elements as lighting, signage, and drop-off points, which he's shared with those facility managers for possible improvement.

Student safety is also the number-one concern for Parking Services Manager Scot Vanderpool, of Parking and Transit Services, who helps coordinate transportation for the Shaw Center's students. "We have a great track record for safety," Vanderpool says. "And there are things we do to ensure that."

Vanderpool designs the routes, and the Shaw Center's transportation coordinators, two Whitman School student leadership

interns, schedule the transportation for the students. Transportation is available—within the areas and time frames in which the Shaw Center operates—to all students who request to use the bus for community engagement. The passengers include SU Literacy Corps tutors, service learning students, School of Education students who are participating in that school's programs, 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, instead of various routes that would go through different parts of the city.

DPS officers are provided with a daily bus route schedule with contact information so they know where students are in the community and can help resolve transportation issues that occur after office hours. For example, on occasion, students may miss their transportation pickup in the evenings. Students can contact DPS, which will dispatch an officer to an off-campus

Director's Desk

ideas. You'll feel their energy as you read about the synergies between nutrition, management, and engineering students, some of whom are also SU Literacy Corps tutors. They see the interconnections and complexity of the urban problems they tackle, and the importance and impact of collaborating across boundaries, both on and off campus, inspiring and encouraging us all to follow.

Managing the logistical challenges of these creative initiatives is only possible because of the commitment of our partners across campus.

- The Division of Student Affairs, especially the offices of Residence Life and First Year and Transfer Programs, has been essential to the development of the graduate assistant for civic engagement (see page 7), resulting in more intentional community experiences for first-year and residence hall students.
- The Department of Public Safety partnered with the director of service learning to assist with community orientations and our transportation system (see below).
- Parking and Transit Services has been critical to the successful development of the bus transportation system, piloted in spring 2008. The operation provided close to **25,000 transports in academic year 2011**, an 84 percent increase from academic year 2009 (see the sidebar and graph below)!

- And the Office of Risk Management, Environmental Health, and Safety, together with Pat Pedro, Esq., from the office of our University counsel, Bond, Schoeneck & King, PLLC, continues to shepherd us through the myriad challenges that arise as a result of this creative project development. They also generously share their time and expertise with our community partners (see page 5).

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 and share in our vision.

—Pamela Kirwin Heintz
Associate Vice President and Director

On the Cover

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

site to bring a student back to campus during those times when the other offices are closed. Vanderpool is the point person to troubleshoot with Birnie Bus, the transportation company. "We want the students to feel real comfortable with the program, and we also want students to learn to be responsible," Vanderpool says.

Planning for transportation starts at the end of the previous semester. The Shaw Center staff and Vanderpool discuss the numbers of students and reevaluate the needs for equipment and drivers.

Both Beauford and Vanderpool believe keeping the lines of communication open between the Shaw Center and their departments has helped make for a successful working relationship. "Part of my mantra working with the community is to have that sustained contact and not just being there at the beginning of the year," Beauford says. "I'm really more about checking in with folks to show people that you care."

TRANSPORTATION - THREE YEAR TREND ANALYSIS

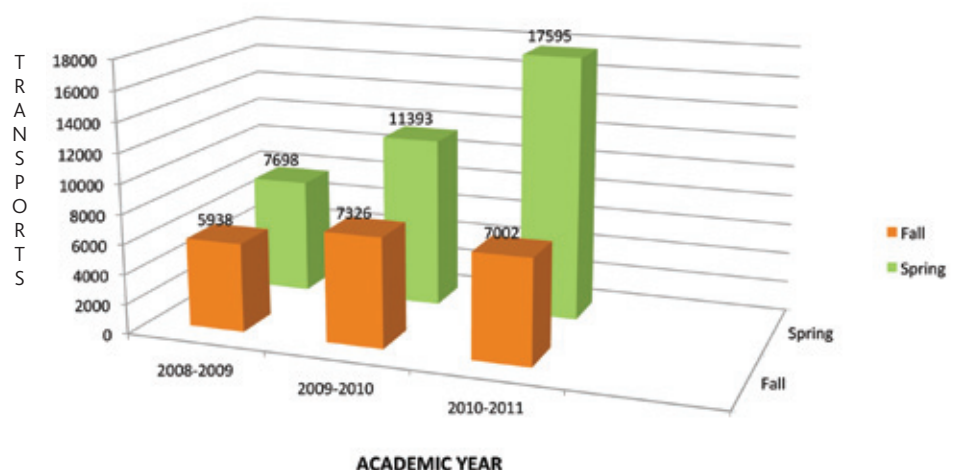




photo by Julia Ruskin '11 (NEW)

Comstock Kidfest brings together 40 student organizations and more than 400 children from community-based organizations in Syracuse. University students host various carnival-like activities, including face painting.



Literacy Intern Kelly Le '11 (WSM) hands a Literacy Corps tutor a fundraising opportunity through Literacy Corps' Corps Council.



Leadership Intern Aminata Sidibé '10, G'11 (WSM) works on coordinating Balancing the Books, a literacy initiative in collaboration with the Whitman School of Management.

Leadership

Leadership Interns

The Shaw Center Leadership Intern Program is a community-based experiential learning opportunity for undergraduate students, to help them develop leadership skills. They participate in challenging assignments designed around real-world problem solving that requires higher cognitive processing. Working in partnership with our professional staff, Shaw Center leadership interns have the opportunity to develop, implement, and evaluate center programs and initiatives.

Established 17 years ago and supported by outside funding, the Leadership Intern Program attracts and retains some of the best students at SU. Leadership interns exhibit strong academic records, high levels of motivation, outstanding organizational skills, persistence, an ability to work with others, and leadership potential.

Shaw Center interns assist with community orientation sessions; develop and direct mentoring/tutoring programs; facilitate and assist

with training; help develop and oversee program assessment data; write newsletters, memos, and manuals; help manage service learning courses, programs, and projects; and coordinate the bus transportation system, among other responsibilities. Without the support and commitment of these outstanding students, Shaw Center programs, projects, and initiatives would not happen.

During academic years 2010 and 2011, 43 leadership interns provided support for the Shaw Center. Graduating leadership interns complete senior exit interviews as a way to assess their overall experience and share their stories. Tim Biba's reflection is shared below. You will find more stories about their work throughout this report.



Tim Biba '11 (A&S, NEW) — Literacy Leadership Intern, Corps Council Chair, SU Literacy Corps Tutor, one of the students who developed Books & Cooks!

"The Chancellor likes to use the saying 'education for the world, in the world.' That is exactly what the Shaw Center has offered me. The experiences gained in the hours I have spent working each week for the Shaw Center comprise the single-most meaningful thing Syracuse University has offered me.

Little did I know four years ago when I wandered into your office looking for a job driving a van that my relationship with the Shaw Center would take me to Texas, Florida, and California as a representative of Syracuse University; that I would be offered the chance to meet President Clinton and represent his foundation to my peers across the world; and be an invited guest on the Today show to talk about a program that my peers and I had the freedom to create.

The most important chance afforded me is my experience working with the children of the Syracuse City School District, which I will carry with me for the rest of my life. As I look to begin a career in the public sector, what I saw in the city schools will no doubt guide me to focus on urban education reform. This experience has shaped me into a lifelong public servant. For that I will be forever grateful."

Shaw Center leadership interns pose while hosting the snack table at Comstock Kidfest. From left to right are Tim Biba '11 (NEW/A&S), Marissa Donovan '13 (FALK), Victoria Li '12 (FALK), Anna Oliva '11 (A&S), and Lawrence Jackson '14 (FALK).



Syracuse University Volunteer Organization

The Syracuse University Volunteer Organization (SUVO) is a student organization that brings together SU students who share a passion for community service and getting involved in the greater Syracuse area. The organization provides placement information to students who want to be involved in local agencies, one-time service projects, and organized events.

In 2010, SUVO members organized the 20th Annual Comstock Kidfest. The event, which involved 40 student groups, drew almost 350 children from the Syracuse community to Flanagan gymnasium. In 2011, for the 21st Annual Comstock Kidfest, organizers again partnered with Recreation Services, the Department of Public Safety, and Parking and Transit Services to continue to make this event a success. The event brought together more than 200 children from eight after-school programs in the community and was hosted by more than 40 student organizations. SUVO also provides volunteers for the Salvation Army Dome Donation Day, an annual food collection held during a home football game. In fall 2009, enough food was collected to support 3,000 families in Syracuse. This support was continued with similar success in fall 2010.



Service learning students organize food at the Temple Concord Food Pantry.

Community Based Service Learning

Message from the Director

Through its Community Based Service Learning Program, the Shaw Center provides guidance and support for Syracuse University faculty as they develop their community-based service learning curriculum. While developing projects, courses, and student placements, the Shaw Center works with our community partners to facilitate placements that meet their needs. Over the past two years, service learning students committed an estimated 20,000 hours toward community-based projects.

In addition to working with the schools and colleges across campus, the Shaw Center also provides orientation materials and support for developing co-curricular community engagement opportunities for students. Collaborating with the Division of Student Affairs, and with additional support for undergraduate interns from the David B. Falk College of Sport and Human Dynamics, the Shaw Center has been able to significantly increase engagement opportunities for our students as well as help our community partners address some of their most challenging issues.

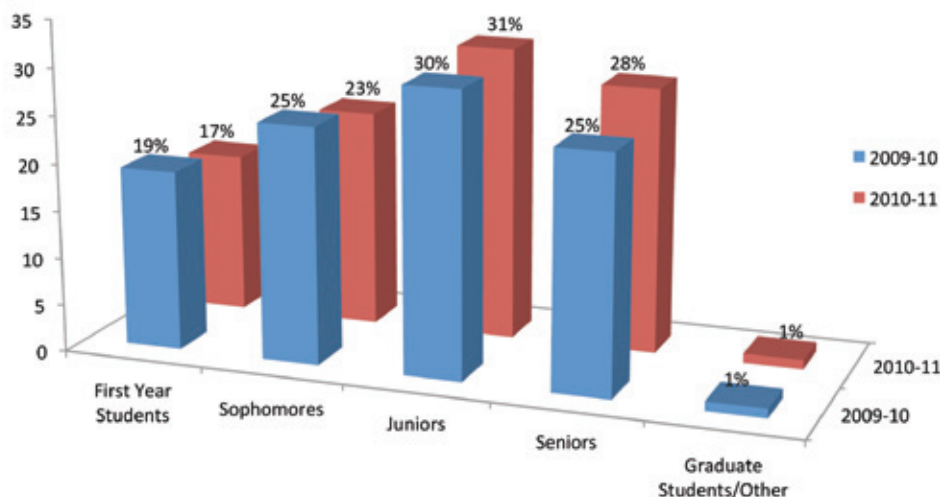
We are especially grateful to our community partners for their continued commitments, support, dedication, and hard work, and to our students who continue to inspire us each semester.

It is our pleasure to share with you several highlights from our most recent collaborations. We hope you enjoy learning more about the work that we do at the Shaw Center.

Elizabeth Occhino

Assistant Director for Service Learning

Service Learning Participants by Academic Year



2009 – 2011 Service Learning Participants by School/College

College of Arts and Sciences	11%
School of Education	4%
L.C. Smith College of Engineering and Computer Science	2%
David B. Falk College of Sport and Human Dynamics	43%
School of Information Studies	2%
Martin J. Whitman School of Management	23%
S.I. Newhouse School of Public Communications	6%
College of Visual and Performing Arts	6%
College of Law, Maxwell School of Citizenship and Public Affairs, School of Architecture, University College collectively	1%
SUNY College of Environmental Science and Forestry	2%

Community Partners

The Annual Community Partners' Meeting, hosted by the Shaw Center, provides faculty, staff, and community members the opportunity to share information, suggest programmatic changes, and plan future collaborations. In 2010 the meeting centered around a presentation by Professor Tom Lumpkin on Social Entrepreneurship, and in 2011, the discussion focused on Risk Management and Liability Issues associated with community-based learning. An estimated 80 partners attend each year, providing opportunities for networking and discussion surrounding upcoming service learning courses.

The annual meeting also gives us the opportunity to recognize our community partners who have hosted our students throughout the academic year. The list below represents our community partners during the past two years, many of whom are connected to both the Shaw Center Literacy Initiatives and Community-Based Service Learning Programs.

To our partners, thank you for the support, guidance, and expertise you continually share with our students, faculty, and staff.

Alzheimer's Association of Central New York
 American Cancer Society
 American Red Cross
 Assumption Church Food Pantry
 Atlantic States Legal Foundation
 Atonement Child Care Center
 Beard School
 Beaver Lake Nature Center, Onondaga County Parks System
 Bellevue Elementary
 Bellevue Elementary Say Yes
 Bellevue Middle Level Academy
 Big Brothers Big Sisters of Onondaga County
 Bishop Foery Foundation, Catholic Charities
 Bishop's Academy of the Most Holy Rosary
 Blodgett K-8 School
 Blodgett Pre-K
 Blodgett Say Yes

Boys & Girls Club – Central Village
 Boys & Girls Club – East Fayette Street
 Boys & Girls Club – MLK
 Brady Faith Center
 Café Plus
 Cathedral Academy at Pompei
 Centers at St. Camillus
 Central New York Committee on Occupational Safety and Health
 Central New York Health Systems Agency
 Chancellor's Award for Public Engagement and Scholarship, Chancellor's Office
 Citizen's Campaign for the Environment
 Community General Hospital
 Cooperative Federal Credit Union
 Crouse Hospital
 Danforth Middle
 Delaware Academy
 Delaware Elementary Adult ABE/GED Class

Delaware Say Yes
 Diagnostic Evaluation and Programming Center
 Dorothy Day House
 Dr. King Community School ESOL
 Dr. King Elementary
 Dr. King Pre-K
 Dr. King Say Yes
 Dr. Weeks Elementary
 Dr. Weeks Say Yes
 Dunbar Center
 Dunbar Center at Hughes School
 Eastwood Senior Center, Peace Inc.
 Elmcrest Children's Center Inc.
 Elmwood Elementary
 Elmwood Say Yes
 Everson Museum of Art
 Faith Hope Community Center Inc.
 Fayetteville-Manlius Jamesville Dewitt (FM-JD) Area Meals on Wheels
 Francis House

Franklin Elementary
 Franklin Say Yes
 Frazer School
 Frazer Say Yes
 Fundred Project, Artist Mel Chin / Marion Wilson, Director of Community Initiatives, Continuing Education & Global Outreach
 Genesis Health Project Network
 Grant Middle School
 H.W. Smith K-8 School
 Hawley Youth Organization, Catholic Charities
 Head Start Program, Peace Inc.
 Hendricks Chapel, Office of Engagement Programs
 Henninger High School
 Hillside Family of Agencies Work-Scholarship Connection at Phoenix Center
 Home Headquarters Inc.
 Hughes K-8 School

Hughes Pre-K
 Huntington K-8 School
 Huntington Say Yes
 Interreligious Food Consortium of CNY
 Iroquois Nursing Home
 Jewish Home of Central New York
 Jowonio
 Kidney Coalition of Concerned
 Community Partners, Onondaga
 County Department of Health
 L'Arche Syracuse
 Lafayette Grimshaw
 Lafayette Onondaga Nation School
 LARCS at Reformed Church
 LeMoyne Elementary
 LeMoyne Say Yes
 Levy K-8 School (formerly Levy Middle)
 Liberty Partnership Program
 Lincoln Middle School – Summer
 Inclusion
 Literacy Volunteers of Greater Syracuse
 Loretto Health and Rehabilitation
 Center
 Loretto Sedgwick Heights
 Matthew 25 Farm
 McCarthy Program at Beard
 McKinley Brighton – Summer Inclusion
 McKinley Brighton Pre-K
 McKinley Brighton Elementary
 McKinley Brighton Say Yes
 Meachem School

Meachem Say Yes
 Meals on Wheels of Syracuse
 Mercy Works Inc. at the Vision Center
 Mix-It-Up, Syracuse University Slutzker
 Center for International Students
 Museum of Science and Technology
 Near West Side Initiative
 The New Environment Institute Inc.
 North Literacy Zone
 Northside Catholic Youth Organization,
 Catholic Charities
 Northside Green Train Project,
 Northside Urban Partnership
 Northside Learning Center
 Nottingham Early College High School
 Onondaga Citizens League
 Parkside Children's Center, Arc of
 Onondaga
 Parkside Commons, Catholic Charities
 Partners for Arts Education
 Partners in Learning Inc.
 Photography and Literacy Project, PAL
 Project
 Plank Road Chamber of Commerce
 Porter Elementary
 Porter Say Yes
 Project Feed Me
 Reformed Church of Syracuse
 Rescue Mission
 Roberts K-8 School
 Roberts Say Yes

Ronald McDonald House
 Salem-Hyde Elementary
 Salem-Hyde Say Yes
 Saturday English a a Second Language
 Tutoring Program at Dr. King
 Seymour Dual Language Academy
 Seymour – MANOS Program at
 Seymour
 Seymour Pre-K
 Seymour Say Yes
 Sidney Johnson Vocational Center
 Southside Interfaith CDC
 Spanish Action League
 St. Francis Social Adult Day care
 St. Lucy's Church
 SUNY Upstate Child Care Center
 SUNY Upstate Medical University
 Success by 6, United Way of Central
 New York
 Syracuse Behavioral Healthcare
 Syracuse Department of Parks,
 Recreation and Youth Programs
 Syracuse City School District
 Syracuse City School District,
 Incarcerated Education Program
 Syracuse City School District, Refugee
 Assistance Program (Bob's School)
 Syracuse Community Geography
 Syracuse Grows
 Syracuse Housing Authority
 Syracuse Jewish Family Services

Syracuse Northeast Community Center
 Syracuse Shakespeare Festival
 Syracuse University Food Services
 Syracuse Urban Family Histories/
 Syracuse City School District Parent
 Partnership Network
 The Determination Center
 The Entrepreneurship Bootcamp for
 Veterans' Families
 The Salvation Army
 The Samaritan Center
 The Self-Advocacy Network
 The Tonalties Experience by Barre
 O'Neil
 Unique Peerspectives, Transitional
 Living Services of Onondaga County
 Inc.
 Van Duyn Elementary
 Van Duyn Say Yes
 Veteran's Affairs Hospital
 Vincent House, Catholic Charities
 WCNV
 West Literacy Zone
 Westcott Community Center
 Westside Learning Center



Service learning students from CMD 352: Design Project Management gather for a group photograph. Under the direction of instructors William Padgett and Rodrick Martinez, the students redesigned the Chancellor's Award for Public Engagement and Scholarship.

Partnership with the School of Education

Already a well-established partner with the Shaw Center, the School of Education's involvement with the center continued to evolve through 2009-11. From faculty serving as consultants for our literacy initiatives, to combining efforts to assist students' access to transportation to off-campus placements and practicum, the School of Education continues to value the importance of community-based learning opportunities for their students.

The Shaw Center facilitates placements each semester for Elementary Social Studies Methods and Curriculum to incorporate a service learning component. Students in this course are referred to approximately 8-10 non-school-based, nonprofit organizations to engage in service, learn about community organizations, and gain a better understanding of an unfamiliar environment. At the same time, they learn about ways they can implement service learning pedagogy into their future classrooms.

Over the years, the Shaw Center has hosted practicum students from the Higher Education master's program who are interested in learning more about the logistics and frameworks of community-based service learning. After completing her practicum in spring 2010, Amanda Johnson G'11 continued to work with the Shaw Center throughout the 2010-11 academic year. She partnered with Tim Eatman, assistant professor of higher education and director for research for Imagining America, a national consortium of academic and community institutions, to co-author a report titled *PARTNERSHIPS IN ACTION: a Critical Look at Service Learning Partnerships*.

Johnson conducted focus groups with service learning students, as well as individual interviews with faculty and several community partners. She presented her findings at the 2011 American College Personnel Association (ACPA) conference in Baltimore. The Shaw Center is fortunate to have had the opportunity to work with Johnson and wishes her luck as she begins her professional career at SUNY Oneonta as a residence hall director.

We would also like to thank the Dean's Office and the Higher Education program for supporting the graduate assistant for civic engagement position, a shared position between the Shaw Center, Office of Residence Life, and the Office of First Year and Transfer Programs.



Karen Oakes, an instructor in the Writing Program, leads a class discussion in her WRT 205 Service Learning class. Oakes has been partnering with the Shaw Center since 2003.

Partnerships/Collaborations with Division of Student Affairs

The Shaw Center continues to have many points of connection with Syracuse University's Division of Student Affairs. Student affairs and several of its offices have played an integral part in making our partnerships on campus and in the Syracuse community even more successful the past two years than ever before.

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 is 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. In 2010-11, based on the established partnership with student affairs and with support from the School of Education, we were able to expand the partnership to include the Office of First Year and Transfer Programs. The vision of the position remained the same with an increased emphasis placed on meeting the needs of first-year and transfer students.

During spring 2011, a team of Newhouse students in the Newhouse Capstone Course, worked with staff from the Shaw Center, Office of Residence Life, and Office of First Year and

Transfer Programs to create a logo and series of posters illustrating the collaboration around the civic engagement GA and the experiences students have had during the first two years of this initiative.

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 helped make our students' and community partners' experiences a success.

Department of Public Safety

The Department of Public Safety has collaborated with the Shaw Center assistant director for service learning by participating in the classroom community orientations for students helping prepare them for their work at community sites.

College of Arts and Sciences

The Shaw Center connected faculty in the Writing Program with Say Yes (SY) coordinators to help develop ongoing community-based service learning program placements at SY sites.

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 held at the Catholic Charities after-school program at Parkside Commons. 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 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.

Partnership with 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 post-graduate internships.

In an effort to acclimate first-year students to engagement opportunities available in

the Syracuse area, the interns visited classes, offered general information sessions, created one-time group volunteer opportunities at the Temple Concord Food Pantry, and organized a cooking demonstration/healthy snack assembly at Meachem Elementary School's Say Yes after-school program.

Additionally, they created a number of ongoing volunteer opportunities in partnership with specific nonprofits and publics that give our students' hands-on experience, as well as provide community members basic information and guidance on ways to promote and maintain a healthy lifestyle. Program sites where students volunteered on a regular basis included Hillside Work-Scholarship Connection, Books & Cooks!, 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.

2009-2011 Service Learning Evaluations

Student Comments from Shaw Center Post Evaluations

2009-2011 – Ninety-two percent of service learning students said they would advise another student to take a service learning course.

"It was a way to experience something new. I took pride in saying I was going to my community service site."

—WRT 205

"It helped me find new ways of teaching the children the material. In return, it helped me strive harder in classes and never fall short on attendance at the site."

—WRT 209

"It's more meaningful and motivating to be able to do something real rather than something theoretical. Why have all that effort go to waste on something theoretical when someone else can actually be benefitting from it? We are learning the ins and outs of dealing with a real-world client instead of just faking it."

—IST 400/600

"It is a gratifying experience because you learn about other people, their lives, and relationships and more about yourself and your place in the community."

—Whitman Student

Student Evaluations Completed by Agency Staff

On a scale of 1 to 5, 1 being unsatisfactory and 5 being superior, 68 percent of service learning students received an overall performance of 4 or greater, according to Shaw Center evaluation data.

"Mathew was exposed to diverse cultures and understandings of the world. He improved his communication skills and met many people."

—Northside Learning Center

"I hope they've gained a better understanding of what it's like to have a client, learn how to reconcile your creativity with what the client is looking for."

—Syracuse Cooperative Federal Credit Union

"The students created a brochure, letterhead, and a poster which will allow us to share information with our donors as well as the families we serve."

—St. Lucy's Food Pantry

"The student's creation of the newsletter will help to educate the community, sponsors, and board members, etc. of the 2010 services provided. The students were given a significant amount of material and did a fantastic job completing the project while incorporating the agency mission, programs, and goals."

—Spanish Action League

"Having these students at our program is a great help to both the staff and our kids. In particular, their presence allows the children more opportunities for one-on-one attention, thereby helping them to be set up for greater success. Those students who have come in with a true desire to help have been wonderful to have around; not only are they good with the kids but their prolonged presence makes a big difference as they are able to form relationships with the kids."

—Bishop Foery Foundation



Seniors from the interior design program in the College of Visual and Performing Arts offered creative solutions to renovate the interior of Hillside's Phoenix Center.

An Urban Education

By Kathleen Haley

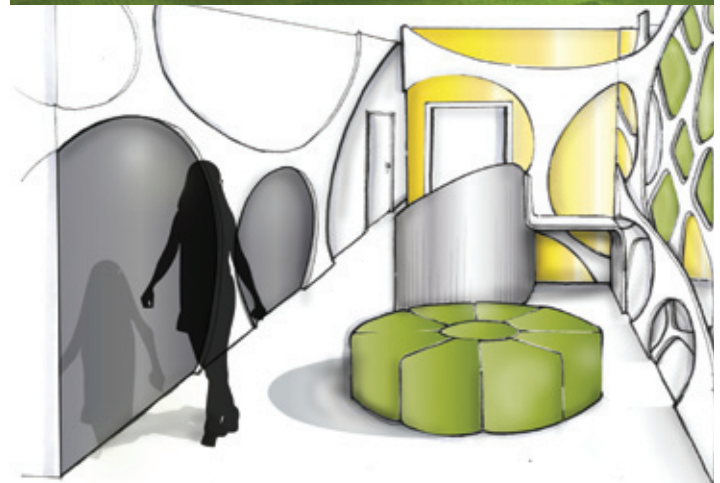
Every school year, Wayne O'Connor recognizes those first cords of friendship that develop between his students in the Hillside Work-Scholarship Connection and the Syracuse University students who work with them. It's a connection that's hard to miss. At first, the SU students, who help provide tutoring and educational programs at Hillside, along with SU faculty and staff, may engage with the Hillside students with questions about their schoolwork. But the conversation soon unfolds to include common interests and college life.

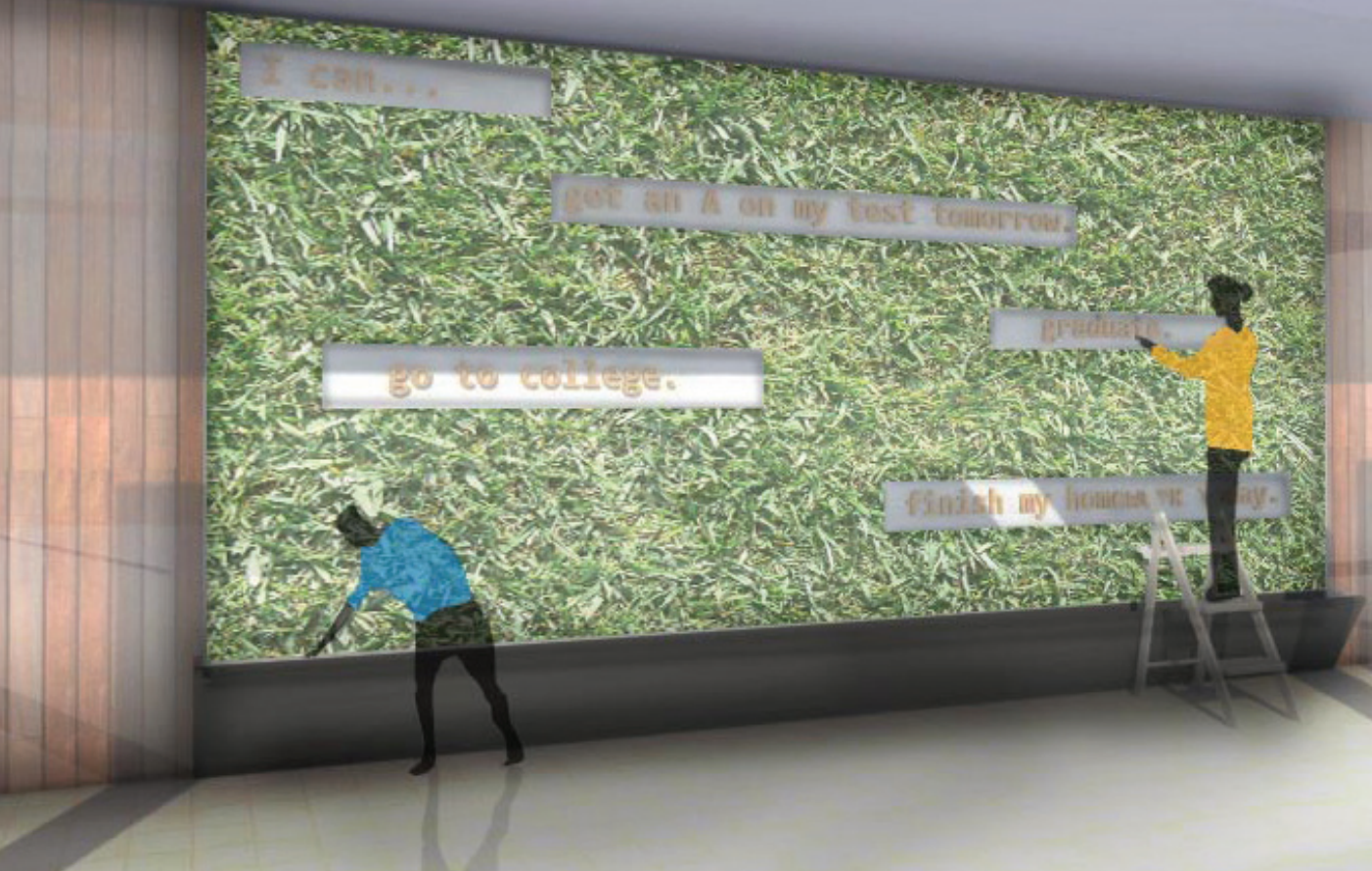
"Some of our kids take to the SU students right away. Some might be a little reserved," says O'Connor, executive director of the Hillside program. "After a few days or a week or so, they get to know and trust each other. They'll start talking about college and what it's all about. That's what I like."

The Hillside Work-Scholarship Connection's goal is graduation for all of its students—and to give them the positive reinforcement that further schooling is within their grasp. The nonprofit program offers support services, tutoring, and placement services to middle and high school students who are at risk for leaving high school. Full-time youth advocates provide long-term mentoring at Syracuse city schools and at Hillside's Syracuse facility, the Phoenix Center, and connect students to individualized services. This year, the Hillside program worked with 930 students from all five Syracuse City School District high schools and seven middle schools.

Founded 25 years ago in Rochester, New York, the Hillside Work-Scholarship Connection has programs in Buffalo, Rochester, Syracuse, and Prince George's County in Maryland. It is an affiliate of the Hillside Family of Agencies, a family and children services organization.

To assist with advancing the program's objectives, O'Connor and his staff have tapped into the Syracuse community. The connection with SU started with the SU Literacy Corps several years ago. "The SU students began helping us with our after-school program, which is a big component for us," O'Connor says. "It's very important for us to help our kids complete their assignments, study for tests, and do their projects."





Since the initial collaboration with the Literacy Corps, Hillside and the Shaw Center have made more connections to include additional people, programs, and departments from across SU. With those additional campus partners, further programming was developed that is assisting Hillside in their work and allowing SU students to flex their own skills and be part of the larger community.

"The more we talked about our mission—and how SU students might also gain from this partnership—the more it looked like there were great opportunities for a win-win all the way around," O'Connor says. "We'd like to think it's obvious to us how our kids benefit; it seems to me that the SU students and those from SU are benefitting from it also. Our kids are a joy to work with and they give a lot back. And to me it has to be reciprocal."

Pamela Kirwin Heintz, associate vice president and the Shaw Center's director, agrees that both sets of students need to be learning from the experience for it to be valuable. "For our students, we want them to learn how complex social issues are—and public urban education is one of the most complex social issues facing our country today," she says.

"It's an incredible opportunity for our students to meet Wayne and his professional staff and to understand how hard they work to provide effective educational support for students in an urban system," Heintz says. The SU students begin to see how they can participate in these issues whatever path they

take, and they also gain valuable life skills about how to collaborate and the importance of communication, Heintz says.

"Every bit of feedback I've gotten from the SU students is that they really find it to be an enriching experience. For some of them, it's life changing," O'Connor says. "A lot of times when young people work with urban youth they end up wanting to go into that field. It happens all the time."

Along with continuing the work of the SU Literacy Corps, the partnership has included literacy through photography, poetry workshops, weekly projects with SU engineering students, and art and design projects. "Certainly the academic support is huge, but we also look for activities that will engage our kids and that are enriching in nature," he says. Each project also has a service learning component, which helps the Hillside students build a sense of altruism, he says. And the projects provide a way for the city school students to explore careers.

Beyond the academic and extra activities, O'Connor sees the benefits of having SU students part of the Hillside process. "Our kids now have a relationship with college students and are exposed to campus," O'Connor says. "They can see college as a realistic goal. When it is a realistic goal and you have a positive sense of the future, it's a lot easier to make the right decisions in the present."

Hillside's formula has met with success. Over the last four years, the program has had a

more than 90 percent promotion rate among its 7th through 12th graders. The program's first cohort of seniors that graduated this year had a 92 percent graduation rate, among a group that statistically would be at about 30 percent.

And, O'Connor sees the value in the role SU has played at Hillside, which was named the Shaw Center's 2011 Community Partner as part of the Chancellor's Awards for Public Engagement and Scholarship in March. "It would be hard for us to exaggerate the importance of our work together with the Shaw Center," O'Connor says. "Our relationship with SU and the various collaborations that have developed this year are just beyond my wildest dreams. I'm hoping we can grow the relationship."



Hillside Work-Scholarship Connection

EEE 440: Social Entrepreneurship in Action
– Thomas Lumpkin, Whitman School of Management

NSD 511: Nutrition Education – Lynn Brann,
David B. Falk College of Sport and Human Dynamics

CLB 400: Experiential Community Service
– Chris McCray, College of Visual and Performing Arts

ISD 451: Interior Design

PTG 503:/DRW 503: Drawing and Painting
for Non-Art Majors

Students' designs energize Hillside's Phoenix Center

Interior design is more than just fluffing pillows. And seniors in Professor Sarah Gillen Redmore and Professor Jennifer Hamilton's class proved it with creative uses of color, texture, and materials that are now transforming the Hillside Work-Scholarship Connection's Phoenix Center for middle and high school students.

In fall 2010, the 30 interior design students in Redmore and Hamilton's Interior Design: Commercial class were asked to offer innovative design ideas for the Phoenix Center. The center had been established earlier in the year by the Hillside Work-Scholarship Connection in a former school in Syracuse. The Hillside program, which provides support services and mentoring to middle and high school students, uses the school for its after-school academic activities. Wayne O'Connor, Hillside's executive director, thought the austere school setting needed to be invigorated and reflect the center's energy.

O'Connor reached out to Liz Occhino, assistant director of service learning at the Shaw Center, to see if Syracuse University students might be interested in the challenge. Occhino connected with staff members of COLAB, Syracuse University's collaborative design laboratory, who pinpointed Redmore from the College of Visual and Performing Arts. "It sounded like a perfect opportunity for my students to get involved in a project that would benefit the client and benefit the design students," Redmore says.

The design students met with Hillside

students and staff at the Phoenix Center, took a tour, and used icebreaker games to get the Hillside students talking about what they would like to see. "Interior design is about collaboration and understanding the needs of the client," Redmore says. "We needed to find out what designs would help the Hillside students to keep them motivated."

After hearing about students' interest in gardening and nutrition, a couple of SU students incorporated the center's courtyard garden and created designs for an outside seating area, along with a cafeteria to showcase the garden foods. Other Hillside students discussed the center's main lobby, and how they wanted it to make an impact. An SU student then designed a foyer to include the word "Phoenix" in colorful letters that would extend floor to ceiling.

SU faculty and the design students voted for the top five designs and those students whose designs were chosen got to present to the client. "There was plenty of professional practice for our students," says Redmore, whose students were honored this year with a Chancellor's Award for Public Engagement and Scholarship for their work with the Phoenix Center. "This was a real-world experience with a real client, a real building, and a real budget."

O'Connor was overwhelmed with the designs by the SU students. "They had ideas for our space that I would never have thought of in a million years and specific plans—just like we were the client," he says. O'Connor showed the

ideas to Hillside's administrators and obtained funding to implement the ideas.

During the spring semester, Professor Hamilton's independent study seminar with ten students picked up where the original 30 students left off. The students, some of whom had been part of the initial project, were asked to follow through with the designs and to come up with construction documentation for the materials and how to install them.

This summer, the cinder block walls of the center's foyer were covered with dry wall and the design ideas for flooring, lighting, and murals were implemented. "It's a total collaboration between our facilities folks and the SU faculty and students," O'Connor says.

By this fall, he also plans to have completed designs for the library/resource room, computer room, and a college resource room. O'Connor hopes to implement changes to two to three rooms each year. "I want our kids to feel inspired and proud to be here," O'Connor says. "They are already excited to be here but we're taking it to the next level."

"For our students, they can put the Phoenix project in their portfolios and resumes to show they have real professional experience before they've graduated," Redmore says. "They can differentiate themselves during a job interview, and it makes them more marketable."

— Kathleen Haley

Literacy

From the Literacy Director

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), SU's America Reads program, is the foundation of the Shaw Center's literacy initiatives, sending more than 300 SU tutors into the community each year to provide nearly 40,000 hours of rich literacy support in various classrooms and after-school program settings.

Additionally, the Shaw Center oversees literacy initiatives in collaboration with several campus partners. The Shaw Center staff works with the Whitman School of Management for Balancing the Books; the Department of Public Health, Food Studies, and Nutrition in the David B. Falk College of Sport and Human Dynamics for Books & Cooks!; the L.C. Smith College of Engineering and Computer Science for the LCS-SRC Engineering Ambassadors; the School of Education for the Nottingham Early College High School program; the S.I. Newhouse School of Public Communications for the Panther Post at Huntington School; and the Pen Pal Project with a former Shaw Center leadership intern, who is now a teacher with KIPP-Infinity in New York City.

Our strong and tested relationships with on- and off-campus partners provide the trust and respect needed for these successful programs. Our campus and community partners understand the importance of what we provide our students—the opportunities to learn about civic responsibility as well as the difficult challenges facing urban education. We are grateful for the continued support from our campus, community, and corporate partners. We also acknowledge the incredible SU students whose commitment and dedication to SU, their own learning and growth, and the community exemplifies the Chancellor's vision of Scholarship in Action.

Roberta Gillen

Assistant Director for Literacy Initiatives



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

"I've never worked with kids before and being a tutor for Literacy Corps has provided me with an opportunity to give back to the community. I've learned to be patient, yet firm and consistent with children, and this experience has given me the opportunity to put myself in my teachers' shoes and see from their point of view. This opportunity has also given me greater awareness about students from the inner city and the difficulties they face as they progress in their education."

– SULC Tutor '10 (NEW)

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 urban school and community-based settings. SULC tutors provide support to students in the Syracuse City School District, Lafayette Central School District, Syracuse Catholic Schools, 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 fund-raisers 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 2009-2011:

Campus Presenters:

Bullying and Prevention (Carol Willard, SU School of Education)

Crisis Preparedness (Dale Currier, SU Department of Public Safety)

Encompass Journey of Understanding Workshop (SU Undergraduate Encompass Journey Alumni)

Incorporating Science Activities into Tutoring (Kate Hibbard and Amanda Giangioffe, SUNY ESF)

Reflecting With Focus Groups (Various Campus Partners)

Poetry and Music (Cedric Bolton, SU Office of Multicultural Affairs)

Strategies for Behavior Management (Dan Corcoran, SU School of Education)

Strategies for Working with Students from Diverse Populations (Tae-Sun Kim, SU Office of Multicultural Affairs)

Student Safety On- and Off-Campus (Ryan Beauford, SU Department of Public Safety)

Working with Urban Youth (Marcelle Haddix, SU School of Education)

Writing, Writing, Writing: Engaging Young Writers (Bryan Ripley Crandall, SU School of Education)

School Presenters:

Brain Gym: Movement is the Door to Learning (Patricia Urban, SCSD)

How to Support Co-Teaching Strategies in an Inclusive School (Keil White, Syracuse City School District [SCSD])

Math Skills and Strategies (Ann McIntyre, SCSD)

Onondaga Nation School: Tour and History (Freida Jacques, Lafayette Onondaga Nation School)

Reading Skills and Strategies (Debbe Titus, SCSD)

Reading Skills and Strategies (Tracy Hogarth-Mosier, SCSD)

Sign Language for Beginners (Terry Gavagan and Joe Marusa, SCSD)

Storytelling (Scott Austin, Fayetteville-Manlius High School)

Working with English Language Learners (Zoe Kinney and Sarah Davis, SCSD)

You Can't be a Super-Tutor When There is Kryptonite in Your Classroom: Strategies for Effective Tutoring (Michelle Mazur, SCSD)

Community Presenters:

Behavior Management (Syeisha Byrd, formerly of the Boys & Girls Clubs of Syracuse)

Cultural Responsiveness (Kofi Addai, ProLiteracy)

Education in Onondaga County (County Executive Joanie Mahoney, Office of Onondaga County Executive)

Engaging Young Writers (Bruce Coville, Young Adult Author)

Literacy in Our Community: Strengths and Challenges (Marsha Tait, Literacy Volunteers of Greater Syracuse)

Nature in the City (Patty Weisse, Baltimore Woods Nature Center)

Relationship-Based Strategies to Address Problem Behaviors (Jermaine Soto, Say Yes-Syracuse, and Mona Ivey-Soto, Cazenovia College)

Storytelling (Frances Parks, Storytelling Artist)

The Future of Our City and Schools (Syracuse Mayor Stephanie Miner, Syracuse City Hall)

Understanding Poverty and Relationships with your Students (Angela Douglas, Consultant)

Using Music to Enhance Literacy Skills (Joan Hillsman, Boise St. University)

SULC Tutor Participation by College, 2009-11

College of Arts and Sciences*	46%
S.I. Newhouse School of Public Communications	12%
David B. Falk College of Sport and Human Dynamics	10%
Whitman School of Management	10%
College of Visual and Performing Arts	9%
School of Education	8%
L.C. Smith College of Engineering	3%
School of Information Studies, College of Law, and School of Architecture	2%
Total	100%
DUAL ENROLLMENT	16% (85 of 536)

*SULC does not have any active Maxwell graduate students. Several SULC undergraduates are enrolled in social science majors and are represented in this table in the College of Arts and Sciences.

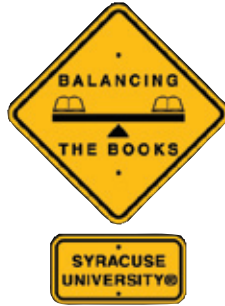
SU Literacy Corps Table: Tutors, Students, and Sites, 2009-11

	2009-10	2010-11
SULC Tutors	245	263
Students Tutored	7088	7555
Hours Tutored	38942	38334
Of students tutored, % demonstrating improved performance*	91	87
SULC School-Based Tutoring Sites	33	25
SULC Community-Based Tutoring Sites	13	18

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

Balancing the Books

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



Nottingham Early College High School Tutoring Program

Nottingham Early College High School (NECHS) is a collaboration between Nottingham High School, SU's School of Education, and the Woodrow Wilson Foundation. The program seeks to improve high school and college graduation rates among underrepresented students in higher education.

The NECHS High School Tutoring Program is a collaboration between the Shaw Center and NECHS that was piloted in spring 2011. SU student tutors provide academic support for French, Spanish, geometry, algebra, chemistry, biology, and social studies. During the spring pilot, tutors provided 750 hours of academic support to 83 NECHS students. Of the NECHS students who received tutoring support, 66 percent demonstrated improved academic performance and/or grades of 65 percent or higher, according to Nottingham High School reports.

LCS-SRC Engineering Ambassadors

The LCS-SRC Engineering Ambassadors is completing its 10th semester of engaging engineering, science, and technology programming. Under the direction of the Shaw Center and with support from SRC, the program brings L.C. Smith College of Engineering and Computer Science (LCS) students together with sixth-, seventh-, and eighth-grade students at the Blodgett and Danforth schools, as well as the Hillside Work-Scholarship Connection at the Phoenix Center. Blodgett began participating in the program in spring 2006. Danforth and Hillside Work-Scholarship Connection joined in 2008 and 2010, respectively.

During the program's workshops on Friday afternoons, LCS students serve as role models, leaders, and friends to the students while facilitating hands-on science activities. The activities are designed to increase middle school student interest in the engineering, science, technology, and math (STEM) fields, as well as promoting healthy relationships with adult role models. The program's mission is to spark a lasting passion in STEM fields 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.



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 the following agencies: Catholic Charities of Onondaga County for after-school programs, Say Yes to



Whitman School Dean Melvin T. Stith speaks to students from Huntington School and Henninger High School during the Balancing the Books annual visit to campus.



Dave Gerster '13 (A&S) and Bailey White '13 (NEW) at the Saturday Tutoring Program



Hendricks Chapel Dean Tiffany Steinwart speaks to students from Huntington and Henninger City schools during the Balancing the Books annual visit to campus.

Education-Syracuse for after-school programs, and programs within the Syracuse City School District.

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 along with the book distribution.

has provided 40,775 hours of tutoring for close to 6,000 children in the SCSD schools who are part of the Say Yes program. According to teacher evaluations, on average 87 percent of the children tutored have demonstrated improved performance, which is defined as "academic skills & 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 a Fellows Program coordinator in July 2009, who works under the direct supervision of Shaw Center professional staff in consultation with Say Yes.

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

Building on the trust and commitment developed through the Fellows Program, Shaw Center staff have connected the following SU programs to Say Yes, and continues to develop and support these opportunities as an essential part of community-based service learning/ research experiences for SU students and faculty.

David B. Falk College of Sport and Human Dynamics and Say Yes

The Shaw Center continued to support approximately 20 student volunteers from the Society for Public Health Education, who worked with SY program coordinators and individual classroom teachers at Van Duyn Elementary School to develop interactive lessons for third- and fourth-grade students on topics related to health and wellness. The SU students worked in pairs facilitating 60-90 minute lessons on a weekly basis.

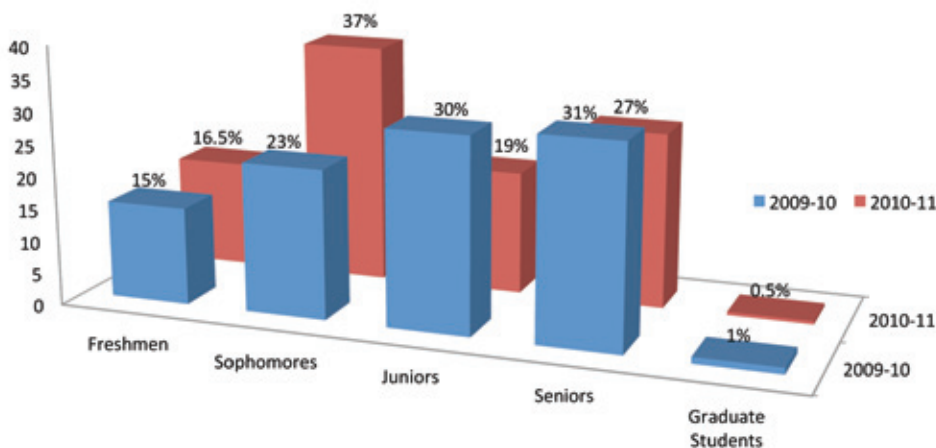
Additional Service Learning Connections with Say Yes

Frazer – SL students

Meachem – Public health, food studies, and nutrition students completed a one-time workshop on healthy food choices/snack assembly.

Van Duyn – SL students

SU Literacy Corps Student Participation by Academic Year



"The Syracuse University Literacy Corps has been an integral part of my life here on campus. I have grown tremendously as a person with the help of my students. They have shown me the importance of patience and perseverance. I witness their own dedication and hard work in completing their homework assignments and I take this as inspiration into my own studies. I feel like I have a purpose not only in the Syracuse community, but also in life."

—Rachel Vicente '11 (A&S)



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

Saturday English as a Second Language Tutoring Program at Dr. King

By Amanda Stessen '10 (VPA)

On Saturday, April 30, 2011, in a classroom at Dr. King Elementary School on Syracuse's South Side, there was a sight that most other college students were not yet awake to witness. English as a Second Language (ESL) fourth- through sixth-grade students grouped together with their tutors from the Syracuse University Literacy Corps for an end of year class picture. Everyone was wearing their new T-shirts, the front showing off the signatures of everyone in the class. On the back "community" was written in 11 languages, the combined number of languages spoken by tutors and students.



Amanda Stessen



photo by Mackenzie Reiss '11 (NEW)

A student works on a poem at the Saturday ESL Tutoring Program at Dr. King.



photo by Julia Ruskin '11 (NEW)

Literacy Corps tutor Flose Boursiquot '14 (A&S) tutors a student at the Saturday ESL Tutoring Program at Dr. King. In a lesson titled *Translation Station: What's Your Communication Specialization?* Boursiquot taught students basic Creole, just one of 11 languages spoken in the class by tutors and students.

Down the hall in the cafeteria, students ranging from kindergarten through third grade got up to read poetry that they had written. They recited their poetry in front of their tutors from SU's School of Education, African Student's Union, and the Service Learning program, as well as their friends and family. The poetry had been compiled by Professor Zaline Roy-Campbell from the School of Education into an anthology for the students and tutors to keep.

And outside of the school, several buses waited to take students in grades 7-12 to the Rosamond Gifford Zoo for an educational day off-site. The students were accompanied by their tutors from the International Young Scholars program, led by Syeisha Byrd from SU's Office of Engagement at Hendricks Chapel.

The Saturday ESL Tutoring Program at Dr. King is a unique tutoring program in Syracuse that offers project-based learning for refugee and immigrant students, most of whom are Somali Bantu and Somali Somali. The program, which operates on Saturday mornings, is collaboratively run by the Somali Bantu Community Association of Syracuse, the Syracuse City School District, and several SU departments and organizations. Two Somali Bantu community leaders, Abdullahi Ibrahim and Haji Adan coordinate the program. Ibrahim is a recent graduate of SU and will continue with graduate studies in the fall, and Adan, who recently graduated from Onondaga Community College, will begin at SU in the fall.

The program brings together more than 100 ESL students, ranging from kindergarten to adult education, and more than 60 volunteer tutors from SU. The program has evolved in three years, collaborating with additional on-campus and off-campus groups, courses, and establishments, including the Central Library of Onondaga County, Hendricks Chapel Quilters, the local Starbucks, the SU men's and

List of Collaborations (4-6th Grade Classroom)

Many thanks for the support, shared resources, and guidance from those that make this program possible:

Community

Somali Bantu Community Association
Syracuse City School District, ESL Department
New York Campus Compact
AmeriCorps VISTA Program
SUNY Upstate Medical University
Siobhan Arey, Community Outreach and Global Health Education
Robert P. Kinchen Central Library of Onondaga County
Hope Wallis, Refugee Assistance Program
Firstbook, Syracuse University
Campus Advisory Board
Starbucks, Marshall Street, Syracuse, New York
Marty Lynch
Avalon Document Services

Syracuse University

Office of Engagement at Hendricks Chapel
Syeisha Byrd
School of Education
Marcelle Haddix, Ph.D.
Kathleen Hinchman, Ph.D.
Zaline Roy-Campbell, Ph.D.
Mara Sapon-Shevin, Ph.D.
Carol Willard
Hendricks Chapel Quilters
Judith O'Rourke
The Writing Program
Laurie Gries, Ph.D.
Jason Luther
Office of Alumni Relations
Cristina Swift
Syracuse University Athletics, Men's and Women's Soccer
Kevin Wall
Syracuse University Bookstore
Kathryn Bradford
Kathleen Bradley



photo by Mackenzie Reiss '11 (NEW)

The director of the Somali Bantu Community Association of Syracuse, Abdullahi Ibrahim '11 (CoHE); Literacy Corps tutors; and 4-6th grade students gather for a group photograph. Students and tutors modeled their new T-shirts with signatures on the front and "community" in 11 languages on the back.

women's soccer teams, SUNY Upstate Medical University, and the SU Bookstore.

Having worked most closely with the fourth- through sixth-grade classroom, I have transitioned over the years from being a student project co-coordinator to a New York Campus Compact AmeriCorps VISTA. I have been blown away by the work that these students and tutors have produced at the program, most notably including a holiday book, quilt, CSI movie, and alphabet art project. I have had the pleasure of constantly learning through the guidance and passion of University and

community partners, my peers, and the youth at this program. It has provided me with an inspirational and humbling environment to learn about the complexities of education, culture, identity, and humanity.

The Saturday ESL Tutoring Program at Dr. King demonstrates extraordinary collaborations, both within and across departments and organizations at the University as well as the greater Syracuse community. It is a program that reflects mutual learning between volunteers and children with exciting plans for continued growth.

"Working with the Somali Bantu Community Saturday Program and the Westside Learning Center has really given me a chance to not only work in the Syracuse community, but also collaborate with many different people from around the world. It has really opened me up to different ways of thinking and has given me a well-rounded view of the world. I've been able to realize my passion for education and become a leader and role model to the students and the other tutors at my site. Seeing the students' progress inspires me to push them farther and give them the support they need to be successful. I know that these programs have given everyone involved a sense of community that is hard to find elsewhere."

—David Gerster '13, SULC Tutor and Saturday Program Co-Coordinator 2011-2012
Political Science/Policy Studies, College of Arts and Sciences

"Because of the Saturday Program I have been reflecting more about my own culture, or rather, what specifically it means for me to be a Polish American studying Spanish culture. I have been thinking about the things that make me distinctly American and the things that will always be Polish about me."

—Gabriela Krawiec '10, SULC Tutor and Saturday Program Co-Coordinator 2009-2010
Biology and Spanish, College of Arts and Sciences

Shaw Center: Community Refugee Program Connections

Somali-Bantu Community Association

SOC 300: Latin American Migration and Transnationalism – Amy Lutz, Maxwell School of Citizenship and Public Affairs
WRT 205 Studio 2: Critical Research and Writing – Susan Cronin, College of Arts and Sciences

Northside CYO, Catholic Charities

HTW 221: Health Promotion Across and Life Span – Mary Ann Middlemiss, David B. Falk College of Sport and Human Dynamics
HTW 307: Culturally Competent Health Care – Luvenia Cowart, David B. Falk College of Sport and Human Dynamics
SOC 300: Latin American Migration and Transnationalism
WRT 205 Studio 2: Critical Research and Writing

Northside Learning Center

IST 400/600: Digital iCreation in the Context of Community – Marilyn Arnone, School of Information Studies
PHO 404/GRA 477: Capstone Course – Sherri Taylor, Newhouse School of Public Communications
SOC 300: Latin American Migration and Transnationalism

Partners in Learning Inc., Westside Learning Center

HTW 307: Culturally Competent Health Care
SOC 300: Latin American Migration and Transnationalism

SCSD Refugee Assistance Program, Bob's School

HTW 307: Culturally Competent Health Care
PTG 203: Painting for Non-Majors – Jave Yoshimoto, College of Visual and Performing Arts



Literacy Corps tutors Kelci Gagliardi '10 (A&S) and Graham Rogers '13 (A&S) work with students at the Saturday ESL Tutoring Program at Dr. King.



Service learning students from PTC 203/204: Painting and Drawing for Non-Majors created this art work to greet students and staff at the Refugee Assistance Program.

A Learning Experience

Amanda Stessen '10 and her co-coordinator with the Saturday English as a Second Language (ESL) Tutoring Program at a Syracuse school took a leap of faith when they decided to organize a learning project about holidays. They wanted to be sensitive to the students' religion. But they also realized the students, most of whom are Somali Bantu and Somali Somali, would hear about these holidays from their peers in school, and this would be a safe space for discussion.

The results were intriguing and beyond their expectations.

One girl who selected Hanukkah drew a picture of a Jewish boy and a Muslim girl with the word "friends" written in between. Others wrote engagingly about comparable holidays celebrated in other cultures and the different ways to celebrate the same holiday. "This became so much bigger than what we predicted," says Stessen, who was in her senior year at the time. "We started out with the simple intention of creating dialogue with the students and it turned into them teaching us."

This project's discovery, along with her entire experience with the Saturday ESL tutoring program at the Dr. Martin Luther King Jr. Elementary School, helped Stessen decide to act on her passion for education. Stessen coordinated volunteers, who came from diverse backgrounds, and organized activities for three semesters for the program.

"Being part of this program showed me how much time it actually takes to write a lesson, how much creativity and flexibility are involved, and the collaboration it takes with other people," says Stessen, who will be attending Teachers College at Columbia University to pursue a master's degree in teaching English to speakers of other languages this fall. "These students and tutors gave me the confidence that I can do this."

Stessen became a leadership intern at the Shaw Center as a first-year student at SU. Stessen enrolled as an education major but switched to communication and rhetorical studies and policy studies with a writing minor, not quite sure if teaching was for her. Both her parents are teachers, and she was aware of the challenges of the profession.

Along with the Saturday ESL Tutoring Program, Stessen planned events for the Youth Empowerment Program at Bellevue Middle School Academy and helped organize Comstock Kidfest for three years, both through the Shaw Center. For the Saturday ESL tutoring program, Stessen initially tutored students in grades 9 through 12 with assorted levels of formal education. "It definitely tested my creativity," she says.

Stessen studied abroad in London the spring semester of her junior year and interned at an environmental conservation nonprofit. "I enjoyed the experience, but when I came back, it was a sigh of relief to realize I wanted to be working with students," she says.

During her senior year, Stessen worked with fourth- through sixth-grade students. She and her co-coordinator, Gabriela Krawiec '10, started to do basic academic assessments of the children and helped organize lesson plans. After the holiday project, Stessen followed up in the spring semester with a quilt project that she turned into her Capstone for the Renée Crown University Honors Program. Tutors and students wrote their own poetry, which they used to decorate their own patch for the quilt. She continued her work with the Saturday ESL Tutoring Program after graduation, working as a New York Campus Compact AmeriCorps VISTA at the Shaw Center.

All of her experiences—from her CRS and policy studies majors and writing minor to her work with the Shaw Center and the various cultures—led her to teaching as a profession. "My experiences have given me a sense of my community and who I want to be in my community," she says.

Stessen, who finished up the AmeriCorps assignment in July, looks forward to her studies at Teachers College, but will fondly remember her time with the Saturday ESL program. "As I was getting materials and activities ready for my last day with the program, my mom asked if I was sad to say good-bye to the students," Stessen says. "Before I had time to think about it, I was reminded that these students changed my life. And I will always be grateful for that."

— Kathleen Haley



This student drawing inspired the publication of the holiday project. The students' writing pieces and drawings were compiled into a book, *People Come From Many Places and Travel Miles and Miles: A Student Guide to Some Pretty Important Holidays*. The book was sold at the SU Bookstore and the local Starbucks, with proceeds benefitting the program. Several students even came to campus with their families to sign books with other local authors.

Shaw Center Leadership Intern Arkie Tasew '11 (A&S) works with two students at the Saturday ESL Tutoring Program at Dr. King. Tasew co-coordinated the 4-6th grade classroom at the program, writing lesson plans and organizing tutors.



photo by Bridgette Werner '11 (NEW/A&S)

Student Work:

Mohamed Hassan, 4th grade, Dr. King Elementary School

Some people say you have big eyes. Some people say you have big ears. Some people say you are bad.

Maryan Ahmed, 6th grade, Grant Middle School

I was so nervous I didn't know how to speak in English. Now I am in 6th grade. I grow up with everybody that speaks in a different language.

Egal Adan, 5th grade, Dr. Weeks Elementary School

I was... nice, polite, and never fight. Walalkeey kiioo yar may dhimadey madi ani yaraayi. Now I am... cool, polite, I am smarter than a fifth grader. May jeely iniiani dheelo iyaari badan.

Quick Facts

- In the 2011 graduating class, 6 of the 10 valedictorians and salutatorians in Syracuse City Schools were refugees or immigrants. (www.syracuse.com/kirst/index.ssf/2011/06/post_176.html)
- About 1,000 refugees arrive in Syracuse each year. (www.syracuse.com/news/index.ssf/2011/05/refugee_influx_challenges_syra.html)
- English Language Learner (ELL) students, which include refugees, secondary refugees/migrants, immigrants, U.S. citizens whose parents do not speak English, and adopted students from other countries make up 12 percent of the Syracuse City School District (SCSD) population. (blog.syracuse.com/opinion/2011/05/tuesdays_letters_daniel_loweng.html)
- There are more than 77 languages spoken in the SCSD. All 32 schools in the district provide ESL (English as a Second Language) services.
- ELL students outperform all other groups of students by 17 percent on the English Language Arts exam and 10 percent on the math exam.
- Each non-English speaking student costs the SCSD an additional \$2,500 per year, \$1,000 of which is provided by state/federal grants.

Accomplishments and Achievements

Chancellor's Award for Public Engagement and Scholarship

The Chancellor's Award for Public Engagement and Scholarship recognizes committed students 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, which was first presented in 1992, grew out of an interest by a group of students who were working with SU Students for United Way and wanted to distinguish students for their contributions to the community. As the award approaches its 20th anniversary, Chancellor Nancy Cantor recommended the event as a project for the Communications Design Project Management class. The class boasts a curriculum structured to provide students with the experience of being active members of a design firm.

The spring 2011 class, consisting of 22 students and 2 faculty members, presented its innovative designs updating the award process and celebration to the Chancellor and her staff. The Chancellor's Office will work with the Shaw Center to develop the format for the upcoming anniversary and its events.

Robert B. Menschel Public Service Intern Fund

The Robert B. Menschel Public Service Intern Fund, administered by the Shaw Center, was established by Richard and Ronay Menschel to support undergraduate students who are working in the not-for-profit world. The fund supplements the income the students earn, making their internships more competitive with work in the for-profit sector.

In both 2010 and 2011, five students received \$1,000 each for such nonprofit internships as Teach For America, Incarnation Youth Council, and Springboard for the Arts. Fifty-two SU students have received Robert B. Menschel Public Service Awards since the

first award was given in 2001. The students have worked at a wide range of nonprofits and publics locally, regionally, nationally, and globally.



SU named to 2010 President's Higher Education Community Service Honor Roll with Distinction

Syracuse University was named to the 2010 President's Higher Education Community Service Honor Roll with Distinction for the fifth consecutive year. SU was one of only 12 institutions in New York State to be named to the honor roll with distinction in a year that saw a nine percent increase in applications for the 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," says SU Chancellor and President 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."

NYCC AmeriCorps VISTA

AmeriCorps VISTA, or Volunteers in Service to America, is a national service program that was created more than 40 years ago through the Corporation for National and Community Service (CNCS) to fight poverty. It has become known colloquially as the domestic version of the Peace Corps. AmeriCorps VISTAs commit to a year of full-time, indirect service in a nonprofit agency or local government agency.

In 2003, New York Campus Compact (NYCC) partnered with CNCS to work with institutions of higher education in areas of community engagement and service learning. NYCC VISTAs work with faculty, staff, students, and community members to address community defined needs, acting to improve the collaborations between the campus and the wider community. The Shaw Center has hosted four VISTAs in the past five years: Patrick Marcil, 2006-2007; Colleen McAllister, 2007-2009; Laura Notarangelo, 2009-2010; and Amanda Stessen, 2010-2011.

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Shaw Center Staff 2009-11

Pamela Kirwin Heintz, Associate Vice President & Director

Roberta J. Gillen, Assistant Director for Literacy Initiatives

Elizabeth Occhino, Assistant Director for Service Learning

Leslie Cortese, Administrative Specialist

Colleen McAllister, Say Yes Winnick Fellows Program Coordinator

NYCC AmeriCorps VISTA Program Coordinator

2009 – Laura Notarangelo
2010 – Amanda Stessen '10 (VPA)

Civic Engagement Graduate Assistant

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

Kenneth A. and Mary Ann Shaw Leadership Interns

Erik Bortz '12 (A&S)
Alison Carey '11 (A&S), Community Geography Intern
Melissa Escaño '09 (A&S)
Armory Hillengas '10 (A&S)
Risa Hiser '11 (A&S), Community Geography Intern
Jessica Santana '11 (WSM)
Amanda Stessen '10 (VPA)
Eddie Zaremba '13 (WSM)

Marion Entwistle Leadership Interns

Phylcia Baron '11 (EDU)
Gregory Banos '14 (WSM)
Jena Lynn Fellenzer '11 (CoHE)
Kelly Le '11 (WSM)
Anthony Mendoza '11 (WSM)
Rachel Vicente '12 (A&S)
Sophia Wozny '13 (FALK)

Whitman Leadership Interns

Jia Di '12 (WSM)
Ellen Firth '09, G'10 (WSM)
Yena Kang '11 (WSM)



Chancellor Cantor and John Giammatteo, student chair of the selection committee for the Chancellor's Award for Public Engagement, present an award to the coordinators of the Balancing the Books program, Aminata Sidibe '10, G'11 (WSM) and Yena Kang '11 (WSM).

Deanna King '10 (WSM)
Aminata Sidibe '10, G'11 (WSM)
SRC Leadership Interns
Amy Corcoran '13 (LCS)
Christopher Eckert '10 (LCS)
Irmak Erdem '13 (A&S)
Ana Gordon '13 (LCS)
Karen Hernandez '10 (LCS)
Nicholas McLeod '13 (LCS)
Mileysa Ponce '14 (LCS)
Danielle Sutton '10 (EDU)
Natascha Trellinger '13 (LCS)
Laura Wolford '10 (LCS)

Winnick Literacy Initiatives Leadership Interns

Lorraine Adu-Krow '10 (A&S)
Timothy Biba '11 (A&S, NEW)

David Gerster '13 (A&S)
Lawrence Jackson '13 (FALK)
Gregory Klotz '10 (WSM, NEW)
Gabriela Krawiec '10 (A&S)
Chelsea Marion '13 (VPA, WSM)
Anna Oliva '11 (A&S)
Graham Rogers '13 (A&S)
Ellie Spang '10 (WSM)
Allison Stuckless '12 (A&S)
Arkie Tassew '11 (A&S)
Bailey White '13 (NEW)

Falk Leadership Interns

Marissa Donovan '13 (FALK)
Victoria Li '12 (FALK)