

Upstate Institute at Colgate University
Annual Report 2008-2009

Mission

The mission of the Upstate Institute is to create linkages between Colgate University and the regional community to engage students, faculty, staff and residents in research and a reciprocal transfer of knowledge that will enhance the economic, social and cultural capacity of the area and sustain the environment. These projects provide a model of community collaboration and civic engagement for our students and within higher education. The Institute values scholarly collaboration as a way to support the region.

Executive Summary

During the 2008-2009 academic year, the mission of Colgate's Upstate Institute has continued to guide its five core activities: supporting research on the upstate region of New York, encouraging community-based research, facilitating skill development for community engagement, sponsoring regional dialogue, and fostering capacity building within organizations. Several of our signature programs, such as the Summer Field School, the Student Philanthropy Council, and the Lifelong Learning Program, continued to grow, as did two new projects that received external funding this year. The Consumer Bankruptcy Law Project, which facilitates consumer bankruptcy cases filed by Legal Aid Society of Mid New York (LASMNY), was funded by a \$45,000 grant from the Community Foundation of Oneida and Herkimer Counties, Inc. The Weyerhauser Foundation funded the Youth Philanthropy Project, a partnership with the Upstate Institute, Chenango United Way, and the Community Foundation of South Central New York that teaches philanthropy at Norwich High School.

Governance of the Upstate Institute

Two advisory boards guide the Upstate Institute. The Executive Board is composed of faculty and staff of Colgate University, and meets three times each semester to discuss policy and programs of the Institute. The Community Board is composed of leaders of regional organizations and municipalities that represent key stakeholders and areas of expertise concerning the region, and meets twice each semester. At the beginning of the academic year, the Community Board again assumed an advisory role for both the Upstate Institute and the Center for Volunteerism, Outreach and Education (COVE). Ingrid Hale, COVE Director, and Ellen Kraly agreed to share responsibilities of setting the agenda and chairing the meetings of the Community Board. The Upstate Institute holds a joint board meeting each June. The term limits as well as opportunities for reappointment for board members appear to be working well as strategies to build strong and comprehensive boards with engaged members. The membership of each board is included in Appendix A to this report.

Administration of the Upstate Institute

The Upstate Institute is directed by Ellen Percy Kraly, William R. Kenan, Jr. Professor of Geography. The director teaches four courses each year while overseeing the programs and initiatives of the Institute. Julie Dudrick was the successful candidate for

the full-time staff position of Project Director, and has served in that position since August 2008. In addition to generally implementing the programs of the Institute, Julie oversees several casual wage employees who serve as project consultants. Julie has instituted a schedule of weekly staff meetings. She has also developed a procedure for self reports for each staff member which is the basis for goal setting and performance review. Julie collaborated with Ken Belanger and Rich April in the hiring of the project assistant for the outreach programs of the Howard Hugh Medical Institute funded project in science education (see below). In December, Julie Dudrick organized a very productive retreat for the staff of the Upstate Institute. Administrative support for the Upstate Institute is provided by Linda Rauscher, who also provides assistance to the Department of Geography and the Environmental Studies Program.

In addition, the staff of the Upstate Institute work closely with the Center for Outreach, Volunteerism and Education (COVE) and its director, Ingrid Hale. The Institute and the COVE share the work of Jason Beck, AmeriCorps VISTA (Volunteers in Service to America) whose project is to foster community outreach and service learning in Utica, New York. Several projects are undertaken in collaboration with the COVE including the grantwriting seminar and support to faculty for pedagogy for community based research and service learning.

Public Relations, Publications, and Website

Ellen Kraly worked closely with the Office of Alumni Affairs to make several presentations to alumni clubs and other Colgate groups during the year, including the Colgate Club of Puget Sound (August) and a “Town Hall” meeting of alumni in Atlanta, Georgia (April). Kraly also made presentations to the Hamilton Club and Hamilton Rotary Club during the year. Kraly represented Colgate University and the Upstate Institute at the annual national meeting of Imagining America held on the campus of University of California, Los Angeles in October.

The public is also informed about the activities of the Upstate Institute through the publication of the newsletter. In an effort to economize on postage, a thorough review of the mailing list was conducted in order eliminate redundancy and include only correct addresses. We also made the decision to publish three newsletters rather than four.

The website continues to serve as a source of news and activities of the Institute, as well as an archive. The plan to review, renew and revise the website is being implemented during June-July 2009.

Government Relations

In February, the Upstate Institute engaged a new strategy for seeking federal funding for the Institute. Working with the Office of Corporate, Foundations, and Government Relations to submit an appropriations request to expand the Upstate Institute Field School to Senator Schumer and Senator Gillibrand and the U.S. Representatives for central New York, Congressmen McHugh and Arcuri. In collaboration with Eric Settle, '83, IKON Public Affairs, and within a very short period of time, Julie Dudrick, Bruce Moseley, and Ellen Kraly prepared the request (‘earmark’) which was shared with the congressional

offices. In early March, Ellen, Bruce and Eric participated in a series of meetings in Washington, D.C. with staff members of each of the congressmen and senators. In June, a site visit on campus was held with regional staff members during which five current Field School Fellows made presentations on their experience in working with community organizations. Assemblymen Dave Valesky and Bill Magee also participated in the daylong meeting and offered formal support for the federal request.

The request was one of 49 items on the list that Rep. John McHugh sent to the Appropriations Committee, but we do not yet know what impact McHugh's departure to become Secretary of the Army may have on the request. Federal lobbyist Eric Settle '83 is advising Colgate on this process, and we are working to gather support from federal, state, and local representatives. [As this Annual Report goes to print, we have learned that Representative McHugh has chosen not to include the Colgate request among those he will support in the appropriations process. We are now seeking reconsideration by Senator Schumer for inclusion in his appropriations requests.].

The process of preparing, submitting and shepherding the request was both challenging and demanding for the Institute. In the end, however, it was a highly educational experience from which both staff and students associated with the Upstate Institute benefitted. The formal request is included as Appendix B to this report.

Funding for the Endowment of the Upstate Institute and Gifts

Endowment funding continues to be a challenge for the Upstate Institute. The creative efforts of staff of the Advancement Office is highly appreciated. The current national economic climate is clearly not conducive to fundraising for major endowment gifts to the Institute. It is good news, in this regard, that pledges of large gifts have been honored by our generous alumni. Gifts not dedicated to the endowment continue to be forthcoming, many of which were transferred to the endowment during the year in order to move the Institute closer to the goal of \$5.4 million for the Emerson Foundation matching gift.

Gifts to the Upstate Institute continue to arrive including small but highly meaningful gifts from recent alumni who have been associated with the Upstate Institute as undergraduates. Colgate faculty have also contributed to the funding of special programs of the Institute. Faculty donations to the partnership between the Upstate Institute and the Liberty Young Scholars Program at Utica College (discussed below) constitute contributions to the Campaign for Colgate.

Implementation of Mission

The Upstate Institute's mission is implemented through a wide range of projects involving Colgate faculty, students and staff, municipal authorities, community leaders and representatives of not-for-profit organizations in the upstate New York region. Each of the projects conducted or supported by the Upstate Institute results in the production of knowledge and creative pursuits to benefit the region. Projects and activities supported and initiated by the Upstate Institute generally fall into five areas of action which provide resources for research and creativity *about, for and with* the Upstate Region.

Specifically, the Upstate Institute:

- encourages research concerning the upstate New York region
- conducts research to meet community needs and interests
- promotes skills for community development
- creates opportunities for dialogue on issues concerning the region
- contributes to building capacity within the region.

The following section of the report summarizes projects and activities of the Upstate Institute in each of these five thematic areas.

1. Regional Research

Faculty Research Awards

In 2008-2009, the Upstate Institute awarded two Faculty Research Awards. The Upstate Institute provides funding for faculty conducting research on, or directly pertaining to, the upstate region of New York. Specifically, the Upstate Institute seeks to promote scholarly research that relates to the region's social, economic, environmental, and cultural assets. Proposals are solicited from faculty during the fall, received in January, and are reviewed by the Executive Board in February. Faculty receiving a Faculty Teaching Award share their research at the annual Upstate Institute Research Symposium during the 2009-10 academic year.

Tim S. McCay, Associate Professor of Biology, received a grant for his project, "Invasive, Exotic Earthworms in Upstate New York: Community Structure and Habitat Associations." Although earthworms are well known for their positive role as decomposers of plant litter, they can have negative effects on ecosystems in which they did not evolve. The central problem regarding exotic earthworms in Upstate New York is that little information is available to land managers regarding the distributions of exotic and native taxa. McCay's work will therefore seek to develop a better understanding of the distributions of exotic and native worm species in natural areas of central New York, and a better understanding between the different species and land-cover types in the region. McCay's award totaled \$3,687.50.

Sheila Clonan, Assistant Professor of Educational Studies, and Regina Conti, Associate Professor of Psychology, received a grant for their project, "An Exploratory Investigation of Factors Contributing to the Availability of Inclusive Preschool Special Education Services in Central New York." Because no inclusive preschool programs exist in Madison County while neighboring Oneida and Onondaga counties offer 9 and 20 inclusive preschool sites and three and two traditional special education preschool sites respectively, Clonan and Conti will examine the type and availability of special education services at the preschool level in five counties in the Upstate New York region, and attempt to determine the factors contributing to the availability of inclusive services. These factors may include local resources dedicated to preschool special education programming, perceived need and/or demand, administrative support, and availability of

existing preschool sites, but also community commitment toward inclusion and parental knowledge and attitudes regarding inclusion. Clonan and Conti's award totaled \$9,951.

Student Research Fellows Project

The Executive Board also approved the Student Research Fellows program which was announced this year. This program identifies students conducting honors level scholarship on the upstate New York region during their senior year. These projects are expected to be undertaken as part of an honors project and/or independent study course during the senior year.

The fellow will submit the completed project to the sponsoring department or program for evaluation. If the final project meets the standards for honors within the academic program, the results will be made available to the community and archived on the Upstate Institute website. The student may also be invited to participate in a symposium on regional scholarship organized by the Upstate Institute during the spring semester.

2. Community Based Research

Summer Field School 2008

In the summer of 2008, 23 Colgate students worked for community, not-for-profit and government organizations as part of the Upstate Institute Field School. The Field School matches students with non-profit organizations and government agencies in the upstate region to develop and implement projects that bolster organizational capacity. Both student fellowships and community projects are awarded competitively. Students are compensated by the Upstate Institute for full-time work for up to ten weeks working with the community organization. Generally, the organizations are located in Madison, Chenango and Oneida Counties.

Field School fellows work with a community partner to create and complete projects that will have a positive social, economic, cultural or environmental impact on the Upstate region. As fellows of the Upstate Institute, students are responsible for building relationships in the local and regional community. Through this experience, students will complete independent work on innovative projects that provide a community benefit and in so doing develop a deeper understanding of the issues facing the Upstate region and a strong appreciation for what the region has to offer.

Abraham House and Hope House

Curry Knox, '09 worked with the Abraham House in Utica on a capital grant proposal that would allow the organization to renovate an office building. Abraham House offers residence and a staff of professionals and trained volunteer caregivers to persons who have reached the end of curative therapy options. Curry also worked with Hope House, a non-profit organization that operates as a food shelter. She interviewed staff members and volunteers, immersed herself in the daily activities at the center, then produced a booklet describing the organization and its successes.

BRiDGES

Lea Furutani, '10, expanded the scope of a BRiDGES initiative that seeks to raise awareness of how alcohol is advertised to youth in Madison County. She expanded this initiative with additional public presentations, surveys of community opinion and the development of school and community partnerships to address the problem of underage drinking and the environmental influences of such behavior. She also helped the non-profit organize a youth leadership summit, which was a two-day retreat focused on skill development related to creating and delivering focused presentations to key community leaders and on action plan development.

Community Memorial Hospital

Grace Baik, '10, worked on an orthopedic research project under the direction of Diane Bialczak, RN In-Service Coordinator for Community Memorial Hospital, and Dr. Ivan Gowan. This study will examine outcomes of approximately 1,000 total knee prostheses over a 20-year period. Grace reviewed medical records for each surgery performed and conducted follow-up interviews to determine which of the prostheses required the least number of revision surgeries. The final goal of the project is a publication in a peer-reviewed journal.

This fall, Grace continued work on the project by downloading information from patient files into a database. She and Dr. Gowan refined the data, which will be submitted to a statistician in order to allow them to derive conclusions from any significant correlations.

Chenango United Way

Allison Bush, '09 worked with Chenango United Way to conduct community partner site visits and create a mid year outcome report. On these visits, she toured the program and examined the organizations' program outcomes and mid-year budgets. The organizations were scored based on the visit, and the scores will be incorporated into their request for funds next year. Allison also updated an existing document, started by fellow Julia Heymans in the summer of 2006, detailing the transition to a "business model" of evaluating requests for funding. The document, titled, "Our Transition to Community Impact," is to be used by the Chenango United Way when presenting to other United Ways planning to implement the business model.

Daniel Cavazos, '10 worked with Executive Director Elizabeth Monaco to develop the Youth Philanthropy Project, a pilot collaborative between the Chenango United Way, the Upstate Institute, the Community Foundation for South Central New York and Norwich High School that began in the fall of 2008.

Earlville Opera House

Katherine Byrns, '10, had the opportunity to study arts management while serving the local arts community. She assisted the EOH with a summer performance series of music and theater and with the East and West galleries, which present year-round exhibits of regional and national artists. She also assisted with the theater's circus camp program.

Mohawk Valley Resource Center for Refugees

Mark Castiglia, '09, worked with Compass, the rebranding of MVRCCR's cultural services. He conducted web-based research on cultural competency curriculum and developed training materials. He also assisted with the Refugee Running Team, which participated in the Utica Boilermaker, and the International Mile section of the race.

Hamilton Central School

Chris Glendening, '09, worked with several teachers at Hamilton Central School to integrate the arts and communications technology into the traditional curriculum to create a broader, connected field of study for the students. He completed three projects while there: documenting past integrated arts projects; creating a short video documentary on the school itself; and running workshops for the school staff on communications software. He photographed and created notes on the past school projects that combined the arts with curriculum such as math or science, then organized the information into PowerPoint templates that will be used in grant applications.

Young Scholars Liberty Partnership Program at Utica College

Griffin Goldsmith, '09, worked with the Young Scholars Liberty Partnership Program (YSLPP), which aims to help low-income children graduate from high school and attend college. The YSLPP started in 1993 and has successfully graduated 10 cohorts of students. Griffin helped to create an alumni database that will allow the program directors to stay connected with graduates and use stories about their success as motivation for future YSLPP participants. She also assisted with the annual YSLPP Summer Session at Utica College, in which rising seventh, eighth, and ninth grade students attend classes at Utica College for three weeks.

National Abolition Hall of Fame

The National Abolition Hall of Fame (NAHOF) honors exemplary people from three centuries that have dedicated their lives, efforts, and personal wealth to gain equal rights for all. Kate Joyce, '09, worked with NAHOF to prepare for the commemoration ceremony, held at Morrisville State College in October 2008. She conducted research on the abolitionist inductees to assist in monologue background and on geographic locations of the inductees' work. She also facilitated the afternoon symposia at the ceremony, and co-facilitated the evening commemoration, which is the heart of the weekend.

The Legal Aid Society of Mid-New York, Inc.

Ruben Leavitt, '08, worked with the Legal Aid Society of Mid-New York (LASMNY) to increase the organization's ability to provide bankruptcy representation to low-income clients, particularly victims of domestic violence, clients with mental health issues, clients struggling with medical debt as a result of being uninsured, and working families. Consumer bankruptcy gives the working poor who have incurred substantial debt an opportunity to reorder their finances and obtain a fresh start, but many individuals filing for bankruptcy are unable to afford a lawyer and typically cannot accurately complete the lengthy and confusing legal documents necessary to represent themselves in court. Ruben completed the legal forms and supporting documentation necessary for at least five of the cases to be referred to a pro bono attorney.

Community Foundation of Herkimer and Oneida Counties, Inc.

Swetha Peteru, '08, helped the Community Foundation pair with the United Way to create a capacity building program for regional non-profit organizations. She conducted research that would identify the best practices for approaching capacity building and make suggestions for short and long term goals for organizations interested in capacity building. She conducted interviews with people involved in the local nonprofit community in various aspects, community foundations across the nation and nonprofit support centers that already support capacity building programs to identify a successful process for establishing capacity building programs. She also conducted a literature review of past capacity building efforts in the region in order to inform the program. Her research showed that capacity building programs need to have certain characteristics to be effective, such as being timely, assessment-based, customized, contextualized, competence-based, comprehensive, and allow for networking opportunities with peer connections.

Madison County Department of Health

Allison Taylor, '09, worked with the Environmental Health Division at the Madison County Department of Health to enhance the GIS capabilities of the department to track environmental health indicators. Using department data, she mapped the facilities and occurrences regulated by the division, including county wells, food service establishments, mobile home parks, organic farms, and cases of elevated blood lead levels in children. Using ArcGIS software, she created a database that will assist in the identification of environmental conditions that may impact public health and property. The creation of this database will allow the division to better identify and track these conditions, and map surveillance data that could be used for assessments to improve delivery of services and protect the health of county residents.

House of the Good Shepherd

David Pokorny, '10, worked with the House of the Good Shepherd in Utica to research and report on better ways to evaluate program outcomes within the organization. He looked at the activities of similar organizations to find potential new outcome measures that HGS could employ. He also created a proposal for an investment in a new software program that would allow for web based tracking of client's progress and outcomes.

The Neighborhood Center

Laura Simocko, '09, worked with the Somali Bantu Case Management Program at the Neighborhood Center in Utica. She performed outreach with interpreters and developed programming for future implementation. She researched and created life skills training materials for caseworkers and clients on transportation and home management. She also coordinated a community meeting between Somali Bantu leaders and representatives of local and state government hosted by the Neighborhood Center.

Central Adirondack Laboratory for Environmental Sciences

Ryan Streams, '09, worked with an environmentally-focused research and education facility within the Adirondacks. The proposed field station, which will be located at the

former Arts Center of Old Forge building, will offer short-term and long-term accommodations for researchers conducting fieldwork in the Central Adirondacks. Ryan helped CALES refine its goals and future plans in order to develop a business plan that provided a narrative for what CALES is, how it will operate, and what it hopes to accomplish. He conducted extensive research into other field stations around the world, examined their operational schemes, and determined how CALES could emulate and improve on their models.

Chenango Canal Association

Rachel Surprenant, '08, worked with the Chenango Canal Association, an organization that seeks to preserve the historic cultural and present-day recreational value of the Chenango Canal and its associated towpath. She provided outreach and marketing assistance, trail maintenance, signage, research and education. She also designed a brochure to accompany the interpretive trail and educate visitors about the history of the Chenango Canal.

Lorenzo State Historic Site

Kaitlin Tufts, '10, provided oversight of a day camp at Lorenzo State Historic Site that offers an immersion experience in turn-of-the-century life. She conducted research on the history of education and teaching in America, and incorporated the information into a format that can be used for training staff and volunteers.

Resource Center for Independent Living

Carly Turro, '09, worked on a quality study of the programs offered through the Resource Center for Independent Living, an organization in Utica that offers advocacy services to people with disabilities. She began by researching how RCIL programs work, who is being served, what is being provided, and how people benefit. She then identified what constitutes quality and how that can be measured, and applied the findings to six programs within the organization to determine how they could improve.

Cazenovia Preservation Foundation

Kevin Williams, '09, created baseline documentation reports (BDRs) for Cazenovia Preservation Foundation's easement properties. BDRs detail current site and environmental conditions when a conservation or architectural easement is established. For each property, Kevin reviewed the property project files, conducted a site visit to document conditions and monitor adherence to terms of the easement, and prepared and filed the BDR with photo documentation and pertinent background information. This project will support CPF's work toward accreditation by meeting several detailed Land Trust Alliance standards.

Other Field School Projects

Young Writers' Workshop

The Upstate Institute provided assistance to the Young Writers' Workshop, a joint community-University program that provides a week-long intensive creative writing summer enrichment camp. During the 2009 spring semester, Megan Foley, '09, and Sam

Shea, '09, provided research, program design, and program marketing support for the program. They researched similar programs based at Kenyon College and Middlebury College. Based on this research, they advised and assisted the advisory group on the curriculum, daily activities, program application, and student selection. Their work included designing and launching the Young Writers' Workshop (<http://www.colgate.edu/yww>) web site in conjunction with Colgate's technology department.

Inclusive Preschool Program in Madison County

Jennifer Lee, '09, worked with Sheila Clonan, Assistant Professor of Educational Studies, to research community perceptions of the inclusion of children with special needs in a classroom with their typically developing peers. She developed a survey that measured parent opinion of the creation of an inclusive education program at Cazenovia Community Preschool in Madison County. Madison County currently does not have any inclusive programs, and children with disabilities are regularly bused to a neighboring county to receive services. The survey was distributed to parents of children enrolled in CCP, and the results will be compiled this summer as part of a research project.

Foreign Language Program

The Elementary Foreign Language Program provided elementary students at Hamilton Central School an opportunity to explore French, German and/or Spanish once a week during in-class instructional workshops led by Colgate students. Many of the Colgate students that volunteered for the program were supported by foreign language faculty and eligible to receive Foreign Languages Across the Curriculum (FLAC) credit by attending several training sessions, facilitated by Claire Baldwin. These sessions included "Total Physical Response" (TPR) taught by Katie Hanifin, a Spanish teacher at Canastota High School. TPR is a simple and powerful instructional technique based on brain research that means that we can learn through our bodies. The session introduced students to the TPR concept and helped them apply it through stories and music.

Community Research and Service Courses

Through the support of the Upstate Institute and the COVE, several service-learning courses were offered during the past year. The courses allowed students and faculty to meld learning objectives with community needs, fostering mutually beneficial exchanges between the campus and community. Research projects conducted in CORE 329: The Arts in the 21st Century and SOAN 212: Craft of Sociological Inquiry directly contributed to the knowledge of the Upstate region through the collection of survey data on its inhabitants. EDUC 321: Educational Psychology offered students opportunities to reflect and to challenge themselves with school based placements, while demonstrating improvements in the participants SAT results. These service-learning courses, listed below, offered distinct opportunities for faculty and students to engage in knowledge creation with the community, about the community, and for the community through Colgate's diverse array of courses offerings.

CORE 329: The Arts in the 21st Century**Mary Ann Calo and Ellen Percy Kraly**

Students participating in this CORE distinction course engaged issues of the role of the arts in the community and economic development by interviewing Hamilton leaders in targeted community sectors. Students were trained in research protocol, techniques of qualitative data collection through interviews and the preparation of transcripts.

EDUC 321: Educational Psychology**Sheila Clonan**

Students worked with school based programs to provide tutoring and mentoring services to area youth throughout the course of the semester. Through field journals, students documented their experiences in the community setting. Some students commented on how the experience shaped their career goals, while others spoke about the emotional impact of working with refugee youth. A few students who participated in an SAT preparation program helped raise the scores of Proctor High School juniors, while also gaining experience with classroom management.

FSEM 198: Causes and Consequences of Immigration**Nicole Simpson**

Professor Nicole Simpson's First Year Seminar sought to expose students early on to the diversity existing in Upstate New York. Responding to a need reported in Syracuse's Post Standard, the class organized a donation drive to help in the transition process for the Bhutanese refugees resettling in Syracuse—raising \$700 that provided the community with household items. The course also participated in a citizenship ceremony in Utica for immigrants and refugees who went through the naturalization process. The students offered a small reception for the participants of the ceremony afterward.

GEOG/EDUC/SOAN/POSC 225: Research Methods in the Social Sciences**Ellen Percy Kraly**

Students applied some of the lessons learned in the classroom for the benefit of a local arts organization. The students conducted telephone surveys on behalf of Earlville Opera House, a multi arts center that provides gallery space and arts programming for community members of all ages. The survey gathered information from members of the organization about past programming and the community's desire for additional and perhaps new events and activities. A research report summarizing the survey results was prepared for the Earlville Opera House.

GEOG316Z: Medical Geography and Disease Ecology**Ellen Percy Kraly**

Kate Serrurier '09 enrolled in this geography course as an independent study course. In addition to completing the reading list, essays and selected exercises for this course, Kate conducted research for the Madison County Department of Health. Continuing the work of Courtney Devereaux '08 and David Pokorny '10 and Field School Fellow during the summer 2009, Kate gathered health indicators and documented sources for the Madison County health assessment. She completed the project which has served as an integral

component of the Mobilizing for Action for Planning and Partnerships (MAPP) process for the county.

GEOG391: Special Needs Households and Vulnerable Populations in Rural America

Ellen Percy Kraly

David Pokorny, '10, conducted a project to develop a Madison County Special Needs Persons Database that will eventually result in the creation of a comprehensive database of Special Needs Persons (SNP) in Madison County for use in a disaster situation such as an ice storm or prolonged power outage. David divided the project into two phases of data collection. He began by interviewing the county agencies that work with SNPs and disaster response: Madison County Department of Social Services, Madison County Department of Health, Madison County Emergency Services Coordinator, and Madison County Office for the Aging. The second phase was the creation of a case study to determine how SNPs can be identified within a rural community.

PEAC 218: War and Lived Experience

Krisjon Olson

Participating students worked in English-as-Second-Language classrooms in the Adult Learning Center and participated in agency outreach with the Neighborhood Center. Through the placements, students were able to work first hand with members of Utica's refugee and immigrant communities.

PSYC 460: Independent Study with the Kelberman Center

Regina Conti

The Kelberman Center worked with Professor Regina Conti on developing a placement for students interested in working with individuals diagnosed with autism. Through participation in weekly social skills groups, students were able to utilize their knowledge of autism to support the work of the agency and refine their own understanding of how it impacts individuals' lives.

SOAN 212: Craft of Sociological Inquiry

Angela Hattery

Utilizing the skills of survey development and administration, students in Professor Angela Hattery's course worked with three agencies in Utica to assist them in their data collection. One group of students worked with the Neighborhood Center to survey members of the Somali-Bantu community, gathering demographic data and determining the community's access to social services. The Y Girls program of the YWCA benefited from students developing an assessment of the curriculum's benefit for the young, female participants. Similarly, the Underground Café had pre- and post-surveys developed for teens taking part in its Advantage Afterschool Program. The information gleaned from these projects will assist the agencies' in their program implementation.

SOAN 321: Black Communities

Earl Smith

Professor Earl Smith sought to give his students hands-on experience in Utica's diverse, urban community through placements and projects that would expose them to various aspects of the community. Students spent hours working with members of Hope House, a soup kitchen that feeds more than 200 meals a day, to serve meals and provide help around the agency. Another group of students helped with the Neighborhood Center's daycare and outreach programs. A third team of students helped compile a housing survey to be presented to the Mohawk Valley Resource Center for Refugees, mapping out the Cornhill neighborhood to take an inventory of housing stock in the community.

SOAN 367: Sociology of Gender

Angela Hattery

Students in Professor Angela Hattery's course were presented placements with various non-profits in Utica and Madison County that could give them different perspectives on gender related issues. Working in partnership with the COVE, students volunteered with a female empowerment program with area schools through Ophelia's Girls. Another group mentored boys and girls through the Johnson Park Center, an agency that works to reunite families separated by instances of crime, drug abuse, and mental illness through supportive housing. Others worked with The Network, a COVE group that works to support victims of relationship violence through peer facilitation on campus and a domestic violence hotline. Another cohort worked with the elderly through the COVE's Adopt-a-Grandparent program.

SOSC 405: Social Security Benefits for Disabled Children

Susan Conn

This Upstate Institute Law Project course was approved by the Curriculum Committee as an ongoing seminar within the Division of Social Sciences. In previous semesters students participating in the seminar were enrolled in independent studies projects. To be eligible for the seminar, students must have completed their distribution requirement in the social sciences in order to be admitted to the seminar. The catalogue copy for the course is shown below:

This course introduces students to the Social Security system, discusses the barriers that low-income and disabled families face in accessing social services and medical care, and introduces students to the following legal topics: legal analysis, legal ethics, Social Security disability law, and legal writing. Students prepare a research paper addressing a selected topic on current issues in social service provision. Students also engage in a practicum experience. The practicum involves assisting the instructor, an attorney, with pro bono work helping low-income children (many of whom suffer from psychiatric illnesses) in securing benefits through the Supplemental Security Income (SSI) program of the U.S. Social Security Administration. The course practicum takes place at the Utica office of The Legal Aid Society of Mid-New York. Only students who have completed their distribution requirement in social sciences can apply. Students are admitted to this seminar by permission of the instructor.

The course introduces students to the Social Security system, discussed the barriers that low-income families face in accessing social services, and addressed legal topics which included legal analysis, legal ethics, Social Security disability law, and legal writing. In addition to preparing a policy/research paper addressing topics on current social service issues, the students in the practicum portion of this class worked with attorney Susan Conn '79 at Legal Aid Society of Mid-New York. Each student assisted in interviewing the parents of disabled children, reading medical files and drafting a persuasive legal argument for submission to the administrative law judge.

WRIT 222: The Narrative in New Media

Suzanne Spring

WRIT 222 worked with teen participants of the Underground Café, a youth center in Utica, to create multimedia projects telling the teens' stories. Two narratives developed from the partnership. One provided a glimpse of life at the Underground Café and will assist in the agency's PR. Another piece set a participant's drawings with narration, providing a visual component to her short story. Resulting from the exchange, one participant expressed a desire to attend Colgate in the future.

3. Community Development Skills

Student Philanthropy Council

The Upstate Institute Student Philanthropy Council completed its third year in 2008-09. Thirteen Colgate students (12 sophomores and one junior) were selected by competitive application process. During the fall, the Council met every other week to hear lectures by regional leaders from the non-profit and philanthropic community. The fall curriculum was revised this year to reflect directly the organizational landscape of the Upstate region. (see Appendix 1) Upstate Institute Director Ellen Percy Kraly highlighted the region's assets and needs from a demographic perspective and launched the Council's transition into a small working foundation.

The Student Philanthropy Council (SPC) provides a year-long, community-based service learning opportunity for students. Council members apply and develop their skills of critical analysis, applied research and group-decision making to comprehend community needs and assets, and to select effective organizational solutions in the Upstate region. The grant making sequence includes developing a request for proposals (RFP), creating an evaluation process, reviewing grant applications, conducting site visits, deciding the final grant awards, creating and implementing a public awards celebration, and drafting a final report to the Brennan Family Foundation, the underwriters' of the Upstate Institute Student Philanthropy Council.

Group consensus is a critical component throughout the process and a skill SPC "graduates" note is valuable to their educational experience at Colgate. Interacting with leaders of several community organizations—as well as hosting a grant awards ceremony—fosters students' abilities to communicate effectively and with

professionalism. Conducting site visits throughout the area heightens students' awareness of the Upstate region and the role of the University as a regional resource. Additionally, students develop their personal capacity and commitment to promote positive change in the communities in which they live.

The Council brainstormed key attributes they wanted to see in an organization that would receive a grant. These included evidence of clear leadership, a clear plan of action, effective use of money, a focused proposal, and demonstration that the funding would reach and change individuals in the community. The Council honed in on the need to fund the arts in the upstate region, but was careful to keep the RFP broad in order to address a wide variety of needs in the current economic climate. Their final Request for Proposals asked for "projects that strengthen community engagement, foster cultural heritage and the arts, and address basic and societal needs through creative educational initiatives."

After developing a grant evaluation method, the SPC reviewed 27 grant applications. Utilizing the criteria of their RPF, the students conducted on-site interviews and evaluations of nine organizations located in Cazenovia, New Hartford, Utica, Rome, Little Falls, and Hamilton. The group reached consensus and awarded five grants totaling \$10,000 to the following organizations:

1. The *Hospice and Palliative Care, Inc.*, \$4645, to continue its "*What About Me? Grief Within the Classroom Program*" that provides individual and group grief counseling to children within eleven Utica City Schools. Counselors incorporate art therapy to help youth cope with things like death in the family, divorce, and other tragic events.
2. The *Retired and Senior Volunteer Program (RSVP) of Madison County*, \$1200, for the "*Bone Builders Program*," a community-based weekly exercise program led by trained volunteers. The program participants exercise regularly to maintain bone density, strengthen balance, and improve general fitness.
3. The *Hamilton Emerald Foundation*, \$1000, will partner with the Hamilton Theatre to support the theater's free programming for the community. The theater serves the community through its educational programming, a free children's series, and a free "*Movies Under the Stars*," among many other offerings. The theater is a vital component of the educational life of the children and families of this area.
4. The *Mohawk Valley Center for the Arts*, \$1155, will use the funding to expand their "*Summer Kid's Camp*" and to implement a "*One Week Winter Kid's Camp*." The Kid's Camp series enhances creative skills, self-esteem, individuality, self-expression, and imagination in children through involvement with the arts.

5. The *Utica Safe Schools Healthy Students Partnership, Inc.*, \$2000, will implement *The Underground Café Teen Center Food for Thought Program.*” This new initiative will support at-risk teens in Utica, NY in developing healthy eating habits and lifestyle choices. *Food for Thought* will provide engaging, interactive nutrition education and ensure that teens that attend the teen center have access to healthy snacks in the after- school hours.

The 2008-09 Student Philanthropy Council members will revisit the organizations in the fall with members of the new Council and ensure that each grantee submit a one year performance report.

Youth Philanthropy Project

The Youth Philanthropy Council, a program that was made possible by the generous financial support of the Weyerhauser Foundation, is a collaboration between the Upstate Institute, Norwich High School, Chenango United Way and the Community Foundation for South Central New York. The mission of the 2008-09 YPC was to educate local high school students about philanthropy, group facilitation, non-profits and the region in which they live.

The curriculum for the project was developed over the summer of 2008 Daniel Cavazos and was based on the highly successful Student Philanthropy Council (SPC). Over the course of the first semester, Daniel Cavazos, '10; Megan Heise, '10; and Jocelyn Recht, '10, (all of whom had participated in the SPC the previous year) worked with staff and high school advisors to select YPC participants and plan and teach weekly lessons on group facilitation, the process of creating RFP's and the necessary philanthropic vocabulary. Every other week the YPC schedule included presentations from local non-profit and philanthropic experts. Sixteen Norwich High School students participated in the program from start to finish.

At the start of the second semester, three additional former SPC Colgate students took over the teaching of the YPC. Emily Katz, '09, Cassandra Galante, '09 and Max Counter, '10, met weekly to construct a lesson for the Norwich High School participants. They drew strongly from their personal experience in the SPC to help the students construct their RFP, effectively choose a local issue to fund, and democratically select grantees all within a rather tight time frame.

The Youth Philanthropy Council funded three projects:

1. *Catholic Charities of Chenango County*, \$4500 for its Parents as Teachers program, a pilot project to provide early educational intervention to low-income families in a home-based setting.

2. *Mothers and Babies Perinatal Network of SCNY*, \$3600 for its Parent Academy program to be presented at the Norwich PAL Center
3. *“The Place” Christian Neighborhood Center of Norwich*, \$1900 for its KIDS program, an experientially based summer program for youth aged five to twelve

Voluntary Income Tax Assistance (VITA) Program

The Upstate Institute VITA program, initiated in 2003, is a collaboration between governmental agencies, area non-profits and Colgate University that provides low-income residents with free income-tax preparation. Nicole Simpson, Associate Professor of Economics, has provided the inspirational leadership for this program, working closely and effectively with Colgate students, county officials, and community leaders to make the program successful in meeting regional need. Student participants enroll in tax training sessions and have to pass an IRS test before preparing any tax returns. This past tax season, 35 students prepared tax returns for 1,200 families in Central New York. More than \$1.85 million in tax returns were refunded to the local community, with nearly two-thirds coming from the Earned Income Tax Credit (EITC).

Consumer Bankruptcy Law Project

Throughout the 2008-2009 academic year, attorney Susan Conn '79, trained and supervised the work of thirteen students participating in the Consumer Bankruptcy Law Project. Students worked with individuals facing significant debt from the loss of job, medical costs, or the actions of an abusive ex-spouse, assisting the low-income clients in the compilation of their initial Chapter 7 bankruptcy paperwork. The partnership with the Legal Aid Society of Mid-New York utilizes the students' drafts to recruit pro bono attorneys who then represent the clients in bankruptcy court. The project has assisted seventeen clients to date, with four cases receiving discharges, five cases pending with attorneys, and the rest soon to be referred. The project, funded by a \$45,000 grant from the Community Foundation of Herkimer and Oneida Counties, teaches students about bankruptcy policy, credit, and debt through workshops, readings, and hands-on experience, while building the capacity of the Legal Aid Society of Mid-New York to handle consumer bankruptcy cases.

Grantwriting Course

“Finding Money for Social Change –The Basics of Grant Writing” is a co-curricular (non-credit) class offered by the Upstate Institute, the COVE, the Writing Center and the Center for Career Services to interested junior and seniors at Colgate. Community members are also invited to register. We received 56 applications this year for the semester long program– reflecting students’ concern about their employment and internship prospects given the economy. Most students enrolled with the expressed goal of working in the non-profit sector upon graduation and seeking valued grant writing skills necessary for work in this field.

This year, the class goals and curriculum were revised to boost acquisition of grant writing skills and to ensure completion of class projects. (see Appendix B) In years past, students partnered with a community partner to write a full grant proposal. This goal proved elusive to many participants, so this year the final class project was for students to complete a letter of inquiry to a potential funder. Based on course evaluations, this strategy proved fruitful and most participants completed the class with a completed or draft letter of inquiry.

Students enhanced their academic skills of research and writing to learn how to draft an effective letter of inquiry to a funder, on behalf of a community partner. Specific skills acquired included conducting research to prepare a needs assessment, defining project goals and objectives, developing a budget, researching potential funders, and creating a program evaluation plan. The collaboration with community partners is a challenging endeavor for students, and requires negotiation, organization, clear communication, and consensus.

Students not only gained skills, but also knowledge of philanthropy and the non-profit sector. In addition, regional leaders led targeted presentations about each phase of the grant writing process. Regional leaders valued their interactions with Colgate students, and gained awareness of the assets of a Colgate education. Interdepartmental cooperation among the COVE, Upstate Institute, the Writing Center, Career Services, and the Department of Corporation, Foundation and Government Relations resulted in a coherent, multi-faceted learning experience for course participants.

Strategic Planning Class

A new co-curricular workshop was implemented this year that focusing on the process of strategic planning. The Upstate Institute contracted with Ellen Holm, Zebra Associates, to develop and implement the skill development program which was open to Colgate students and staff and representatives of community organizations. Meeting for five two hour sessions during the spring semester, the seminar addressed the critical components of strategic planning. The process involves clarifying direction, focusing resources, and aligning personnel to work towards a common purpose. The workshop encouraged linkages between community partners and students in their mutual growth of skills and knowledge. The participants were introduced to planning concepts and had the opportunity to demonstrate their use through activities and conversation.

The five sessions included an introduction to strategic planning, decision-making and stakeholders, internal needs assessment (governance, finance, leadership, personnel, programs, marketing, volunteers) external needs assessment, and preparing for a strategic planning session. Six Colgate students and eight representatives from six community partners participated in the workshop.

4. Regional Dialogue

Literacy Initiative of Madison County

On May 14, the Upstate Institute hosted a gathering of literacy providers working throughout the county for a morning-long conference that created a literacy providers network. The launch of the network coincided with several literacy initiatives in the county, all of which share the goal of 100% literacy throughout the county. The network will work toward that goal by promoting a better understanding of the missions and activities of agencies working toward literacy in Madison County, and by identifying gaps in services and opportunities.

Following a welcome by Joanne Schneider, University Librarian and Professor in the University Libraries and a keynote by Kim Scott of Literacy Powerline, LLC, attendees separated into different literacy provider sectors to participate in workshops. The conference concluded with the creation of a task force and development of next steps for the network.

Proposed Transmission Line

The Upstate Institute supported the debate concerning the electrical transmission powerline proposed by New York Regional Interconnect (NYRI) by hosting and coordinating the first New York State Public Service Commission public hearing at Colgate University in October 2008. The hearing was conducted by administrative law judges Jeffrey Stockholm and Michelle Phillips and was attended by several hundred community members.

Research and Discussion on Proposed NYRI Power Line

The Upstate Institute initiated environmental justice research to further the debate about New York Regional Interconnect (NYRI) proposed transmission line. The NYRI project would construct and maintain a 190-mile long electrical transmission line from Oneida County through Orange County, New York and would pass within feet of residential homes. The research examines the socioeconomic character of the communities along the proposed transmission route and compares them with the end user. The intent of the research is to determine if a minority and/or low-income population would disproportionately bear the impact of the project for the benefit of another cohort. The analysis assessed census data segments disseminated by zip code.

National Abolition Hall of Fame Commemoration Ceremony

The National Abolition Hall of Fame and Museum commemorated the 2007 inductees to the Hall of Fame at a ceremony held October 25, 2008 at Morrisville State College. Banners honoring John Brown, Lydia Maria Child, Wendell Phillips and Sojourner Truth were unveiled at the ceremony, with relatives of several of the inductees on hand. The ceremony is the centerpiece of NAHOF's annual event that recognizes the inaugural meeting of the New York State Antislavery Society on October 22, 1835 in Peterboro.

In addition to financial support, the Upstate Institute supports the event with the work of a Field School Fellow. Kate Joyce, '09, continued her work with NAHOF into the fall to prepare for the ceremony, and was a vital part of the weekend activities.

Madison County Department of Health – MAPP

Several organizations in Madison County are taking part in a process developed by the Center for Disease Control (CDC) called Mobilizing for Action through Planning and Partnerships, or MAPP. MAPP is a community wide strategic planning tool for improving public health. It gives the community a method to help prioritize public health issues, identify resources for addressing them, and take action.

The National Public Health Performance Standards Program (NPHPSP) is one stage of the MAPP process. It focuses on assessing and improving the overall "public health system." A daylong meeting was held at Colgate on October 23, 2008, in which several participating agencies completed the local Public Health System Performance Assessment, which is a part of the NPHPSP. A follow up meeting held on November 13 allowed the county to share the results of the process.

Feminist Rhetorics Conference

The Feminist Rhetorics for Social Justice Symposium, held at Syracuse University on October 23-24, 2008, brought together communities of feminist rhetoric scholars, public intellectuals, and community activists to discuss the intersections of feminist rhetoric and feminist history making with local and global issues of social justice. Following the symposium, the Feminist Research Network Forum allowed attendees a chance to share their current projects and receive feedback from each other as well as leading scholars in the field of feminist rhetoric.

Because Central New York has long been known as the "birthplace of women's rights," the place where the first women's rights convention was held in Seneca Falls in 1848, the Upstate Institute contributed funding to this symposium.

Native American Arts Festival

Support was also dedicated to the Native American Arts and Crafts Festival organized by faculty in the Native American Studies Program. Held at Colgate in November, the festival seeks to promote the work of Native American artists, craftspersons and performers drawing largely from the New York region and has grown in scope and popularity over the past several years.

Thing Global, Eat Local Event

The Think Global, Eat Local Event featured a Hunger Banquet, followed by a panel of local farmers, producers and consumers who discussed their experiences with local food. The panelists included Amy Brown and Chris Babis, the owners of Common Thread Community Farm, who discussed the idea of Community Supported Agriculture, or CSA, as a partnership between consumers and farmers that thrives off annual harvest, mutual relationships, financial stability and community strength. The Upstate Institute was one of several offices that provided funding for this event.

National Endowment for the Humanities (NEH) Teachers Institute, "Abolitionism and the Underground Railroad in Upstate New York"

As part of the ‘We the People Initiative,’ of the National Endowment for the Humanities, a teachers’ institute entitled “Abolitionism and the Underground Railroad in Upstate New York, was conducted at Colgate University from July 14-August 1, 2008.

Graham Russell Hodges, the George Dorland Langdon, Jr. Professor of History and Africana/o Studies at Colgate University was the director of the institute, supported in its proposal and implementation by the Upstate Institute. Other funding was provided by The Office of Provost and Dean of the Faculty, Africana/o Studies Program, and the Division of Humanities

The goal of this teachers’ institute was to explore the personalities and ideological and historical intersections of the Underground Railroad and the Abolitionist Movement in Upstate New York. Milton Sernett, a distinguished scholar of abolitionism and a lecturer for the institute, refers to central and western New York as “North Star Country.” This name stems from the fact that many self-emancipated slaves found freedom in the region. Black and white citizens organized innumerable abolitionist events and staunchly defended the liberty of fugitive slaves or rescued them from slave catchers. The name is also derived of course from Frederick Douglass’s famous newspaper, The North Star, founded and published in Rochester, New York.

Twenty five K-12 teachers participated in the institute coming to Hamilton from Washington, California, Arizona, Oklahoma, Wisconsin, North Carolina, South Carolina, Maine and New York. During the three-week institute, the participants learned about the fusion of abolitionism and the Underground Railroad as black and white activists practiced it in upstate New York and New York City. They benefitted from lectures with sixteen leading scholars, writers, photographers and singers from across the nation, including Fergus Bordewich, Writer, Douglas Egerton of Le Moyne College, Paul Finkelman of SUNY-Albany Law School, James O. Horton of George Washington University and Lois Horton of George Mason University, Milton Sernett of Syracuse University, John Stauffer of Harvard University, Judy Wellman of SUNY-Oswego and William Williams of Haverford College, and folksingers Kim and Reggie Harris.

Upstate New York was one of the most important centers of abolitionist activity from the early 1830s until the Civil War and home to key figures including Gerrit Smith, Jermain Loguen, Beriah Green, Frederick Douglass, John Brown, and Harriet Tubman. The participants explored this rich heritage with trips to upstate sites of interest, such as Cooperstown, the Women's Hall of Fame in Seneca Falls, the Harriet Tubman House in Auburn, the Gerrit Smith Historical Site and the National Abolitionist Hall of Fame, which is the institution dedicated to commemorating the courage and commitment of these patriots and is located in Peterboro, New York.

5. Capacity Building

Regionalization of Philanthropy

The Upstate Institute continued to support conversations among board and staff members of the Chenango United Way, Canastota United Way and members of community chests

in Madison County concerning the benefits and costs of regionalizing fundraising between Chenango and Madison Counties. Participants in these conversations have shared information about policies, procedures and finances of each respective organization. Second, Elizabeth Monaco of Chenango United Way presented information on best practices that exist regarding the strategic restructuring of other similar organizations, such as at the United Way of Greater Rochester or other communities that have consolidated. Third, participants in these discussions have identified the benefits and drawbacks of consolidating fundraising efforts from the perspective of each individual organization. During the two meetings that occurred in the spring 2009, participants moved forward to develop an action plan for consolidated efforts.

Imagining America New York Consortium Meeting

Ellen Kraly collaborated with the staff of Imagining America to organize a meeting at Colgate of the six consortium institutions in upstate New York. A planning meeting was held on campus in February which included Ellen Kraly, Dewitt Godfrey, Tim Eatman from Imagining America's Promotion and Tenure Initiative project, and Jim Heffernan, New York State Campus Compact. Unfortunately, there was insufficient interest, and resources among member institutions. The meeting has been postponed until September 11th at Colgate. The team from Imagining America will set the agenda.

Howard Hughes Medical Institute Projects

The Howard Hughes Medical Institute awarded Colgate a \$1.2 million grant to develop long-term, productive connections across disciplines through the development of a systems biology program. This grant also provides a transformative experience in science for college and high school students, and allows the University to provide outreach to our surrounding communities by offering science workshops and other experiences for public school teachers and students. The Upstate Institute provides resources for many of the outreach programs funded through the HHMI Grant. The outreach programs include the Science Affiliates Teacher's Program, Visualization Lab Summer Program, and the Colgate Science and Sports Camp.

Science Affiliates Teachers' Program

The mission of the Science Affiliates Teachers' Program is to enhance science education in the public schools of central New York by offering teacher workshops and a forum for conversation to promote science teaching and learning in grades K-12.

The following workshops were taught by Colgate Faculty in March and April of 2009:

- *Motions of the Sky: Understanding the Seasons & Phases of the Moon*, taught by Professor Tom Balonek and Visualization Lab Director Joseph Eakin
- *Solar Cars*, taught by Professor Beth Parks
- *Webs of Life, Webs of Death*, taught by Professor Tim McCay
- *Human Dimensions of Global Environmental Change*, taught by Visiting Professor Jake Brenner

- *Zebra Fish as a Model for Developmental Biology & Genetics*, taught by Professor Jason Meyers
- *The Science of Artists Material*, taught by Professor Patricia Jue

Visualization Lab Summer Program

The Visualization Lab will expand the reach of the system by developing novel productions for the use of chemistry, biology, computer science, geology, neuroscience, art, and other courses. This will be produced and designed by Colgate students, faculty, and local science teachers. All projects will be used in teaching and will be distributed free of charge to the Digistar Users Group, which includes members from more than 80 science museums, universities, and planetariums worldwide.

Colgate Science and Sports Camp

The Colgate Science and Sports Camp was developed and implemented by Janna Pistiner, a Colgate alumna and science teacher at The Renaissance Charter School. The camp will specifically target students who normally would not have the opportunity to become exposed to science beyond their high school classrooms. Participants will include youths from inner-city New York, from ethnically diverse schools in the nearby city of Utica, and from rural school districts around Hamilton. The camp's goal is to get motivated, underprivileged students excited about and engaged in science, scientific research, and the possibility of pursuing science as a field of study and a career. It will also expose them to life on a residential college campus

Lifelong Learning Program

The Lifelong Learning Program (LLP) is a collaboration by Upstate Institute, Colgate University and the community to provide adults with ongoing education for the enrichment of their lives in a diversity of fields. The program provides classes and programs facilitated by a mixture of Colgate faculty, Colgate students and community members. The LLP program provides an opportunity for Colgate faculty and students to bring knowledge into the community and allows community members, many of whom are retired Colgate faculty and alumni, to have access to several on-campus resources. Upstate Institute staff supports the program by coordinating the classes, organizing the facilitators, maintaining the program's membership database and web page, direct contact with members, and creating information pieces and mailers for the program. Upstate Institute staff meets monthly with a volunteer steering committee to ensure the program is community driven.

In its second year, the program restructured its steering committee into three subcommittees. The restructure included scripting a memorandum of understanding for the facilitators and a structure for proposing classes as well as creating two separate task-oriented committees to better focus the steering committee on broader program curriculum and development. The LLP currently has 131 members. LLP member benefits include a Case-Geyser library card and a discount at the bookstore as well as the classes and program the LLP provides.

Workshop in Philosophy for High School Teachers

The second annual Workshop in Philosophy for High School Teachers allowed ten secondary teachers the opportunity to participate in an in-depth study and discussion on ways to incorporate philosophical principles into their curriculum. Teachers from the region, as well as several from bordering states, came to Colgate's campus to consider the ways the study of philosophy can impact what they are currently teaching.

Young Scholars Program

Multiple avenues were used to increase the capacity of the Young Scholars Liberty Partnership Program (YSLPP) to serve "at-risk" youth in the Utica school system. The agency was awarded an Upstate Fellow to help continue expanding its alumni database, continuing work started by John Palmer's EDUC 418: Seminar on High Needs Schools. Two students participated through the Grant Writing Workshop, drafting a letter of inquiry for YSLPP and identifying a few potential funders to help address cuts in the agency's budget. Through the EDUC 321: Educational Psychology, service-learning students helped provide SAT preparation to juniors in the YSLPP. Early results of this program showed an increase of about 200 points over SAT averages for Proctor High School.

Assessment of the Upstate Institute

The first phase of a five-year assessment of the Institute, "*Student Experiences of the Upstate Institute 2003-2008*"¹ was completed this spring. A complementary assessment is underway to examine how faculty involvement in the Upstate institute has influenced their work as scholars and teachers. The final assessment will be of our community partners specifically and the region generally, and how their organizations have changed through their involvement with Upstate. The assessment questions are:

1. Does the Upstate Institute fit within the mission of the University?
2. Has the Upstate Institute enhanced the academic community?
3. Has the Upstate Institute increased the capacities of our community partners?
4. Has the Upstate institute increased knowledge and awareness of the regions' assets?

Over 100 former Upstate Institute student participants were contacted by e-mail to take a survey posted on Survey Monkey. Forty participants responded from class years 2003-2010. Respondents worked with 21 different community partners in the following projects areas:

Area	Percent
Public health	24%
Education	16%

¹ Student participants in the 2001-2002 Utica Field School were included in the survey outreach as this experience is the pilot program on which the Upstate Summer Field School is based.

Law	16%
Land use & preservation	11%
Social services	11%
Economic & community development	8%
Strategic planning	8%
Cultural preservation	6%

Students were involved in community-based research (63%) or program implementation (37%), although there is a major shift to almost all community-based research activities in the later years. Three categories of community-based research emerged from the survey: creating information resources; data collection & analysis; and program development.

COMMUNITY BASED RESEARCH (2003-2008) Includes 2001-2002 Utica Field School	
Creating information resources	Creating maps, guides, reports, and documentation.
Data collection and analysis	Research and analysis of data resources, researching, developing and implementing surveys, conducting individual and focus group interviews, analyzing survey and interview results and creating final reports of results.
Program development	Research best practices of programs and policies to create or improve existing program models of community partners, conduct program planning with constituents, recommend policy changes, and attain funding.

The assessment questions (13) were designed to answer the over-arching questions listed above, and drew from four sources: The mission of UI; the Colgate Mission Statement; Draft Goals of a Colgate Education (Draft AAB Goals, April 2007); and National Association of Colleges and Employers Survey of top 10 qualities and skills employers seek (Job outlook 2008 Survey).

Key findings:

- It sharpened my intellectual skills. (86 %)
- It influenced how I engaged with material in my classes. (49 %)
- It provided a basis for research papers, independent study,
- and/or theses. (44 %)

My Upstate Institute experience caused me to become more:

- #1 Adaptable in working with others
- #2 Creative in solving problems
- #3 Confident in my abilities
- #4 Aware of my role as a member of the community

- #5 Effective in my interpersonal relations
- #6 Respectful of and willing to consider different opinions
- #7 Intellectually resourceful
- #8 Understanding of people of diverse backgrounds
- #9 Aware of the meaning of citizenship
- #10 Flexible in decision-making

Student participants were asked how they would describe the Upstate New York region to an incoming student and noted the physical beauty, welcoming and community-minded residents, historic and cultural assets, economic hardship and socioeconomic diversity.

- Students noted their experiences were eye-opening.
- They spoke of leaving the “Colgate bubble.”
- They worked in communities with greater socioeconomic diversity than their hometowns.
- They immersed themselves in the community and engaged with the leaders and residents of the Upstate region.

How did the Upstate Institute experience develop your leadership skills? In their own words, students described their growth in this area:

- “I became confident in my ability to tackle large problems.”
- “I am now more capable of making informed decisions as a leader and as part of a team.”
- “I became more comfortable with public speaking both formally and informally.”
- “I have become more disciplined with managing my work and time.”
- “I believe my experience nurtured my confidence.”
- “I learned to speak to the point, to prepare meeting agendas, and to present the results of my study in a professional environment.”
- “I learned to express myself clearly and fine-tuned my interpersonal skills.”

How has the Upstate Institute experience shaped your subsequent civic engagement?

1. Students are engaged in civic issues through volunteering
2. Students are engaged in civic issues through heightened awareness and active interest in topics that concern them
3. Students are engaged in civic issues through the career paths they have chosen
4. Students plan on being engaged in civic issues in the future

How did your experience influence your life choices after graduation?

It influenced my employment and graduate school choices after leaving Colgate (75%)

Upstate Institute experiences contributed to Colgate graduates pursuing diverse career paths, and many spoke of choosing careers that contribute to society as a result of their Upstate experience.

Employment	Graduate School
<ul style="list-style-type: none"> • Clinical research coordinator • Department Assistant, Museum of Fine Arts, Boston • Fundraiser, NYC Settlement Housing System • USAID, International Public Relations • Program evaluator for local and state human service organizations • Human resources consultant • Massachusetts General Hospital 	<ul style="list-style-type: none"> • Applied economics • Clinical psychology • Domestic social welfare policy • Human services • Law school • Non-profit education management • Public Health • Public Policy • Dentist, intends to work with needy international populations

The Upstate Institute enhanced the academic community in the following ways:

The positive benefits of an Upstate Institute experience extended into participants’ subsequent academic lives at Colgate, and to their life choices after graduation. Students often noted the significant responsibility given to them to work on “real world” issues (with real world impacts) was highly motivating. Working autonomously stretched their capacities, boosted their self-confidence, and inspired them to provide their community partners with their very best efforts. An Upstate Institute experience nurtured more engaged, responsible and confident students at Colgate. To recap, the survey results noted that participation in an Upstate Institute experience:

- Sharpened students’ intellectual skills
- Heightened engagement in classes particularly those related to work through the Upstate Institute
- Provided a basis for research papers, theses, course selection, etc.
- Increased confidence, intellectual resourcefulness, creativity in problem solving, respectful and willing to consider different opinions, understanding of people of diverse backgrounds
- Nurtured leadership skills including becoming proactive, public speaking, responsibility, and effective group work
- Enhanced civic engagement
- Fostered career choices reflecting a commitment to public service

Conclusions, Reflections and Plans

The 2008-09 academic year was again full on for the Upstate Institute. With the excellent and efficient support from Julie Dudrick serving as project manager, the implementation of current and new projects of the Institute was easier than in past years. The operational expertise of Julie allowed the energies of the faculty director to be more

broadly spent on leadership and oversight of the Institute, including relations with faculty, alumni, community organizations, government and other universities.

Julie Dudrick instituted a routine of weekly meetings for Upstate Institute staff. With the exception of the Americorps-VISTA member, each of these individuals is a part-time casual wage employee of Colgate. Prior to the regular schedule of meetings this year, communication among staff members, and between staff and the director, was less than consistent. The staff meetings have resulted in improved flow of information among staff as well as opportunities for collaborative problem-solving. A greater sense of community among UI staff has also been fostered. Julie has also begun what is hoped will become a tradition of retreats and planning sessions for the staff as well as a cycle of self reporting and performance review for each staff member,

Broadening the advisory capacity of the Community Board to include the COVE represented a good intention but was not implemented as well as hoped by Ingrid Hale and Ellen Kraly. The touchstone of the Community Board remained in large part the Upstate Institute. *The coming year will require a clearer plan for communicating to the Community Board the accomplishments of, and issues facing, both the Upstate Institute and the COVE.*

As discussed in the body of this report, fundraising for the endowment of the Upstate Institute is a challenge and is likely to remain so in the near future. The leadership of the Emerson Foundation has rejected Colgate's request for an extension to the November 2009 deadline for Colgate to reach the \$5.4 million goal for the Foundation's \$600,000 matching grant. Several prospective donors, while remaining enthusiastic about the role of the Upstate Institute in the mission and vibrancy of the university, have found that their financial circumstances do not warrant a seven figure donation in the immediate future. Small gifts continue to be generated, the majority of which are channeled at this point to the endowment. *It is important that the director continue to fine tune her message concerning the critical place of the Upstate Institute in the Colgate experience. The results of the assessment of the impact of the Upstate Institute on students should be incorporated into promotional materials and presentations about the Institute.*

Response of faculty to the Upstate Institute appears to be positive. Faculty have turned to the Institute for resources (financial, technical, and logistical) for research projects. The initiative of faculty such as Stephen Kepnes, Rhonda Levine and John Palmer, who have organized fundraising to support the Liberty Young Scholars program at Utica College is a good example of faculty interest in community based research on the upstate region. Faculty members of the Executive Board are highly motivated to participate in policy discussions concerning the Institute, its policies and projects, and to review proposals from faculty for funded research. Just as an assessment of Upstate Institute Field School Fellows has been initiated, *it is essential that an assessment of the impact of Upstate Institute programs on the faculty experience and on the intellectual community at Colgate be undertaken this coming year as a basis for revisiting the strategic plan of the Institute.*

The Executive Board has encouraged the director to raise the topic of public scholarship with the broader faculty community at Colgate. This past year, Ellen Kraly met with the Committee on Faculty Affairs to introduce the emerging discussion within the academy concerning the place of public scholarship within promotion and tenure reviews of faculty. Sponsored by the Faculty Development Council, Ellen led a teaching table discussion on public scholarship. Ellen also participated in a discussion of the role of community research and service learning within the curriculum and academic experience of students. *Each of these conversations, public scholarship and community based research, should be continued among the Colgate faculty in the coming academic year.*

Appendix A Board Members of the Upstate Institute

Community Board 2008-2009

Elizabeth Monaco, Executive Director, Chenango United Way
Craig Cashman, Director, Opportunities for Chenango
Diana Bowers, Superintendent, Hamilton Central School
Diane Bialczak, In-Service Coordinator, Community Memorial Hospital
Dick Cheshire, Hamilton Resident and Class of '58
Kipp Hicks, Madison County Industrial Development Agency
Glenn Gaslin, Morrisville Auxiliary Corporation
Greg Owens, Southern Madison Heritage Trust
Julie Dale, Executive Director, Community Action Partnership for Madison County
Sue McVaugh, Mayor, Village of Hamilton
Ben Eberhardt, Manager, Colgate Inn and President, Hamilton Business Alliance
Barb Bartlett, Cultural Resource Manager, Cazenovia
Joanne Borfitz, Associate Vice President for Community Affairs and Auxiliary Services,
Colgate University
Jeffrey McCam, Chaplain, Hamilton College
Hugh Humphreys, Legal Aid Society of Mid-New York and Syracuse University Law
School Adjunct Professor

Executive Board 2008-2009

RuthAnn Loveless, Vice President for Alumni Affairs
Ray Nardelli, Manager, Digital Media
Randy Fuller, Professor of Biology and President Scholar
Mary Ann Calo, Professor of Art and Art History and Director of the Institute for the
Creative and Performing Arts
Laura Klugherz, Professor of Music and Africana & Latin American Studies
John Gallucci, Associate Professor of Romance Languages and Literatures
Ingrid Hale, Director, Center for Outreach, Volunteerism and Education
Bruce Selleck, Harold Orville Whitnall Professor of Geology and Director of the Harvey
Picker Institute for the Interdisciplinary Study in the Sciences and Mathematics
Abby Rowe, Director of Outdoor Education
Adam Burnett, Professor of Geography
Meika Loe, Associate Professor of Sociology and Women's Studies
Doug Chiarello, Regional Advancement Director
Clarence Maybee, Information Literacy Librarian
Douglas Johnson, Associate Dean of Faculty and Associate Professor of Psychology
Nicole Simpson, Associate Professor of Economics
Tim O'Keeffe, Director of Web Content
Kay Johnston, Professor of Educational Studies and Women's Studies
Raj Bellani, Associate Dean of Academic Programs/Special Assistant to the Vice
President and Dean of the College
Bruce Moseley, Associate Director of Corporation, Foundation and Government

Relations
Angela Hattery, A. Lindsay O'Connor Professor of American Institutions, Sociology &
Anthropology (invited guest during the 2008-09 year)

Appendix B Request for Federal Funding

Colgate University – Upstate Field School Fiscal Year 2010 Federal Appropriations Request

Founded in 2004 by Colgate University, the Upstate Institute is dedicated to the premise that as a nationally recognized educational institution with significant resources, Colgate's educational and service mission must extend beyond the borders of its campus in Hamilton N.Y. to serve the needs of the Upstate New York region. Creating linkages between Colgate and the eight surrounding counties (Broome, Chenango, Fulton, Herkimer, Madison, Montgomery, Oneida, Otsego, Schoharie) through academic research and community services provided by its students, faculty, and staff, the Upstate Institute has helped over 50 local organizations and touched the lives of thousands of residents of the region through its efforts. Colgate's financial commitment to this program has grown to more than \$320,000 in the current fiscal year.

One of its most important outreach programs is the Upstate Field School, which matches Colgate students with regional community, government, or non-profit organizations to develop and implement projects that bolster organizational capacity, allowing for the provision of additional service. Over the last few years, Field School Fellows have worked full-time during the summer with such diverse organizations as Abraham House, Chenango United Way, Community Foundation of Herkimer and Oneida Counties, Legal Aid Society of Mid-New York, Mohawk Valley Resource Center for Refugees, Young Scholars Liberty Partnership Program (with Utica College), Resource Center for Independent Living, Hope House, Stop NYRI, Inc., and Upstate Cerebral Palsy, among others.

In Summer 2008, 23 different organizations were provided with valuable assistance. However, because of the impact of the economy and the need to reduce expenses, Field School placements for 2009 will be reduced to 16, leaving a number of worthy organizations without assistance. In order to restore the levels of assistance that the program has created and to expand the program, federal funds are needed. The requested amount of **\$476,153** from FIPSE as part of the Labor, Health and Human Services bill will allow the Field School to restore its level of services to the 2008 level and allow for the expansion of the program to assist at least 16 more worthy social service and other community organizations. In addition, this funding will allow for the creation of a new program that will allow up to five graduates to take one-year, full-time residencies with those organizations with the most pressing needs.

Colgate University's Upstate Field School	
Current program budget	95,160
Expansion of summer Field School 2010	
16 student interns	74,000
Transportation to internship sites	3,740
Full-time program supervisor	58,680
Facilities & administrative costs	49,538
Post-Baccalaureate Field School fellowships, 2010-11	
5 full-time fellowships	189,080
Part-time program supervisor	27,500
Facilities & administrative costs	<u>62,215</u>

subtotal – expanded programs	461,153
Total project cost	556,313
Total request	\$461,153

Appendix C

Upstate Institute Student Philanthropy Council, 2008-2009 Fall Seminars

Thursday, 9/11, 4:30-6:30, Rathskellar, Colgate Inn

Seminar I: Program Kick-Off and Dinner (Professor Ellen Percy Kraly, Director, Upstate Institute, William R. Kenan, Jr. Professor of Geography)

The welcome dinner will provide the newly appointed Student philanthropy Council (SPC) a chance to get to know each other, learn about the history of philanthropy and non-profits, the mission and goals of the program and provide an overview of the program schedule.

Thursday, 9/25, 4:30-6:00, (Ho Room 337)

Sem II: The Non-Profit Sector (Panel)

This seminar will provide the SPC with an overview of the nature of the non-profit sector through presentations by three regional non-profits. Each presentation will cover the need and/or asset addressed by the organization, its Mission, Goals, Programs, Funding Sources and Outcomes.

- Rachel Surprenant, Upstate Institute Fellow, [Chenango Canal Association](#), Madison, New York
- Barbara Bartlett, Director, [Lorenzo State Historic Site](#), Cazenovia, New York
- Sam Stradling, Co-coordinator, [Hamilton Food Cupboard](#), Hamilton, New York

Friday, October 10, 3:00-4:30 (Ho Room 337)

Sem III: The Third Sector: Understanding Non Profits and Philanthropy (Sarah Lange, '87, Principal/Owner, Legacy Consulting)

Seminar III will give the SPC a snapshot of current trends in non-profit sector in the United States. An overview of the unique organizational structure, life cycle, and characteristics of an effective non-profit will be presented.

Thursday, October 23, 4:30-6:00 pm (Ho Room 337)

Sem IV: How Community Foundations Address Regional Needs and Assets (Diane L. Brown, Executive Director, The Community Foundation of South Central New York)

This seminar will provide the SPC with an overview of a relatively new regional foundation, The Community Foundation of South Central New York. Diane L. Brown, Executive Director will discuss the needs and assets addressed by the foundation, and will describe its related mission, roles of the Board and program Officers. She will also highlight new trends in how foundations approach making grants with the idea of investing in community and stressing outcomes over accountability as a fundamental shift in this area.

Thursday, November 20, 4:30-6 pm (Ho 337)

Sem V: Needs and Assets (Ellen Percy Kraly, Director, Upstate Institute, William R. Kenan, Jr. Professor of Geography)

The final seminar will provide the SPC with a demographic analysis of the Upstate New York region including themes of need and assets that will inform the SPC's upcoming decisions regarding their focus of grants making in the 2nd half of the program.

Sunday, December 7, 4-7 pm, (Location TBD) (Pizza Dinner) **CANCELLED DUE TO POOR WEATHER**

Workshop I: Creating an effective decision-making entity (Greg Brown, Director, and Center for Leadership

and Student Involvement) This workshop will give the SPC the tools needed to manage decision-making and transform into an autonomous, working foundation. Also, Professor Kraly will lead the Council in an initial discussion of the needs and assets and organizational characteristics that will ultimately define the Request for Proposal to be drafted in January 2009.

Appendix D Grantwriting Seminar Workshops

Finding Money for Social Change – Basics of Grant Writing Tuesdays, 11:30 am-12:30 pm, January 27 – April 14, 2009 Room 560, Case-Geyer Library, Colgate University			
Date	Topic	Speaker	Assignment (due next class) All readings are from the <u>Webster’s New World Grant Writing Handbook</u>, by Sara Deming Wason to be provided in the first class.
#1, 1/27	<u>Kick off/Lecture</u> : Overview of the role of community foundations and key considerations for organizations seeking funding; review of sample grant application.	Diane L. Brown, Executive Director, The Community Foundation of South Central New York	<ul style="list-style-type: none"> • <i>Read: Define the project, pp 53-66.</i> • Review project proposal and identify & copy 2 examples of grant proposals from <u>The Foundation Center’s Guide to Winning Proposals I & II</u> that best fits your project.
#2, 2/3	<u>Grants Planning Panel</u> : Guide participants in creating a concise action plan for their class projects	4 panelists (Kate Lucey, Project Consultant, Upstate Institute;	<ul style="list-style-type: none"> • <i>Read: Statement of Need, pp 185-194.</i> • Draft a summary of meeting with the panelist—listing project goals, tasks and benchmark dates.
#3, 2/10	<u>Organizational Development</u> : Is your organization ready to apply for a grant? Evaluate and document the need/problem and proposed solution	Peggy O’Shea, President & CEO, The Community Foundation of Herkimer and Oneida Counties, Inc.	<ul style="list-style-type: none"> • <i>Read: Letter of Inquiry, pp 102-117; Goals & Objectives, pp 195-208 & Project Evaluation, pp 208-210.</i> • Research and draft statement of need.
#4, 2/17	<u>Project Development I</u> : Create goals and objectives. Plan project evaluation.	Bruce Moseley, Associate Director of Corporation, Foundation and Government Relations	<ul style="list-style-type: none"> • Draft goals and objectives. • Outline letter of inquiry (include sections completed). • <i>Read Budget, pp. 211-226.</i>
#5, 2/24	<u>Project Development II</u> : Develop a feasible budget	Helen Keabian, Director of Corporation, Foundation and Government Relations	<ul style="list-style-type: none"> • Draft budget. • <i>Read Conclusions and Attachments, pp 227 & Finding the Right Funders for your Project, pp 67-93.</i>
#6, 3/3	<u>Funding your project</u> : Research and identify appropriate funding resources	tbd	<ul style="list-style-type: none"> • Revise budget. • Identify 2-3 possible funders for your project. • <i>Read Approaching Funders, pp 95-102; pp 125-150.</i>
#7, 3/10	<u>Approaching Funders</u> : Develop a positive relationship with a potential funder; submitting and following through on a letter of inquiry.	Sara Wason, Executive Director, Foundation Relations, Syracuse University	<ul style="list-style-type: none"> • <i>Read Organize the proposal, pp 151-164 & Writing the Proposal, pp 165-234.</i> • Write 2nd draft of letter of inquiry.
#8, 3/24	<u>Elements of a Grant Proposal</u>	Diane Ryan, Family and Youth Division Director Community Action Partnership of Madison County, NY	<ul style="list-style-type: none"> • Finalize draft of letter of inquiry to submit for review on 3/31.
#9, 3/31	<u>Workshop</u> : Elements of sound writing; critiques of letters of inquiry	Jenn Lutman, Director, Writing Center, Colgate Univ. Julie Dudrick, Program Director, Upstate Institute, Colgate Univ.	<ul style="list-style-type: none"> • Make revisions and finalize letters of inquiry based on review. • Identify next steps to advance your project.

#10, 4/7	Student Presentations	Ingrid Hale, Director, The COVE, Colgate Univ.	<ul style="list-style-type: none"> • Present final drafts of letter of inquiry & next steps.
#11, 4/14	Student Presentations	Ingrid Hale, Director, The COVE, Colgate Univ	<ul style="list-style-type: none"> • Present final drafts of letter of inquiry & next steps.