| Final Report on Community & Cultural Competency Pilot Modules |
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*A one-page executive summary of this report is available as a separate document.*

## A. Context and Purpose

The community and cultural competency trainings were conceived as a way to encourage IC faculty to engage more collaboratively with community projects in what is traditional called "service learning", by thoroughly orienting their students to the local community and the overarching dynamics at play here, thus equipping students with the skills to succeed in working with and learning from Ithaca residents of color or Ithaca residents who are on a limited income.

While faculty have been handling these issues in individual courses, where relevant, these modules were an attempt to develop a training process that would:

- add depth to students' experience of the community and its leaders and residents,
- facilitate the work for professors, whose schedule makes it hard to develop intentional relationships in the community
- move away from the "service learning" model , that often overwhelms understaffed and underfunded community organizations without adequately addressing their short and long term needs,  towards "community-based learning",  that provides the orientation and support to assure that campus involvement advances the goals of the community organization and values them as educational partners.

A number of discussions by IC faculty—in  a focus group on community-based learning—led  to the idea of a one-week "module" that could be inserted into a variety of courses early in the semester, to intensively orient students to community residents, leaders, and relevant issues and skills.

An initial grant from PSE (Partnerships for Sustainability Education—now the "Committed to Change Committee") made it possible to convene regular meetings with community leaders and trainers, to pay them for their time, and operate as equal collaborators.   Two IC adjunct faculty members, Elan Shapiro and Karryn Olson-Ramanujan, received modest stipends to coordinate the process.  All decisions were made collaboratively by the community/faculty team.

## B. Planning

Elan Shapiro and Karryn Olson-Ramanujan assembled a team of four community leaders and educators and a working core of four IC faculty. The community leaders were linked to organizations that had projects which could be included in the coursework following the training. Additionally, there were two other community organizations whose work was going to be introduced to students during the trainings.  Altogether, four faculty members agreed to engage in the experiment, with a total of roughly forty students from their classes attending with them.

The planning team included four community leaders/trainers:

Laura Branca of Training for Change and Dorothy Cotton Institute

Jemila Sequiera Whole Community Project

Kirtrina Baxter from the South Side Community Center

Neisha Butler from Natural Leaders Initiative

Below is a list of the IC faculty members whose courses were linked to the modules and community projects, and who attended the modules along with the students:

Elan Shapiro, Environmental Studies ("Community Skills for a Sustainable Future")

Judy Gonyea, Occupational Therapy ("Occupational Apartheid)"

Judith Pena-Shaff, Psychology ("Life Transitions: Cross Cultural Perspective")

Amy Frith, Nutrition ("Community Nutrition").

Active IC faculty and staff who were key consultants and collaborators at various stages of the process were: Alicia Swords, Sociology; Jeff Claus, Education; Osupa Davis, Human Resources; and Yolanda Clarke, Academic Excellence.

The planning team met downtown for four preparatory sessions, beginning with setting goals and defining outcomes, then working on the content and methods, and finally on designing the implementation and assessment

The modules were developed to include preparatory readings followed by 2 three-hour trainings, which were available over two weekends, with follow up exercises and assessment. Each weekend, the trainings were offered on a Saturday morning and a Sunday afternoon to cover different students' scheduling needs. During the week between the modules, students chose between attending either a screening and discussion of the film, "Color of Fear", or participating in one of two resident-led downtown field trips.

The training included an introduction to the dynamics and demographics of the community, the downtown neighborhoods, and to the community organizations with which students would be working throughout the semester during their coursework.

In addition, the training introduced students in very personal and experiential ways to race and class issues in the United States and in Ithaca. This was facilitated by preparatory readings, hearing stories from a variety of residents of different socio-economic backgrounds, experiential exercises, writing and journal assignments for both sessions and videos that they watched, a choice of two field trips in downtown neighborhoods in between the sessions, and developing direct connections with the community trainers and educators. The ensuing course-related project work was a mix of group projects to support organizational capacity and/or to provide services (such as functioning as staff in after school programs).

Although all team members had an equal say in the direction of the work, the primary development of the module specifics was done by Laura Branca, a professional trainer, with a strong focus on local diversity issues.

*Lessons learned from this stage of the process:*
*(other examples of lessons learned are in italics throughout the document):*

- *When scheduling the main meetings, getting everyone to the table was difficult but essential. Doodle helped.*

- *Having the meetings downtown and paying community educators to be at the table was indispensable to the success of the program.*

- *Assisting IC professors to align their courses with the module schedules and to find times when students could work on projects in agencies took much more effort and was much more time-consuming than we had figured.*

- *Most importantly, the relationships that developed through collaborating on this task built a level of trust that is now leading to ongoing connections and other involvement with local agencies on behalf of faculty and students.*

## C. Implementation and outcomes

The modules took place at the Unitarian Church and GIAC (Greater Ithaca Activities Center), in early February of 2011, during the third week of the courses. While we had hoped to have students from each class choose either a morning or afternoon session together (so that they could have a shared experience together as a class), their schedules mixed it up somewhat. At the same time, mixing with other students from other classes had many benefits.

The first session, storytelling by a variety of residents who experience being marginalized, was very impactful on students, and challenging for the training team. The captivating storytellers ran w over time, leaving little room for integration of the material. Not surprisingly, student responses and reflections--in the mini-evaluation and in their assignments--reflected their sense of overwhelm and confusion. A number of students felt somewhat defensive, being in a "continuum of experience" exercise with presenters of color who ended up on one end of the room, while they ended up on the other end of the room, feeling "guilty". The training team felt that facing the depth of the racial divide in our culture and our town, made some of this pain and confusion and overwhelm inevitable, but we questioned the timing of the stories and the exercise.

*In future iterations of the modules, we would like to build in more preparatory material, and include concepts and conceptual foundations in the first session to balance the impact of the stories that were told. We also need to more closely monitor time set aside for storytelling. We also agreed that being clearer about the particular aspects of the work that each storyteller was highlighting would add more depth and understanding for participants.*

The readings, particularly on micro-aggressions that people of color experience in everyday life, and the realities of white privilege, were especially effective, as was the screening with facilitated discussion, of the movie "The Color of Fear," which unfortunately, only a small number of the participants got to see.

The field trips during the week (one to Northside community sites, and one to the Southside) were led by residents, and were very valuable in making the earlier material and stories come alive in the actual setting of those communities. Later, when discussing their project work, students often referred to the value of feeling at home in the neighborhoods where their projects took place because of these field trips.

The second weekend session continued to focus on cultural competency issues and introduced the

participating organizations that would be working with the students.  We also focused on constructive ways to work with the shattering awareness that students were experiencing, through examples in the preparatory readings and through stories shared by the trainers and the resident presenters.

In spite of ending on a more positive note, *students clearly needed more time with their own classes to process their experiences.  Most of us, the professors as well as trainers, felt that the 2 three-hour sessions did not leave enough time for this, and faculty could have built in more small- group time to process things along the way.*

*Future modules would ideally include follow-up exercises that can be done in class in the weeks following the intensive week-long experience. Alternatively, we envision  building the process into an intensive weekend (as part of a one credit course), which would also include weekly placement with a project organization.  This could be added on to an existing three-credit course.  With sufficient advance planning, this whole process could be approved as a four-credit course, where a substantial part of the course focus and credit would include weekly two or three-hour sessions in the community.*

*While faculty appreciated time to ground students in the coursework before introducing the trainings, the drawback for community organizations was that with trainings beginning in the third week of the semester, and the community projects starting in the 4th week, students were just beginning to get solidly oriented in the projects and organization when the semester was already halfway over.  One way that this could be dealt with would be to start projects earlier and engage students in an orientation process that does not necessarily involve them with community residents until after they've taken the modules in the second and third week. At that point they would be much more ready to be in full gear with their projects.*

## D. Semester projects and course follow up

Students were clearly positively influenced by the training. Numerous project leaders mentioned that students were highly motivated and seemed reasonably confident about working with community members in a variety of settings (see "Assessment" section below).   In some cases, agencies had the staff time to give students sufficient orientation and structure, so that the process was both satisfying and engaging for both.  In other cases, because of a variety of factors, students did not have enough structure to work optimally on the organization's behalf.  This will be addressed in subsequent iterations of this endeavor.

As stated above, the field trips provided an important orientation for students so that they could see the organizations they were working with in the context of the neighborhoods they served. This helped them feel comfortable with where the people lived and less like "outsiders"

The collaborative team met after the modules in February and once again in March to debrief and assess how the trainings went and what was happening in the current coursework and project work.  One faculty member was clearly struggling with how hard it was to have only a portion of the students in her class taking the trainings and doing project work, others not.  Another faculty member had students who were not getting as much supervision from project guides as she had expected, yet students were highly motivated and learning how to work independently to serve that

particular organization.   All faculty members described the high level of challenge that students experienced, the importance of taking time for them to sort out the disequilibrium and newness of the learning, and the overall value of the whole experience.  There was a consensus that things would have to be done quite differently next time (see "Lessons Learned"), but that this was a very valuable experience that hopefully could be available to other departments and courses.

### E. Assessment
In order to evaluate the effectiveness of the modules, we surveyed the 3 main stakeholders impacted by these modules:

- Students who participated
- Staff in the community organizations who served as project guides for these students during the semester, after they completed Community Competency modules,
- Faculty who attended the module trainings and incorporated the modules into their courses.

Judith Pena-Shaff , of IC Associate Professor of Psychology, oversaw,  with help from her students, the analysis of the assessment data about the modules and their impact on the students, and summarized their findings.   Neisha Butler, one of the community trainers, did the assessment work with the community members who worked with the students.

The assessments of each group illustrate the value of the modules for all of these stakeholders. The summaries of outcomes from these participant categories are included in the following text.

### **Students**:
In order to evaluate the effectiveness of the modules, student participants

- filled out a pre-test before the first training and a post-test after the final training in order to assess changes in their knowledge and understanding of the issues that were
- filled out a "feedback survey" (a short series of questions, with room for quantitative and qualitative answers) on the quality and effectiveness of each session.
- faculty collected personal narratives after the immediate trainings and later in the semester.

The full text of the student learning assessments is available in the document entitled, "Appendix A: Students' Evaluations of the Community Competency Pilot Modules."

Highlights from this assessment are included below.

Students filled out a pre-test before the first training and a post-test after the final training to assess changes in their knowledge and understanding of the issues covered in the modules.
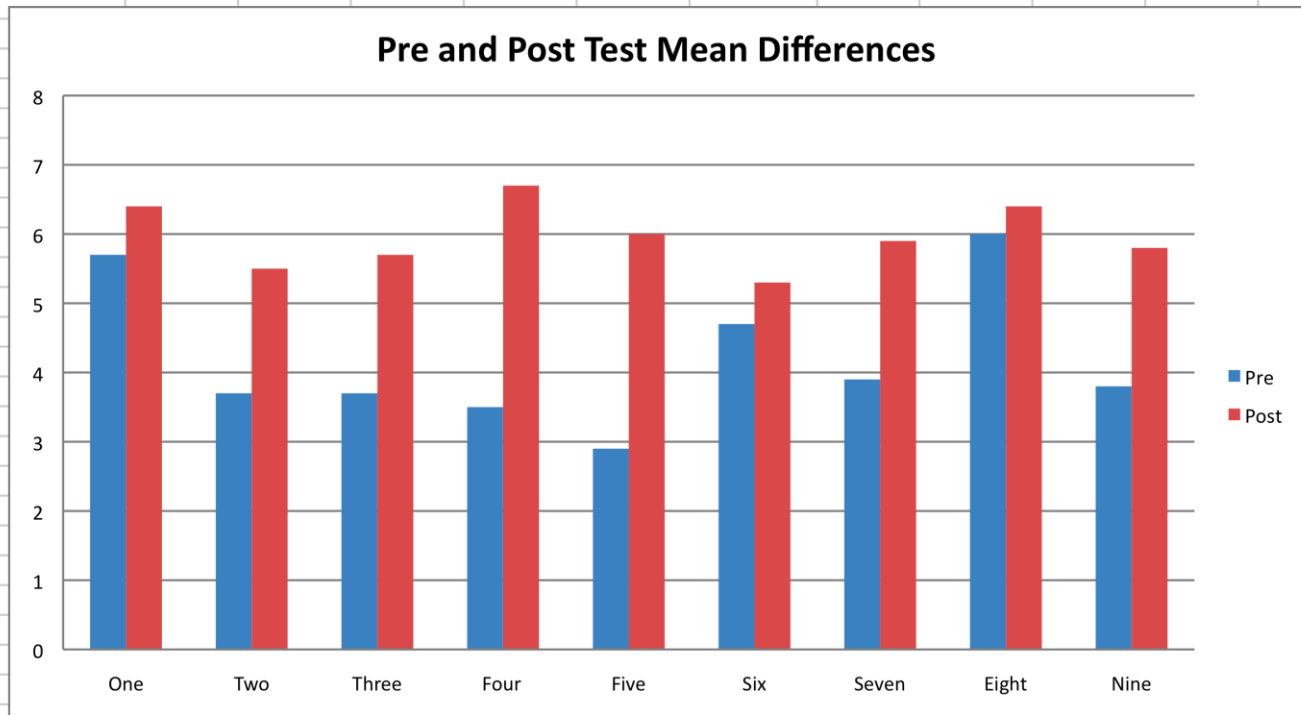Nine questions were asked:

1. I know that everyday racial bias and inequality are sources of stress-related health challenges for the people of color, regardless of their socio-economic situation or their area of residence in the U.S.
2. I know how institutional racism works (in places like Ithaca) that are not overtly racist.
3. I understand some of the key factors that keep different cultural groups in this area segregated from each other.
4. I know of several groups that provide supportive services to disadvantaged people.
5. I know of several local groups that work to reverse the causes of bias and inequality.
6. I know ways to respond effectively when someone I know speaks or acts in a biased way.

7. I know about the strengths and unique ways that communities of color contribute to the Ithaca Community.
8. I know there is much that college students can learn from local groups that are less privileged.
9. I know ways to overcome some of the barriers that exist between college students and community residents of diverse backgrounds.

As the table below shows, all questions (with the exception of #8) showed a mean difference between the pre- and post-tests that was statistically significant. This positive gain in knowledge and understanding was corroborated by student comments that are shared below as collected by faculty.
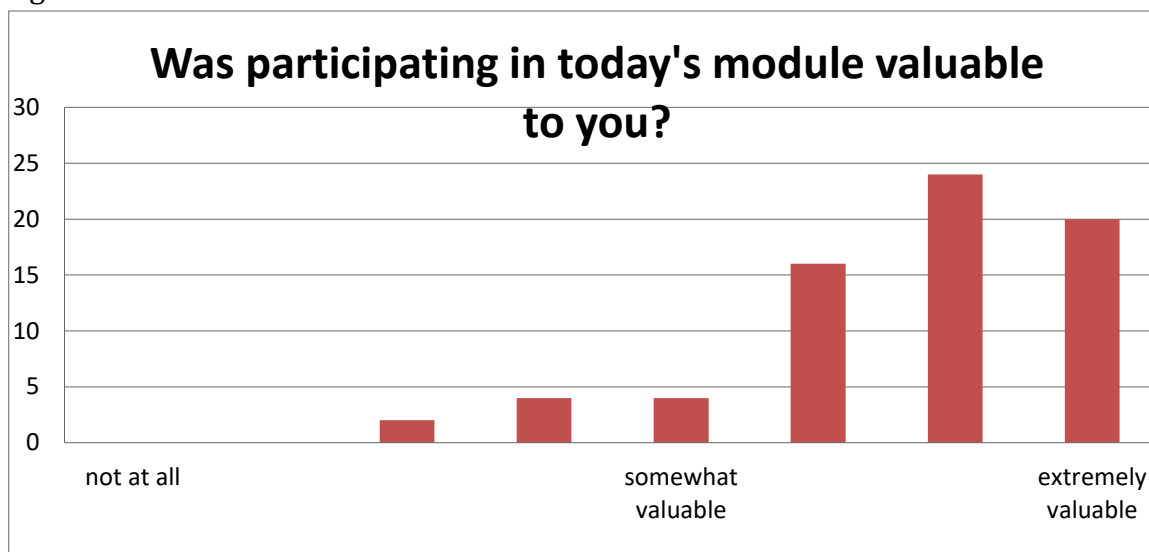
| Pre and Post Test Mean Differences | | | | | Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | One | Two | Three | Four | Five | Six | Seven | Eight | Nine | | |
| Pre | 5.7 | 3.7 | 3.7 | 3.5 | 2.9 | 4.7 | 3.9 | 6 | 3.8 | | |
| Post | 6.4 | 5.5 | 5.7 | 6.7 | 6 | 5.3 | 5.9 | 6.4 | 5.8 | | |



In addition, students filled out a "feedback survey" (a short series of questions, with room for quantitative and qualitative answers) at the end of each module training session. The purpose of these surveys was to gather information about how valuable each session was from the participant's perspective. The survey consisted of 3 Likert-scale questions (ranging from 1=strongly disagree to 7=strongly agree).
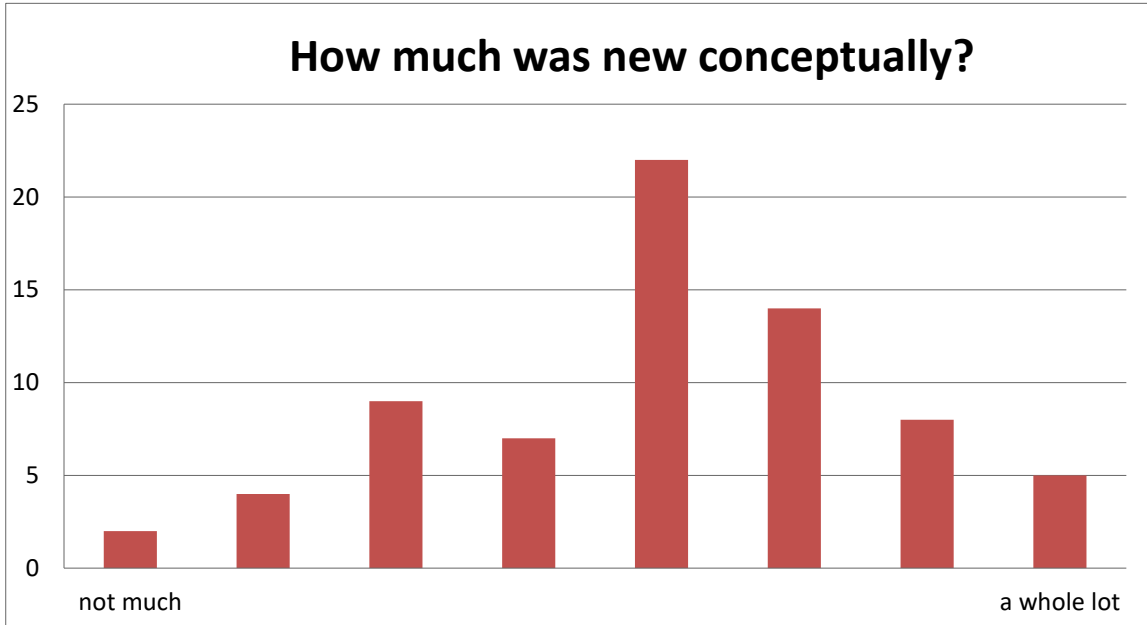
For the question "Was participating in today's module valuable to you?" most students perceived the modules from somewhat valuable (32.88%) to extremely valuable (30.14%), with most participants perceiving them as very valuable.
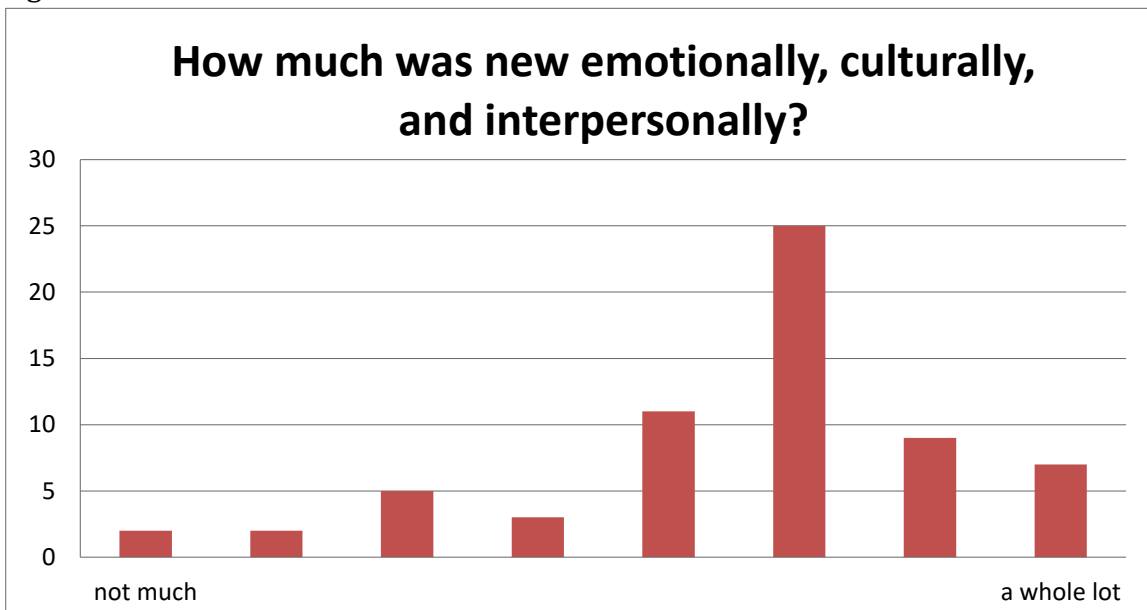
Fig. 1



**Was participating in today's module valuable to you?**

For the question "How much was new conceptually?" most students fell around the middle of the scale at somewhat new (29.73%).

Fig. 2

## How much was new conceptually?

not much ... a whole lot

For the question "How much was new emotionally, culturally and interpersonally?" this cohort of students felt that the content of the modules was new at the emotional, cultural, and interpersonal level, but not extremely new. Most students felt that these concepts were somewhat new (40.98% feel at level 5 on the scale). One possible explanation is that through college courses and media, students have heard (and learned) some of the concept and topics discussed in the modules at the conceptual and cognitive level, but have not internalized them (which is reflected in students' comments).

Fig 3

## How much was new emotionally, culturally, and interpersonally?

not much ... a whole lot

Student reflections were collected by faculty at various points in the semester. A few are included below. You can see more in the attached document, entitled "Appendix B: Student Reflections on Modules."

Student feedback from Elan Shapiro's "Community Skills for a Sustainable Future" course:

"This weekend's module and field trip showed me that we can start to bridge these gaps by addressing our emotions, talking about it, and realizing why we feel the way we feel. The field trip specifically showed the structures involved that keep certain people in their place and create struggle, which widened my community perspective and changed my emotions toward others."

"What I did not understand until these modules and discussions is how deeply rooted racism is in every one of our minds…We should not feel guilty for thinking (with) these stereotypes, because they are so deeply engrained in our minds. What we do need to do is understand that we all have these feelings, not feel guilty, face the feelings, and change them."

"Establishing a positive relationship with a person of color can allow you to feel more comfortable to ask questions about race and learn about one's experience with racism. A level of trust and respect is established through these relationships, which is beneficial for both parties. You may not understand every level of racism through this relationship, but the effort to become more culturally aware can help to shift the perception that no one acknowledges or cares about racism."

"I learned so many new things about myself, as well as the local community. Being able to hear the personal accounts of those directly affected by racism everyday made what we were learning all the more powerful to me…I think this is a unique opportunity that allows students to see a side of the community, as well as a side of themselves that they might not otherwise observe. These training modules are very valuable, and I look forward to their continuation."

"I appreciate having the time and somewhat comfortable atmosphere to discuss racial issues in our community. I desire to become a white ally—someone who is culturally competent, recognizes injustices in our society, listens to those who are not heard, makes others aware of these issues, and understands the role to take in a particular situation—and am thankful to attend a weekend class to learn how to acquire skills to take become this type of person."

> "My overall perspective on our world and on our communities changed drastically through this course. This was thanks in large part to the modules in the beginning of the semester. The modules taught me that my assumptions of the world around me were not necessarily reality. They helped me to realize that though we have come a long way since the Civil Rights movement, there is still a great deal of oppression and racism, even right here in our own communities.
>
> It was difficult for me to wrap my head around at first, but the modules also helped show me that, whether I consciously or not, I am at times racist or contributing to racism. Now that I know this, however, I am willing to stand up as an ally against racism. I am now willing to accept how white privilege has given me for free some of the freedoms/rights that others may still only dream of having. This is knowledge I will share with other whites, as we are the ones who must work to reverse the affects of white privilege, and the racism that it causes.
>
> Another personal change through this course was my experience of connectedness/community. This was facilitated by our tour of the area of downtown Ithaca that most Ithaca College students do not witness, as well as my time spent at BJM. The tour of downtown helped put in perspective for me exactly some of the conditions/environments others live in, whether by choice or somewhat forcefully (i.e. housing projects). Being able to observe how others in the community live their lives helped make me feel like more connected to the people that live here.
>
> My time at BJM also helped me feel connected to the community. It was nice to get off the hill and interact with real people in the community each week. I saw the Academic Plus program as a microcosm that welcomed me into its own community. I was able to interact and build relationships with children and staff from the community, and that made me feel valued there. I made sure to reciprocate the empowerment I was receiving by making those I interacted with at BJM feel valued as well.
>
> The final area of my life that saw changes thanks to this course is my career goals. As a recreation professional, I will undoubtedly be responsible for developing a variety of recreation opportunities for some community or another. Now that I have taken this course I will be able to ask myself how to include everyone I possibly can in the programs I develop. If some of the population is missing, I will be able to recognize this and ask myself how I can make those that may feel left out feel more welcome. Inclusion of those with disabilities is always something I have

been sensitive about, and I now have the tools to include those without disabilities, but who may be of a different race, skin color, or class than me."

## Student feedback from Amy Frith's "Community Nutrition" course

- o 60% of students said they learned " a lot" from the Cultural Competency Training
- o Several students commented that the Cultural Competency training was "excellent"
- o 6 out of 18 students are going to continue to work with the organization over the summer or next fall. This percentage never did this previously.
- o Students gave applications for summer opportunities at organizations to friends for summer work.

Student 1:"Every aspect from the Cultural competency to the volunteering and the class on a whole taught me a lot and increased my awareness of community nutrition and other issues that not only the town of Ithaca faces but also the country and the world."
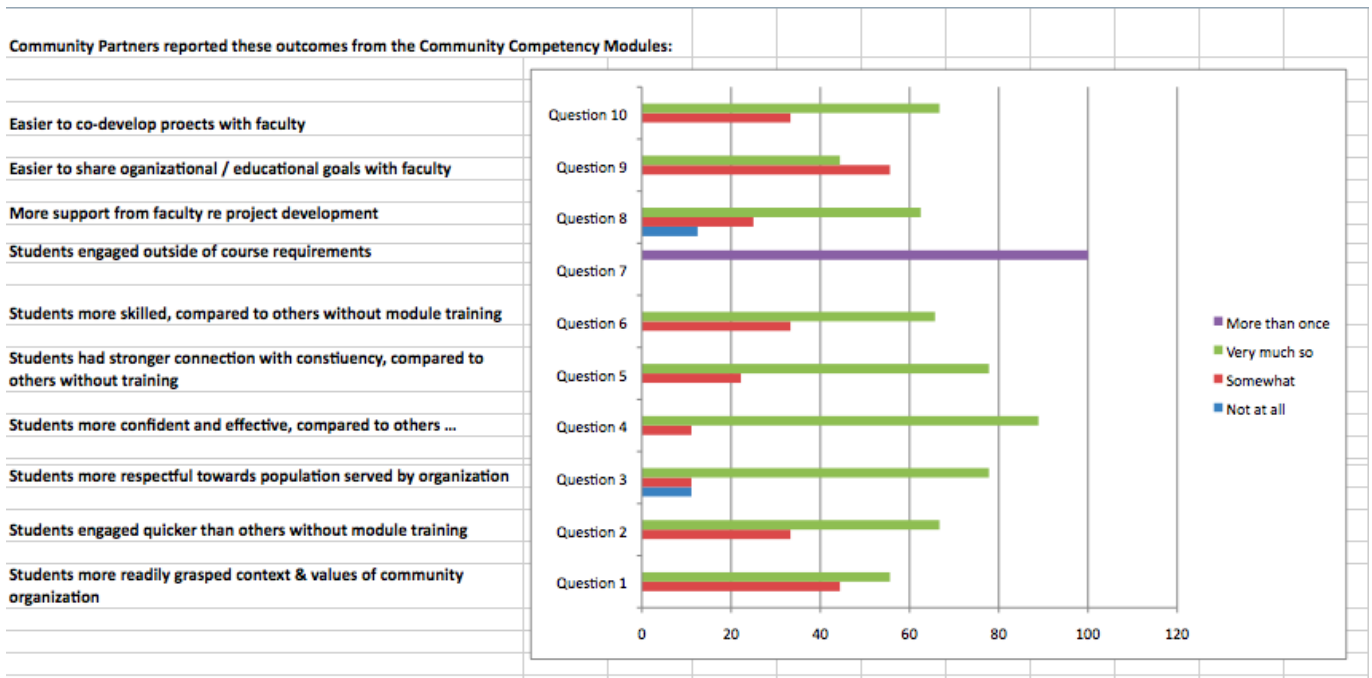
Student 2: "I think that the cultural competency was important for preparing us for working in the community; I thought that it was important for us to meet these community leaders that some of us ended up working with, and get to learn more about the community before we were sent off into it to do work."

Student 3: "The readings that we did for these sessions were very informative and eye opening for me and I think that they related a lot to the sessions as they were trying to tell us some of the problems that exists when it comes to people in low income communities. The personal stories confirmed that these things that we read were reality and these are issues that should be addressed."

Student 4: 'The community nutrition project with the training was one of the most interesting, educational projects that I have done since being here at Ithaca College. "

## **Staff from Community Organizations / Project Guides**

9 representatives from 6 organizations engaged module participants in projects over the semester after the Community Competency Pilot trainings. The full text of their assessment is included in "Appendix C: Assessment from Community Project Guides" Their feedback is summarized in the graphic below. In it, the community guides indicate that the students were "very much so" (the green bars in the graph) more "confident", "effective", "respectful", "engaged", and "supportive" in their work with the organizations and with community members—compared to other students who volunteer in the organizations but have not been through the modules.

Community Partners reported these outcomes from the Community Competency Modules:

| Question | Label |
|---|---|
| Question 10 | Easier to co-develop proects with faculty |
| Question 9 | Easier to share oganizational / educational goals with faculty |
| Question 8 | More support from faculty re project development |
| Question 7 | Students engaged outside of course requirements |
| Question 6 | Students more skilled, compared to others without module training |
| Question 5 | Students had stronger connection with constiuency, compared to others without training |
| Question 4 | Students more confident and effective, compared to others ... |
| Question 3 | Students more respectful towards population served by organization |
| Question 2 | Students engaged quicker than others without module training |
| Question 1 | Students more readily grasped context & values of community organization |

Legend: More than once / Very much so / Somewhat / Not at all

Narrative feedback from community partners / project guides is included in "Appendix C: Final Assessment from Community Project Guides."

**Faculty**

The 4 faculty members who participated in the modules became proponents of the community competency skills. They presented with their community collaborators about their experiences in utilizing these modules and the richness of our partnership model at the following IC venues:

- A 20/20 faculty committee on civic engagement in early May of 2011.
- A special panel entitled, "Building Cultural Competency through Community-Based Learning: A Community/IC Partnership Project" at the 2011 May Institute for faculty development

In addition, their ongoing comments show support for further development of the modules.
From Amy Frith MS, MPH, PhD
"The cultural competence module changed the perspectives of my students towards working in the community—from charity model to partnership…It expanded the opportunities for students to work in organizations that without this training, I wouldn't have allowed."

Feedback from Judith Pena-Shaff, as told to Elan Shapiro:
A key finding is that the modules and ensuing projects must be designed well before the course is opened for enrollment. Utilizing semester-long projects was challenging because students were not aware when they enrolled that this would be a requirement for the course. As a result, the projects had to be optional and only 4 students participated. Faculty need to schedule in time to meet with the students to keep up with their progress and challenges with projects. It was necessary to schedule a number of extra meeting times, rather than have it be an integral part of the class. "I guess one finding is that it has to be 'all the class' or it is not worth doing it."

From Elan Shapiro:
I have been working with many of these materials and some of the presenters before, woven in

gradually in my courses in sustainability. What made the modules so fresh and impactful for me was the collective learning process, which was a sort of meeting of worlds, at once unsettling and full of great promise.

**F. Lessons Learned**
Many of the "lessons learned" have been outlined earlier, in italicized form.

Here are some others:
The coordinating function was more complex than we planned and budgeted for, because of the start-up nature of the experiment and the collaboration between two quite different cultures. This highlighted for many of us the need for committed staff—ultimately in a community engagement center—that can build long-term partnerships. Community engagement can play a crucial and labor-intensive role in linking faculty from different courses and disciplines with appropriate community partners. Part of the work of staff in existing community engagement centers is to support and encourage community partners to clearly define what organizational needs and projects are most appropriate or most adaptable for student work.

Our team also agreed that while this partnership development function would ideally be served by dedicated staff, there is still no substitute for the direct connections that faculty develop with community leaders, organizations and their projects. Therefore, future work with community-based learning would have to incentivize and reward the time it takes for faculty to nurture these relationships.

Along the same lines, many of the organizations who engaged the "module-certified" students in projects and/or the organization's service work needed more time than they had available to develop the right fit for the students coming from the various disciplines involved in the four courses. This challenge would become less complex over time as long-term partnerships are established and faculty or coordinating staff have an ongoing sense of the needs of organizations and their projects. Nonetheless, it highlighted the need for staff time on the organization's side to support community-engaged learning: to assure that faculty and students are well oriented to the organization's work; to orient and train staff to work effectively with college students who seek more than just "fulfilling a service requirement"; and to develop and oversee projects designed to support organizational needs while providing students with meaningful community involvement and academic development. This focus on supporting community organization's preparedness for educating college students is included in the Park Grant, outlined below under "Next Steps."

In the next iteration of the modules, we will emphasize with faculty the need to assess the goals and constraints of their particular IC course and to make sure that faculty are clear about the minimum amount of engagement in the community that makes student participation worthwhile for community partners. In the long run, incentives for students to work for a full academic year with particular organizations or projects would create a qualitative improvement in students' citizenship development and in substantive community outcomes.

Any future work with community-based learning needs to assess how to support volunteer coordination and project development on the part of community partners, as well as faculty

development and project follow-up and community contact time. This is also addressed by the Park Grant outlined below.

## G. Finances
The Partnerships in Sustainability Education (PSE) committee provided the initial grant of $5693.50 to develop the pilot Community Competency modules. The Sustainability Initiatives in the Office of the Provost donated $400 in March of 2011 and the PSE committee donated an additional $1300 in June of 2011 to support final reporting and evaluation. In all, this ambitious and prolonged experiment cost about $7400—which averages to approximately $185 per student for a profoundly transformative educational experience.

## H. Next Steps
A recent Park Foundation grant dedicates $12,000 to support the community capacity building side of this partnership team to:
- work with community organizations to clarify what they need in learning partnerships with higher education institutions and to develop standards based on those needs that will support mutually beneficial engagement. These standards will also form the basis for partnership agreements and agreement forms that can be negotiated and co-signed with faculty and with students. An excellent example of these "community standards" is outlined in the *"Community Standards for Civic Engagement"* at *http://comm-org.wisc.edu/sl/standards1.html.* Our team developed a simpler agreement checklist of our own, *after* completing the module experiment. See Appendix D: Checklist for Agency-Faculty Partnership

- develop volunteer orientation materials for faculty and students that provides substantive guidance about the goals, needs and expectations of the organization, as well as the opportunities and resources it provides

- develop community-led trainings for project guides in to improve their skills as educators, facilitators, and project guides;

- fund some agencies for staff time needed for mentoring student project teams and assessing the outcomes. It will be important to estimate and then track how much extra staff time it takes to provide quality supervision of students in projects that produce significant community outcomes or in providing direct services to community members.

This work would need to be coordinated by and matched with supportive as well as parallel capacity building work on the IC side. The "Committed to Change" committee has set aside $4000 of the IC funds for Elan Shapiro to work with IC faculty on parallel training tools and standards and to coordinate with community leaders and trainers, so that the outcome is a set of strong mutual partnerships. Examples of coordinating tasks envisioned:
- recruiting and engaging faculty in collaborating and revising the modules, so that the next round is finer tuned, more optimized for faculty and student learning, and organizational goals are met even better than in this round of the modules.
- building faculty motivation and competency for engaging students effectively in the community and for incorporating the modules and/or other types of community and cultural competency options into their courses.

This could be accomplished, both by one-on-one conversations and by convening "learning circles for sharing best practices" that would include faculty and community partners with experiences in these areas, along with less experienced faculty.

The grant has not yet gone into effect, but will go into effect once Elan Shapiro secures the needed commitments for the match, whether from the Provost, the H&S Dean, or individual departments that have shown an interest in this work. In the IC match of the Park Proposal, the "Committed to Change Committee" has already allocated $4000. In addition, Amy Frith and three other participating faculty could apply for $8000 through the internal grants for curriculum development through the Provost's and Dean's offices. The "match" includes $1200 paid to a work-study student to assist with coordination. The remaining amount that we need from the IC match is $8282. Elan intends to re-contacting IC administrators soon after they have read the report to gauge their interest in co-sponsoring the next round of modules.

## I. Recommendations
The faculty, students, coordinators, and community partners who took part in these modules agree that the material developed in the modules is of great value for effective community engagement. In addition, the energy put into developing these pilot modules was a considerable investment that should be continued, as it would be wasteful to try to replicate it for any individual course. The concept of using this training to introduce faculty and students to provide the basis for effective project work in the community is basically sound, and another round of module refinement and assessment would greatly advance this work.

The work our team has done over the past two years to pilot these modules would naturally have been easier if done through an office on campus and dedicated staff time, so we are pleased to see that IC has formed an Office for Civic Engagement. We look forward to it's establishing long-term community partnerships, with shared understandings of each others' short- and long-term goals, and developing a roster of short- and long-term projects which can be matched with appropriate courses and internships.

We recommend that relevant parties at IC :

Study this report and meet with relevant IC faculty, such as Elan, Amy, and Judith, and with Laura Branca, to discuss the "Next Steps" outlined above for this module training. We are confident that many synergies are possible. As stated, grant funding is already secured for another round of modules so that we can refine and assess them, thus ensuring that a replicable and campus-wide model of training can be achieved. We would like to find the appropriate institutional commitments to help move the grant and the work forward.

Consider developing a plan for institutionalizing the Community Competency modules so that once the grant-funded second round of modules are complete, the modules can become an integral part of the IC's educational and community-based offerings. While they are admittedly labor-intensive and thus relatively costly, we believe that their exciting and innovative nature and their positive community impact can help IC define itself as a dynamic leader in the increasingly attractive area of community engagement.

Study and consider committing,  with community partners,  to a localized version of the "Community Standards for Service Learning" from the University of Wisconsin in Madison, first introduced in our area by a series of workshops sponsored by the Cornell Public Service Center. It provides valuable checklists for all parties involved, in order to assure that care is being given,  early on, to clarifying goals, agreements, orientation methods, etc. in the partnerships. The module team actually came up with a shorter checklist, which we are including as supplement to this report.

Consider, for the sake of building truly trusting and effective partnerships, the value of having a community engagement center downtown, not just up on the hill. Ideally, such a center would have staff from IC and from the community, and provide meeting and training space for both IC functions and for community groups.  It would be a strong statement of mutuality and equality that is rarely established in campus-community relations.  We believe the enormous positive potential of  campus-community partnerships will be greatly enhanced if community organizations have a sense of co-ownership of an engagement center and its programs. This initiative could work synergistically and cost-effectively with the new downtown Sustainability Center, as they have a number of obviously overlapping functions.

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## J. List of Appendices

**Full Text of Assessments:**
Appendix A: Student Feedback Module Sessions A & B
Appendix B: Student Reflections on Modules
Appendix C: Final Assessment from Community Project Guides

**Resources Generated During Pilot Modules:**
Appendix D: Checklist for Agency-Faculty Partnership
Appendix E: Module Assignments
Appendix F: 12 ways to Support Social Justice in our Community
Appendix G: Tompkins County Social Justice Orgs
Appendix H: Racial Justice Resources