

**Upstate Institute
at Colgate University**

Annual Report 2007-08

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 2007-08 academic year, the mission of Colgate's Upstate Institute guided its five core activities: supporting research on our region, encouraging community-based research, facilitating skill development, 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. We began two pilot projects as well: partnering with the Legal Aid Society of Mid New York (LASMNY) to facilitate consumer bankruptcy cases in the region, and partnering with Chenango United Way and the Community Foundation of South Central New York to teach philanthropy at the high school level.

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 a semester. The Upstate Institute holds a joint board meeting each June.

Following the recommendation of the two boards at the joint board meeting held in June 2007, a system of term appointments of board members was implemented in July 2007. Initial appointments and reappointments of board members were staggered in order to assure continuity in board leadership.

New appointments to the Executive Board included representatives of University Libraries, Advancement, Government Relations, Office of the Dean of the Faculty, and additional faculty from the Division of Social Sciences. New appointments to the

Community Board have included the new director of the Industrial Development Agency for Madison County; a Colgate alumnus and Hamilton retiree, and superintendent of Hamilton Central School.

The director of the Upstate Institute also serves as institutional representative to Imagining America, the consortium of approximately 90 universities and colleges promoting engaged scholarship in the humanities, creative arts and social sciences. Ellen Kraly attended the national meeting of Imagining America held at Syracuse University, October 2007.

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. 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. Several project consultants work for the Upstate Institute as casual wage, part-time employees. The Upstate Institute and the Center for Outreach, Volunteerism and Education (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.

During the spring of 2008, the Director submitted a request to the Provost for a full-time project director for the Upstate Institute. The job description and essential duties were specified as:

The project director will assist the Director of the Upstate Institute at Colgate in implementing the mission of the Institute to:

- facilitate research by faculty and students on community-related projects;
- oversee the Field School which provides student assistance to local community organizations during the summer and throughout the academic year;
- assist with public affairs and community relations of the Institute including the planning and implementation of conferences, lectures and workshops;
- review and update the content and organization of the Institute's website
- serve as editor to newsletters and publications that highlight Institute activities;
- oversee the budget and assessment of the Institute's programs;
- supervise other part-time staff and student workers.

The position was approved by the university and preparation for recruiting and hiring into the position was initiated during the remainder of the academic year and early summer. In the summer of 2008, the Upstate Institute conducted a search for its first full-time Project Director, and hired Julie Dudrick, who has worked as a project consultant with the Upstate Institute since 2005.

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. 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.

I. Research concerning the Upstate Region

Faculty Research

The Executive Board reviewed three research proposals submitted in response to the Upstate Institute's Request for Proposals for 2008-09 and awarded support to one faculty member, Jessica Graybill, Assistant Professor of Geography, for her research on the urban ecology of green spaces and the park system in Utica, New York.

At an April 26, 2008 Symposium, the five Colgate faculty members who had received Upstate Institute Faculty Research awards in the previous year presented the results of their research at a public symposium hosted by the Upstate Institute. President Rebecca Chopp provided the opening remarks at the symposium. The audience included community members, Colgate alumni, faculty and staff. The presentations were followed by an engaging question and answer session. The faculty fellows and topics were:

- Associate Professor of History and African American Studies, Charles Pete Banner-Haley presented his research on African American social networks in the upstate region, particularly in the Bath, NY and Chemung county areas.
- Assistant Professor of Biology, Frank Frey introduced the work that he and his colleague, Tim McCay have done on redefining Colgate's biological collections to become the Natural History Museum of the Chenango Valley. The Upstate Institute funding allowed for the initial phase of this comprehensive project.

- Meika Loe, Assistant Professor in the Department of Sociology and Anthropology, is conducting comparative research on aging and community support in Albany, New York and rural Hamilton, New York.
- William Meyer, visiting Lecturer in Geography, discussed the politically tied decline of the Onondaga Lake salt mining industry and the rise and fall of “natural resources” in association with economics, politics and society.
- Associate Professor of Geology William Peck discussed his findings on Maple tree health and syrup production and the effects of a changing environment on the maple syrup industry.

National Endowment for the Humanities Teacher’s Institute

The Upstate Institute hosted the “Teacher’s Institute on Abolitionism and the Underground Railroad in Upstate New York,” a three week institute at Colgate University from July 14-August 1, 2008. The Teacher’s Institute was sponsored by the National Endowment for the Humanities and directed by Graham Hodges, George Dorland Langdon Jr., Professor of History and Africana & Latin American Studies at Colgate University. Twenty-five teachers participated in intensive study of the Underground Railroad and the Abolitionist Movement nationally and in upstate New York. Participants heard some of the nation’s leading experts on the Underground Railroad and Abolitionism. A goal of the Institute is to equip teachers with knowledge and materials that will enrich their classroom teaching.

Other Scholarly Engagement by Colgate Faculty

The Upstate Institute supported the public and engaged scholarship of Professor Laura Klugherz by sponsoring a performance at the Chenango Music Fest dedicated to raising awareness of the abolitionist movement in the central New York region. 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. The Upstate Institute also provided support for three faculty in the Department of Philosophy in their teacher training workshop conducted for high school teachers in the central New York region. During July 2007 professors Jacobs, McCabe and Witherspoon provided instruction to several teachers from the region and from schools in Connecticut concerning the significant and emerging themes in western philosophy.

II. Community-Based Research

Field School Projects: Summer 2007

In its third year of existence, the Upstate Institute Field School is well established and recognized throughout the region. The program provides students with hands-on opportunities to engage in community-based research on behalf of area non-profits. Upstate Institute staff conduct a thorough selection process to ensure the projects proposed by community organizations are clearly defined and research-oriented. The selection process is designed to create a fit that matches a student's skills, knowledge and interests to a project in the community. Students enhance their academic growth by immersing themselves in an issue within a community context and by producing work necessary for building the capacity of regional non-profits. Together, students and community partners work to deliver services that strengthen regional assets and address community needs.

This past summer, 18 Colgate students participated in the Field School. They partnered with 23 different host organizations located within three upstate New York counties. Student fellows worked on many diverse regional issues with their host organizations including: literacy, the arts, health, the environment, community planning and zoning, and education. Projects listed below include GIS mapping, database development, training, reports, and program development.

Each student worked approximately 35 hours per week for a regional community organization, contributing a combined total of over 600 work hours to the region. The students also participated in a weekly field school curriculum that examined issues surrounding regionalization.

2007 Summer Field School Fellows, Community Partners and Projects

Fellow	Community Partner	Project
Sarah Lee '08	Adult Learning Center	Literacy Directory: Oneida, Madison and Herkimer counties
Liz Harkins '09	BRiDGES: Madison County Council on Alcoholism and Substance Abuse, Inc.	Change for Good fundraiser & TiPS (Training on Intervention Procedures for Servers) promotion
Dan Laurence '08	Chenango United Way	Mid Year Community Impact Report
Kyla Dzwilewski '08	The Community Foundation of Herkimer & Oneida Counties, Inc.	Website Development: "Keeping the Promise" http://foundationhoc.org
Allison Salewski '09	Earlville Opera House	Arts Education and Promotion
Cara Delaney '08	The Kelberman Center	Program Development: Mohawk Valley skill-based program for children with Autism Spectrum Disorder
Cara Delaney '08	Upstate Cerebral Palsy	Database Development: family support needs for Madison, Oneida, Herkimer and Lewis counties
Ruben Leavitt '08	Legal Aid Society of Mid-New York, Inc. (LASMNY)	Database Development: Affordable housing
Jeremy Bennick '08	Lorenzo State Historic Site	Education, Programming and Public Outreach; Development and Implementation of Living History program
Kate Serrurier '09	Madison County Department of Social Services	Data Collection and Reporting: service improvement possibilities
Jeremy Fisher '10	Mohawk Valley Resource Center for Refugees	Web Photo Catalog and International Mile of Utica Boilermaker
Carrie Dewitt '07	National Abolition Hall of Fame (NAHOF)	Second Induction ceremony of the National Abolition Hall of Fame and Museum
Ben Callaway '07	New York State Department of Labor	Technological Educational Updates for improving services over greater distance
Fiona Mulligan '07	Oneida Community Mansion House	Public Awareness Survey
Robert Lucas '09	Opportunities for Chenango, Inc. (OFC, Inc.)	Program Evaluation: Chenango "Buy Local"

Matt Inbusch '08	Resource Center for Independent Living (RCIL)	Database Development: Grants and Foundations
Sam Torrey '09	Southern Madison Heritage Trust (SMHT)	Leland Reserve Property Interpretive Trail
David McKenzie '08	Town of Cazenovia, Madison County	GIS Digital Mapping for Comprehensive Plan
Tom Blonkowski '07	Stop NYRI, Inc.	Research: Zoning, Historic Preservation etc. of proposed power line area

Field School Projects: Fall 2007 and Spring 2008

Visual Literacy Initiative: A New York State Council on the Arts/Empire State Partnership

In its first year of a three year grant, the New York State Council on the Arts provided funding for a visual literacy initiative carried out through a partnership between Hamilton Central School and Colgate University. The initiative empowers K-12 student to become creative thinkers and critical viewers of fine art and visual aspects of their daily life. The project team was led by two teaching artists, Tom Hobbel and Holly Adams, as well as three Upstate Institute fellows: Sam Obenhaus, '08, Natasha Trombley, '08 and Ben Shope, '11. The fellows met with the teaching team to understand the project and its goals, and spent time working one on one with HCS students in the classroom, facilitating the use of different mediums such as digital design programs, video and art to create travel narratives.

There were some delays in implementing the project in its start-up year. A joint reevaluation by the Visual Literacy Project Team should facilitate a better schedule in the second year.

MADArt, Inc.

MadArt, Inc., is a new not-for-profit operating in the village of Hamilton which offers both exhibit space for locally crafted fine art and artisan crafts and workshops space for various studio art series and workshops. Julia Heymans, '08, worked with the organization in the spring to develop a membership database and a series of workshops. The workshops included figure drawing, clay potting, creative writing classes for adults and instrument building for children. Julia also helped the organization coordinate publicity efforts and increase awareness about space and services of the organization both in the community and on campus.

Foreign Language Tutoring

In its third year at Hamilton Central School, the Foreign Language Program offers group instruction in French, German and Spanish to children in first and third grades.

Brandon Grabowski, '08, organized the program this year and supervised tutors in each language as they worked with the children weekly, both in class and in an after school club. The Colgate tutors focused on increasing their vocabulary and on speaking and listening skills.

Service Learning Courses

The Upstate Institute supports engagement in the community within the framework of an academic course in a variety of ways. This engagement, often referred to as service learning, gives Colgate faculty and students a new strategy for teaching and learning. Community based research gives students the opportunity to apply the lessons learned in the classroom while completing meaningful research projects for a community organization. Courses taught at Colgate that incorporated service learning and worked in partnership with the Upstate Institute include:

Computers in the Arts and Sciences (COSC 100) Alexander Nakhimosvsky, Fall 2007

Students from Professor Nakhimosvsky's introductory Computer Science course designed a website for the Johnson Park Center (JPC) in Utica, New York, complete with a You Tube documentary detailing the history and successes of the Center. The JPC provides housing for women recovering from substance abuse, transitional housing for families, and youth mentoring programs in the Corn Hill section of Utica.

Dispossession, Dislocation and Disease: Geographies of Population Vulnerability (GEOG/PCON 317) Ellen Kraly, Spring 2008

Students in this course engaged in several projects. One group of students assisted in the English as Second Language classrooms of Utica's Adult Learning Program. Another group worked on a family photography project that involved taking photographs of refugee families and compiling them into a photo album for the Center. Isaac Padiet, a former Sudanese refugee working towards building schools in Southern Sudan, received help from two students who created a fundraising packet for his fledgling organization.

Health Geography and Disease Ecology (GEOG 316) Ellen Kraly, Spring 2008

Professor Kraly's students partnered with the Mohawk Valley Perinatal Network (MVPN) a non-profit that seeks to improve birth outcomes and maternal, child and family health. Students conducted focus group sessions that were to be used for the MVPN's tri-annual assessment. In collaboration with the Potsdam Institute, students were trained in focus group facilitation. Students provided summary reports and transcriptions that were then analyzed by the Potsdam Institute

Seminar on High Needs Schools (EDUC 418) John Palmer, Spring 2008

Colgate students enrolled in the Seminar on High Needs Schools provided the Utica College-based Young Scholar Liberty Partnership Program (YSLPP) with an analysis of the program's strengths and weaknesses, and recommendations for improvement. The YSLPP provides at-risk middle and high school students with

mentoring, tutoring, and college preparation to help mitigate socioeconomic obstacles to educational achievement. Colgate students in this seminar interviewed YSLPP staff, compiled a database of graduated Scholars, and organized a tour of the Colgate campus and social activities for a group of YSLPP students. Additionally, the seminar students interviewed Colgate staff and faculty for ideas on how Colgate might enhance the program in Utica.

Social Justice and Social Change (SOAN 214) Margaret Wehrer, Fall 2007

Professor Wehrer's course placed students at various not-for-profits of their choosing as a means to examine local social movements. Not-for-profit community partners included AIDS Community Resources, English as Second Language at Proctor High School, programming for inmates, and others.

The Upstate Law Project: Social Security Benefits for Disabled Children (SOSC 491) Susan M. Conn Esq. '79, Fall 2007 & Spring 2008

In its third year, the Upstate Law Project included eight students in the Fall 2007 and six in the Spring 2008 semesters. Students were juniors and seniors—with many interested in attending law school. Students learned about the Social Security system and the barriers that low-income and disabled families face in accessing social services. Ms. Conn instructed students in legal analysis, legal ethics, Social Security disability law, and legal writing. Students also engaged in a practicum experience assisting Ms. Conn in her *pro bono* work of helping low-income children and their mothers secure SSI benefits. Students interviewed disabled adults and children, read medical files, learned to draft a persuasive legal argument to the administrative law judge, prepared clients for hearings, and attended administrative hearings.

Students wrote policy papers relevant to the course and their academic interests including healthcare, housing and special education public policies. Avery Blank, '08 wrote a paper entitled "How Hispanics in the U.S. Fare Under the Privatization of Social Security" which was published in the *Colgate Academic Review*, the bi-annual publication of the University's best undergraduate writing. Avery also presented her paper to the University's President and Board of Trustees.

III. Skills for Community Development

Upstate Institute Consumer Bankruptcy Project

Under the supervision of Susan M. Conn, Esq. '79 a pro bono attorney in Utica, New York, three Colgate students received training to assist the staff of the Legal Aid Society of Mid-New York, Inc. with bankruptcy paperwork for low-income clients. LASMNY clients who are eligible for the Consumer Bankruptcy Project earn low incomes, are unable to hire a lawyer to prepare the lengthy and complex documents and to present their cases in court, and have often incurred substantial debt due to medical bills or domestic violence.

Through the project, the students, Ruben Leavitt, '08, Ali Wolter, '09, and Carrie Wagner, '09, assisted LASMNY staff with interviewing, investigating and drafting Chapter 7 bankruptcy legal documents for income-eligible clients. Three bankruptcy cases were prepared on behalf of the clients, who had accumulated debt due to medical costs, job loss and/or inappropriate financial activity by an abusive ex-spouse. The Legal Aid staff has referred these cases to local attorneys who are representing the clients on a pro bono basis.

Volunteer Income Tax Assistance Program of Madison and Chenango Counties (VITA)

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. Student participants enroll in tax training sessions and have to pass an IRS test before preparing any tax returns. This past tax season (January 28-April 15), thirty Colgate students participated in VITA. Together, students provided seven tax-preparation sessions during this time frame.

Students filed more than 1150 tax returns in four locations (Hamilton, Norwich, Wampsville and Morrisville). The average tax return was almost \$2400 per household and the average annual income of the clients was \$12,000. As a result of the VITA program, a total of \$1.35 million was returned to the local community. In addition, by providing this service for free, the VITA clients saved roughly \$125,000 (the amount they would have paid to get them filed elsewhere).

Co-Curricular Seminar on Grants Writing

For the fifth year in a row the Upstate Institute collaborated with Colgate's COVE, the Center for Career Services and the University Writing Center to offer a non-credit bearing seminar on Grant Writing Skills entitled: "*Finding Money for Social Change.*" The course met for ten weeks from late February through early April and was attended by 31 participants. About one fifth of the attendees were community members, the others were from the Colgate community.

Course topics include searching for grants, writing and researching grants, project development, proposal writing and troubleshooting. Colgate faculty and staff introduced topics, along with presenters from other universities and members of regional organizations. Participants in the course researched and wrote their own grant proposals, which were submitted for review and critique at the end of the 10 week session.

Student Philanthropy Council

The Upstate Institute implemented the second year of a five year, \$50,000 grant from the Brennan Family Foundation to support a Student Philanthropy program. This program provides students with knowledge of philanthropy and non-profit fields and practical skills in the arts of grants making, then allows them to become a student-run

small foundation that annually dispense \$10,000 in grants to regional non-profits. In 2007-08, twelve Colgate sophomores were selected for the second year of the program, which followed the successful model of the first year. They met regularly in the fall for seminars taught by experts in philanthropy and non-profit management. Speakers presented lectures that included:

- The History of Philanthropy (James “Jim” Allen Smith, ’70, Waldemar A. Nielsen Chair in Philanthropy at Georgetown University)
- Identifying good management qualities that make a non-profit sustainable and responsive to changing community needs (Sarah Lange ’87, consultant)
- Creative and aggressive efforts through the Gates Foundation to improve college graduation rates of students living in communities with very high levels of urban poverty; program evaluation (Yee Ann Cho ’90, Gates Foundation)
- How foundations ground decision-making in careful research and field work in their areas of giving (Dorrie Ackerman ’70, Development, Colgate University)

The Council began meeting in December to start their grants making efforts. Students 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 group honed in on five areas of interest: skill development, health care, immigrant and refugee populations, after school programs and organizations addressing hunger. Their final Request for Proposals (RFP) asked for “Strategic initiatives that sustain or establish programs providing opportunities for personal and/or life skills development for underserved populations.”

Out of 15 applications, the students conducted exhaustive reviews and careful on-site evaluations of 6 finalists. Three organizations received grants:

- \$2,555 to the *Martin Luther King, Jr. Elementary School Character Development Program* will allow the school to purchase supplemental teachers kits. These materials provide teachers more resources to teach and reinforce values and positive behavioral skills throughout the curriculum.
- \$3,550 to *Its About Childhood and Family, Inc.* in Cazenovia, New York to expand their mental health services program into Madison County and surrounding rural areas. The organization offers parent, family and teacher education/training seminars on dealing with problematic child behaviors free of cost. In turn, participants are required to volunteer their time back to the community in lieu of payment (e.g. reading to children at the library).

- \$3,895 to the *Neighborhood Center* in Utica, New York to support the Somalia Bantu Project to provide English as a Second Language lessons and classes about cultural transition and community knowledge to Somali refugee women. Classes address issues such as how and where to access health services and understanding the school system.

The 2007-08 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.

The High School Philanthropy Project

Inspired by the Upstate Institute Student Philanthropy Council, two prominent regional granting agencies, Chenango United Way and the Community Foundation of South Central New York have launched a high school version of the SPC. These organizations will work closely with the Upstate Institute to create a Philanthropy Council curriculum geared to high school students attending Norwich High School, a rural school 40 minutes south of Hamilton. Former SPC members Daniel Cavazos '10, Jocelyn Recht '10, and Megan Heise, '10, will coordinate the Upstate Youth Philanthropy Council, along with several former SPC students.

Funding for this new program was made possible by the recent grant award to the Upstate Institute of \$40,000 from the Weyerhauser Foundation. Like the current SPC, the new youth philanthropy initiative will run for five years

After the 2006-07 Student Philanthropy Council received coverage in the *New York Times*, *Wall Street Journal*, and *Chronicle of Philanthropy*, the Upstate Institute has received many requests for information. Recent inquiries include the Annual Fund of Emory College and the Hill School in Philadelphia.

IV. Opportunities for dialogue on issues concerning the region

The Upstate Institute seeks to engage the university community and residents of the region in a transfer of knowledge that will enhance the social, economic and cultural capacity of the area. One way in which the Institute has been instrumental in accomplishing this part of its mission is by creating opportunities for area residents and students to discuss and learn about key upstate issues. The Upstate Institute has provided facilities and speakers and coordinated many conferences on behalf of regional groups. In addition the Institute faculty and staff have traveled to a number of different conferences and forums to share their expertise on local areas of concern. The goal is to facilitate and engage in conversation about regional issues.

The Upstate Institute furthered its commitment to promote the community-wide discussion on New York Regional Interconnect's (NYRI's) proposed 200-mile long power line by hosting another series of distinguished speakers. On September 27, 2006,

Daniel M. Kammen, director of the Renewable and Appropriate Energy Laboratory at the University of California Berkeley, visited the area for the second time. His topic this fall was the “Renewable Energy Revolution”.

On April 5, 2007, the Upstate Institute organized a symposium on “the Challenges of Confronting Eminent Domain.” The symposium featured Scott Bullock, co-counsel in the 2005 landmark supreme court case *Kelo vs. New London, CT* and senior attorney for the Institute for Justice, and Kevin Roe, a partner in the Syracuse, NY law firm Gilberti Stinziano Heintz & Smith P.C. which represents the CARI (Communities Against Regional Interconnect) Coalition. The speakers discussed the history of both U.S. and New York State eminent domain laws, policies and litigation and gave participants options and pointers for the regional challenges associated with the proposed NYRI project. The presentations were followed by an informal question and answer period.

In November of 2007, Upstate Institute Director Ellen Percy Kraly attended the Rural Justice Conference, “A Conversation About Rural Justice In New York” held in Geneva, New York. Ellen appeared as a panelist in the “Collaboration as Path to Equal Justice” portion of the conference.

On May 14, 2008, the Upstate Institute partnered with the Madison and Oneida County Departments of Health to present “Healthy People, Healthy Places and Health in all Policies.” The keynote speaker at this regional health conference was Cathleen M. Walsh, Goals Team Leader from the Office of Strategy and Innovation, Centers for Disease Control and Prevention. The conference also showcased an outstanding panel of speakers from the region.

V. Capacity within the region

The Upstate Institute builds capacity in countless ways within the region. Community partnerships, the Field School, the gifts from the Student Philanthropy Council and service learning courses certainly all enhance the overall ability of organizations and individuals in the area. The Lifelong Learning Program, discussed in more detail below, is perhaps the most apparent illustration of capacity building within the region, but there are ways in which the Upstate Institute increases capacity that are somewhat less obvious.

Many community organizations, like many non-profits, do not have the budget or the manpower to grow or increase their access to the public at large. For these organizations, the Upstate Institute assists with providing meeting spaces, meeting minutes, and technology to facilitate discussions and the transfer of knowledge. For example, the Upstate Institute hosted several meetings of the Chenango Canal Association in which the Association sought to widen the network of regional organizations that would benefit from towpath to trails efforts throughout central New York. Over the course of the year, these community conversations resulted in increased organizational and administrative resources for the CCA.

Similarly, the Upstate Institute has continued to host conversations among representatives of the five Community Chests in Madison as they consider the benefits and costs of regionalization of philanthropic efforts in and for the region. The Madison and Chenango Regional Philanthropy meetings have addressed the proposal for collaboration between the local Community Chests and Chenango United Way as a strategy to enhance fundraising capacity within both Madison and Chenango counties.

Lifelong Learning Program

The Lifelong Learning Program, which is a collaboration by the Upstate Institute and the community to provide adults with ongoing education for the enrichment of their lives in a diversity of fields, officially began in the fall of 2007. It quickly attracted over 100 members, all of whom have access to an unlimited number of programs, seminars and special events. Membership in the LLP develops insight, stimulates curiosity and satisfies the intellect. The LLP provides an opportunity for social interaction and intellectual gain in a group atmosphere. Members have the opportunity to develop new ideas and gain a better understanding of the community, the world and oneself.

The Lifelong Learning Program features seminars taught by Colgate faculty and by members of the community. In its first year, these seminars included:

- Freedom, Responsibility and Punishment, Jon Jacobs, Richard J. and Jean Head Professor of Philosophy
- The Myth and Reality of the American West, Wendy Wall, Assistant Professor of History
- French Impressionism: Origins and Blossoming, Bob McVaugh, Professor of Art and Art History
- Access to Information through the Colgate Library, Clarence Maybee, Assistant Professor and Information Literacy Librarian
- Windows into Your Brain and Behavior, Scott Kraly, Charles A. Dana Professor of Psychology
- Gorillas in the Bwindi Mist: Partnering Conservation with Community Health in Uganda, Ellen Kraly, William R. Kenan Jr. Professor of Geography
- Does God exist? David Dudrick, Associate Professor of Philosophy
- Law and Literature, Hugh Humphreys
- Global Leadership Today: Voluntary Action, Local Influence and World Impact in 21st Century America, Dick Cheshire
- Empowerment Workshop, Arthur Rashap
- Discussion of La Traviata, Dr. John Bowen
- Computer Assistance, Bill Oostenink
- Fundamentals of Investing, Herb Koestner
- Behind the Exhibit, Picker Art Gallery, Paul Schupf

Conclusions, Reflections and Plans

The 2007-08 academic year was productive for the Upstate Institute. The governance system was rationalized. Very significantly, the request for full-time assistance was approved, and extremely appreciated by the Director and members of each of the governing boards of the Institute. Faculty research on the region was implemented and academic courses that included community research and learning were added to the curriculum. New programs were added; existing programs were more effective. The work of the Institute was recognized by universities and colleges and community organizations as a model for community based research and learning, as evidenced through visits to Colgate by representatives of Bucknell University, Wittenberg University, Susquehanna University and Bloomsburg University. The director was invited to make presentations at a variety of regional and community events concerning the mission and projects of the Institute. The Director was also invited to make presentations at the New York State Unified Court System Conference on Rural Justice in New York: *Planting the Seeds for Collaborations and Partnerships*. The Upstate Institute and the COVE were also visited by New York State First Lady Silda Spitzer in her exploration of the role of higher education in community service and engagement.

In order to continue effective implementation of the mission of the Upstate Institute, we recognize the need for ongoing record-keeping, documentation and assessment. Challenges to meeting the request for information on community research and service learning within the curriculum from the Dean's Office for purposes of reaccreditation of the university revealed the deficiencies in information systems at Colgate concerning community oriented pedagogy and our ability to measure trends in the range of opportunities for students and faculty to engage in community research, learning and outreach.

Second, the need for assessment of Institute programs and strategic planning for the future, a second 'five-year plan' has become apparent. In addition to more faculty and staff becoming interested in the programs, projects and resources of the Institute, the broader community increasingly recognizes the potential of the Upstate Institute for community research and development. With ever more requests for support, and more ideas for interesting and important community research projects coming to the Institute from both faculty and community organizations, there is a critical need for an effective and strategic plan to assign priorities for initiatives and to assess the continuation of resources for existing programs and projects.

Third, faculty members of the Executive Board of the Upstate Institute have recognized the need for university-wide conversation about the role of public scholarship in faculty development, and specifically, promotion and tenure at Colgate. The participation of the Upstate Institute in *Imagining America* has underscored the absence of dialogue about definitions of scholarship in higher education in this new century. The Tenure Team Initiative of *Imagining America* defines public scholarly and engaged work as:

Publicly engaged academic work is scholarly or creative activity integral to a faculty member's academic area. It encompasses different forms of making knowledge "about, for, and with" diverse publics and communities. Through a coherent, purposeful sequence of activities, it contributes to the public good and yields artifacts of public and intellectual value (http://www.imaginingamerica.org/IApdfs/TTI_REPORT%20FINAL%205.2.08.pdf, page 17).

It is critical that the Upstate Institute, ideally working with other Institutes at Colgate, provoke discussions among faculty and academic leadership concerning the value of public scholarship at Colgate and for Colgate within the broader community.

A fourth topic of critical reflection is fund-raising for the Institute and the critical need to build the endowment both to sustain the Institute and to meet the challenge of the Emerson Foundation and its matching grant. Communicating to potential donors about the Upstate Institute is not easy. While the message of the Director has, hopefully, become more streamlined, interesting and motivational to Colgate alumnae and parents, she also needs to give some priority to working with colleagues in the Advancement Office about how they might describe the mission and projects of the Institute in interesting and appropriate ways to potential donors. It is also important that the Institute develops some cogent printed materials, beyond the very useful newsletters, that may serve to communicate, illustrate and promote the importance and value of the Upstate Institute to potential supporters and constituencies.