



# DAEMEN COLLEGE

## **Carnegie Community Engagement Classification Application**

Prepared by

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### **Foundational Indicators I.**

#### A. Institutional Identity and Culture

Required Documentation (Complete all 5 of the following)

**A 1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)? 100 words**

Yes

#### **Quote the mission (vision)**

Daemen's mission is to prepare students for life and leadership in an increasingly complex world. Founded on the principle that education should elevate human dignity and foster civic responsibility and compassion, the College seeks to integrate the intellectual qualities acquired through study of the liberal arts with the education necessary for professional accomplishment. This integration . . . aims at . . . graduating students who are informed citizens prepared to play a productive role in local and global communities as effective participants and leaders. Daemen students are encouraged to . . . develop habits of mind that enrich their lives and their community.

**A 2. Does the institution formally recognize community engagement through campus-wide awards and celebrations? 300 words**

Yes.

Each year, the Office of Academic Service-Learning recognizes individual students and student groups who have demonstrated outstanding leadership and service. Student group recipients have included: Students Without Borders, Psi Xi Omicron, and Aiding Youth for Life. Individual student awards typically

recognize students' efforts in one of Daemen's three partner neighborhoods in the City of Buffalo – the Fruit Belt, the Westside, and Seneca Babcock. In addition, all Daemen students who participate in service-learning in Seneca-Babcock, the Fruit Belt, and the West Side are given certificates of appreciation. All summer reading camp volunteers (including 10 Daemen students in 2007) receive certificates of appreciation at the celebratory graduation at the end of each camp.

At the annual Student Leadership Awards Ceremony, The Mary Jane Orffeo/Mary LoCurto Community Service Award is presented to a student.

Each year at graduation, a senior is presented with the Alumni Senior Award, conferred by the Daemen College Alumni Association, which publicly recognizes a graduating senior who has demonstrated exceptional dedication to the larger community.

The annual Daemen Distinguished Alumni Award honors alumni in five categories with community service as criteria for several; one award category is specifically service to the community.

The Daemen College Liberty Partnership Program works in partnership with South Park High School (a Buffalo Public School) and Buffalo United Charter School and provides academic, personal and social support services to 180 high school and middle school students and their families. At the annual fund raising dinner held in February the program offers "The Igniter's Award" to an individual in the community who has worked and volunteered as an advocate for young people, for the purpose of inspiring academic achievement, post-secondary education and leadership.

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

Yes. Describe the mechanisms: 400 Words (2960 characters)

The College employs a full-time Director of Institutional Assessment who provides support for: 1) assessment of departments and programs including both academic and co-curricular programs; 2) assessment of the core curriculum; and 3) assessment of institutional effectiveness.

As part of the College's institution-wide assessment plan, all departments provide annual departmental goals and objectives and report data, findings, effectiveness, and suggestions in their annual reports, due June 30<sup>th</sup> (academic) and July 31<sup>st</sup> (administrative). There are multiple mechanisms used by departments for assessing community perceptions, including gathering input from advisory boards (e.g. Reynolds Center Advisory Board, Daemen College Board of Trustees); conducting surveys of site supervisors and soliciting written evaluations; participating in a range of community-based organizations (e.g.

Daemen is a member of the Leadership Team of the St. John Fruit Belt CDC); and soliciting feedback through informal means (e.g. emails).

Grant-funded projects have also prompted the College's efforts to assess perceptions of our engagement. For example, Daemen was the fiscal agent and consortium partner for a grant from the North American Mobility Program, funded through the U.S. Department of Education Fund for Improvement of Postsecondary Education. This four-year project, (2000-2005) "Education for Sustainable Communities and Civic Society" included the services of an external evaluator. Students participated in community-based internships or service-learning placements in the host countries; results from the evaluation were used to inform a new proposal to the North American Mobility program (see wrap up III). As another example, The Center for Sustainable Communities and Civic Engagement (CSCCE) (see B1) at Daemen was formally established in 2001 through a three-year grant of \$600,000 from The Oishei Foundation. In 02-05, an external consultant conducted site visits and interviews with community-based programs with which Daemen is engaged. Summative evaluations and a final report were presented to the members of the Daemen community, the CSCCE Advisory Board and the Foundation.

The College's initiation of and investment in the Western New York Service-Learning Coalition (WNYSLC) is a prime example of the College's commitment to assessing community perceptions of our engagement. The WNYSLC was founded in 2001. Its mission is to share resources, knowledge, and practices related to service-learning in an effort to strengthen campus-community partnerships and promote student engagement in the community. (see A3 b. and B4 b.).

**A 3 b. Does the institution aggregate and use the assessment data? 300 words.**  
Yes.

The College aggregates and uses the assessment data on an institution-wide and departmental level as well as for specific initiatives.

The WNYSLC exemplifies the College's commitment to actively use assessment data relating to perceptions of community engagement. The WNYSLC was founded in 2001 by Daemen's Academic Vice President, who sought out Niagara University as a co-founder. The WNYSLC now has nine higher education institutions and over 40 community organizations as members. In 2006, the Coalition (Daemen lead) submitted a grant for a strategic planning process to collaboratively develop an operating plan; \$22,000 was awarded from the Oishei Foundation. After the WNYSLC strategic planning was complete, Daemen (on behalf of the Coalition), submitted a proposal to the Oishei Foundation; the WNYSLC was awarded a three-year grant of \$485,654. This proposal included the recommendations suggested by community partners. For example,

community partners expressed frustration and concern about the time it takes to send information to each individual institution. As a result, the Coalition requested funding for a collaborative database and training and support; this project is currently being implemented. Community partners also stressed the need for collaborative events with faculty members; funding was requested for conferences and workshops that engage both faculty and community partners as presenters and participants. Also on the suggestion of community partners, higher education members of the WNYSLC are in the process of standardizing and sharing student evaluation forms among the institutions. The members recommended a coordinator of the WNYSLC who could serve as a resource to community agencies as well as support faculty; now the Coalition has a full-time Executive Director who is housed at Daemen. These are just some of the many examples of how our community partners have provided critical and important feedback and have informed our planning and activities related to community engagement.

**A 4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution? Describe 300 words**

Yes.

For this application, we have prepared a webpage that lists all the links and supporting documents:

<http://www.daemen.edu/offices/academicgrants/Pages/carnegie.aspx>

This link is referenced throughout the application with “see web”.

Daemen Today, which reaches 11,000 alumni and friends of the College, features stories on community engagement. For example, the Fall/Winter 2007 had an article entitled, “Daemen Team travels to Laos, PDF, with Interdisciplinary Consortium for Global Health to Begin ‘Silk Homes Project’”; the Fall/Winter 2006 had an article entitled, “Daemen Social Work Department Stays Connected with Genuine Community Needs.” (see web)

A postcard piece featuring service-learning is sent to 15,000 prospective students each year. The College has ten primary marketing pieces that are exclusively about community engagement; these are sent to prospective students who show an interest in this area. (see web for example). Service-learning is one of four key points about Daemen that is in nearly every marketing piece.

The CSCCE prints a tri-yearly newsletter which is distributed to members of the Daemen community as well as community partners and prospective students. (see web)

Community engagement is emphasized throughout the website, for example, in the Admissions section (see web). This summer, the President's Honor Roll Recognition 2007 is featured prominently on the College's home page (see web)

Service-learning is included in the description of the College in a range of non-college publications. For example, on the U-CAN website, Daemen is self-described with "Learning extends beyond the classroom, both locally and internationally, through service-learning, field placements, and career and professional internships." Under "what makes us special", service-learning is featured prominently. (see web)

Many of the College's news releases, submitted to papers including The Buffalo News, and Business First, also feature community engagement (see web). In Spring '08, Daemen was featured in The Independent Sector, the CICU newsletter, for our outreach with refugees (see web).

**A 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. 300 words

President Anisman's Welcome Statement on the website states, "Daemen College also believes education must go beyond personal and career concerns. In this spirit, Daemen students are exposed to a set of values encouraging them to contribute to the development of the common good, one of the principles on which this College was founded. . . .The Daemen College Service Learning Program has been selected by the National Points of Light Foundation for outstanding service and commitment. It is an award which reflects the time, energy, and effort Daemen students put into helping their community, learning that, as individuals, they can and do make a difference." (see web). Daemen is a member of New York Campus Compact; annual membership fees are paid directly through the President's Office.

Since his appointment in 2000, Edwin Clausen, Vice President for Academic Affairs and Dean of the College, has consistently and effectively promoted community engagement as a priority. He led the initiative to revise the core curriculum, including incorporating civic engagement as a core competency and service-learning as a requirement. He established the Student-Faculty Interdisciplinary Research Think Tank (see web) to engage students and faculty in applied research and evaluation projects to benefit the community. Dr. Clausen obtained external funds and also allocated institutional funds for faculty to develop courses that incorporate service-learning and civic engagement. He co-founded The WNYSLC (see web). He authored the proposal for the CSCCE, resulting in a \$600,000 grant from The Oishei Foundation and assisted in

leveraging over \$2 million in federal funds for the Thomas Reynolds Center for Special Education and After-School Programs at Daemen. He successfully advocated for the institutionalization of both these Centers in the College's operating budget after the grants ended. Dr. Clausen initiated the relationship with the Fruit Belt community and serves on the Leadership Team of the St. John Fruit Belt Community Development Corporation (CDC).

## **B. Institutional Commitment**

Required Documentation (Complete all 6 of the following)

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

Describe with purposes, staffing: 400 words

Yes.

Locally, Daemen formally extends outreach to the community primarily through three institutional units: the Office of Academic Service Learning, The CSCCE, and The Thomas Reynolds Center for Special Education and After-School Programs (see web). While these three units have separate budgets and missions and function independently, their target populations often overlap and they coordinate activities and share resources to advance the institution's community engagement efforts.

Since 1987, Daemen has housed an Office of Community Service for the purpose of engaging students in community service. In 2003, the College integrated sixty hours of service-learning in the core curriculum and renamed this office The Office of Service-Learning. Staffed by one coordinator and work study students, the office provides guidance and assistance to students, monitors credit requirements, provides resources and support for faculty teaching service-learning courses, supports evaluation and assessment of service-learning, and assists with traditional volunteer activities for students.

In Fall 2001, the College formally established the CSCCE. Staffed by an executive director, a community coordinator, and work study students, its mission is "to partner Daemen College and its students with communities to promote civic responsibility, leaning to communities that are health, safe, and vital and will remain so for future generations." Daemen students, faculty, and staff are engaged in a range of outreach in three low-income Buffalo neighborhoods: Seneca Babcock; the Fruit Belt; and the West Side. The CSCCE collaborates with the Office of Service-Learning on the placement of students in these neighborhoods.

The Thomas Reynolds Center for Special Education and After-School Programs (The Reynolds Center) was established in 2003 with funds from the U.S. Department of Education. The Center provides after-school and summer programs to school-age children and their families in order to assist students with

learning disabilities in attaining and maintaining state-mandated academic standards. Staffed by a full-time Executive Director, Associate Director, and Administrative Assistant, the Reynolds Center also employs Daemen graduate students. In 07-08, six graduate assistants provided strategic academic tutoring at the Daemen Center and at partner locations. The Center currently partners with Amherst Central School District (Windermere and Smallwood Elementary-grades 3-5) and the Buffalo Public School District (Futures Academy #37- grades 3-6).

Daemen also has initiated plays a significant role in multi-institutional consortia, including the Consortium for North American Sustainability and the Interdisciplinary Consortium for Global Health, through which faculty and students are engaged with local communities in countries beyond the U.S. (see Wrap Up III).

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

Yes

**Describe (percentage or dollar amount), source, whether it is permanent, and how it is used, etc. 50 words**

The following departments have permanent annual operating budgets: the CSCCE for two full-time staff, supplies, travel, and activities: (FY '08-'09=\$153,884); the Office of Service-Learning for a full-time coordinator, travel, supplies, and activities: (FY '08-'09 =\$63,100); The Reynolds Center for three full-time staff and supplies, travel: ('08-'09=\$312,180).

**B 2 b. Is there external funding dedicated to supporting institutional engagement with community? Describe specific funding: 200 words**

Yes.

The College has procured a wide range of external support for community engagement initiatives, including grants from The John R. Oishei Foundation; KeyBank USA; Fannie Mae; The Junior League of Buffalo; The Buffalo Renaissance Foundation; The New York Campus Compact; The Bettina Weary Trust; The Josephine Goodyear Foundation; The M&T Charitable Foundation; The Children's Foundation of Erie County; First Niagara; The Virginia Evans-Devereux Memorial Fund, The Providence Fund, and The Youth Service America Red White & Green Climate Change program. The Reynolds Center has been awarded over \$2.5 million from the U.S. Department of Education. In 2006, Daemen was awarded a Special Project grant of \$327,360 through the U.S. Department of Housing and Urban Development for a collaborative partnership between Daemen and the St. John Fruit Belt Community Development Corporation. The WNYSLC (with Daemen as fiscal agent) has received grants from the NY/PA Campus Compacts and Learn and Serve America and The John R. Oishei Foundation. The Teacher/Leader Quality Partnership has been awarded funding from New York State since 1999; the 07-08 award was

155,984. The Daemen College Liberty Partnership Program has received funding from New York State since 1989; the 07-08 award was 216,119.

**B c. Is there fundraising directed to community engagement?**

Describe fundraising activities: 200 words

Yes.

A range of fundraising activities and events support community engagement.

The College's recent Capital Campaign engaged alumni, donors, and the community in the expansion and growth of the institution. Funds are being used toward the construction of the Center for Information, Research, and Community Programs (opening January 2009) as well as student scholarships.

For seven years, Students Without Borders has raised funds to travel abroad to the Dominican Republic. Daemen physician assistant majors, in partnership with faculty and alumni (practicing PAs) have provided medical care to residents of Progreso Dos, an impoverished and neglected barrio. In addition to providing direct services, the students raise funds to pay for airfare as well as medical supplies.

As another example, Daemen students who are interested in theater volunteer with Seneca Babcock youth, ages 5-18, each semester during after-school hours. The need for after-school enrichment for the low-income youth in this neighborhood cannot be overstated. In 2005, Daemen students supervising the Seneca Babcock Drama Club took it upon themselves to hold a Valentine's Day Bake sale and were able to donate \$450 to the Club's production of "Cinderella."

**B 3. a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?** 400 words

Yes.

Since service-learning was integrated into the core curriculum in 2003, the College has systematically tracked the following data: creation and development of service-learning courses; student enrollment in these courses; student service hours; and percentage of graduates who complete service-learning during their college career.

In conjunction with the Registrar's Office, the Office of Academic Service Learning tracks undergraduate student service-learning hours. Timesheets are completed and signed by the students, site supervisor, and the service learning coordinator; service hours are entered into a database each semester. The Office of Cooperative Education and Career Development also requires that students complete timesheets. The Office has a database and keeps track of information including the internship site and organization.

In addition, all academic and administrative departments submit annual reports summarizing activities, including engagement in the community, when relevant. For example, The Reynolds Center reports on research and evaluation projects, community and school collaborations, number of children served and results, and number of Daemen students engaged in the programs. In addition, the following departments evaluate student performance in professional internship settings: Education, Nursing, Physical Therapy, Physician Assistant, Social Work.

Additionally, through membership in the WNYSLC, Daemen is involved in a cross-institutional collaboration for tracking college-community engagement. Daemen is working with the WNYSLC on an online database project that will allow the nine higher education institution members (as well as additional members as the Coalition grows) to record and track student service-learning placements; the institutions enroll a combined total of 52,000+ undergraduates. In September 2007, the WNYSLC was awarded a three-year grant of \$485,654 from The John R. Oishei Foundation; funds are being used in part to develop a region-wide database for service-learning. In February of 2008, the WNYSLC contracted Service-Learning Pro and the Executive Director of the Coalition (housed at Daemen) is currently in the process of hosting training meetings. The database will allow each institution to easily aggregate its data as well as allow the institutions to aggregate data on a region-wide level. It will also have the added benefit of allowing community partners to more easily aggregate data about students from the various institutions who are volunteering at their organizations. This will be launched prior to the 2008-09 academic year.

Daemen has administered the National Survey on Student Engagement (NSSE) to seniors each year since 2001; there are specific questions that focus on community engagement (see B 3 d. Focus Impact on Students).

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

Yes

Describe: 300 words

Daemen College is a member of NY Campus Compact, and each year Daemen uses the aggregate data for the member survey, which is in turn used by NY Campus Compact to advocate for federal funding for service-learning. For the past two years, Daemen College has used this data in our application to the The President's Higher Education Community Service Honor Roll; each year we have been placed on the Honor Roll.

The Office of Service Learning uses data to coordinate transportation services to placements, provide the appropriate number of students at placements, and match students' interests, talents, and career aspirations with the service agencies.

The College also uses data from the NSSE to benchmark the College's engagement efforts in the community.

Data has been used by Daemen faculty, administrators, and community partners to procure grants to enhance and expand community engagement initiatives (see external funding). As an example, The Director of the Office of Academic Grants, on behalf of the WNYSLC, gathered aggregate data from the nine colleges and universities that are partners in the Coalition to substantiate grant proposals to further advance collaboration and service-learning in our region. The WNYSLC shared this data with NY Campus Compact and Pennsylvania Compact; these organizations, using the WNYSLC as an example, submitted a proposal to Learn & Serve America. The Pennsylvania and New York Campus Compact Consortium project, "Building on Our Strengths," was awarded a three-year grant to establish and to expand campus/community partnerships through eight subgrants to higher education institutions in PA and NY. The WNYSLC then applied for a subgrant to expand the Coalition; \$40,879 was awarded in January of 2007.

**B 3 c. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?**

Yes

**B 3 d. If yes, indicate the focus**

**Impact on students 200 1410 characters**

Describe one key finding:

The National Survey on Student Engagement (NSSE) is administered to seniors. There has been a notable increase in the impact of community engagement on students since the implementation of the CSCCE and the integration of service-learning in the core curriculum.

In response to the question, "To what extent has your experience at [your] institution contributed to your knowledge, skills, and personal development in contributing to the welfare of your community?" in 2008 65% of seniors reported, "Quite a Bit (or) Very Much, in comparison to only 45% in 2001. When asked, "How often have you participated in a community-based project . . . as part of a regular course?" over half (55%) responded "Never," but by 2008, the percentage responding "Never" decreased to 21%.

Kat Beyer, who initiated the Seneca Babcock drama club, reported, "It was great working with the kids – learning how complex relationships with children form and grow, getting to know different kinds of people, and to sharpen critical thinking and problem solving skills by having to think on your feet." Karly Fedina, who served as an after-school tutor in Seneca Babcock, said, "The experience made

me appreciate my own family more. When I went home, I realized that, unlike many of the children, I had a place where I could feel safe. And I have an education, because I had someone pushing me.”

### **Impact on faculty**

Describe one key finding:

200 words 1410

More faculty members have incorporated experiential learning into courses as a result of the efficacy of service-learning. Infusion of community engagement in academic programs has been personally rewarding to faculty and has also advanced scholarly research and professional activities. For example, Brenda Young and Kevin Kegler have presented at numerous local and national conferences on the environmental service-learning course they co-teach. In August 2008, they presented a poster “Integrating ecology and sustainable design education through an interdisciplinary undergraduate course” at the Ecological Society of America 2008 National Meeting, attended by over 3500 individuals. Brenda Young and Kevin Kegler added the following personal reflections on their poster: “As faculty, we have had to adjust our styles of teaching to allow for the less structured format of this learning experience; however, we have been rewarded by student engagement in the project. We have shared many firsts with students-their first live earthworm, deer spotting or planted tree. Teaching moments have appeared regularly: steaming compost piles lead to a lecture on chemical reactions and nutrient cycling, designs for stream crossings call for discussion of stream flow dynamics, and visits by different animals script the day.” ([see web for poster](#))

### **Impact on community**

Describe one key finding: 200 1410

As just one example, The Daemen College-Fruit Belt partnership has had a significant impact on the community. The Fruit Belt neighborhood consists of a 39 block area. Of the estimated 3,274 residents, 44.7% live below poverty level (2000 Census). In 2004, Daemen’s Academic Vice President was invited to become a member of the St. John Fruit Belt CDC Leadership Team, committing educational resources to the community. Daemen sought out and sponsored (with grant funding) a consultant to develop the application for a charter school and provided extensive consultation on curriculum; in August 2008, the NYS-approved The Aloma D. Johnson Fruit Belt Community Charter School (FBCCS) opened for children ages K-4. The Daemen CSCCE provides an after-school program for youth and The Reynolds Center provides academic after-school tutoring services to students with learning disabilities and at-risk students in grades 3 -6 in the Fruit Belt. Daemen also partners with residents on a range of community improvement initiatives. For example, The Daemen CSCCE and Fruit Belt residents worked collaboratively with a range of organizations to procure a grant from KaBoom and build a community playground ([see web](#)). This

past year, the Daemen CSCCE and community residents applied successfully for a City of Buffalo Livable Communities grant to develop Outdoor Sculpture Park and a Memory Garden.

### **Impact on institution**

Describe one key finding 200:

Daemen College's involvement in the community has had a significant impact informed its own sustainable practices and priorities. Nationally, Daemen was been asked to develop a session for the 2003 National Campus Compact Summit on sustainable communities. In signing the *Talloires Declaration*, Daemen College has made a commitment to incorporate environmental concerns in its daily practices. As a result, Daemen College has been awarded National Wildlife Federation Campus Ecology Recognition Awards for waste reduction (2005) and energy efficiency initiatives (2006). In partnership with several regional environmental groups, Daemen organizes an annual Environmental Summit. Daemen is undergoing a capital campaign for a library: the Center for Information, Research, and Community Programs. Scheduled to open in January, 2009, the \$15 million, 45,000 square foot Center will not only meet all requirements of grant funding agencies for Green Building designation, but will be an example of state-of-the art environmental conservation design. The design for the Center is currently registered with the United States Green Building Council, and is striving for Silver LEED (Leadership in Energy and Environmental Design) designation. Daemen College has been awarded a range of grants for this project, including a \$900,000 matching grant from the Kresge Foundation.

### **B 3 e. Does the institution use the data from the assessment mechanisms?**

Yes

Describe:

300 words

When service-learning was initially integrated into the core curriculum, input from student, faculty, and departments directly informed decisions to make revisions to the requirement. The Educational Policy Committee (Minutes 11-23-04) approved a change in the service learning requirement of the core curriculum recommended by the Committee on Interdisciplinary Studies (Minutes 10-5-04). The CIS minutes detail concerns of students and departmental faculty in highly structured curricula such as studio Art, Accounting, and Business Administration and the need for a more flexible service learning requirement. In response, CIS proposed that the "service learning component of the core may be fulfilled by either taking one three credit course or a combination of add-on credits of service learning credits that total three credit hours."

The College completed its most recent Self-Study in April of 2006. Over 70 faculty, administrators, staff, and students participated directly in the self-study. From this process, Daemen developed a five-year strategic plan; again

aggregate and assessment data informed its objectives. For example, the Strategic Plan recommends increasing “available service learning opportunities to meet student demand.” This recommendation was based on observed inadequacies in service learning opportunities to fulfill the objectives of the core curriculum.

Assessment results are used to monitor progress on the strategic plan, organize information for regional and disciplinary accreditation, and for budget allocation. Assessment results are also used to modify course offerings. When assessment results are positive, the institution uses this data to communicate and celebrate its successes to its internal and external communities, specifically in recruitment, image, and fundraising materials. In addition, assessment results are used in grant proposals and have been used to leverage funding as well as to complete reports to sponsors.

#### **B 4. Is community engagement defined and planned for in the strategic plans of the institution?**

**Yes**

Describe and quote:  
200 words

In Fall 2003, the College implemented the new core curriculum with civic engagement as a core competency and 60 hours of service-learning as a core requirement for all undergraduate students for graduation.

The 2006 Strategic Plan states, “Goal F: Outreach Activities. Maintain and develop outreach activities and partnerships to enhance the College’s presence, contributions, and reputation in the local, national, and international communities. (p. 4). The Rationale for this goal (p. 5) states, “Daemen College has been active in community outreach activities through students, faculty, staff, and administrative involvement. The mission of the college embodies service learning as a pivotal component in the preparation and development of students for life and leadership in an increasingly complex world. Expansion of outreach will enhance the ability of both students and faculty to collaborate in the community to develop habits of mind that will enrich their lives and their community while developing a global perspective. Daemen Recommendations for Outreach Activities include, “a. develop a plan of incentives to increase faculty participation with students” and “b. increase available service learning opportunities to meet student demand.”

#### **B 5. Does the institution provide professional development support for faculty and/or staff who engage with community? 300 words Yes**

Daemen supports a range of professional development opportunities related to community engagement. In 2003-04, with Oishei funds, faculty received stipends

to create new core courses, including service-learning. The NY/PACC subgrant provided faculty fellowships to revise courses to include service-learning; Daemen matched the award for Daemen fellows 1:1. In addition, faculty and staff receive funds through their departments for travel to conferences.

The Office of Academic Service-Learning provides workshops and one-on-one support for faculty.

Daemen pays annual membership dues to the WNYSLC, the NY Campus Compact, and the Consortium for Innovative Environments in Learning (CIEL) ([see web](#); see Wrap Up III), supporting faculty and staff development in community engagement.

For example, in March 2004 the WNYSLC hosted “Reflections on Successful Service-Learning Workshops” at Daemen in which faculty, students, and community partners collaboratively presented on service-learning projects.

Daemen provides release time for a faculty member to serve as CIEL Coordinator and provides funding for faculty and administrators to attend CIEL meetings. Daemen hosted “Teaching for Social Justice and Responsibility” in October 2005, which featured panels, course showcases, and discussions. The theme was repeated at the 2006 CIEL meeting at Hampshire; Daemen faculty and staff attended and presented.

For three years, Daemen has brought faculty and administrators to the AAC&U General Education and Assessment Conference. In February 2008, the Core Director, Dean for Arts & Sciences, and Director of Institutional Assessment presented on assessing the core competencies, including civic engagement, and high impact pedagogies, including service-learning.

In addition, sessions related to service learning are included in the Learning & Teaching Symposium, an annual faculty professional development event. For example, in 2008, Justine Tutuska (Health Care Studies) and Gregg Shutts, (Physician Assistant) presented “Global Experiences: Learning through Service.”

**B 6. Does the community have a “voice” or role for input into institutional or departmental planning for community engagement? 300 words**

Yes.

Through the WNYSLC, Daemen has actively engaged community partners in planning for community engagement. The WNYSLC Steering Committee has six elected individuals, three from higher education and three from community agencies. In addition, each WNYSLC committee is co-chaired by a representative from a community organization and from a higher education institution ([see web](#)).

Community partners play a highly collaborative role in planning for professional development opportunities for both faculty members and community partners. For example, on August 17, 2007, Daemen hosted: "Engaging College Students in Service at Your Organization: A Workshop for Non-Profits & Community-Based Organizations." This was sponsored by the WNYSLC the NY/PA Campus Compacts. Community partners served on the programming committee and co-presented with faculty members. In attendance were 140 individuals, including representatives from 45 non-profits.

The CSCCE has an active Advisory Board ([see web](#)) comprised of over 20 representatives from local businesses and community organizations including The American Red Cross, The West Side Community Collaborative, Partners for a Livable Western New York, Buffalo Community Center Collaborative, and Greater Buffalo Niagara Regional Transportation Council. The board meets three times per year and subcommittees meet between these meetings to plan for initiatives. In addition, CSCCE staff participate in block club meetings.

The Reynolds Center has an advisory board ([see web](#)) comprised of 20 members including representatives from Parent Network of Western New York, Amherst Public Schools, St. John Baptist Church, Erie 1 BOCES, and Futures Academy/Buffalo Public School #37.

The Daemen College Liberty Partnership Program (DCLPP) provides academic, personal and social support services to 180 high school and middle school students per year. The DCLPP has an advisory board that includes the principal of South Park School, Buffalo United Charter School, a parent representative, and a member of the community.

Supplemental Documentation (Complete all of the following)

**1. Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise in and commitment to community engagement?** 300 words

Yes.

Daemen markets the institution as one that is committed to community engagement. This mission statement is listed on advertisements. The profile of Daemen College on the HigherEdjobs.com states, "The College places special emphasis on preparing students for excellence in . . .civic engagement." Full-time faculty advertisements list "willingness to teach in the core curriculum" as a criteria; the core curriculum includes service learning. In addition, the Academic Vice President meets with candidates and speaks extensively with them about their commitment to service-learning, especially in the context of our competencies.

**2. a. Do the institutional policies for promotion and tenure reward the scholarship of community engagement? 300 words**

Describe:

Engagement in community activities is incorporated into the institutional policies for promotion and tenure. The criteria for promotion in the Faculty Handbook states, "In evaluating each faculty member, whether tenured or non-tenured, the evaluator should at least consider the faculty member's performance in the following areas: (1) teaching; (2) availability and commitment to students outside the classroom; (3) professional contributions such as publications, papers, exhibitions, public lectures, and continued academic growth; (4) *community activities*; (5) availability for college activities. . ."

The institution does not have an overarching institutional policy that rewards the scholarship of community engagement, as scholarship is not defined on an institution-wide level. Under Evidence of a Record of Scholarship and Professional Development, the Faculty Handbook states, "It is the responsibility of the department, with the approval of the VPAA and Divisional Dean, to inform incoming faculty members in writing of departmental scholarship expectations. It is the candidates' responsibility to demonstrate to the Promotion and Tenure Committee that their scholarship meets the standard for their disciplines. . ."

Some disciplines include engagement in the community in their departmental guidelines. For example, The English Department guidelines for tenure and promotion define professional development as "involvement in one or more of the following", including "Involvement in community arts activities." The Visual and Performing Arts Department written expectations for tenure and promotion acknowledge that, "Evidence of participation in . . .community-based organizations should be included in the application" and examples of Examples of professional development may include . . ."membership on not-for-profit . . .boards."

**2 b. If yes, how does the institution classify community-engaged scholarship? (Service, Scholarship of Application, other) 100**

Please see above.

**b (cont'd). If no, is there work in progress to revise promotion and tenure guidelines to reward the scholarship of community engagement? 200**

No

**3. Do students have a leadership role in community engagement? What kind of decisions do they influence (planning, implementation, assessment, or other)? 300 words**

Yes

Students select their service-learning placement sites or projects. Students who participate in service-learning in the after-school enrichment programs are encouraged to suggest and develop activities for the program. For example, students from Daemen's sport management program volunteered to teach students in the Fruit Belt after-school program special exercises and physical fitness games. In 2004, Daemen social work major Kat Beyer initiated an after-school drama club for the youth in Seneca Babcock, providing them the opportunity to present plays at Daemen, The Seneca Babcock Friendship Festival, Aurora Players' Theatre, Seneca Street Church, the Waters of Orchard Park Nursing Home, the Taste of Diversity Festival on the West Side, and the East Aurora Community Theatre.

Students also take on leadership roles in community engagement in extra-curricular activities. The Student Physical Therapy Association coordinates an annual campus blood drive to benefit the WNY community. The Social Work Alliance and Students Without Borders are examples of student clubs that emphasize service and community engagement and take a leadership role in organizing service activities. For example, in Spring 2007, Daemen senior social work students raised funds to donate trees to residents of the Fruit Belt neighborhood; students and community residents partnered to plant the trees in vacant lots. Students Without Borders organizes the annual service trip to the Dominican Republic.

In addition, there is one student representative on the Committee on Interdisciplinary Studies and one student on the Educational Policy Committee. These are key committees of the College, affording the students the opportunity for direct input and vote on the curriculum, including that which incorporates community engagement.

#### **4. Is community engagement noted on student transcripts?**

Yes 100 words

Service-Learning coursework and credit hours earned are noted on the student's transcript in the semester in which the credit was awarded. "Service-Learning" is in the title of each eligible service-learning course.

#### **5. Is there a faculty governance committee with responsibilities for community engagement? 200 words**

There are multiple faculty committees that have responsibilities related to community engagement. Service-learning courses are reviewed by the Committee on Interdisciplinary Studies (CIS) and approved by the Educational Policy Committee (EPC). CIS has seven faculty members and one student. The EPC has the responsibility to advise the Vice President for Academic Affairs, and

thereby the President, on the academic policy of the college. The duties of the EPC include the initiation of new academic programs, effecting changes in existing programs, and conducting curriculum research, development and evaluation. The Educational Policy Committee has 10 faculty members and one student.

The Core Assessment Committee is a faculty-led and faculty driven committee comprised of nine faculty members, including the Core Director and the two Divisional Deans, as well as one administrator--the Director of Institutional Assessment. This committee has the responsibility of overseeing the effectiveness of all components of the core, including the service learning requirement and the civic engagement competency.

The work of this committee is reported to the CIS by the Core Director, who is also a faculty member.

Faculty members also serve on the advisory boards and committees of the Reynolds Center, the CSCCE, the WNYSLC, and the DCLPP.

## II. Categories of Community Engagement

### II A. Curricular Engagement

Curricular Engagement describes the teaching, learning and scholarship that engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

NOTE: The terms community-based learning, academic service learning, and other expressions are often used to denote service learning courses.

#### **II A 1 a. Does the institution have a definition and a process for identifying Service Learning courses? 200 words**

**Yes**

From 2002-2003, a Service-Learning Committee developed the guidelines for the service learning requirement. These guidelines were then submitted to the Committee on Interdisciplinary Studies and Educational Policy Committee for approval. These guidelines define what the expectations of a service learning course and consequently, what kinds of projects will be feasible under the service learning umbrella.

Service-learning courses are approved by the Education Policy Committee and the Committee on Interdisciplinary Studies. Every course approved for core credit includes one of the competencies as a primary competency and two or more as secondary competencies. In order to receive approval to classify

courses as service-learning, faculty submit course syllabi explicitly stating the learning objectives that relate to service-learning and the assessment techniques that will be used to determine if the student meets the learning outcomes. A list of approved courses is available on the Academic Service-Learning website ([see web](#)).

With the faculty member's permission, service learning credit may be added to any College course. For each one-credit course, the student will be required to serve in the community for 20 hours, and discuss and reflect upon the experience through both oral and written assignments.

**II A 1 b. How many formal for-credit Service Learning courses were offered in the most recent academic year? 22**  
**What percentage of total courses? 4%**

**II A 1c. How many departments are represented by those courses?**  
11 departments  
**What percentage of total departments?**  
65% of academic departments

**II A 1d. How many faculty taught Service Learning courses in the most recent academic year?**  
18 undergraduate faculty.

**What percentage of faculty?**  
15% of full-time undergraduate faculty

**II A 1 e. How many students participated in Service Learning courses in the most recent academic year?**  
291  
**What percentage of students?**  
18.5% of degree-seeking undergraduates

**II A 2. Are there institutional or departmental (disciplinary) learning outcomes for students' curricular engagement?**

**II A 2 a. Provide specific learning outcome examples: 200 words**

Daemen offers an innovative competency-based core curriculum. Requirements include fulfillment of seven competencies and completion of the service learning requirement. Every course approved for core credit includes one of the competencies as a primary competency and two or more as secondary competencies.

One of the seven competencies is Civic Responsibility, defined as "An appreciation that the health of local, national, and global communities is

dependent on the direct and active participation of all members in the well being of the community as a whole. Civic responsibility entails a life-long commitment to addressing problems these communities face.”

The Learning Outcome for the competency is “[Daemen students will be able to] appreciate the values of civic involvement and the responsibilities which attend the privilege of citizenship or membership in a community.” (see web)

Service-learning is integrally linked to the core competency of Civic Responsibility.

The Learning Outcome for the service-learning requirement is [Daemen students will be able to] “Exhibit awareness and understanding of the responsibilities of citizenship through community outreach and engagement in real community problems” (see web).

**II A 2 b. Are there departmental or disciplinary learning outcomes for students’ curricular engagement with community?**

Yes

**Provide specific learning outcome examples**

200 words

In addition to the core learning outcomes, some departments have specific curricular/community engagement learning outcomes. For example, The Education Department’s learning outcomes align with INTASC Standards; Goal 10 is “Teacher candidates will foster relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well being.” The Social Work Department outlines six learning outcomes, the third is: “[Graduates will demonstrate] leadership skills by advancing social justice within organizations and delivery systems on behalf neighborhoods and communities.”

In addition, many departments emphasize community engagement in their missions, philosophies, or activities. For example, “the Nursing philosophy...embodies dedication to the health and well being of both the local and global communities;” The Health Care Studies program “provides...opportunities for addressing the principles supporting respect for human dignity, fostering civic responsibility and compassion, and preparing graduates who are dedicated to the health and well-being of the community;” and The Physician Assistant program strives to “educate the student with the intent of having him/her provide health care services in medically underserved areas or to underserved populations.”

## **II A 2c. Are those outcomes systematically assessed?**

Yes 200 words

The Daemen College Core Curriculum Assessment Plan ([see web](#)) outlines methods for assessment of the core curriculum, including service-learning and civic engagement. By design, all core courses must include assessment of students' development of the associated core competency; the approved syllabi indicate how student progress on each competency will be evaluated by the faculty member. In addition, each year Academic Departments are required to select one or two departmental learning outcomes to assess. Results are provided in annual assessment reports, submitted by the Academic Department Chair.

Notably, assessment of Civic Responsibility is a priority of the Core Assessment Project (CAP), an initiative in which small groups of faculty are working together to develop rubrics to assess student proficiency in each of the seven competencies. In fall 2007, two faculty members developed a draft rubric for the Civic Responsibility competency ([see web](#)). The rubric will be presented to other CAP faculty for feedback in Fall 2008, revised, then piloted with a sample of students in the 08-09 academic year. Evidence that will be used includes student work such as self-reflective narratives from service-learning courses, essays written in political science, social work or related courses, and recorded student service learning hours.

## **II A 2 d. If yes, how is the assessment data used?**

Describe: 200 words

Daemen just completed its sixth year (and second graduating class) under the new core curriculum. Core assessment data has been used to track and celebrate improvements in student engagement under the new core. For example, Daemen has notable increases on the NSSE of students responding positively to an item on "contributing to the welfare of your community." In focus groups conducted by the Director of Institutional Assessment and Core Director, students have consistently provided positive feedback on their service-learning experiences.

Assessment data has also been used to track and remedy logistical problems associated with a new curriculum, such as the scheduling and availability of Civic Engagement core courses or transportation to Service Learning placements.

In addition, collaborative assessment projects and the subsequent communication of findings have fostered inter-departmental conversations about integrating and streamlining core and discipline-specific instruction and assessment. The CAP and the civic engagement rubric is a strong example of this.

**II A 3. a. Is community engagement integrated into the following curricular activities?**

- X Student Research
- X Student Leadership
- X Internships/Co-ops
- X Study Abroad

Describe with examples 300 words

**Student Research:** Initiated by the Academic Vice President, The Student-Faculty Interdisciplinary Research Think Tank (SRT) provides funds for collaborative research projects; select papers are posted on the SRT website ([see web](#)) and results are presented at the annual academic festival ([see web](#)), the community, and/or at conferences. Select first-year students are awarded scholarships; some projects include community engagement ([see web](#)). Graduate students in Nursing, Education, and Executive Leadership also engage in community research. In 07-8, three graduate nursing students conducted an assessment, “The Educational Needs Of African Americans, Ages 25-39, Residing In Erie County Regarding Organ And Tissue Donation” in conjunction with the Upstate NY Transplant Services. (Also see A3b Capstone)

**Student Leadership:** RAs complete two educational and/or service projects each semester. The Leadership and Empowerment for the Active Development of Students (LEADS) Center provides students with resources and programming to develop leadership skills with an emphasis on civic engagement.

**Internships:** Students may earn up to 12 hours of credit for co-ops/internships; this is in addition to the service-learning requirement. The following are just some examples of sites where students have recently had internships: AIDS Community Services, Crisis Services, Dept. of Environmental Conservation, and Literacy Volunteers. Through the Washington Internship Institute, students participate in internships in Washington, DC; sites have included The Organization of American States and RESULTS, where the student assisted with TB health education.

**Study Abroad:** Some study abroad experiences have service components, and some are directly service-oriented. For example, In 6/06, six Daemen students and Justine Tutuska (Health Care Studies) spent three weeks in Nairobi, Kenya and nearby villages, working with Volunteer Counsellors of Kenya. They visited HIV positive women and children, taught in schools, and conducted research. The group visited over 400 youth.

**II A 3 b. Has community engagement been integrated with curriculum on an institution-wide level? 300 words**

**Yes**

- X Core Courses
- X Graduate Studies
- X First Year Sequence
- X Capstone (Senior level project)
- X In the Majors
- X General Education

**1. Core Courses:** The core curriculum requires 60 hours of service learning and civic engagement as a competency.

**2. Graduate Studies:** Community engagement is integrated into the following graduate programs: Executive Leadership and Change, Non-Profit Specialization; Nursing Executive Leadership; and Education. As one example, students in the Executive Leadership and Change program guided Compass House, a homeless shelter for runaway youth, through a strategic planning process. Students solicited input from the Board of Directors, the Leadership Team, the clients, staff, volunteers, and funders and developed a written plan for the organization.

**3. Capstone:** As part of the core, all departments are required to have a capstone course; this is called Research & Presentation. While community engagement is not integrated in every capstone, per se, in some cases students choose to engage in the community as part of their capstone. As an example, in one capstone, Business Administration students worked with the Habitat for Humanity ReStore store, which sells scrap lumber and building supplies, to help set up a warehouse distribution and marketing plan.

**4. First Year Sequence.** The First-Year Experience courses are developed around a theme. In its inaugural year, Daemen's first-year experience course, IND 101, was designed around the theme of sustainability and titled, "Sustainability and Critical Relationships." The first year sequence also includes thematic Learning Communities with two linked courses, several of which have community engagement, poverty, or sustainability thematic linkages.

**5. General Education: (see 1 Core Curriculum/general education program )**

**6. Majors.** Prior to admission to upper division status, Accounting, Business Administration, and Social Work require 40 to 50 hours of community service. Physician Assistant Studies and Physical Therapy require 120 hours—including volunteer work--in a clinical setting prior to admission to the professional phase of the program. These hours are in addition to the core requirement.

**II A 4. Are there examples of faculty scholarship associated with their curricular engagement achievements (action research studies, conference presentations, pedagogy workshops, publications, etc.)?**

Yes

**Provide a minimum of five examples from different disciplines** 300 words

Natural Sciences (Conference Presentation): Brenda Young, Associate Professors and Chair, Natural Sciences, "Sustainability From Campus to Community: Taking it to the Streets." Fulbright Academy of Science and Technology 2007 Annual Research Conference, Panama City, Panama.

Health Care Studies (Poster Presentation): Justine Tutuska, Director of Health Care Studies "Expanding HIV Prevention Education to East African Youth" National Wellness Conference, July 2007. National Wellness Institute, WI July, 2007.

Education (Conference Presentation): Mary Fox, Associate Professor/Chair Education Department "Impacts of the Socially-Conscious Curriculum -- Assessing Student Outcomes in Early Childhood Education" CIEL Annual Conference, October 2006. Hampshire College, MA.

Psychology (Conference Presentation): Brent Robbins, Assistant Professor, Psychology. "Linking Social Justice to Virtue Theory" CIEL Annual Conference, October 2006. Hampshire College, MA.

Foreign Languages (Conference Presentation/Pedagogy Workshop): Denise Mills, Associate Professor, Foreign Languages with Cheryl Bird, Executive Director, CSCCE: "Experiential Learning in Teaching for Social Justice/Responsibility" CIEL Annual Conference, October, 2005. Daemen College, NY.

## B. Outreach and Partnerships

Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc).

### **B 1. Indicate which outreach programs are developed for community:**

- X learning centers
- X tutoring
- X extension programs
- X non-credit courses
- X evaluation support

- X training programs
- X professional development centers
- X other (specify): high school internship, summer camps

**Describe with examples 300 words**

**1. Learning centers:** The Reynolds Center provides strategic academic tutoring to children with identified learning disabilities in the areas of reading, writing, mathematics, and learning strategies. Services are offered in the Reynolds Center building on campus, which has four classrooms, and at partner locations.

**2. Tutoring:** Through service-learning, Daemen students provide tutoring, mentoring, and enrichment programs to approximately 200 disadvantaged K-12 youth in the City of Buffalo each academic year at partner community-based agencies.

**3. Extension Programs:** Since 2001, Daemen has offered college credit courses at local high schools at a discounted rate through video conferencing and broadband. In 07-08, Daemen offered 12 unique courses at six schools to a total of 174 high school students.

**4. Non-Credit courses:** The College welcomes alumni and senior citizens to audit classes free of charge.

**5. Evaluation Support:** The Reynolds Center provides evaluation services to community-based organizations. As an example, the Center is partnering with four non-profit organizations to provide information, training, and support for families and care providers of individuals with developmental disabilities, primarily Autism Spectrum Disorder. The Center developed an assessment to identify individual training needs and will evaluate the program with a satisfaction survey and focus group.

**6. Training programs:** Daemen hosts a range of training programs, such as Safe Driver Courses through the WNY Driver Safety Program and CPR.

**7. Professional Development Centers:** Since 1999, Daemen has hosted the Teacher/Leader Quality Partnership (TLQP) ([see web](#)) to improve student achievement in math and science. Throughout the year, the TLQP provides a range professional of development opportunities for pre-service teachers and teachers and administrators from Buffalo public and private schools. In addition, the Center for Executive Leadership and Change offers free public webinars on topics related to leadership.

**8. Other: Summer Camps, Internships (See Wrap Up III)**

## **B. 2. Which institutional resources are provided as outreach to the community?**

- X co-curricular student service
- X work/study student placements.
- X cultural offerings
- X athletic offerings
- X library services
- X technology
- X faculty consultation

### **Describe with examples:**

300 words

**1. Co-curricular student service:** Student clubs that engage in service include Amnesty International, the Environmental Club, Students Without Borders, and the five fraternities and sororities on campus. In March 2006, as an “alternative spring break,” seven students and Associate Dean Kathy Boone went to Pass Christian, MS to volunteer to help rebuild this coastal town that was devastated by Hurricane Katrina.

**2. Work Study:** In 07-08, 9% of federal work-study funds were allocated to work study (23 students).

**3. Cultural Offerings:** Daemen hosts a range of speakers and events that are free and open to the public, notably, dynamic speakers such as Joel Meyerowitz (4/03), Sherman Alexie (4/04), Spike Lee (4/05), Naomi Wolfe (4/06), Timothy Quill (9/07) and Michael Eric Dyson (4/08).

**4. Library Services:** Members of the Amherst community may request library privileges by applying to a librarian. Community access has been a long standing policy of the library.

**5. Athletic Offerings:** The gym and athletic field are used by a variety of off-campus groups. Recent examples include the Niagara Frontier Youth LYO Volleyball Marathon and St. Benedict’s Youth Soccer.

**6. Technology:** Daemen’s distance learning facility has two interactive videoconference rooms and can support up to 50 on-campus participants and multiple end sites. In addition, the College owns video conferencing equipment at four remote sites through our rural telemedicine network; Daemen has offered a range of health education programming free-of-charge at broadcast sites in rural areas including Medina, Warsaw, Mt. Morris, and North Hornell, as well as on the Daemen campus.

**7. Faculty consultation:** Education faculty member Ed McMahon worked with members of the St. John Fruit Belt CDC to provide extensive consultation and

advisement on the curriculum for the charter school. The Aloma D. Johnson Fruit Belt Community Charter School (FBCCS) ([see web](#)) opened in August 2008.

FBCCS will enroll 180 students in grades K-2. Daemen is represented on the Board of the school.

**B 3. Describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Use the attached Excel file to provide descriptions of each partnership.**

**B. 4. a. Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships?**

Yes

Describe the strategies:

300 words

Daemen promotes the mutuality and reciprocity of partnerships primarily by being actively involved in both the leadership and the day-to-day activities supporting community-based projects and collaborations.

As an example, Sharon Benz, Community Coordinator of the CSCCE, participates in meetings of the Fruit Belt Block Club and the University at Buffalo East Side Transformation Partnership. As a result, she was invited to use an office in the Community Action Organization two days a week and is close in proximity to the community-based programs; this in turn has facilitated coordination of the after-school program and placement of students.

Another strategy is collaborative planning for mutually-beneficial events. A regional Environmental Summit is held each year at Daemen. Brenda Young (Natural Sciences), and Cheryl Bird, Executive Director of the CSCCE, serve on the planning committee with a range of community-based organizations. Last year's event (9/27/07) was attended by 150 people; 26 green companies and community organizations set up exhibit tables. This event provides Daemen faculty and students the opportunity to identify service placements, pairs students with prospective employers, informs the College's sustainability efforts and practices, and allows all participants to connect on projects of mutual interest and benefit.

In 2004, Daemen's Academic Vice President was invited to become a member of the of the St. John Fruit Belt Community Development Corporation (CDC) Leadership Team. Each partner outlined its commitments in a Memorandum of Understanding, a strategy that clarified the role of each member as a partner. Daemen's primary commitment is toward education initiatives. Daemen assisted with the development of the charter school application for The Aloma D. Johnson Fruit Belt Community Charter School (FBCCS) which opened in August 2008.

FBCCS gains the skills and resource of Daemen faculty and students, and Daemen gains pre-service teacher placement sites where graduate students will gain experience working with urban, at-risk populations.

**B 4 b. Are there mechanisms to systematically provide feedback and assessment to community partners and to the institution?**

Yes

Describe the mechanisms: 300 words

As discussed in A 3. a. "Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?", the College employs a range of mechanisms with community partners to both provide and gather feedback.

Also, one of the most substantial ways in which Daemen has been able to both assess community perceptions of the institution's engagement with the community and to provide feedback and assessment to community partners is through the initiation of and active participation in the Western New York Service-Learning Coalition (WNYSLC). The WNYSLC was founded in 2001 by Daemen's Academic Vice President, who sought out Niagara University as a co-founder. Its mission is to share resources, knowledge, and practices related to service-learning in an effort to strengthen campus-community partnerships and promote student engagement in the community. The WNYSLC now has nine higher education institutions and over 40 community organizations as members. Daemen and member institutions have gathered valuable input from community partners through the WNYSLC steering committee meetings, general meetings (every other month), and collaborative events, workshops, and forums. In 2006, the WNYSLC (Daemen, lead) was awarded \$22,000 from the Oishei Foundation for a strategic planning process; community partners were highly involved in this process. As a current partner and fiscal agent in a three-year grant to the WNYSLC from The Oishei Foundation, Daemen receives input from an external evaluator and formative and summative evaluations, which include participation of Daemen representatives and community partners.

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

Yes 300 words

Provide a minimum of five examples from varied disciplines:

**Health Care Studies (Publication)** Niewczyk, Paulette (Daemen faculty member) & Lwebuga-Mukasa, J. "Individual-level Factors Contributing to

Disparities in Health Care in Buffalo, NY.” Accepted January 2008, *Journal of Health Inequity to Equity in Health*.

**History & Government (Curriculum).** Assoc. Professor Joseph Sankoh, who formerly served as Daemen’s Director of Service-Learning, led a committee to develop a new curriculum and major in Sustainable Communities at Daemen that will lead to a B.S. The EPC approved the major; it is currently being reviewed for approval by New York State.

**Accounting (Publication):** Tschopp, D. J. (2004). The Seneca Babcock Business Plan: A Case Study in Using Service Learning to Meet the AICPA Core Competencies. *Journal of Education for Business*. 79 (5), 261.

**Social Work (Research Report):** Renee Daniel, professor of Social Work, engaged students in her junior-level social work class in the Grover Cleveland International High School Community Needs Assessment. The report was formally presented to Grover Cleveland faculty and administrators on June 13, 2006 at the high school.

**Education (Research Report/Poster Session):** Education faculty members Elizabeth Wright and Robin O’Dell presented at the 2008 Council for Exceptional Children National Conference in Boston, MA. The poster outlined a research project that focused on explicit instruction regarding writing conventions combined with a mnemonic strategy (CUPS) for triggering student knowledge increased self-editing skills of students with learning disabilities more than direct instruction alone as measured by pre/posttest TOWL-3 scores.

**Interdisciplinary: Natural Sciences and Graphic Design (Curriculum)** Brenda Young and Kevin Kegler have presented collaboratively on their curriculum at numerous conferences, workshops, and forums. They recently presented their curriculum “Ecotrail design: Integrating ecology and sustainable design education in a hands-on interdisciplinary course” at the Ecological Society of America annual conference, August 2008.

### **Wrap-Up III.**

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). 400 words**

#### **B1.**

Daemen is a founding member of The Interdisciplinary Consortium for Global Health, formed in 2006, to improve the health and welfare of the world’s most vulnerable populations and to increase the number of people actively promoting global health and welfare. In partnership with the World Health Organization

Western Pacific Regional Office and other groups, the ICGH responds to community-identified needs to create sustainable, replicable projects. Current member institutions include Daemen, Berea College, Highline Community College, University at Buffalo, University of Wisconsin System, St. Francis Xavier University, Universidad de Guanajuato, Universidad de LaSalle, and University of Northern British Columbia. One project is The "Silk Homes" project (a maternal waiting home) that provides health education, skill based training, and a place for safe delivery to women coming from remote locations in Laos, where medical services are not available.

Since 2001, Daemen has been a member of The Consortium for North American Sustainability. The partnership was established through a grant from the FIPSE North American Mobility Program (NAMP). Daemen (U.S. lead), has again been awarded a three-year grant through the NAMP for a project entitled "Education for Sustainable Communities." This is a collaboration between Daemen, Highline Community College, Universidad de Guanajuato, Universidad La Salle, St. Francis Xavier University, and University of Northern British Columbia. The institutions are developing a joint certificate in Sustainable Communities and the Environment. Students will participate in exchanges that will include community-based research and internships related to sustainability.

**B.1 Other: Summer Reading Camps:** Since 2004, The CSCCE and the Reynolds Center have collaborated to provide free two-week summer reading camps for low-income children who are struggling with reading. Project F.L.I.G.H.T. provides new books and the children received a new back pack filled with supplies. The program has served more than 800 children in the City of Buffalo since 2004. This summer, The Reynolds Center, with the Daemen Visual and Performing Arts Department and Musiculture Theatre, collaborated on a new four week camp for students entering grades 2-5.

**B.1 Other: Student Internships:** The Reynolds Center offered New Visions honors-level high school seniors internships at Daemen to learn about education as a profession and to work with Daemen faculty and staff. This program was made possible through a Vocational-Technical Education Act grant through NYS and resulted in two participants deciding to attend Daemen this fall.

**B.5. The Consortium for Innovative Environments in Learning (CIEL)** is a group of innovating institutions committed to active collaboration for the continual improvement, assessment, sharing, and dissemination of the best practices of student-centered learning. See [www.cielearn.org](http://www.cielearn.org).

**2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space. 400**

Recognition (see web):

In both 2007 and 2008, Daemen was named to the President's Higher Education Community Service Honor Roll

In April 2008, Daemen was selected as one of eight colleges and universities nationwide to be recognized in the National Wildlife Federation's Chill Out: Campus Solutions to Global Warming competition. Daemen also received the National Wildlife Federation Campus Ecology recognition award in 2006 and 2005.

In May 2005, The Daemen College-Seneca Babcock Partnership was awarded a Civic Empowerment Award. Presented by the Buffalo Niagara All-America City Committee, the award program recognizes successful collaborations between citizens, government, businesses and non-profits in finding solutions to civic challenges in our communities.

Local Demographics and Daemen's relationship to the surrounding community:

Buffalo is now the second poorest large city in the nation, with 29.9% of residents living below the poverty line and 43% of children living below the poverty line (2007 Census). The Fruit Belt neighborhood consists of a 39 block area. Of the estimated 3,274 residents, 44.7% live below poverty level and 59% of the households have incomes of less than \$20,000 (2000 Census). Seneca Babcock, with approximately 2000 residents, is physically defined by boundaries that make it three blocks wide and eight blocks long; 41% of the individuals 25 years and over have not completed high school (2000 census). The West Side is one of the most ethnically diverse neighborhoods, with a large refugee and immigrant population. At the same time, 39% of the 36,407 residents live below the poverty line, and 50% of households had an income of less than \$20,000 (2000 Census).

Daemen's commitment to engagement in the surrounding community, and these three neighborhoods in particular, cannot be overstated. Most Daemen students (76%) come from a radius of 100 miles or less of the City of Buffalo. With over 50% of our graduates staying in Western New York, Daemen plays a critical role in preparing graduates who are dedicated to the health and well-being of the local communities.