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| **To:** | Susan Sturm and Rachél Fester |
| **From:** | Margie Salazar Porzio |
| **Date:** | August 5, 2011 |
| **Project name:** | CISC-SU collaboration |
| **Re:** | Syracuse University project indicators  Information for our Center Indicators meetings on 8/8/11 and 8/9/11  The Following document includes:  A few “Guiding Questions” for part of our research with Syracuse University, a set of five broad outcomes and impacts:   1. Institutional Hard-Wiring 2. Increased Engagement and Empowerment to Participate in SIA 3. Improved Understanding and Increased Capacity 4. Demographic Changes   Within each of these broad outcomes/impacts, I have broken down indicators by general focus (left column) and identified some SU Specific Indicators or Questions (right column) that might lead us to measurable indicators. |

Guiding Questions:(Adapted from “20101014\_proposal\_linking full participation with HED's public mission”)

* How do SiA initiatives advance the full participation of faculty, staff, students, and community members within SU, while also advancing research, teaching, and engagement that addresses significant issues affecting different communities?
* How does the building of institutional citizenship get incorporated into institutional policies and practices?

## Institutional Hard-Wiring

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| **General Indicator** | **SU Specific Indicators/Questions** |
| [**Changes in policies and conditions**](http://impact.animatingdemocracy.org/node/374)  *Changes in institutional goals, practice, policy, culture, relationships, accountability, etc.*  [**Changes in policies and conditions**](http://impact.animatingdemocracy.org/node/374)  (Cont’d.) | **Faculty Support:** ([Ellison & Eatman, 2008](#_ENREF_13))   * High level of support from Deans, departments, administration, and services (including funding) that enable faculty involvement in SIA initiatives and public scholarship in general. * Existing or newly-created committees to support faculty work * Increased possibilities for interdisciplinary collaborations * Shifts in tenure and promotion guidelines |
| **Faculty Promotion, Tenure, and Rewards:** ([Ellison & Eatman, 2008](#_ENREF_13))   * The institution has clearly articulated rewards or incentives for faculty involvement in public scholarship, SIA and/or community-based research. * Tenure and promotion guidelines build-in support for service learning and SIA. * Public scholarship or community-based research and teaching are key criteria for hiring and tenure. * There is strong institutional support for faculty involvement in these endeavors. |
| **Curricular Content:** ([CCF](#_ENREF_7))   * SIA-based curriculum, including coursework without SIA projects but addressing relevant themes, service learning courses, community-based research courses, and independent avenues for SIA and study/engagement connections * A cross-section of students, faculty, and staff appear to be informed about these options * A wide variety of relevant courses are offered in multiple departments and schools * Many faculty provide coursework or study/research opportunities that augment or link to students’ community engagement projects. |
| **Faculty and Student Retention:** ([Jayakumar, Howard, Allen, & Han, 2009](#_ENREF_15); [Koenig, 2009](#_ENREF_18))   * Are SU’s retention rates as high (or higher than) its rates in years past? * How many students of color leave before graduating? ([ACSFA, 2002](#_ENREF_3); [Adelman, 2007](#_ENREF_4)) * How many faculty of color leave within five years? Are these numbers different than in years past? * Are changes in retention due to institutional policy changes? * How can we attempt to answer these questions? |
| **Institutional Recognition and Awards:**   * Community service and engagement are defining features of SU’s approach to providing a robust educational experience for students and for fulfilling its broader vision of SIA and revitalizing Syracuse City. * Community service and engagement are central to the institution’s approach to education and student development at both undergraduate and graduate/professional levels. * The institution recognizes the contributions and achievements of students, faculty and, to a lesser extent, community members involved in service and civic engagement, for example through awards and other recognition initiatives: * The Chancellor’s Citation for Excellence “seeks to recognize enactment of Education for the World—in the World, through which we prepare students for the world by embedding their learning in the midst of community and the pressing issues of the day as well as in their academic disciplines” (Syracuse University website: <http://provost.syr.edu/provost/Faculty/recognition/citation.aspx>) * Chancellor's Award for Public Engagement & Scholarship through the Mary Ann Shaw Center for Public and Community Service (CPCS) * Recognition of student and faculty civic work is strongly visible and consistent, including formal awards programs and other public documentation. |
| **Staffing and Human Resources:**   * Access to institutional resources and support from senior leadership * The director/coordinator, currently Kal Alston, has excellent access to upper administration and resources * Alston has autonomy and a clear sense of direction. * Will this kind of access to senior leadership continue when a new HR director is appointed? * Will there be adequate staffing and management to run HR? At the moment there is not. |
| **New Certificates, Minors or Majors:**   * The institution has created new academic programs (minors, certificates, concentrations, and/or majors) addressing Scholarship in Action (VPA, Engagement Fellows, and…?) * How many students are enrolled in these offerings? * How is faculty support for these offerings? |
| **Collaboration across campus:** ([Kezar, 2005](#_ENREF_16))   * Is there strong, consistent collaboration between different entities on campus, including student affairs, academic affairs, career services, financial aid, the Chancellor’s office, and departments and schools? * What would a robust indicator of conditions that enable collaboration look like? Perhaps: Comprehensive and dynamic collaborations between departments that include key entities on campus in innovative ways that strengthen student learning, community impact, and infrastructure for sustained engagement. |
|  | **Concrete Community Impacts:** ([Maddux, Bradley, Fuller, Darnell, & Wright, 2006](#_ENREF_20); [Sandmann, 2006](#_ENREF_23); [Shannon & Wang, 2010](#_ENREF_24); [Weerts & Sandmann, 2010](#_ENREF_28))   * Number of new homes built on the Near Westside? * Nottingham Early College High School, Say Yes, and Schools of Promise focus on families as well as K-12 students. ([Ackley & Cullen, 2010](#_ENREF_2)) * Syracuse Center of Excellence works with local partners to produce clean and renewable energy, indoor environmental quality, and water resources at affordable rates for local communities. * Part of the SCE’s projects include the collection of rainwater and the reconstruction of streets in some of the poorest neighborhoods. * The NWSI and SU have also connected the University to the Near Westside community through the Connective Corridor (["The Connective Corridor: Bridging the University with the Community,"](#_ENREF_11)) |
|  | **Student Learning:** ([Aarons, 2010](#_ENREF_1))   * Students experience hands-on, experiential learning opportunities. (In what ways, and how often?) * Do students usually work in teams or independently? * What is the quality of students’ community engagement experiences? Was there robust engagement opportunities? Were they adequately prepared by faculty and/or staff? How many hours does the average student volunteer in any given semester? Do students receive orientation, training, supervision, and evaluation? * Is the community engagement experience relevant to course material? Is there a strong connection between curriculum and students’ SIA experiences? * How do SIA activities contribute to deeper learning and future engagement? * Do students feel their classmates and community partners improved their learning and experience? * Do students express intentions to continue or increase their commitments to community engagement in the future (and beyond college)? * One important impact is that there are students in new areas of Syracuse City (["The Connective Corridor: Bridging the University with the Community,"](#_ENREF_11)) * Most students find co-curricular and curricular ways to be involved |
|  | **Quality of Community Engagement Practice:**   * How do we judge this? Based on community impact? Based on student learning? Based on faculty involvement? |
| Increased Engagement and Empowerment to Participate in SIA | |
| **General Indicator** | **SU Specific Indicators/Questions** |
| **Participation in Public Problem-Solving**  *Increased participation of different populations in public problem-solving activities through SIA*  ([Anchor Institutions Task Force, 2010](#_ENREF_5))  **Participation in Public Problem-Solving**  (Cont’d.) | **Faculty Involvement:**   * High level of faculty involvement in community/civic engagement in multiple ways * Many faculty are involved in interdisciplinary, collaborative work and teaching * *Community research and community-based/ service-learning/ public scholarship are high priorities for faculty in many departments but seemingly insignificant in others.* |
| **Community Agency and Involvement:** ([CCF, 2010](#_ENREF_8); [CCP, 2001](#_ENREF_9); [Chaskin, Brown, Venkatesh, & Vidal, 2001](#_ENREF_10))   * Community members and/or organizations are involved in designing, conducting, and evaluating academic, research and service learning activities (This happens with the NWSI, but I’m not sure how often it happens otherwise) * Are there accessible channels by which community members and/or organizations can contribute to designing, carrying out, and/or evaluating academic research, engagement, and service-learning activities? (Only NWSI?) * Representation on institutional boards (e.g., NWSI) * Community members present and share knowledge with classes (e.g., Marion Wilson’s class) * Community members help shape the research agenda (this is true in limited scope and only in the NWSI) |
| **Campus-wide Student Participation:** ([Creighton, 2006](#_ENREF_12))   * Student participation in service and community engagement is strong campus-wide (Students are required to do a certain amount of service hours before graduation. How many?) * Does the culture of SIA exist throughout the campus and in major aspects of students’ academic work? (I don’t know that we can answer this yet) * Are students able to set the agenda? Are they represented at many levels? What are the leadership roles available to them (clearly there are SIA fellowships post-Baccalaureate) |
| **Increased Civic Participation:**   * Number of people involved from different populations * Near Westside Initiative Board |
| **Public Problem Solving and Policy Research:**   * The institution is engaged in public problem solving and/or policy research, working with community partners to identify their local needs, both in terms of service and/or work in the community as well as academic research and/or public scholarship. * *This extends the type of service and resources that SU can collaborate to provide to the community and also engages students (and faculty) in deeper learning and analysis.* * There is strong interest in and activities towards public problem solving and policy research. |

## Improved Understanding and Increased Capacity

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| **General Indicator** | **SU Specific Indicators/Questions** |
| **Public Understanding about SIA**  *Enriching the ways people are able to participate in public problem solving by providing meaningful language and common goals that appeal to a wide variety of stakeholders.*  **Public Understanding about SIA**  (Cont’d) | **Public Relations and Visibility:**   * Syracuse University has a strong public relations presence in which community service and engagement is highly visible. (e.g., Youtube channel, yearly publications and brochures, web presence, Say Yes television and radio ads, the Daily Orange, etc.) * Nancy Cantor publishes frequently in the *Chronicle of Higher Education* * Chancellor Cantor regularly gives speeches and keynote addresses about public scholarship and engagement. * There are multiple mechanisms for public relations, and service and civic engagement is highly visible and regarded in documentation, online, and in practice. How effective are these mechanisms? |
| **Discourse:** ([Anderson, 1998](#_ENREF_6); [Sharma, 2010](#_ENREF_25))   * What is being said, heard, advertised, and talked about? * How has the discourse changed over the past five years? * What does “Scholarship in Action” mean to different people? How is it understood? * Problem with PR/discourse: Difference between SU and SUNY ESF / UPSTATE is unclear * How does the Daily Orange talk about SIA? * Do local and national newspapers talk about SIA? * How do people talk about their work differently in interviews? What do people think and feel about this work and direction for the university? (Both inside and outside the university) * Changes in Attitudes as communicated through various media * How does NECHS model and values relate to SIA? |
| [**Awareness and Knowledge**](http://impact.animatingdemocracy.org/node/369) **Changes:**   * What do people know? (There is a highly varied understanding of SIA) * Understanding of public problems * What kinds of knowledge building activities does SU do aside from general PR? |
| **Behavior and Motivation:**   * What do people do? Why do they get involved? What motivates them? * Who disagrees? Where is there pushback? * Who are the champions of SIA? |
| **Concrete Example from Nottingham Early College High School:**   * The NECHS team has been experiencing intense pushback from teachers since they arrived at the school over a year ago. With time and through implementation of their core values (e.g., responsibility, honesty, perseverance, etc.), teachers have begun to “come around” and were supportive of the NECHS academy by the end of the fiscal year. Joe Casamento reported that, when asked which academy they would prefer to teach in, 90% of the teachers stated they would prefer the SU-NECHS academy. (From: 20110509\_mangram, casamento, shallish meeting\_transcripts) * They received positive support from SCSD and school board * They received their own academy and office space * Because of their efforts and affiliation with SU, the two other academies at Nottingham will also be run by universities and will be Early College High Schools. |
| [**Capacity**](http://impact.animatingdemocracy.org/node/373) **Changes**  *This understanding of a common vision can lead to increased capacity in different ways* | **Resources:**   * Strong leadership and substantial funding throughout a multi-year development period * Is there appropriate staff available to provide training, facilitation, and to review the potency of projects and program models? * Does the university provide opportunities for networks and relationships to develop and thrive? | |
| **Know-how in Different Populations:**   * Are more students using the knowledge they gained from SIA to do work towards social justice? * NWSI has monthly community meetings that are currently run by Maarten Jacobs, but they will soon be run by the community itself. * Most faculty know where to go for support for their projects. | |
| **Feedback Loop:**   * Are there opportunities built in for projects and programs to test and continually improve their strategies? * Is there a facilitated process for participants to gather periodically to share results, learn from each other, and coordinate their efforts? ([Knox, 2005](#_ENREF_17)) | |

## Demographic Changes

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| **Population** | **Indicators** | **Data** |
| **Students** | Increased racial and ethnic diversity (undergrads and grads) | #students of color over past five years |
| Enrollment in majors associated with Scholarship in Action activities (i.e. teaching, visual and performing arts, etc.) | Breakdown of majors over past five years |
| Enrollment in classes specific to public engagement (SIA) |  |
| Service activities | CPCS |
| Career goals/majors before and after SIA activities |  |
| **Faculty** | Increased racial and ethnic diversity in hiring and tenure | School of Education |
| Involvement on committees |  |
| Faculty working on projects, research, and pedagogy considered part of Scholarship in Action | # faculty working with CPCS and NWSI |
| Chancellor awards | Who and what? |
| Shift in research activities and topics | School of Education |

Readings about indicators that have informed my understanding and the above chart: ([Foley et al., 2008](#_ENREF_14); [Kreger, Brindis, Manuel, & Sassoubre, 2007](#_ENREF_19); [OECD, 2010](#_ENREF_21); [RIKC, 2005](#_ENREF_22); [Statistics, 2010](#_ENREF_26); [University, 2008](#_ENREF_27); [Zlotkowski & Meeropol, 2006](#_ENREF_29))

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