FREDONIA
STATE UNIVERSITY OF NEW YORK

The Carnegie Foundation for the Advancement of Teaching
Elective Community Engagement Classification

<u>First-Time Classification Documentation</u>

This Documentation Framework is intended to help you gather information about your institution's commitments and activities regarding community engagement as you complete the 2015 Documentation Reporting Form (i.e., the application).

<u>Data provided:</u> The data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in academic year 2013-2014, data should reflect evidence from AY 2012-2013. If this is not the case, please indicate in the Wrap-Up section of the application what year the data is from.

<u>Use of data:</u> The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

<u>Applicant's Contact Information</u>

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

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April 15, 2014   1 | P a g e

I. Foundational Indicators

A. Institutional Identity and Culture.
Required Documentation (Complete all 5 of the following)

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

Quote the mission (vision):

"SUNY Fredonia educates, challenges, and inspires students to become skilled, connected, creative, and responsible global citizens and professionals. The university enriches the world through scholarship, artistic expression, community engagement, and entrepreneurship."

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

Describe with examples:

SUNY Fredonia formally recognizes community engagement through various ongoing campus-wide awards and celebrations. The annual Volunteer Service Awards through the Office of Volunteer and Community Services (VCS) recognize individual students and groups exemplifying responsibility, commitment, dependability, and dedication in engagement. In spring 2013, thirty-four students and thirty student groups received the awards.

The Distinguished Service Award--the highest honor given by the Fredonia College Foundation—recognizes citizens and organizations that make significant contributions to society through business, government, education, the arts, and extraordinary service to the campus and community.

The Annual Scholars Breakfast recognizes all students receiving scholarships, including the Chilberg Community Service Award, recognizing communication service projects; the Dallas K. and Elizabeth W. Beal Scholarship, recognizing strong campus leadership and service to the community; the Dr. Kurt and Sybylla Sonnenfeld Memorial Fund, honoring a student whose career goals include service to others; the Keeper of the Dream scholarships, awarded to students who demonstrate leadership, community service, and commitment to cultural pluralism; The Pi Sigma Alpha Scholarship, awarded to a Political Science major pursuing a career in private or public community service. All-Campus Meetings each semester include several public recognitions of engagement: the Chancellor's Awards for Excellence in Faculty Service, Professional Service, and Classified Service all include criteria of outstanding leadership, outreach, or other engagement.   The President has added the Heart of Fredonia award to recognize faculty and staff who provide exemplary service to the campus and community.
In addition, SUNY Fredonia has three Distinguished Service Professors, recognized by the SUNY system for their dedication in improving their university community through their

scholarship and professional service. Four Fredonia students are recognized state-wide each year with the Chancellor's Award, based on academic achievement, engagement, and leadership.

The Office of Residence Life's Student of the Month Program recognizes outstanding SUNY Fredonia students in any one, or all, of SUNY Fredonia's Baccalaureate Goals: skilled, creative, connected, and responsible.

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

In June 2013, SUNY Fredonia established the division of Engagement and Economic Development (EED). EED is charged with reviewing, coordinating, and refining the process for assessing the perception of SUNY Fredonia's engagement with the community. EED follows long-established mechanisms for systematic assessment at the program, unit, and department levels.

The SUNY Fredonia Academic Community Engagement (FACE) Center promotes campus and community collaboration in the areas of civic engagement, sustainability, service learning, and community based research. The Center holds an annual community partners reception where discussions of accomplishments and needs become part of the planning for the next year.

The College Council, consisting of Governor-appointed community members is an important advisory group for the campus, providing community perspectives on campus initiatives, advising Cabinet and governance leaders, and hiring the president. Each quarterly meeting includes opportunities for Council members to bring community concerns and follow up on previous questions and issues.

The College of Education (COE) Education Preparation Advisory Consortium, consisting of twenty superintendents, principals, and cooperating teachers, meets twice a year to gather assessment data which is incorporated into a COE action plan. An annual employer survey asks regional superintendents to assess satisfaction with the preparedness of candidates.
The Career Development Office (CDO) regularly uses evaluations and surveys to assess student contact with employers and community placement sites.
The School of Business surveys internship partners and contacts employers to expand upon their formal evaluations. The information collected is used to improve the curriculum, enhance external learning environments, and assess community engagement. The community feedback guides the planning of the School's curriculum committee.

The Department of Communication Disorders and Sciences (CDS) regularly assesses graduate students placed in clinical practice through the University's Youngerman Center. and administers customer satisfaction surveys provided to the 3,000 community clients it serves annually.. The data from the surveys is key in the analysis and planning in the annual CDS assessment process.

VCS surveys community partners at the annual Volunteer Service Fair and uses survey results in planning and continued engagement with community partners.

The School of Music's New Horizons Band--comprised of community members over fifty years old—engages participants in evaluating the program every ten weeks. The results are shared with student instructors and the New Horizons steering committee to guide planning and continuous improvement.

The SUNY Fredonia University Police, whose mission is to "provide leadership and commitment to the community," regularly invite feedback from students, faculty and staff, and visitors. The results are used in planning on campus and in community-based approaches to safety and security. The Campus-Community Coalition meets regularly to assess town-gown issues and collaborate on key areas.

Community members have important roles on the SUNY Fredonia Technology Incubator Board (SFTI), StartUp NY Steering Committee, FACE Center Advisory Board, Fredonia College Foundation Board, and Center for Regional Advancement (CRA) Advisory Board, and Advisory Councils in academic units. Numerous faculty and staff also serve on public boards and commissions. For example, SUNY Fredonia's President serves on the boards of a regional health system, a girls' high school, and the Chautauqua County Chamber of Commerce. Our many community partnerships are strengthened by the integration of community members on our boards and faculty and staff work with community partners: we are at the tables together as assessments are analyzed and new actions are planned.

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

Describe how the data is used:

The Power of Fredonia Strategic Plan (PoF), approved in 2012, was developed through widespread campus and community participation. Community members could submit reports and ideas to be included, and drafts of the document were posted for community response. The final plan, which includes a commitment to Fredonia as an Engaged Community, reflects the valuable feedback provided by community members, including the. College Council and other boards.. EED is responsible for overseeing the university's community engagement pillar of the PoF Plan: reviewing, coordinating, and refining the process for assessing the impact of community engagement and using the data for planning.

The PoF plan commissioned teams charged with the implementation and assessment of the plan's four principal anchor goals and corresponding action items, including Engaged Community. The implementation teams developed quantifiable measures to track the annual progress of the university in meeting those goals outlined in strategic plan. The Cabinet, working in concert with the implementation teams, oversees the development of metrics for assigned strategic actions; identification of phases for completion of assigned strategic actions, with defined benchmarks of progress through the implementation period; and delineation of emergent new ideas and potential strategic actions for the next planning phase.

Progress on the implementation of PoF is shared at monthly Campus Initiatives Rountables, which include the team leaders, the Cabinet, and governance leaders. Progress on each strategic goal is shared with the campus community and available on several campus websites. The

Strategic Plan implementation committees developed two complementary documents: the "Power of Fredonia Implementation Dashboard" and the "Power of Fredonia Assessment Plan." The "Power of Fredonia Dashboard" offers a streamlined view of the assigned measures for each goal plus an index with additional. The "Power of Fredonia Assessment Plan" expands the dashboard to include information on means and needs for achieving the goals/action items, benchmarks, targets, and assignments for data collection.

The Baccalaureate Goals Implementation Team (BGIT) is charged with tracking and advancing measures to implement the four Baccalaureate Goals (BG). These goals for all graduates include learning related to community engagement. BGIT designed a mechanism for mapping Student Learning Outcomes (SLO's) to the Baccalaureate Goals. Each program and unit across all four divisions submits annual reports which include assessments of progress in all areas, including engagement. The BGIT report monthly to the Campus Initiatives Roundtable and annually to the University Senate and Student Association

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

Describe the materials:

SUNY Fredonia emphasizes community engagement in the full range of its marketing materials. The campus website features the university's mission statement and the PoF, which includes emphasis on Fredonia as an Engaged Community. There is a clear statement that Fredonia aspires to be known as a "respectful, supportive community, which stimulates and supports social, cultural, artistic, intellectual, and economic growth through multiple and diverse campus and community collaborations." The website regularly highlights Fredonia's recognition on the President's Higher Education Community Service Honor Roll from the Corporation for National and Community Service: "the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning and civic engagement."

The EED website serves as a portal for the many engagement activities of the university. This promotes university engagement, such as StartUp NY, with the community.

The university website also features the FACE Center, which promotes campus and community collaboration in the areas of civic engagement, sustainability, service-learning, and community-based research.

The SUNY Fredonia Technology Incubator (SFTI)--in the economically depressed City of Dunkirk one mile from campus--features a website, social media, and printed materials promoting the university's effort to provide client entrepreneurs access to a unique facility, business resources, technology expertise and a range of highly qualified faculty, technology experts, business professionals, and mentors. The SFTI also publicizes its availability as a meeting place for community organizations.

The VCS website and newsletter feature its service mission and specific projects. The VCS also promotes its annual Community Service Fair, a well-publicized event that for ten years has brought together community partners, students, staff, and faculty.

Community engagement projects and events are regularly featured on the official Fredonia home page, local and regional newspapers, and in social media.

The campus viewbook for prospective students includes two pages featuring community engagement activities, and student information packets include a brochure showing links between the Power of SUNY, Power of Fredonia, and the Baccalaureate Goals, all of which emphasize connection and engagement.

Explicit references to community engagement are also key messages in presentations, speeches, and materials for prospective students. The President and other campus members who speak to Rotary Clubs, other civic groups, political leaders, alumni, and business and industry groups regularly highlight this important part of the PoF and campus mission.

The Office of Field Experiences, the CDO, and many academic departments regularly feature community partnerships on their websites. he CDO website highlights community internship partners and employers and publishes an Employer Services brochure targeting community organizations and employers interested in partnerships. CDO Online also features community engagement opportunities for Employer Services, including *Quest*--a web-based database system that allows employers to post internships and summer and professional jobs (at no cost) for students and alumni. Fredonia Career Connection, a professional community mentoring program, is also featured on the website and via a brochure.

The School of Business regularly highlights its community engagement efforts , including the work of Enactus, a student group dedicated to community service and collaboration with local organizations.

The Statement, a semi-annual publication of SUNY Fredonia, includes feature articles on community engagement projects and results. This print publication is shared with alumni, parents, faculty, staff, and community members, and an electronic archive is available on the campus website.

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

Describe examples such as annual address, published editorial, campus publications, etc.:

The Executive Leadership explicitly promotes community engagement as a priority in publications and official addresses. SUNY Chancellor Nancy Zimpher states the central goal of the strategic plan is to harness the university system's potential to drive economic revitalization and create a better future for every community across New York. The PoF plan includes "Fredonia as an Engaged Community" as one of its principal goals. The plan states "SUNY Fredonia will be known as a respectful, supportive community, which stimulates and supports social, cultural, artistic, intellectual, and economic growth through multiple and diverse campus and community collaborations."

The strongest evidence for Cabinet support for engagement is in the creation of the division of Engagement and Economic Development in 2013. The President, with support from campus governance, elevated the leadership of EED initiatives to a Vice President position, ensuring that issues related to engagement and economic development are part of each week's Cabinet discussion. Because of the New York Governor's StartUp NY initiative, campuses are expected to take active roles in partnering with business and industry for job creation. This role is consistent with Fredonia's continued commitments to community engagement, community partnerships, and the SFTI. The StartUp NY Steering Committee includes local majors and business leaders, faculty, staff, and students who are collaborating to act on the commitments of the President and the Vice President of EED, who has stated, "Engagement is a pillar of our Strategic Plan and increasing campus-community engagement is an important goal of SUNY and the SUNY Vibrant Community Team."

President Virginia Horvath's Inaugural Day of Service, enthusiastically promoted as part of her 2012 investiture, and has expanded to annual "Days of Service." The President's letter to the campus states "The Inaugural Day of Service …will showcase the commitments to community engagement and sustainability that are also parts of the Power of Fredonia plan. The planning committee is working with 20 community partner organizations … to engage students, faculty, staff, and community members in working together on projects…" This value for engagement has been part of the President's message since she joined SUNY Fredonia as Vice President for Academic Affairs in 2005 and as President in 2012.

The Handbook on Appointment, Reappointment, and Promotion (HARP) reflects engagement as valued faculty work, This document, developed at Fredonia over several years and approved by the local and state-wide United University Professions (union), identifies engagement as a core institutional value in appointment, reappointment, and promotion decisions across all academic units at Fredonia. The values outlined in HARP are incorporated into the goals and mission of academic units and other divisions of the university This document—unique in SUNY—has been instrumental in opening such discussions at other campuses, and President Horvath has been a featured speaker at several Campus Compact conferences to guide other institutions in aligning their faculty and staff reward systems with commitments to engagement
Other Vice Presidents are similarly supportive in leading engagement efforts in their divisions. The Vice President for Student Affairs promotes community engagement through the CDO and the VCS and in service initiatives undertaken by more than 150 student groups The Vice President for Finance and Administration supports staff in organizing Relay for Life and participating in Community Volunteer Days, and the Vice President for University Advancement supports the work of the Public Relations Director, website team, social media team, and university publications to promote engagement as a campus commitment.

B. Institutional Commitment

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

EED was established as a coordinating infrastructure as part of the implementation of the Power of Fredonia Strategic Plan. EED's mission is to "facilitate and support local and regional economic growth, as well as intellectual, cultural, and artistic enrichment, through collaboration and active community engagement with local and regional agencies, governments, businesses, and universities." The division was established as an umbrella office for centralizing community engagement of the university. The Division is staffed by a Vice President for Engagement & Economic Development, the Director of the CRA, an Administrative Assistant, and a Graduate Assistant.

The FACE center, comprised of four coordinators reporting to the Vice President of EED, promotes campus and community collaboration in the areas of civic engagement, sustainability, service-learning, and community-based research.

The Office of Lifelong Learning, staffed by a Director and an Administrative Assistant, offers Fredonia Academy non-credit courses available to the community. These courses serve a wide range of community needs from the practical (e.g. Driver's Education) to more stimulating (e.g. Arts & Humanities).

The CRA enhances regional vitality by connecting the talents, knowledge, and passions of SUNY Fredonia's faculty and staff to community needs and opportunities. One of the projects spearheaded by the CRA is the Chautauqua Partnership for the Arts and Creative Economy (C-PACE), a collaboration with the community-based North Shore Arts Alliance to establish an incubator for the arts. The CRA is staffed with a Director and housed in the Division of EED.

VCS, staffed by a director and intern, provides volunteer opportunities for students to help build sustainable and meaningful partnerships in the community. It is dedicated to promoting volunteerism and service-learning experiences in and outside the classroom.

The CDO coordinates the campus-wide internship program, providing support to students, community organizations, site supervisors, interns, and faculty and staff. The CDO Office includes the Director, two secretaries, one graduate assistant and five work study students.

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

Describe source (percentage or dollar amount), whether it is permanent, and how it is used:

For the 2012/2013 Academic Year, $2.3 million of university funds supported institutional engagement with the community through salaries, office budgets, program support, and outreach.

SFTI, a nearly $6 million facility located in the impoverished central business district of the City of Dunkirk, provides support and shared services to as many as 30 start-up companies. The university invested $90,152 directly and $200,000 through external funding to support the operation of SFTI in the 2012-2013 year.

The FACE center offers stipends and course release totaling $18,000. The CDO supports community engagement with a dedicated budget of $327,500. The CDO offers stipends and departmental course release for faculty sponsors working with interns.

VCS used its operational budget of $ 74,227 to provide volunteer opportunities for students to help build sustainable partnerships in the community, assist students with real world experience, and enhance their academic experience. The office is staffed with a director and intern.

The CRA, staffed with a Director, expended $75,000 to enhance our regional vitality through community engagement by connecting the talents, knowledge and passions of SUNY Fredonia's faculty, staff and students to community needs and opportunities.

The university invested $1,421,689 in the Campus and Community Children's Center, which offers childcare and early education for the children of campus employees, students, and community members. The center, which annually serves 150 to 175 children, operates early childhood and school-age programs. Students from SUNY Fredonia and Jamestown Community College utilize it as a training site for field experiences in Education, Sociology, and Psychology.

The Office of Field Experience--with budget of $312,000--placed over 500 student teachers, including Childhood, Early Childhood, Childhood Inclusive Education (childhood and special education), Music, Speech Pathology and Audiology, plus those students seeking Adolescence certification in English, Social Studies, Mathematics, Biology, Earth Science, Chemistry, Physics, French and Spanish.

The Faculty Summer Research and Creativity Award program provides support for faculty research and creative activity conducted during the summer session. As a regional, public liberal arts institution, SUNY Fredonia values a wide variety of scholarly and creative activities including Community-based research (scholarship of engagement). The goal of the summer awards is to promote excellence in research and creativity and to enhance the dissemination of that work. $15,000 was allocated for AY 2012-13 summer session.

In AY 2012/2013, EED was allocated a budget of $285,000 its inaugural year of AY 2013-2014, for staff including the Vice President, the CRA Director, and a Secretary. Approximately $60,000 was also allocated in operational funds.

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

Describe specific funding:

For 2012/2013 Academic Year, SUNY Fredonia, through its Office of Sponsored Programs, administered approximately $3.6 million in external funding dedicated to supporting institutional engagement with the community. These funds directly support a regional reading program ("The

Big Read" ($15,000), community bicycle repair and purchase program ($2,175), support for Native American activities ($740), migrant worker tutoring and services ($437,000), the SUNY Fredonia Technology Incubator ($297,000), after-school enrichment program ($110,000), college science & technology program ($69,000), teacher training program ($400,000), bilingual teacher training program ($400,000), math & science teacher training ($800,000), student engagement program ($1,000), public school science & technology program ($114,000), college preparation for local high school students ($358,000), regional drop-out prevention program ($350,000), family reading program ($6,700), and a recycling program at ($2,100). Prior to this year, external funds have supported the 21st Century schools partnership grant, C-PACE artist workshops, Community-University Partnerships (COPD-HUD), and America Reads.

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

Describe fundraising activities:

The Fredonia Foundation raised $100,000 for SFTI operational funding from regional charitable foundations and corporate partners to match a grant in the same amount from the John R. Oishei Foundation. Several endowment funds, totaling $55,000, are focused on community engagement: The Dallas K. Beal Community Access Fund provides access to performing arts events on campus for community members who otherwise would be unable to attend, the Hahn Family Fredonia Marxonia Fund provides support for an international symposium and a paid internship program based on the Marx Brothers history, the Sara Jane Lippincott Fund supports Fredonia as an engaged community, and the Chilberg Applied Communications Award supports students or student groups engaged in communication service projects in the community.

An annual solicitation from alumni supports various community projects undertaken by students in the SIFE/Enactus program. Approximately 30 students who participate in Enactus on an annual basis. The Fredonia Rotaract Club, a collegiate version of a Rotary Club, was chartered in 2011. With their annual Wheel Chair Games, the Club has actively raises funds to support Rotary International's Polio Plus Campaign to eradicate Polio from the globe. SUNY Fredonia's SEFA campaign raised over $47,000 for the United Way of Northern Chautauqua County. In addition, the SUNY Fredonia College Foundation supports the division of EED recruitment and related activities ($12,000). Many other student organizations have charitable fundraising as a key priority. Fredonia for St. Jude, for example, raises thousands of dollars each year for the St. Jude Research Hospital and for cancer research. Sigma Kappa sorority raises money through Jammin' for Jessa, a fundraiser for brain cancer research in memory of one of its members, and the men's hockey team skates in pink jerseys at the annual Pink the Rink game which was featured on ESPN as a unique fundraiser for breast cancer.

Fredonia Radio Systems holds "Rockin' the Commons" in downtown Fredonia each year, most recently raising over $15,000 for the Roswell Park Cancer Institute. The annual Out of the

Darkness Walk raises awareness and funds for suicide prevention and mental health treatment. With over 150 student organizations, these are just a few examples.

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

Describe specific funding:

SUNY Fredonia has invested financial resources for both economic development and community engagement. SFTI, a nearly $6 million facility in downtown Dunkirk, NY provides support to as many as 30 start-up companies at a time until they "graduate" and are guided to permanently settle in the community. The university invested $90,152 directly and $200,000 through external funding to support the operation of SFTI in the 2012-2013 year. During the same time period, the facility hosted 67 community meetings or events, serving as a voting location primary and general elections.

SUNY Fredonia's annual Volunteer Income Tax Assistance (VITA) program has been assisting the community since the 1982 tax season. The program is co-sponsored by the Fredonia State Accounting Society and the Internal Revenue Service. Fredonia VITA recruits and trains volunteers to help elderly, low-income, and non-English speaking residents of the Dunkirk and Fredonia area to prepare and file their federal and state income tax returns.

In 2010, the University constructed a $4.6 million, Silver LEED Certified, state-of-the-art Campus and Community Children's Center facility. The university invested $1,421,689 in 2012-2013 to support the operation of the Campus and Community Children's Center in the 2012-2013 academic year. The funding provides for this 16,000 square foot facility that serves 150 to 175 children annually. Students from SUNY Fredonia and Jamestown Community College also utilize it as a training site for field experiences in Education, Sociology and Psychology.

Chautauqua Partnership for Arts in the Creative Economy (C-PACE) is a startup initiative of the community-based North Shore Arts Alliance and university's Center for Regional Advancement (CRA). The CRA invested $3,600 in external funding to support C-PACE workshops for artisans.

The Community Partners Program offers mutual benefits to senior students and nonprofit organizations in Chautauqua County. In this piece of the Public Relations capstone course, students conduct research and develop comprehensive public relations plans for one or more nonprofit, community-based organizations.

SUNY Fredonia contributed $5,000 to support the Chadwick Bay Regional Development Corporation's Local Waterfront Revitalization Program (LWRP) for Lake Erie. Several university faculty and staff have been engaged in the LWRP process.

The Office of Lifelong Learning provides consultation and leadership to the Chautauqua Leadership Network (CLN) and the Chautauqua County Visitors' Bureau (CCVB).

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

For each mechanism or process described in 3.a., describe how the information is being used in specific ways and by whom.

Campus and community service activities have been part of the Digital Measures template since its implementation for recording faculty activity in 2010. This was expanded in Spring 2012 to capture service activities in experiential learning, and developed further in Spring 2013 to capture how service-learning and engagement are infused into traditional courses. Banner reports capture 1-credit service-learning course add-ons, and are run annually and reported to Deans and the Provost. In addition, faculty sponsors work with student interns and community site supervisors to complete Experiential Education Learning Contracts for credit-bearing internships.

For community engagement by the campus, the FACE Center reports annually to the Vice President of EED. The CDO conducts a Campus Labs Survey at all community site supervisors hosting interns, implemented at the end of every semester. VCS and CDO issues an annual report to Vice President for Student Affairs, including the Internship Program and community employer recruitment activities. VCS also helps student organizations arrange their required number of community service events and tracks these events.

Basic information workshops help students learn more about how they can use the new student activities website, FSU4U. This web tool allows the more than 160 student groups on campus to create their own personalized pages to attract members, advertise events, and communicate more efficiently. It also allows students to record their extracurricular activities semester by semester, so that they can produce a transcript of their activities when they graduate, using it for resumes or applications.

Campus Compact annual survey tracks engagement activity.

Since 2009, the President's Higher Education Community Service Honor Roll application process has annually tracked campus-wide community engagement activity.

The Office of Field Experiences in the College of Education tracks all early field experience and student teaching engagement.

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

Describe:

The Vice President of each division at SUNY Fredonia regularly receive and review tracking data from units within his or her Division as part of the annual reporting process. Reports are subsequently discussed at the University Cabinet and used in planning semi-annual planning retreats. The data assist in university decision making, including EED, the creation of the annual

Days of Service, the progress of community engagement initiatives in the PoF Plan, and the integration of engagement learning outcomes reflected in the Baccalaureate Goals. In addition, many individual units use this date for assessment and event planning, including the campus and community events during Earth Week.

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

4.b. If yes, indicate the focus of those mechanisms and describe one key finding for Impact on Students:

There are many assessment-related efforts and initiatives taking place across the SUNY Fredonia campus. The Comprehensive Plan for Assessment at SUNY Fredonia describes the process for accomplishing both Institutional Assessment and the Assessment of Student Learning and the use of such assessment to inform decisions regarding planning, resource allocation, and institutional renewal.

The plan describes Fredonia's strategy for identifying, collecting, and analyzing aggregated outcome measures of learning goal achievement by students (Assessment of Student Learning) and outcome measures of activities performed by non-academic units providing services to the university community (Institutional Assessment). These contribute to the fulfillment of Fredonia's Mission by utilizing information from these assessment programs to modify activities and improve student learning or institutional effectiveness; reporting the results of the analysis to appropriate decision-makers in all the areas of this university; and using this information for essential decisions about academic programs, teaching, student services, university services and resource allocation and planning.

The National Survey of Student Engagement (NSSE) is administered every third year. The SUNY Student Opinion Survey (SOS), including information on student satisfaction and engagement, is implemented every three years. Data from these studies assist decision-makers at all levels of the university.

The National Assessment of Service and Community Engagement (NASCE) is a web-based survey conducted by the Siena College Research Institute that quantitatively measures our overall level of community engagement by evaluating the rate, frequency, and depth of student community service activities across nine areas of human need. NASCE most specifically provides evidence of impact of community engagement on students as it allows SUNY Fredonia to track patterns over time. The university implemented this instrument first in 2011, and again in 2013. Following a September 2013 site visit, the Siena Research Institute provided SUNY Fredonia with a qualitative follow-up report on how our students are impacted by community engagement efforts on campus.

Over the past two years, MAP-Works (a program that enables colleges and universities to improve student success and retention) has surveyed all first-year full-time students. This relates back to the First Year Experience (FYE) campus project undertaken three years ago. Four weeks into the fall semester, SUNY Fredonia administered MAP-Works to measure our students' social, academic, and overall transition. The university provided an overview of the

instrument and survey results from first-year students with regard to their academic success, as well as the efforts taken by Residence Life to support student success. Implications of the MAP-Works information for faculty and classroom practices have also been discussed and used in subsequent planning.

One Key finding:

The NASCE report for 2013 found that 49% of SUNY Fredonia students are engaged in community service, a "higher overall percentage of service" compared to the general NASCE sample. 83% of SUNY Fredonia Students agree that the university promotes community service among the student body. The NASCE Qualitative follow up report indicates strong support for community engagement by the leadership of SUNY Fredonia.

4.c. If yes, indicate the focus of those mechanisms and one key finding for Impact on Faculty:

All university divisions and departments assess goals and outcomes on a yearly basis and summarize their self-evaluations in an annual report. Additionally, academic departments undergo program review every five years. In general, each division, department, program, and service is responsible for gathering, organizing, and reporting evidence for their accomplishments and their contributions to the overarching mission of SUNY Fredonia. SUNY Fredonia also participates in national/regional assessment efforts. SUNY Fredonia uses Digital Measures to capture faculty activity, including service-learning and engagement activities. Faculty members upload vitae entries into this online tool which can then be queried for faculty (e.g. appointment/ reappointment), department (e.g. annual reports), and division purposes. A specified in HARP, faculty are rewarded for scholarship of engagement, and for providing experiential learning opportunities for students.

One Key finding:

Service-learning has been incorporated into the pedagogy through the FACE center, a faculty-led effort to promote campus and community collaboration in the areas of civic engagement, sustainability, service-learning, and community-based research. Service-learning integrates course instruction with community service to encourage civic learning and responsibility, enrich academic inquiry, and bridge campus and community. It is used by instructors to provide their students with an additional experience, engaging students with community partners in a way that is mutually beneficial and enhances the learning experience of the students. The FACE Center members report (fall 2012) that more than 80 service-learning courses were taught during the preceding academic year, resulting in more than 12,000 service hours.

On- and off-campus events and activities organized and sponsored by FACE have provided numerous direct learning opportunities through academic community engagement for SUNY Fredonia students. Student groups are directly involved in planning and participating in most FACE activities and events for the campus community. During the 2012- 2013 year, the FACE Center continued to advance its work in sustainability, civic engagement, service-learning, and community based research. Specific highlights in these areas included: Earth Week 2013

(Sustainability), which included 20 events attended by 1,464 people over the course of 11 days and 560 volunteer hours contributed by 237 students; American Presidents (Civic Engagement), which brought together Random Acts (an improvisation group) and political science students to produce a highly creative and academically informed performing arts event (based on the 2012 Presidential debates and election) with more than 400 people attending; Big Read Community Book discussions (Service-Learning) in which students enrolled (Senior Seminar) English 400 teamed up to lead 14 discussions, attended by over 240 people, on Jack London's *Call of the Wild* in diverse settings throughout Chautauqua County, including libraries, bookstores, cafes, and even humane society animal shelters. Also, for the Great Lakes Plastic Pollution Study Outreach (Community Based Research) program, Dr. Mason shared the results of her summer 2012 plastics pollution research via many local and national media outlets and spoke to community groups about its importance.

4.d. If yes, indicate the focus of those mechanisms and one key finding for Impact on Community:

Each division, and departments within, assesses its goals and outcomes and provides information to leadership in an annual report. Impact on the community is included as a focus of these reports. For example, EED has commissioned a comprehensive economic impact study to be conducted by the University of Buffalo's Regional Institute. Existing community assessments, such as those conducted by the United Way, Chautauqua Opportunities Inc., and Dunkirk Local Economic Development Committee are also used by the university. Several external funding efforts use existing strategic plans of Chautauqua County and the Southern Tier West Regional Planning Board, which include community and regional assessments, to demonstrate need for funding.

One Key Finding:

SUNY Fredonia students contributed 15,500 volunteer hours in in the community during AY 2012-2013. In addition, SFTI tracks the impact of incubator startup businesses on the community, including creation of 64 number of jobs since. Also, there were 67 community meetings and events held at SFTI during AY 2012-2013. These metrics are reported at the quarterly SFTI Board meetings.

In addition, the Vice President of EED reports on SFTI engagement activities to the SUNY Fredonia College Council. EED spearheaded the SUNY 2020 grant proposal submitted to the State of New York for consideration. The proposal calls for a field station, research vessel, and museum on the waterfront of the City of Dunkirk, with an annual economic impact of $88.3 million, with 766 permanent jobs generating $4.4 million in annual state and local tax revenues. There will be an additional $10.9 million annual economic impact and 71 jobs during the 2 year construction of the facility.

The SUNY Fredonia FACE Center team worked directly with more than 35 community groups/organizations, 12 student groups, and dozens of faculty and staff members to coordinate and conduct more than 50 individual events on campus and in the community. These events

resulted in more than 1,100 pounds of debris being removed from our beaches, nearly 69,400 pounds of electronics being recycled, and approximately 1,150 student volunteer hours. Over 1,723 academic credit hours were earned in internships last year.

4.e. If yes, indicate the focus of those mechanisms on and one key finding for Impact on the Institution:

Each division, department, program, and service is responsible for gathering, organizing, and reporting evidence for their accomplishments and their contributions to the overarching mission of SUNY Fredonia. The focus of division and unit assessment is on alignment with the PoF plan, including our engagement goals and aspirations. SUNY Fredonia also measures impact on the institution by participating in national/regional assessment efforts.

Key Finding:

SUNY Fredonia Instituted an annual "Day of Service," where all students, faculty, and staff are encouraged to participate in an array of community service activities, collecting food items for local pantries, and assisting senior citizens at local nursing homes. The PoF Strategic Plan includes Community engagement as one of its four principle goals. The Baccalaureate Goals state that SUNY Fredonia will focus its mission to ensure that all Fredonia students, utilizing knowledge developed through a broad range of intellectual experiences, will be: Skilled (develop Intellectual and Applied Skills, Literacies and Knowledges), Connected (engage Community and Diversity: Local Stewardship, Global Citizenship), Creative (demonstrate Scholarship, Artistry, and Innovation), and Responsible (activate Sustainability, Ethics, Leadership, and Professionalism).

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

Describe:

In general, each division, department, program, and service is responsible for gathering, organizing, and reporting evidence for their accomplishments and their contributions to the overarching mission of SUNY Fredonia. SUNY Fredonia also participates in national/regional assessment efforts.

The PoF Dashboard offers a streamlined view of the assigned measures for each goal plus an index that provides additional information for measures requiring further delineation. The PoF Assessment Plan expands the dashboard to include information on means and needs for achieving the goals/action items, benchmarks, targets, and assignments for data collection.

Specific illustrations of the impact of our assessment efforts the reshaping of the position Assistant Director of Institutional Research and Planning to allocate 50% of the Assistant Director's time to assessment. This allowed provided direct oversight of data and surveys pertaining to engagement. Another example is the formalization of the Day of Service as an

annual event. In recognition of our need to celebrate our community data engagement activities, feedback from our inaugural Day of Service led to institutional Days of Service as an annual celebration of our commitment to community engagement.

Finally, General Education requirements have been revised and are currently being reviewed. These revisions directly connect our General education program to the SUNY Fredonia Baccalaureate Goals. The revised General education requirements, which are currently under review, emphasize Fredonia's commitment to engagement and ensure that all students are "connected" with the broader community and community values.

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

Describe and quote:

The PoF Strategic Plan, approved in April 2012, states "the internship program has been greatly expanded. In addition to continued strength in community presence through VCS and student teaching across New York State, SUNY Fredonia added the FACE Center, bringing infrastructure and community partnerships that have led to service-learning, community-based research and sustainability initiatives on and beyond campus."

One of the PoF strategic goals is "Fredonia as an Engaged Community." It states "SUNY Fredonia will be known as a respectful, supportive community, which stimulates and supports social, cultural, artistic, intellectual, and economic growth through multiple and diverse campus and community collaborations. SUNY Fredonia depends upon shared and vital networks of involvement, communication, and understanding in our relationships with one another and in our connections to Chautauqua County and the broader region. As a public, regional university, SUNY Fredonia has an important role in the cultural, intellectual, and economic growth of the region. Community engagement is valued both as a form of faculty scholarship and as an important learning experience for students. As a community that values creativity and collaboration, SUNY Fredonia relies on the diverse perspectives each person brings to campus relations and community partnerships. Strategic Actions: Build the documented record of structures, support, and visibility of community engagement so that SUNY Fredonia can be considered for external recognition, such as the Carnegie Elective Community Engagement Classification (2015); Support efforts to promote a healthy workplace and productive relationships among groups at SUNY Fredonia; Strengthen co-curricular and experiential opportunities—including internships, student research, performances, service-learning, and field-based courses—so that students broaden and connect their learning to the community and the world; Strengthen connections between the intellectual resources of the university and the clients and programs of the Technology Incubator so that there is more visible and direct participation in the economic development of the region; Expand support for intellectual, pedagogical, and creative activities that are inherently cross-disciplinary in nature – including team-taught courses and interdisciplinary collaborative projects – so that both students and faculty not only explore new concepts and experiences but also understand their own fields of study in new ways; Continue to energetically seek private gifts and involvement in programs and initiatives by alumni, faculty, friends, parents, foundations and businesses; Diversity Matters: Establish and

then follow principles of community that engage everyone at the university in working together, respectful of the diverse identities, viewpoints, and creative approaches each brings to our shared work."

Implementation teams, established for each strategic goal, have developed metrics for assigned strategic actions, noting how success will be measured and goals will be met in each case; and phases for completion of assigned strategic actions, with defined benchmarks of progress through the implementation period.

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

Describe:

The SUNY Fredonia Professional Development Center (PDC) strives to meet the professional development needs of all SUNY Fredonia employees by coordinating and providing educational opportunities for faculty and staff at various stages in their careers. The PDC infuses professional development support for community engagement initiatives throughout its programming for faculty and staff, primarily through its Associates Program, Teaching & Learning Conference, and its New Faculty Orientation Program. The Center's Associates Program calls upon the talents and expertise of faculty and staff experts to offer a series of workshops to the campus community, and includes program tracks in Civic Engagement and Global Connections, Community Engagement and Service Learning, and Sustainability (Environmental, Economic, Academic). The PDC also coordinates SUNY Fredonia's Annual Teaching & Learning Conference, which attracts teaching faculty from across NYS. The conference supports long-term efforts to improve student's experiences with democratic learning communities and has featured nationally known speakers such as Harry Boyte, Director of the Center for Democracy and Citizenship and George Mahaffy, director of AASCU's Red Balloon Project. A third program which focuses on campus and community engagement initiatives is the PDC's New Faculty Orientation program. Through participation in the year-long program, new faculty learn about campus expectations for integrating community engagement activities into their teaching, research and scholarship, as well as methods of seeking external funding and support through the office of sponsored programs.

SUNY Fredonia supports training and professional development of its employees through external organizations. The campus partners with The Western New York Service Learning Coalition (WNYSLC) to provide on-campus professional development opportunities for faculty who are new to service-learning pedagogy, as well as those with more extensive experience. Through our partnership with the WNYSLC, SUNY Fredonia faculty also have the opportunity to participate in the WNYSLC Faculty Fellows program, which provides an intensive training program featuring nationally recognized practitioners in the field of service-learning. The Chautauqua Leadership Network (CLN) is another example of a regional development opportunity of which many SUNY Fredonia professional staff are graduates. The CLN mission is to identify and nurture regional leaders, provide a framework for an emerging network of skilled civic trustees and help our communities to meet the challenges of today and the opportunities of tomorrow.

PDC Annual Faculty "Re-orientation" offers professional development in HARP, and methods for seeking external funding through the Office of Sponsored Programs.

SUNY Fredonia supports training and professional development of its employees through external organizations, such as the Chautauqua Leadership Network (CLN), in which many SUNY Fredonia faculty and professional staff are graduates, and several have served on the CLN Board. The CLN mission is to identify and nurture regional leaders, provide a framework for an emerging network of skilled civic trustees, and help our communities to meet the challenges of today and the opportunities of tomorrow.

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

Describe:

The community has a "voice" in several capacities throughout SUNY Fredonia. The Campus Community Coalition increases education regarding campus and community alcohol policies and expectations, student engagement in their neighborhoods, enforcement of alcohol and noise laws related only to students, and partnership with the local hospitality industry to promote responsible hospitality practices

The SUNY Fredonia College Council consists of nine community members and one student member. The Council is charged with: promoting the University's mission in providing accessible quality education; promoting the development of the local, regional and state economies; and working with the State University of New York, its Trustees, Governor, state and local legislators, and community leaders in meeting the goals and missions of SUNY Fredonia.

The FACE centers Community Partners identify potential projects for academic-community collaborations around service-learning, community-based research, civic engagement, and other productive collaborations between campus and community. An important mechanism for annual partnerships and goal setting is the feedback received at the annual community partners reception. This popular forum has led to new partnerships and a reciprocal planning mechanism for community engagement.

The CRA advisory committee has three community members and three university members who provide strategic planning. One of the signature projects of the CRA, the arts incubator project (C-PACE) was initiated by the community based North Shore Arts Alliance. The most recent CRA strategic plan also includes agricultural issues, a demonstrable shift based on community member input.

SFTI Board of Directors and StartUP NY Committee consists of both university and community members. Geographic locations for tax free zones and tracking community building use SFTI are examples of community influence in StartUP NY. Community members on this committee

include the mayors of the Village of Fredonia and City of Dunkirk who have been equal partners in shaping the campus plan for this program.

External funding teams, such as "SUNY Fredonia 2020: Great Lakes Regional Economic Revitalization" (GLRER) grant for a Field Station, research vessel, and museum on the City of Dunkirk Harborfront, consisted of community and campus members. As a result of this funding team, strong partnerships have developed with the City of Dunkirk, The New York State Department of Environmental Conservation (DEC) and the United States Fish and Wildlife Service (USFWS). This collaboration has led to the annual community based festival, the Great Lakes Experience that attracted 1,100 visitors in 2013. Other examples include C-PACE, cultural district planning and tree inventory for the City of Dunkirk. Community members helped shape these proposals.

Rockefeller Arts Center (RAC) community advisory group, the Friends Steering Committee, offers input to the director of RAC on programming, customer service, and facilities. RAC conducts electronic surveys to solicit feedback and preferences for programming that is under consideration for the following and future seasons, to evaluate the past programming, and to solicit ideas for improvement of programming, facilities and customer service to our patrons. Ongoing discussions with representatives of community organizations using the RAC gives them a voice and input into the service provided.

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

Describe:

SUNY Fredonia's commitment to community engagement is communicated to all prospective employees. Job postings include the standard statement "SUNY Fredonia is known for its strong academic programs, attractive architecture and grounds, rich campus life, and commitment to student engagement and success. SUNY Fredonia is focused on ensuring that all Fredonia students, utilizing knowledge developed through a broad range of intellectual experiences, will be: Skilled (develop Intellectual and Applied Skills, Literacies and Knowledge); *Connected (engage Community and Diversity: Local Stewardship, Global Citizenship);* Creative (demonstrate Scholarship, Artistry, and Innovation); and Responsible (activate Sustainability, Ethics, Leadership, and Professionalism)." Job candidates are introduced to our institutional Handbook for Appointment, Reappointment and Promotion (HARP), which specifies our commitment to the scholarship of engagement.

At employee orientation, new employees are introduced to the Power of SUNY Strategic Plan and the Power of Fredonia Strategic Plan, both of which feature community engagement as integral components of its respective mission as noted.

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

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

Please describe and provide text from faculty handbook (or similar policy document):

HARP defines engagement through teaching and specified as providing evidence of "improved performance, community engagement, research ability, or critical reading/writing/speaking/thinking skills for students in your courses" in the evaluation of faculty. HARP reflects engagement as valued faculty work. It states "Because each faculty member has an important role in fulfilling SUNY Fredonia's mission, faculty reviews should be guided in part by SUNY Fredonia's identity as a comprehensive, regional institution where 'success is a tradition' and by alignment with the following values stated or implicit in the mission statement, baccalaureate and graduate goals: Commitment to student success; Teaching and learning in formal and informal settings, including advising and co-curriculum; Centrality of general education in the arts, humanities, and natural and social sciences; Scholarly/creative activity, broadly defined; Involvement of students in scholarly/creative activity; Knowledge and inquiry that cross disciplinary boundaries; Support of campus community; Engagement and collaboration with communities beyond the campus; Incorporation of global and cultural diversity in curricula, programs, and campus environments."

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

Please describe and provide text from faculty handbook (or similar policy document):

In HARP Scholarship of Engagement is specified as "community-based research (scholarship of engagement) that may include partnerships with others in addressing regional issues." HARP further clarifies that "Faculty scholarly work that uses community-engaged approaches and methods" and refers to community engagement as part of teaching, research and creative activity, and/or service; i.e., community engagement as part of faculty roles. HARP lists "Engaged scholarship that involves collaborative community efforts to solve problems" as an example of the kinds of scholarly/creative products that SUNY Fredonia values and rewards through the appointment and promotion process. Community engagement is an expected and rewarded aspect of faculty scholarship.

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

Please describe and provide text from faculty handbook (or similar policy document):

In HARP community engagement is specified as "engagement and collaboration with communities beyond the campus. As a regional, public liberal arts institution, SUNY Fredonia values a wide variety of scholarly and creative activities, undertaken alone or with student or peer collaborators:

- Basic research that provides new foundations upon which others can build;
- Original works of art, music, dance, creative writing, and theatre;
- Applications of basic theories and research that solve problems in the discipline or in practice;
- Interdisciplinary scholarship that brings together perspectives from two or more fields;
- Scholarly approaches to teaching and learning that go beyond practice to contribute to the pedagogy of one's field or to significant curricular or assessment initiatives;
- Community-based research (scholarship of engagement) that may include partnerships with others in addressing regional issues.

Typical examples of the kinds of scholarly/creative products that SUNY Fredonia values, representing any of the categories of scholarship noted above: "Engaged scholarship that involves collaborative community efforts to solve problems."

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

No. HARP serves as the institutional guide for appointment, reappointment and promotion decisions for all departments.

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

Not applicable – see previous information on HARP

Supplemental Documentation

1. Is community engagement noted on student transcripts? Yes.

Describe:

Service-learning, organized by a faculty member and associated with the course they are teaching, is noted as an additional course credit on the student's transcript. The Service-Learning courses are INDS 199, 299, 399, 499, or 599 and correspond with the level of the associated course. Internships, independent studies, and various forms of co-curricular activities may also be noted on transcripts.

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

Please provide examples:

The PoF plan clearly identifies the integral relationship between engagement, diversity, and inclusion: "Community engagement is valued both as a form of faculty scholarship and as an important learning experience for students. As a community that values creativity and collaboration, SUNY Fredonia relies on the diverse perspectives each person brings to campus relations and community partnerships." A strategic action of PoF is to "establish and then follow principles of community that engage everyone at the university in working together, respectful of the diverse identities, viewpoints, and creative approaches each brings to our shared work."

Examples of connections between SUNY Fredonia community engagement and our commitment to diversity and inclusion are apparent across academic and administrative divisions of the university. For example, three out of five COE field experiences are in diverse or high-needs districts. SUNY Fredonia's annual Volunteer Income Tax Assistance (VITA) program, co-sponsored by the Fredonia State Accounting Society and the Internal Revenue Service, recruits and trains volunteers to help the elderly, low-income, and non-English speaking residents of the Dunkirk and Fredonia area to prepare and file their federal and state income tax returns.

The Chief Diversity Officer shares his research and insights at speaking events in the community. The Center for Multicultural Affairs issues the SUNY Fredonia Keeper of the Dream Scholarships awarded competitively to entering freshmen based on high school achievement, community service and a demonstrated commitment to multiculturalism.

The Native American SUNY: Western Consortium is one of two consortia created by the SUNY to address the education needs of Native American students and communities. The Western Consortium, based at SUNY Fredonia, is a regional network of Native American communities and college campuses in upstate New York. Through our cooperative network, we seek to insure that Native American students graduate from colleges and universities.

The Center for Multicultural Affairs (CMA) is a collection of constituted student groups that exist for the purpose of enhancing diversity in the community and on campus. The Black Student Union holds many events every February that are open to the entire community to honor Black History Month. Similarly, the Jewish Student Union (Hillel) holds community events all year, including Shabbat dinners and Passover Seders for the Jewish population in Chautauqua County. The Women's Student Union provides community education classes on rape and domestic violence prevention and community members are encouraged to attend. Latinos Unidos, which represents the Spanish-speaking population of Fredonia, holds traditional events from many different Spanish-speaking nations. The Pride Alliance, the single largest LGBTQ advocacy group in Chautauqua County, has provided a much needed support group for LGBTQ community members. For the past several years, their meetings were also attended by multiple local religious leaders seeking to broaden their perspectives. The entire Pride Alliance was asked to come to a dinner at the Harvest Chapel Methodist Church in Fredonia to honor them for their education and activism. This type of community engagement breeds tolerance and

rationality in the community.

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

Please provide examples:

The PoF Plan states the goal to "Strengthen co-curricular and experiential opportunities—including internships, student research, performances, service-learning, and field-based courses—so that students broaden and connect their learning to the community and the world." Another goal is to "Expand support for intellectual, pedagogical, and creative activities that are inherently cross-disciplinary in nature – including team-taught courses and interdisciplinary collaborative projects – so that both students and faculty not only explore new concepts and experiences but also understand their own fields of study in new ways."

The plan calls for expansion and development of opportunities that research has shown to have strong, positive impacts on student retention and success (such as living-learning communities, first-year programs, field-based experiences, collaborative research, study abroad, academic advising, and capstone courses). For example, The SUNY Fredonia Academic Community Engagement (FACE) provides service-learning, integrating course instruction with community service, encouraging civic learning and responsibility, enriching academic inquiry, and bridging campus and community.

The Educational Development Program (EDP) hosted its 32nd Annual Awards Ceremony in March 2012 to recognize EDP students' academic achievement, and distribute awards for Exemplary Service, Distinguished Alumni, Outstanding EDP Tutor of the Year, Community Service, Arthur O. Eve Scholarship, Gregory Antonio Scholarship, and Director's Award.

Section II. Categories of Community Engagement

A. Curricular Engagement

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

Describe requirements:

In keeping with the tenets and practices of the Western New York Service-Learning Coalition (WNYSLC), SUNY Fredonia views service-learning as an educational experience that goes beyond volunteering to balance service and academic inquiry. Service-learning connects campus and community by integrating community service into academic curriculum, providing opportunities for students to reflect upon their experiences, and striving for equal benefits for the students and the recipients of their service. SUNY Fredonia faculty engage their students in a

wide range of service-learning activities, from long-term research projects that directly benefit the community to short-term community service projects embedded into a single course. The SUNY Fredonia Academic Community Engagement (FACE) center website officially describes service-learning as a "course-based, credit-bearing educational experience that allows students to (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (Bringle & Hatcher, 1995, p. 112). Service-learning involves students in community service activities and integrates the experience with academic objective, striving for a balance between academic goals and service outcomes. There are several key characteristics of service learning: Service-learning differs from internship experience or volunteer work in its equal benefit to the recipient and the provider of service and in its equal focus on serving and learning; service-learning objectives are linked to real community needs that are identified by community partners and service recipients; service-learning integrates academic knowledge and real-world experience: course materials inform student service and service informs academic dialogue and comprehension; service-learning is typically approached in a three-part process: 1. classroom preparation through teaching of theories and ideas; 2. service activity that emerges from and informing classroom context; and 3. structured reflection tying service experience back to specific learning goals. Service-learning has the potential to impact students' development in the following areas: academic, personal, professional, and civic. SUNY Fredonia has a process for identifying fourth-credit service learning courses. Fourth-credit service-learning courses are formally designated in Banner as INDS 199, 299, 399, 499, 599, and 699: "Service-Learning in (Course Title)." Students enrolling in these optional service-learning courses must complete a minimum of 20 to 25 hours of service, define learning goals that are appropriate to the service-learning project and their three-credit course, and complete a contract clearly outlining student responsibilities and academic work expectations. The contract is signed by the student, community agency supervisor, course instructor, and (when possible) the Service-Learning Coordinator. The university does not have a process for courses with embedded service-learning components. There is no formal designation in Banner for courses in which the service learning requirements are embedded. Some instructors will note service learning requirements in course descriptions, but there is no-university-wide policy and procedure for identifying most service learning courses. FACE Center coordinators have identified service learning courses based on individual faculty reporting, departmental annual reports, and first-hand observations of service learning activities.

1.b. If you do have a process for designating service learning courses, how many designated, for-credit service learning courses were offered in the most recent academic year? 111

What percentage of total courses? 3.7%

1.c. How many departments are represented by those courses? 16

What percentage of total departments? 51.6%

1.d. How many faculty taught service learning courses in the most recent academic year?
47
What percentage of faculty? 9.6%

1.e. How many students participated in service learning courses in the most recent academic year? 2282
What percentage of students? 21.8%

1.f. Provide a description of how the data provided in 1. b-e above is gathered and used (how is it compiled, who gathers it, how often, how is it used, etc.).

We began gathering service-learning course data in the 2009-2010 academic year when the SUNY Fredonia Academic Community Engagement (FACE) center was created. FACE coordinators identify service-learning courses based on individual faculty reporting, and yearly departmental reports. After compiling information about courses, section numbers, instructors, enrollments and total service hours, FACE coordinators submit Institutional Research queries to obtain data reported for service-learning courses. Service-learning course data is included in the FACE Center's annual reports. The data are also reported in SUNY Fredonia's 2012 and 2013 President's Higher Education Community Service Honor Roll application. The FACE Center annual report of service-learning activities is shared with the Provost and academic chairs. The information is also discussed in the administrative meetings including the Provost's council.

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

During AY 12-13, learning outcomes for curricular engagement were managed at the department and college level. A General Education Revision Committee was established in the fall of 2012 and a General Education proposal was submitted to the University Senate for review in January 2014. The four themes of the overall general education framework connect directly to the Baccalaureate Goals: Social Identity and Integrity (*Responsible*) Creativity and Innovation (*Creative*) Critical Thinking and Analysis (*Skilled*) Global Perspectives and Ethics (*Connected*) and to the mission "To facilitate students' acquisition of the knowledge and skills required to be creative, responsible, and engaged global citizens."

The institution adopted the SUNY Fredonia Baccalaureate Goals learning outcomes framework in Spring 2012. The Fredonia Baccalaureate goals establish an institutional commitment that our students will become:

1. **Skilled** (develop intellectual and applied Skills; literacies and appropriate knowledge),
2. **Connected** (engage community and diversity; local stewardship, global citizenship),
3. **Creative** (demonstrate scholarship, artistry, and innovation), and
4. **Responsible** (commitment to sustainability, ethics, leadership, and professionalism).

The SUNY Fredonia goal of developing "connected" students and graduates reinforces our community engagement values. The idea of community is broad, and includes understanding that our local community is nested within a regional and global community, and recognizing the interdependence of these communities with each other. This goal emphasizes exposure to diverse conceptions of knowledge and understanding the ways in which these have shaped culture and history. Global citizenship includes a sense of belonging to and having responsibility within local, national, and global communities; a sense of stewardship for the natural environment; and a recognition of one's civic responsibilities. This may include membership in a range of organizations and levels of government, and may include participating in public debate, political decision-making and community actions.

Student activities in this area include:
- Learning to value and respect different traditions and points of view,
- Serving their local communities and developing a sense of local stewardship for the community, its people, and its natural resources,
- Study abroad and study of languages other than English at a high level of competency.

2.b. Are institutional learning outcomes systematically assessed? Under development.

Following the adoption of the Baccalaureate Goals, a campus-wide implementation team was charged with developing and vetting a campus-wide assessment plan. The Baccalaureate Goals Implementation Team's institutional assessment plan is being reviewed by the Senate at its May 5, 2014 meeting, and the General Education Revision plan is also being voted on at the meeting. A general education assessment plan and implementation of community engagement elements will be developed in AY 2014-2015.

2.c. If yes, how is the assessment data used?

Data are used as a mechanism for determining department/program contributions to student acquisition of our four Baccalaureate Goals including our aspiration that all students will be "connected" to local and global communities. Departmental data are compiled in annual reports that are reviewed and discussed by the chairs, deans, and Provost.

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

Provide specific learning outcome examples:

The Department of Modern Languages & Literatures

Students will be encouraged to engage in authentic language communities whether through study abroad programs, internships, or exchanges with native speakers.

Department of Business Administration

Through student clubs and internships, students will learn career potentials, and develop leadership skills. Students will participate in at least one internship or service learning experience before graduation. Student VITA Volunteers are surveyed on impact of experience.

Communications Department

Students will be engaged: extend and apply skills and knowledge to create community connections beyond the university that foster professional, civic, and developmental engagement. *Inclusive*: understand, evaluate, and communicate creatively- within and across technically and culturally diverse groups- in ways that responsibly confirm the value of all members.

College of Education

Candidates demonstrate an understanding and responsiveness to diverse learning groups and use explicit strategies for combating prejudice while advancing equity, inclusion, and intercultural understanding.

Sport Management.

Students will develop communication and leadership skills and assume leadership roles in various professional settings and work effectively with diverse groups and organizations.

History.

Students will develop Professional Skills and Values;
Develop an understanding about the professional duties and responsibilities of historians, which can include: high standards of fidelity to evidence; an understanding of the role of the historian as both an individual scholar and a member of a cooperative community of scholars sharing their work in public venues; creative thought; and engagement with diverse approaches to obtaining, interpreting, and applying historical knowledge.

Department of Communication Disorders and Sciences (CDS).

Graduate students will provide speech-language pathology assessment and therapy to clients of all ages and varying backgrounds, with supervision at the various community settings. This is a reciprocal relationship in which community partners help train and supervise students, and students provide speech and language services in community settings (schools, hospitals, nursing homes) as an important component of their clinical training.

Social Work.

The program will "prepare well-rounded, liberal arts trained generalist social workers who have mastered the CSWE core competencies, especially the skills and mindset needed in the use of the professional self" and "seeks to prepare generalist social workers who integrate knowledge, values, and skills for competent entry-level professional practice and/or graduate education."

<u>Political Science</u>.

Students will demonstrate knowledge of facts and history in the political science discipline, knowledge of major theories and explanations in political science, and an ability to systematically gather and evaluate social scientific evidence.

3.b. Are those outcomes systematically assessed? Yes

Describe:

The Department of Modern Languages & Literatures. Assessments include the Experiential Learning (PLER) checklist, internships, and power point presentation about Study Abroad.

<u>The Department of Business Administration.</u> Assessment tools include an annual survey of internship supervisors and an annual exit survey of students when they apply for graduation. Every two years the ETS Major Field Test is administered to students in the capstone course, and every five years an alumni survey is distributed which gathers recommendations for the curriculum and course content to help achieve the department's learning goals. Another important assessment tool is the student VITA Volunteers and VITA Accounting Employers impact of experience survey. An online student survey of experiential learning (volunteer tax preparation) is also utilized.

<u>The History Department.</u>

HIST 495/499 provides a capstone experience for departmental majors. Students conduct self-directed research and learn to present their research to external groups In HIST 201, students must demonstrate the ability to work as members of a cooperative community of scholars. They are encouraged to present their work in a public forum.

<u>The Sport Management Program.</u>

The program's capstone course (SPMG 400) provides an opportunity to do an off-campus internship. This capstone is evaluated by the student, faculty sponsor and the site-supervisor, all of whom use evaluation tools supplied by both the Career Development Office and the Department of Sport Management. Additionally, student online diaries are graded for content and fulfillment of the stated goals and objectives.

<u>The Social Work Program.</u>

The program uses a variety of assessments including: A spring Field Evaluation, Field Instructor Rating of Competency, Practicum Portfolio, and a Student –Faculty Departmental Assessment. Additional measures include a senior student Exit Survey, student Portfolio Review, and Alumni Survey.

<u>The Communication Disorders and Sciences Department.</u>

A checklist and rating scale are used for assessment purposes for students placed in community clinical settings. Skills rated include technical and interpersonal skills as well as ability to be professional with professionals, families, and diverse populations.

<u>The Department of Political Science.</u>

Student applied engagement activities include Mock trial, Eurosim, Study Abroad, Washington Semester, and Albany Semester. Students are encouraged to gain an applied understanding of the field with academic credit through local, state, and federal internship placements. Additional learning experiences include European Union simulation in the United States and Europe, and preparation for and participation in Mock Trial.

<u>College of Education.</u>

A variety of assessments are administered through the COE Office of Field Experiences. The COE assessments include student teachers NYS Learning Standards assessments, teaching reflections, and a review of student Structured Field Experience portfolios.

3.c. If yes, how is the assessment data used?

The Associate Provost for Curriculum, Assessment & Academic Support (APCAAS) is responsible for curriculum development and assessment, including the monitoring and collecting assessment data and relating to the PoF plan, BG and Gen Ed. The APCAAS also coordinates and supports the institution's academic assessment, which includes the assessment of student learning outcomes in both general education and the program or major.

Data and reports are shared with the President's Cabinet through the University Senate roundtable and reports are shared and discussed with the Provost and Deans. Each department academic chair is required to submit an annual report that includes a summary of faculty activity including those related to engagement as well as SLOs and assessment data. The reports and data are discussed with each academic chair as well as at chairs meeting when general opportunity trends are noted. Major changes to the academic assessment process are vetted and considered by the university senate.

The SUNY Fredonia Student Learning Assessment Committee is chaired by the Associate Provost for Curriculum Assessment and Academic Support. Committee members represent a wide cross-section of faculty and staff from all divisions. The committee assists academic departments and units across campus with their efforts to improve student learning, and implement the campus's new baccalaureate learning goals. Specific functions of the committee include:

- Sustain and improve our student learning assessment system,
- Increase faculty buy-in and trust in assessment of student learning outcomes,
- Support collaborative consultation between faculty, professional staff, and administration

- Promote assessment of student learning outcomes as a means of continuous improvement.
- Compile, review, and advise on student learning assessment documents (including assessment plans, reports, and feedback forms; decision-making matrices and action plans; curriculum maps; self-study and external review documents, etc.),
- To provide evidence of and support sustainable assessment in the curriculum and co-curriculum;
- Oversee review of syllabi at department level to assure inclusion of departmental, general education, and baccalaureate learning outcomes,
- Advise on and support alignment of departmental and unit learning outcomes with baccalaureate goals
- Supply assessment information for MSCHE reports and self-studies,
- Articulate and oversee guidelines for assessment at SUNY Fredonia,
- Maintain assessment information on the website,
- Provide yearly progress reports to University Senate.

4.a. Is community engagement integrated into the following curricular (for credit) activities?
- ☐ **Student Research**
- ☐ **Student Leadership**
- ☐ **Internships/Co-ops**
- ☐ **Study Abroad**

Describe with examples of each category checked:
Student Research:

SUNY Fredonia's Office of Student Creative Activity and Research (OSCAR) promotes and supports student scholarly activity and creative work across the SUNY Fredonia campus. The 2013 Student Research & Creativity Exposition featured community engagement. Community engagement is integrated into the students research in upper level English courses that require research, and capstone and author courses. Research projects involving community engagement are required in HIST 201 & 495/499. Visual Arts and New Media courses require research projects, such as ARTS 497 Studio Practicum, that involve engagement. Students work with a professional artist or designer, which would include a Visual Arts and New Media faculty member, in a studio and/or office with on-going research projects. Students gain valuable perspective into the work of a professional artist or designer along with insights into the professions. COMM 422, Community Partners Program brings together everything majors have learned about public relations and apply it to a real client. Student groups act as public relations firms to research and develop strategic public relations plans for nonprofit organizations in Chautauqua County in need of public relations assistance. Creation of posters and power points in HIST 330 used in schools participating in the Big Read.

Student Leadership:

Service is integrated in leadership through the Student Association, and a Minor in Leadership Studies which requires "techniques for working with groups and organizations;" and an internship.

Internships:

Internships, that integrate engagement with the community, are required with the School of Business, Communications Department, COE, and CDS.

Study Abroad:

International Studies, a comprehensive course of study that encourages students to understand the dynamics of a global society requires International Experience, 3-6 credit hours, completed by either a short-or long-term study abroad program, or completion of an internship with an international agency. Students are exposed to a variety of academic disciplines and research methodologies, have the opportunity to join several campus student groups, and attend numerous cultural events.

4.b. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures?
- Graduate Studies
- ☐ Core Courses
- ☐ Capstone
- ☐ First Year Sequence –
- ☐ General Education
- ☐ In the Majors
- ☐ In Minors

Describe with examples for each category checked:
During the 2012-2013 AY, community engagement data had not been integrated with curriculum on an institution-wide level. Significant progress has been made toward institutionalizing our Baccalaureate Goals and revising our General Education requirements. A campus-wide effort has resulted in formalizing our long-standing commitments to our community partners. SUNY Fredonia has hired an Assistant Director of Institutional Research and Planning to assist with the integration and collection of institutional effectiveness data. Fredonia has also centralized our assessment activities under the Associate Provost for Curriculum. Finally, SUNY Fredonia has formed a new division, the Division of Engagement and Economic Development under the established Vice President for Engagement and Economic Development, to coordinate, enhance, and build community partnerships.

The institution adopted the Baccalaureate Goals Learning Outcomes Framework in Spring 2012. One of our four baccalaureate goals states that students will be:

Connected (engage community and diversity: local Stewardship, global citizenship) and "experience the rewards of serving their local communities and developing a sense of local stewardship for the community, its people, and its natural resources."

1) The General Education Revision Committee was established in the fall of 2012 and a draft of General Education Requirement was submitted to the University Senate for review. The proposed revisions include a required First-Year Seminar Course, which will include a broad interdisciplinary study of the course's theme of "Social Identity and Integrity"; a community engagement experience; and the exploration of the skills needed for students as they transition into college life (including, but not limited to: information literacy, use of campus resources, use of technology, financial literacy, time management, identifying personal goals and practices, and listening/studying skills). After considerate input and debate among faculty, a final vote on the gen ed revisions is scheduled in May.

The Community Partners Program (COMM 422), a capstone course, requires students to use creative problem solving, implementing what they have learned in previous courses and offers mutual benefits to senior students and nonprofit organizations in Chautauqua County. In this piece of the Public Relations capstone course, students conduct research and develop comprehensive public relations plans for one or more nonprofit, community-based organizations.

Also, history English and Business capstones feature community engagement Capstone Seminar (HIST 495/499) research projects in local historical societies and museums.

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

Provide a minimum of five examples from different disciplines:

American Studies, Christina Jarvis. "Where Engagement Skills Meet Job Skills: Writing and Social Change." Presented at the American Democracy and The Democracy Commitment National Meeting, (June, 2013).

Education, Robert Dahlgren. SUNY Fredonia Earth Week Panel Discussion. "Sustainability as Social Justice Pedagogy." (April, 2013).

Education, Robert Dahlgren. American Democracy Project. "'We are Dumbledore's Army:' The Potential of Human Rights Education in the Social Studies Curriculum." (June, 2013

Chemistry, Sherri A. Mason. "Education for Sustainability Efforts at SUNY Fredonia". Western New York regional section of the NYS Sustainability Education Working Group, Regional Meeting (March, 2013).

Business Management, Susan McNamara. "E-harmony Connecting Student Talent to Community Opportunities", presentation at Building Communities of Learning: Innovative Teaching at SUNY Fredonia (September, 2012).

English, Emily VanDette. Development of a faculty learning dedicated to encouraging community engagement among faculty. The project brought an innovative gender studies scholar to Fredonia for the keynote presentation at the annual gender conference. (October, 2012 - March 2013).

Business Management, Susan McNamara. "Experiential Learning: Using Business Start-ups and Community Engagement as a Learning Strategy", presentation at the SUNY Fredonia Teaching and Learning Conference. (August, 2013).

Education, Michael E. Jabot. *Innovations in Technical Education to Advance Sustainability.* Student Leadership Conference, NY Campus Compact, Alfred, NY. (June 2013).

B. Outreach and Partnerships

1. Indicate which outreach programs are developed for community:
- ☐ learning centers
- ☐ tutoring - yes
- ☐ extension programs
- ☐ non-credit courses - yes
- ☐ evaluation support
- ☐ training programs - yes
- ☐ professional development centers
- ☐ other (specify) - yes

Describe with examples of each category checked:

Tutoring:

The Fredonia Migrant Education Outreach Program (MEOP) has aided migrant families since 1971 when it was first developed and funded to provide summer services to migrant students. Preschool education, in-school tutoring, enrichment activities, school year intervention strategies, ESL and GED classes, family literacy services, summer services, strategies for out of school youth are utilized. A supplemental program, the Experanza Homeless Outreach Plus Education, provides extra services for migrant students whose families become homeless.

The College of Education Upward Bound fosters academic and life success by encouraging and empowering high school students in their pursuit of post-secondary education. The goal of the program is to increase the rates at which participants enroll in and graduate from institutions of postsecondary education. Upward Bound is a precollege program designed to help economically and academically disadvantaged students complete high school and succeed in higher education.

Non-credit courses:

Non-credit courses are offered through the Office of Lifelong Learning. Community members may take courses in a variety of areas including Accounting, the Arts, Foreign Languages, Film studies, Leadership, and Women's studies.

The SFTI serves as an outreach training program for entrepreneurs in the technology sector. Courses offered at the incubator are open to community members and often geared toward local businesses and entrepreneurs (e.g. Certified Lean Professional Course). Courses are also offered in areas such as teacher Development, and Literacy Volunteer Training.

Training Programs:

SUNY Fredonia's annual Volunteer Income Tax Assistance (VITA) program has been assisting the community since the 1982 tax season. Fredonia VITA recruits and trains volunteers to help elderly, low-income, and non-English speaking residents of the Dunkirk and Fredonia area to prepare and file their federal and state income tax returns. In spring 2013, student VITA volunteers performed over 400 volunteer hours preparing and e-filing Federal and State income tax returns. Combined Federal and State returns yielded over $200,000 refund dollars for local taxpayers. This has been and will continue to be a major impact on the local economy.

Other:

The Campus and Community Children's Center provides quality, developmentally appropriate care and education to the children of student and working families. The center partners with parents and provides a model of advocacy for children, families and teachers. The Center serves 150 to 175 children annually.

The Henry C. Youngerman Center for Communication Disorders (YCCD) is an on-campus, not for profit clinic staffed by clinical speech-language pathologists, audiologists, support staff and graduate clinicians. The YCCD's services are open to the general community, college students, faculty and staff at SUNY Fredonia. The Youngerman Center serves three thousand community clients annually. Reading Clinic SUNY Fredonia Reading Clinic is an after-school Clinic held on Campus in the teaching and observation facilities serving

2. Which institutional resources are provided as outreach to the community?
- ☐ **co-curricular student service**
- ☐ **work/study student placements**
- ☐ **cultural offerings**
- ☐ **athletic offerings**
- ☐ **library services**
- ☐ **technology**
- ☐ **faculty consultation**

Describe with examples of each category checked:
Co-curricular student service:

Several co-curricular student service initiatives are provided as outreach to the community. For example, the Health Professions Club members participated in Chautauqua County Association for the Blind's 2013 'Dining in the Dark' fundraiser, raising community awareness of visual impairment. The Biology Club participated in a "garlic mustard," reinforcing community outreach with a community based organization. CDSS Association conducted IPAD training at a nursing home and students participate in our annual Stroke Awareness Walk. The History Club judges at the Regional History Day competition and participates in the *Shifting Paradigms in Religious Studies* Conference. SUNY Fredonia's Applied Communication Association's (ACA) Fall Sweep is an annual volunteer event through which participants serve the community by raking leaves and other debris in the Village of Fredonia. Students from SUNY Fredonia's Delta Chi host an annual Spring Egg Hunt on the Presidents lawn for the children of the community. Sigma Tau Delta, the English Inter-national Honors Society, hosted the community Bedtime Stories for community children and conducted a Short Story Series for nursing home residents.

Cultural Offerings:
The Rockefeller Arts Center, the Marion Gallery, Theater and Dance productions are offered to the community. In addition, the SUNY Fredonia School of Music's *Musical Journeys* provides quality musical experiences to students of all ages in Western New York. Fredonia's students and faculty provide a broad range of individual instrumental and vocal instruction as well as activities through summer music programs.

Athletic offerings:
The Athletic Department is "committed to offering quality, competitive athletic experiences to student-athletes, which promotes pride and spirit throughout the University and community.' Its Community Outreach events such the Hockey team's "Pink the Rink" supported breast cancer research.

Library:
Open for community use, the Library conducted extensive community outreach for its Big Read program.

Technology:
The Department of Computer and Information Sciences offers curriculum aimed at tenants of SFTI. Technology workshops, such as website development, were offered to community artisans through C-PACE.

Faculty Consultation:
The Dean of the School of Business provided consultation to a community based private sector economic development organization called LED. Other faculty offered consultation to SFTI tenants.

3. Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum=10 partnerships). Use the attached Excel file to provide descriptions of each partnership.

Partnership Grid attached.

4.a. Does the institution or do the departments promote attention to the mutuality and reciprocity of the partnerships? Yes
Describe the strategies:

The purpose of this question is to determine if the institution is taking specific actions to ensure attention to reciprocity and mutual benefit in partnership activities. Do not provide project examples here. Please describe specific institutional strategies for initiating, sustaining and enhancing interaction within partnerships that promote mutuality and reciprocity in those partnerships. Examples could include the development of principles that inform the development and operation of partnerships, professional development activities, recognition or review protocols, reporting or evaluation strategies, etc.
The University and departments promote attention to the mutuality and reciprocity of partnerships through advisory boards and other meetings whose members meet on a scheduled basis to review, plan, and oversee initiatives and programs of the university. Reports on assessment, implementation of the Power of Fredonia Strategic Plan, Baccalaureate Goals, and proposed revisions of the General Education Requirements are shared and discussed with the SUNY Fredonia College Council, made up of members of the community and the Student Association president. In addition, the council discusses initiatives, such as the SUNY Fredonia Technology Incubator and its integration in the community. Another example is the SUNY Fredonia's partnership with the City of Dunkirk which promote through advisory boards such as StartUp NY, and SFTI Board of Directors all of which have campus and community membership. The Fredonia SUNY 2020 initiative included a discussion of the community benefits for the City of Dunkirk, such as job creation and waterfront development, and University benefits, including research and student experiential learning opportunities.

The SUNY Fredonia Academic Community Engagement (FACE) center Community Partners build upon and update possibilities for collaborative projects, and encourage faculty colleagues, students, and community partners to browse the current ideas and needs. They encourage connections and opportunities for service-learning, community-based research, civic engagement, and other productive collaborations between campus and community.

The Campus Community Coalition promotes working relationships and communication between the campus and community. Its goals are:
- to increase education regarding campus and community alcohol policies and expectations,
- increase students' engagement in their neighborhoods,
- enhance enforcement of alcohol and noise laws,
- increase availability of and participation in late night events on campus,
- enhance partnership with the local hospitality industry to promote responsible hospitality practices.

The Campus Community Coalition meets monthly during the academic year. Its membership includes a student (SUNY Fredonia SA President), staff and community representation, Vice President of Student Affairs, and Mayor of Fredonia.

The College of Education (COE) grants staff held 8 meetings over 4 years with teachers and administrators related to changing our curriculum to meet the needs of the local schools. COE teachers include a program survey as well as an event survey, and have done so since 1996. The Education Preparation Advisory Consortium, consisting of twenty superintendents, principals, and cooperating teachers, meets twice a year to gather assessment data which is incorporated into the COE action plan. An annual employer survey asks regional superintendents to assess satisfaction with the preparedness of candidates.

4.b. Are there mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity and mutual benefit, both from community partners to the institution and from the institution to the community?
Yes.
If yes, describe the mechanisms and how the data has been used to improve reciprocity and mutual benefit:?

The mechanisms include shared meeting agendas and formal minutes. Shared strategic plans for partnerships, or memorandum of understanding; mutual goal setting; and a collaborative development of action items. For example, the Mayor of the City of Dunkirk, in serving on the StartUp NY committee is a voice in strategic planning, including site selection and recruitment efforts, alongside university members who are sharing their voice regarding the advancement of the university mission.

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

Visual Arts and New Media, Peter Tucker. "Community Metaphor Project". (Spring, 2013)

Library, Randall Gadikian, "Big Read III: My Antonia by Willa Cather". Grant from the National Endowment for the Humanities. A celebration of literature spanning Chautauqua and Cattaraugus Counties and featuring Fredonia faculty, staff and students in a wide array of community engagement activities including readings, book discussions, and a play. (ay 2012-2013)

Chemistry, Sherri A. Mason. "Plastics in the Great Lakes" American Association of University Women (September, 2012).

Visual Arts and New Media, Peter Tucker, Jason Dilworth. "Build Your Free Website: A Hands-On Workshop," Center for Regional Advancement, Fredonia, NY. (Fall, 2012).

Chemistry, Sherri A. Mason. "Plastics in the Great Lakes". Chautauqua Vegetarian Society (January, 2013).

American Studies, Christina Jarvis. "Historical and Cultural Contexts for DeLillo's *White Noise*." Presentation and discussion leading at Dunkirk/Fredonia Book Club. (January, 2013).

Visual Arts and New Media, **Peter Tucker.** "This I Find Beautiful Project" A community-based art project that provided an opportunity for community members to submit something they found beautiful and display it. Twenty-eight people participated in the exhibition at a local store (Fall, 2012).

Visual Arts and New Media, Peter Tucker. "Arts Incubator Project". A presentation to visiting delegation from Niigata University, Niigata Prefecture, Japan. (Fall, 2012)

Visual Arts and New Media, Jason Dilworth. "Community Engagement via Students and Personal Research". A presentation to a visiting delegation from Niigata University, Niigata Prefecture, Japan. (Fall, 2012)>

III. Wrap-Up

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

Section I – Question 5. Does the executive leadership of the institution explicitly promote community engagement as a priority?

In her 2012 Inaugural Address, SUNY Fredonia President Virginia Horvath stated "SUNY Fredonia will be known as a respectful, supportive community, which stimulates and supports social, cultural, artistic, intellectual, and economic growth through multiple and diverse campus and community collaborations. The strategic planning committee understood engagement on multiple levels, so the specific actions include not only striving for Carnegie classification as an engaged campus but also strengthening a healthy workplace and productive relationships on campus and providing further support for the student engagement activities that we know have high impact: the internships, student research, performances, service-learning, and field-based courses that help students broaden and connect their learning to the community and the world. We will also continue to strengthen connections between the intellectual resources of the university and the clients and programs of the Technology Incubator so that there is even more visible and direct participation in the economic development of the region. Tomorrow's Day of Service will have more than 400 students, faculty, and staff members at over 25 sites across the region, sporting Fredonia blue shirts and assisting in a range of community service projects. The new Handbook on Appointment, Reappointment, and Promotion (HARP) reflects engagement as valued faculty work, and the vision statement for the College of Visual and Performing Arts—which will be founded next summer—also reflects community collaboration as an important way of engaging campus and citizens with the arts. Required internships for all students in the School of Business ensure their ability to apply classroom learning in a variety of

business settings, and internships and co-ops continue to grow in many other fields of study. The Cabinet has allocated funds to support this work and will be exploring structures that encourage collaboration across divisions. The Sarah Jane Lippincott Fund will also support Fredonia as an Engaged Community."

2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? No If so, please provide the information in this space. ??

3. (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection.

The adoption of Power of Fredonia Strategic Plan and Baccalaureate Goals in 2012 was a culmination of a long held tradition of community engagement at SUNY Fredonia, and a beginning to the process to strengthen institutional structure and comprehensive assessment of this long held practice. With strong leadership from President Virginia Horvath, SUNY Fredonia is well on the path to a greater recognition and documentation of community engagement. The year-long documentation process undertaken by the SUNY Fredonia Carnegie Classification Task Force was another mechanism to bring the campus together to advance a more unified engagement agenda. Given Fredonia's new strategic plan and mission, seeking the Carnegie Classification is a logical next step in our efforts to extend and to document the university's commitment to community engagement. The establishment of EED as a campus wide coordinating office for community engagement further legitimizes and demonstrates SUNY Fredonia's commitment to community engagement. The Carnegie classification documentation process has assisted SUNY Fredonia in clarifying our institutional identity and mission that sets us apart from other comprehensive universities in Western New York.