

A woman wearing a purple patterned headscarf and an orange long-sleeved shirt is smiling as she works on a wooden fence. She is wearing black gloves and has her hands on the fence. In the background, there is a white house with a dark roof and some greenery. The text "COMMUNITY ENGAGEMENT AT BUFFALO STATE" and "2018-2020" is overlaid on the top part of the image.

# COMMUNITY ENGAGEMENT AT BUFFALO STATE

2018-2020

Buffalo State College Civic Action Plan Report





Buffalo State student Alexander Bianchi sports personal protective equipment as he prepares to remove mold as a part of SUNY Stands with Puerto Rico

## CONTENTS

|  |    |
|--|----|
| Welcome .....  | 3  |
| Buffalo State: SUNY’s Urban-Engaged Institution .....                              | 4  |
| Civic Action Plan Update .....   | 8  |
| Initiatives: Anchor Institution .....  | 8  |
| Initiatives: Civic Engagement .....  | 9  |
| Community Engagement through Service-Learning .....                                | 10 |
| The Edgar H. Turkle International Volunteer and Service-Learning Scholarship ..... | 11 |
| The Frederick and Marilyn Howe Community Service Scholarship Fund .....            | 11 |
| Meeting Strategic Plan Goals .....   | 12 |
| Alternative Break .....  | 13 |
| Student Civic Leadership Board .....   | 15 |
| Campus Compact’s Newman Civic Fellowship Recipient - 2019 .....                    | 16 |
| Campus Compact’s Newman Civic Fellowship Recipient - 2020 .....                    | 16 |
| Bengals Dare to Care Day .....   | 17 |
| New Student Orientation .....  | 17 |
| COVID-19: Buffalo State During a Time of Crisis .....                              | 18 |
| The Time is Now .....  | 19 |

## WELCOME

Dear Friends,

I am delighted to share with you the 2018-2020 Buffalo State College Community Engagement Report. Now more than ever, it is critical that higher education play an integral role in the success of our communities, and I am proud to say that Buffalo State is leading the way as an anchor institution focused on building engaged and informed citizens. Buffalo State students have extensive opportunities to participate in public life through course work, as well as out-of-class experiences that afford them opportunities to learn skills important in their field and to in their civic life.

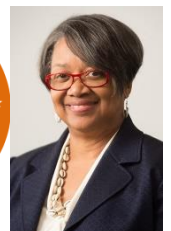
During the COVID-19 pandemic, Buffalo State is maintaining its commitment to community partnerships, social justice, and community-building. We are also taking action to address issues of injustice and inequity that have galvanized our communities to focus on creating change for individuals affected by racial injustice. As you will see in this report, our students care deeply about tackling issues that challenge our communities and creating a world that is better for each and every one of us to inhabit. In addition, our faculty and staff conduct important research and collaborative projects to lift up our communities, while helping our students to flourish academically and civically.

This report reflects on some of the important work that has been done over the past two years across campus to create community collaborations and lasting partnerships that provide Buffalo State the opportunity to shine as SUNY’s Urban-Engaged Campus. Our Civic Action Plan provides a road map for deepening our efforts and continuing to lead the way. As we celebrate our many accomplishments and work towards meeting our vision of urban civic engagement, I commend our campus members and community partners, and especially the Civic Action Plan Implementation Committee, for their tremendous efforts and resounding community impact. There is much more to be done but our commitment to civil engagement is deep, layered, and foundational to our mission as an urban-engaged campus.

Regards,



Dr. Katherine Conway-Turner  
President





## BUFFALO STATE: SUNY'S URBAN-ENGAGED INSTITUTION

Community Engagement is deep and broad at Buffalo State. The following programs and offices have extensive community connections and partnerships:

- **The Anne Frank Project (AFP)**

The Anne Frank Project uses the power of stories as a vehicle for teaching community-building, conflict resolution, and identity exploration. Inspired by the wisdom of Anne Frank, AFP surfaces and shares stories stifled by oppression. AFP brings students to Rwanda each year to personally engage in the country's unique reconciliation process following the 1994 Genocide against the Tutsi and to facilitate teacher training in story-based learning. AFP returns to Buffalo to develop student-created plays and workshops inspired in Rwanda to tour local middle and high schools. AFP's programming is in high-demand throughout Western New York and has developed strong national collaborations with universities in the U.S. and long-term international partnerships in Rwanda, Kenya, and Switzerland. AFP's annual social justice festival welcomes over 1,000 campus and community members to Buffalo State each fall.



The Anne Frank Project in Rwanda in 2018

- **Civic and Community Engagement Office (CCE)**

The Civic and Community Engagement Office continues to inspire active citizenship through community-engaged learning, co-curricular volunteerism, civic engagement efforts including voter engagement, and the development of additional mutually beneficial campus-community partnerships. Many projects and initiatives of the CCE are highlighted throughout this report.

- **Institution for Community Health Promotion/Center for Health and Social Research (ICHP/CHSR)**

ICHP/CHSR uses education and conducts research to support the development of healthy communities and individuals across the lifespan, with emphasis on engagement with community groups and agencies on issues involving alcohol and other drug use. Notably, CHSR is the lead organization for the West Side Youth Development Coalition, which is funded by two Substance Abuse and Mental Health Services Administration (national) grant and one Office of Alcoholism & Substance Abuse Services (state) grant, all aimed at reducing alcohol, opioid, and other drug use on Buffalo's West Side, which includes the Buffalo State campus. Through the new West Side Thrives grant (newest SAMHSA grant), we will identify and develop community leaders from immigrant and LGBTQ+ subpopulations, who will be able to better carry out alcohol and drug prevention messages more effectively into those important sectors of the West Side. The Center is also working with regional health groups to improve the health of Western New Yorkers through the WNY Healthy Communities Coalition.

## BUFFALO STATE: SUNY'S URBAN-ENGAGED INSTITUTION

- **Education Pipeline Initiatives Office:**

The Educational Pipeline Initiatives Office (EPIO) educates, enhances, and provides essential pathways that support and foster Buffalo State's commitment to social responsibility and civic engagement. For nearly two decades, EPIO has engaged in K–12, college, and community partnerships under its creation as the former Center for Excellence in Urban and Rural Education (CEURE).

- **Center for Excellence in Urban and Rural Education (CEURE)**

CEURE has been responsible for 45 initiatives and partnered with over 200 public, private, and charter schools. CEURE collaborates with school districts, collegiate partners, and community stakeholders to improve the educational and life outcomes of children attending urban and rural schools. The center supports efforts to recruit, educate, and retain teachers to meet the needs of culturally, linguistically, and economically diverse children.

Over the past three years, through its current after-school programming supported by funding through 21st Century Community Learning Centers and M & T Bank, CEURE has provided over 314 days of after-school programming which supported over 440 K-8 students with 2450 hours of English Language Arts instruction, 1850 hours of math instruction, and 2,220 hours of physical fitness activities, providing 10,800 hours of employment for Buffalo State College students.



CEURE's summer program in 2019

- **Community Academic Center (CAC)**

The CAC's mission is to provide reciprocal, high-quality learning opportunities for Buffalo State faculty, students, staff, and community members of all ages. The CAC places special emphasis on the needs of families with refugee backgrounds on the West Side and serves as a community-based site for building reciprocal partnerships with Buffalo State and a variety of local organizations.

Since opening in 2011, the CAC engaged more than 3,489 Buffalo state students, faculty, and staff to support over 12,980 youth and adults on Buffalo's West Side.

- **Middle Early College High School (MECHS)**

MECHS was established by the Buffalo Public schools in September, 2003. Its philosophy is to provide a nurturing supportive learning environment for underserved high school students who have the potential to benefit from a rigorous academic curriculum. This is a four-year program where students take a variety of courses at the the high school and on the college campus for which they receive dual credit upon successful completion of the courses. Students have the opportunity to graduate high school with up to 51 college credit hours.





## BUFFALO STATE: SUNY'S URBAN-ENGAGED INSTITUTION

- **Great Lakes Center (GLC)**

The mission of the GLC is to improve the quality of the environment by providing comprehensive and up-to-date science to enhance and sustain the ecological function of the Great Lakes' ecosystems into the future. In the 2019-2020 academic year, a new method for rapid assessment of dreissenid populations in the Great Lakes was developed. Previous methods to determine the density of dreissena populations (quagga mussels and zebra mussels) required years and a new method to do so in real time was developed. The GLC also hosted scholars from Poland and collaborated with the Siberian Federal University in Russia.



Sasha Karatayev describes Dreissena rapid assessment method to EPA officials on Lake Guardian, July 2019.

- **West Side Promise Neighborhood (WSPN)**

Facilitated by SUNY Buffalo State, the member organizations of the West Side Promise Neighborhood provide an annual leadership opportunity as a commitment to West Side residents and stakeholders. They intend to help address the need for equitable and community-centered leadership development and to support our civically engaged community leaders initiate creative change.

The implementation plan is simple. Empower diverse facilitators from all walks of life to present on themes and content areas they feel are relevant to leadership and provide that information to the participants supplemented with some of the skills sets and experts we have on campus and within the WSPN Network. Twenty-six people graduated this year: WSPN's 5<sup>th</sup> anniversary!



West Side Promise Neighborhood in Leadership Class



West Side Promise Neighborhood Graduation Ceremony

## BUFFALO STATE: SUNY'S URBAN-ENGAGED INSTITUTION

- **Professional Development Schools (PDS)**

The SUNY Buffalo State PDS is a large consortium of over 60 certification programs including early childhood, childhood, secondary, special education, as well as PK-12 programs such as art and music. The Buffalo State PDS partners with over 100 schools/community agencies with approximately 45 signed formal agreements each semester in Western New York, New York City, Texas, and across five continents.

- **International Professional Development Schools (IPDS)**

To prepare new teachers more effectively for the changing educational context, IPDS was developed by utilizing the existing PDS structures. Through the international contacts of our education faculty, IPDS was established in 2012 with two short-term, faculty-led study-away programs. IPDS now includes PK-12 school partnerships across five continents, as well as a virtual partnership in La Esperanza, Honduras.



IPDS student in Croatia

- **Small Business Development Center (SBDC)**

The Buffalo State College Small Business Development Center enjoys a reputation as the business plan experts, but that is just one of the services they offer. Through direct counseling, the SBDC provides a wide range of management and technical assistance services, including:

- Business plan development
- Small business start-ups
- Organizational structures
- Accounting
- Financial planning
- E-commerce
- Export assistance
- Cost analysis
- Loan information assistance
- Marketing
- Human resources
- Employee training

The year's Minority and Women Business Enterprise (MWBE) and Small Business Contractor

Training Program is in full swing. Contractors represent a wide range of construction disciplines including electrical, demolition,

carpentry, plumbing, masonry, and general construction. The Small Business Development Center shares a strong partnership with Turner Construction to make the training series exceptional. The Turner Team covers topics such as bonding, bidding, estimating, and project management, while the SBDC team provides insights into business planning, procurement, legal considerations, and marketing.

On Wednesday, February 26th, 2020 the session was opened by the Honorable Byron Brown, Mayor of Buffalo. He shared with the contractors his expertise regarding the vast number of construction opportunities available to them in Buffalo. He also emphasized the city's strong commitment to the advancement of minority and women entrepreneurs. It is always a tremendous honor and a privilege to have his support, and our contractors were thrilled to meet him. Mayor Byron Brown is an alumnus of Buffalo State College.



Photo from left: Ms. Marilyn Roach, Business Advisor, Mr. Mauricio Canton Diaz, MWBE Business Specialist and Business Advisor, Dr. Susan McCartney, Director, SBDC, Hon. Byron Brown, Mayor, Buffalo, and Dee Davis, Office Manager, SBDC

## CIVIC ACTION PLAN UPDATE

The President's Civic Action Plan Implementation Committee is a dynamic and committed group dedicated to fulfilling goals of the college's five-year Civic Action Plan. The plan was developed in 2017 in response to a call from Buffalo State President, Dr. Katherine Conway-Turner.

The committee focused 2019-2020 efforts on expanding supports for our community-engaged faculty and staff, and collaborated with the College Senate Instruction and Research Committee to revise the **Policy on Scholarship Encompassing Applied Research and Scholarship of Teaching, and Community-Engaged Research and Scholarship**. The policy now more clearly supports community-engaged scholarship to recognize this work as important for Buffalo State in the promotion and tenure process. In addition, the committee explored how staff can be made more aware of opportunities to connect their service requirements to community priority, awards that exist or could be developed to recognize civically engaged staff members, and how the committee can work with the professional development office to include community engagement in the new staff orientation.

## INITIATIVES: ANCHOR INSTITUTION

Buffalo State is a founding member of the national Anchor Learning Network (ALN), which recognizes that higher education institutions are critical local economic engines and inextricably linked to the long-term well-being of those we serve and because of this, we are committed to play a more active role in supporting our local economies.

Under President Conway-Turner, Buffalo State served as one of six initial institutions of higher education participating in the Anchor Institution Dashboard Learning Cohort and contributed to creating a dashboard framework to help universities more accurately understand the status of the surrounding community and institutional efforts to support community priorities.

Currently, the Anchor Initiatives Committee is developing and implementing strategies which deepen our role as an anchor in the Buffalo community. The committee has drafted a plan of action which will be released to the campus in summer 2020, which outlines recommendations for concrete action steps that help us to advance the long-term social, economic, and physical health of our campuses and communities. These recommendations will begin being implemented by the committee and by a Campus Compact of New York and Pennsylvania AmeriCorps VISTA member slated to begin working in July 2020.

The Anchor Initiatives Committee's collection of institutional data has developed indicators of Buffalo State's commitment to developing and sustaining local businesses. Over the past year, the Small Business Development Center helped establish over 100 Minority and Women-Owned Businesses Enterprises (MWBEs), with 44 women-owned businesses and 68 minority-owned businesses resulting from partnerships between the center and local entrepreneurs.

In addition to assisting the development of local businesses, Buffalo State aids in regenerating the local economy and supporting business owners through procurement. In 2019, the college spent a collective \$1,392,171.10 on Buffalo vendors, with 40 percent of the total procurement devoted to establishments on Buffalo's West Side. Moreover, the college committed over \$400,000 to procurement from certified women-owned businesses and nearly \$200,000 to supporting certified minority-owned businesses.





## INITIATIVES: CIVIC ENGAGEMENT

Over the last two academic years, the Civic and Community Engagement Office has worked to expand and deepen civic engagement initiatives to engage students, faculty, staff, and community members. As we progress, we will continue to expand educational and engagement experiences to help individuals build their active citizenship skills in a variety of ways.

- **Census 2020**

The CCE convened a campus-wide committee with the goal of educating and engaging students and community members in their completion of the 2020 Census survey. Every ten years, the U.S. Census Bureau is mandated by the Constitution to “count” every individual living in the United States on April 1 of the decennial census year. Using grant funding and creativity, the committee developed partnerships to facilitate a Civic Engagement Week of activities and workshops designed to educate students on the variety of ways in which they can be civically active on topics such as the Census, organizing, voter registration, and advocacy. A mobile “Census Help Desk” was deployed to multiple areas of the college campus and the community to educate individuals and provide technical support for the completion of the 2020 Census survey through their new online form. While the Covid-19 pandemic pushed the college to work remotely in many instances, the Census Help Desk was able to be implemented through the use of video platforms on Blackboard, Facebook, and Instagram. Each week, the CCE hosted “Census Help Desk Live” events where members of the campus and Buffalo community could learn more about how the Census impacts their lives and instructions for how to complete the survey. Viewers also had the opportunity to ask or submit their own questions to be answered. The Complete Count Committee had a goal of engaging 1,000 campus individuals through our programming. As of March 16 (when on-campus operations were suspended), 1,246 members of the campus community had been reached through in-person efforts described above. The committee also expected an additional 3,000 individuals would be reached through marketing efforts. Using the online analytics, our social media efforts reached more than 26,000 users.

Students were also encouraged to be counted with the placement of flyers throughout campus to promote interest. All commuter students enrolled at Buffalo State received an email explaining how important the census is and how to complete it. A link with an explanation of how the census impacts the community was also created.



- **Facilitated Self-Assistance Tax Services**

In partnership with the New York State Department of Taxation and Finance, Buffalo State became a location where students and community members could complete and file their taxes for free, using a supported online software and with support from a small team of volunteers. Six Fridays were reserved in a computer lab for members of the Buffalo and campus community to file their taxes, and over 100 individuals attended prior to the Covid-19 pandemic cancelling the final three sessions. We are looking forward to continuing this partnership and offering this service to members of the campus and Buffalo community.

## INITIATIVES: CIVIC ENGAGEMENT

### • Voter Registration

Despite being the largest age demographic in the county, 18 to 24-year-olds continue to be the voting block with the lowest turnout rates. At Buffalo State we are working to increase, not only the voting rate and voter registration numbers of our students, but also to educate them on voting and other ways to civically engage in their communities. We've begun to expand our voter registration, education, and mobilization efforts on the campus by partnering with the Buffalo chapter of the New York Public Interest Research Group (NYPIRG) and other campus offices.

In 2019-2020:

- 1,260 students were registered during voter registration drives.
- The CCE hosted a "Voting 101: Why and How" virtual webinar in partnership with Student Leadership and Engagement.
- 16 faculty/staff members were trained to help register students to vote.

On behalf of the college, the CCE convened a work group to create an action plan for implementation in 2020-2021 so the college can be designated as a "Voter Friendly Campus" by the ALL IN Campus Democracy Challenge and Campus Vote Project.



A student pledges to have his voice heard on election day 2018

## COMMUNITY ENGAGEMENT THROUGH SERVICE-LEARNING

At SUNY Buffalo State, service-learning courses offer opportunities for student applied-learning and civic engagement, while also partnering with community organizations to meet identified community needs.



DAN 201 Teaching Creative Movement for Children students teach dance to Buffalo Public School children



## THE EDGAR H. TURKLE INTERNATIONAL VOLUNTEER AND SERVICE-LEARNING SCHOLARSHIP

**Edgar H. Turkle**, who retired from Buffalo State as vice president for research administration and economic development, knows the impact that global experiences in diverse communities can have on students. As a result, he created this scholarship to support student participation in international service-learning or international volunteer experiences. Over \$25,000 has been awarded to 53 students since the scholarship was created in 2012. Over the past two years, funds were given to students traveling to Chile, Croatia, Dominican Republic, Myanmar, Rwanda, Trinidad and Tobago, and Zambia through Buffalo State short-term service-learning/study-abroad programs. Upon return from these trips, students have reported that the experiences helped them with career choices and preparation, research and scholarship, and civic development.



Buffalo State Students in Myanmar

Thank you Mr. Turkle for making these experiences possible for our students.



Chilé



Myanmar



Trinidad and Tobago

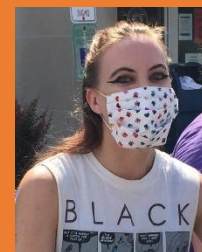
## THE FREDERICK AND MARILYN HOWE COMMUNITY SERVICE SCHOLARSHIP FUND

When he taught at Buffalo State, Frederick Howe, professor emeritus of educational foundations, created the college's Community Service Day due to his extensive commitment to connecting with the community in meaningful and lasting ways. He and his wife, Marilyn Howe, '77, a retired Buffalo Public School teacher, established two four-year scholarships for Buffalo State students committed to volunteerism and community engagement. The current scholarship recipients are having impactful experiences that help them develop civic leadership skills and contribute to community priorities:

**Hannah Kalmeyer**, a rising senior Psychology major, has had a tremendous experience. This year alone, she has volunteered with Greenfields Rehabilitation and Nursing Home, the Buffalo State College-Based Transition Program, Catholic Charities Refugee and Immigrant Services, Evergreen Health mobile food pantry, and participated in a Buffalo State Alternative Break program focused on food insecurity in Baltimore, MD. She has grown in her leadership as the co-chair of the Buffalo State Student Civic Leadership board and aims to engage other students in community service projects through the board.



Olivia Colby



Hannah Kalmeyer

**Olivia Colby**, a rising junior Communications major, said "as a result of the scholarship, as well as modern day events, I have realized that my true passion is exposing injustices and doing everything I can to help the cause."

## MEETING STRATEGIC PLAN GOALS

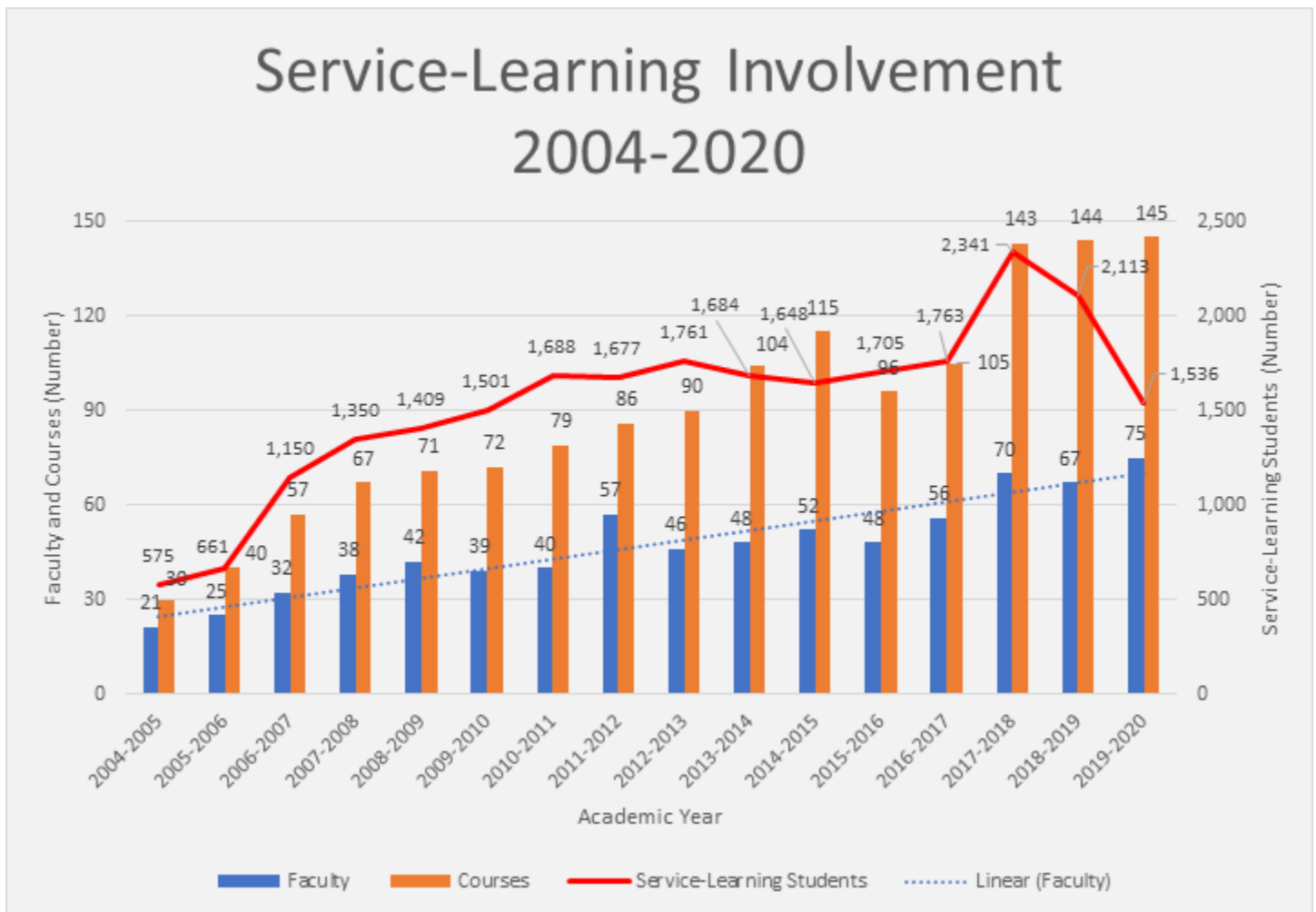
### Strategic Plan Focus Area 3.2: Growth of Community Engagement

As demonstrated in our 2016-2021 Strategic Plan, SUNY Buffalo State is committed to service-learning and 2019-2020 has seen the highest faculty and course numbers so far. Since 2004, the number of students, faculty, and courses involved with service-learning classes has increased significantly!

During the 2018-2019 academic year, 2,113 unique students participated in 144 service-learning courses taught by 67 professors in collaboration with 153 community partners.

Over the past year, 1,536 unique students participated in 145 service-learning courses taught by 75 faculty members in collaboration with 143 community partners. The number of students decreased because of the Coronavirus outbreak.

The chart below shows service-learning participation from 2004-2020, with the significant growth resulting from dedicated students, faculty, and community partners who see the value of community-engaged learning in academic and civic education, as well as impacts on the community.





## ALTERNATIVE BREAK

Alternative Break (AB) is a student-led program within the Civic and Community Engagement Office that prepares groups of students to collaborate with communities experiencing social injustices by learning about, providing direct service for, and reflecting on a specific social issue during academic breaks. Established in 2010, the program hosts 30-50 students a year on AB trip experiences during fall, winter, spring, and summer breaks.

### **Cultivating Empathy and Embracing Diversity through Refugee Resettlement in Buffalo, NY**

- Students examined challenges of the immigrants in Buffalo, particularly as they relate to poverty and social justice.

### **SUNY-Wide Efforts to Take Action in the Wake of Hurricane Maria in Puerto Rico**

- Students helped in the clean-up effort in Puerto-Rico.

### **Shifting Principles and Practices Related to Housing and Food Policy in Cleveland, OH**

- Students sorted food at a local food bank.

### **Understanding Alternative Measures to the Juvenile Justice System in Columbus, OH**

- Students explored different ideas on dealing with juvenile delinquents.

### **Collaborative Approaches to Securing Food for All in Baltimore, MD**

- Students identified and articulated the relationship between poverty and food, and what solutions were being implemented to fight the challenges in Baltimore.



Alternative Break Participants sort food in Cleveland, Ohio

AB Site Leaders: Alexander Bianchi, Senior, Childhood Education; Hawa Mberwa, Junior, Criminal Justice; Georgia Shaw, Senior, Biology – Geographic Information Systems; Hamdi Yakub, Junior, Individualized Studies



Alternative Break Students on an art walk in Columbus, Ohio

## Reflections on Ten Years of our Alternative Break Program

The college’s student-led Alternative Break program in the Civic and Community Engagement Office is celebrating its 10<sup>th</sup> year of offering co-curricular service experiences to students during their fall, winter, spring, and summer breaks. Ten years have afforded nearly 300 students deep and meaningful experiences planning, leading, and participating in service trips focused on community priorities in numerous places, regionally and nationally. Throughout this time, we have come away with four pillars that ring true that can be applied to various civic- and community- engagement initiatives on our campus.

### **PILLAR #1 - PARTNERSHIPS MATTER**

A strength of the Alternative Break program is our diligence in developing long-term relationships with nonprofit organizations. Doing so provides background information and fewer surprises, while allowing our program to create a legacy with the organization, even in a community that may be hundreds of miles away. One example of such a partnership we developed is Sky Meadows State Park in Delaplane, Virginia. Since 2014, our program participants have traveled to join forces with the park on several high-impact projects, including tree planting in the riparian zone throughout the park, building new hiking trails, and completing a boundary-marking project around the entire perimeter of the park.

### **PILLAR #2 - LOCAL EXPERIENCES HAVE APPEAL**

For the program’s inaugural service trip in 2010, the students stayed locally and focused their service with Buffalo nonprofit partners. Each year since, a local trip has been organized to focus on relevant social issues in Western New York, collaborating with organizations typically connected through the office’s other initiatives (service-learning courses, annual community service day, etc.). The social issue focus has varied from housing and homelessness to welcoming our refugees and immigrant neighbors. While there have been concerns that students will not want to “stay” locally for an Alternative Break experience, our student leaders and student participants have highlighted the value of serving the local community and learning about global and nationwide issues from the local lens, saying “I learned so much more than I expected about my city and the people in it since I was exposed to new neighborhoods...We engaged in an experience that opened our eyes to our individual privileges and the barriers that certain vulnerable populations in our city face.” Our local experiences have become an invaluable offering in the Alternative Break program.

### **PILLAR #3 - STUDENTS LEADING STUDENTS IS CRITICAL**

We have modified our student leadership model throughout the years, but consistently, the program has adopted the students-leading-students model. Student leaders with past Alternative Break experience are selected to coordinate a trip for the following year and are engaged in two full-day trainings and weekly meetings with CCE staff to plot their plans, communicate with housing and community partners, and organize their “lessons” for pre-trip orientation meetings and on-trip reflection activities. Through this model we have witnessed growth within the program that our staff members may not have initiated, including the creation of a financial-need scholarship and a formal site leader role and participant selection process.

### **PILLAR #4 - CO-CURRICULAR DOESN’T MEAN LESS IMPACT**

While the knee-jerk reaction might be that a co-curricular experience will have less impact on student learning, we discovered the opposite is true. Throughout the past ten years, we’ve understood that the learning and connection to the community go beyond the confines of the week-long trip and the college experience. The “alumni” of our Alternative Break program are some of the most community-engaged of Buffalo State’s graduates. They’ve gone on to create and work in programs focusing on mental health, HIV support, social justice, and many of them complete years of service with AmeriCorps and City Year. They frequently support fundraisers for the program, yielding over \$2,000 in the last five years, and the impact of their support as well as their continued connection to the college leave a lasting impact on the college and the Alternative Break program. One Alternative Break site leader alumni remarked:

*“Alternative Break made me aware of what’s going on in the world and how even small actions can make an impact. This encourages me to continue to do all that I can, even when problems seem insurmountable. If I never had the opportunity to practice my leadership skills as a participant and then as a site leader, it would have been a lot harder for me to facilitate meetings between partners and my clients in my career.”*



## STUDENT CIVIC LEADERSHIP BOARD

The Student Civic Leadership Board meets weekly throughout the year to plan, implement, and guide civic engagement efforts at Buffalo State.

Student Civic Leadership Board goals and activities include

- learning about and addressing social and environmental issues in our world;
- developing activities to engage the campus community in addressing those issues;
- building community and connections on campus and within the WNY region.

Meet the 2018-2019 Student Leadership Board members:

Oluwademilade Adeniji, Senior  
Computer Information Systems

Salena Jackson, Sophomore  
Social Work

Richard Sanders, Graduate  
Higher Education and Student Affairs  
Administration

Chleo Carr, Sophomore  
Psychology

Hannah Kalmeyer, Sophomore  
Psychology

Sara Witt, Junior  
Geography and Planning

Olivia Colby, First Year  
Communication Studies

Hawa Mberwa, Sophomore  
Criminal Justice

Jade Young, Senior  
Public Communication

Jennifer Frias, Senior  
Social Work

Shanei Salmon, Senior  
Math & Economics

Fahad Yusuf, Junior  
Business

Meet the 2019-2020 Student Leadership Board members:

Ajaib Ali, Senior  
Childhood Education

Hannah Kalmeyer, Junior  
Psychology

Jonathan Poethig, Sophomore  
Pre-Social Work

Olivia Colby, Sophomore  
Communication Studies

DeChantell Lloyd, Senior  
Business Administration

Jamersin Redfern, Graduate  
Higher Education and Student Affairs  
Administration

Ayan Hassan, Sophomore  
Criminal Justice

Magaly Lupercio, Sophomore  
Psychology

Chelsea Simmeth, Senior  
Individualized Studies

Mu Htoo, Junior  
Social Work

Shenese Patterson, Junior  
Sociology

Eh Tler, Junior  
Health and Wellness

Katie Igielinski, Sophomore  
Psychology

Safiya Ward, Sophomore  
Biology

Making flowers for the Student Civic Leadership Board's service project for "Because Char Smiled"

## CAMPUS COMPACT'S NEWMAN CIVIC FELLOWSHIP RECIPIENT - 2019

Chrisjarvell Adams

Business Administration: Class of 2021



“As a member of the Men of Merit program and its Advisory Board at Buffalo State College, Chrisjarvell provides excellent student leadership to the board and continues to support students at Buffalo State. Chrisjarvell has a giving heart and has displayed this quality through his yearly donations of food and clothing to his local high school to help the homeless in the community.

The Men of Merit program has been instrumental in engaging underrepresented male students while providing avenues for growth and development through open dialogue and expression in a safe non-threatening space. The program seeks to be impactful in the lives of underrepresented students by creating initiatives that inspire young men to become men of excellence, distinction, and integrity. The Men of Merit program’s mission is to foster these three qualities while encouraging a member to stay in college, advance academically, and serve their community as they become the men they aim to be. The program is a campus-based organization partnering with other local colleges to provide support and motivation toward graduating our Men of Merit.”

- Katherine Conway-Turner, President, SUNY Buffalo State



## CAMPUS COMPACT'S NEWMAN CIVIC FELLOWSHIP RECIPIENT - 2020

Hannah Kalmeyer

Psychology: Class of 2021



“As a member and now chair of Buffalo State’s Student Civic Leadership Board (SCLB), Hannah has led significant community service initiatives on campus. The SCLB is a community service-based student group that promotes community engagement across campus. The SCLB has been effective in providing Buffalo State students with opportunities to get involved in service by offering and promoting several on-site community service projects throughout the academic year as well as other service-related events in the community. With support from the Civic and Community Engagement Office, the SCLB is committed to developing civic-minded leaders and raising awareness of various social concerns in the local, regional, and global community.”

- Katherine Conway-Turner, President, SUNY Buffalo State



## BENGALS DARE TO CARE DAY



Every year, Buffalo State students, faculty, staff, and alumni work alongside community organizations through a day of action.

September 15, 2018 and September 21, 2019 saw over 800 Bengals collaborate with 38 community partners!



Buffalo State students get ready to head out in 2018

## NEW STUDENT ORIENTATION

First-year and transfer students are introduced to community engagement through a community service project during orientation. In 2018-2019 and 2019-2020, projects included:

**Holiday Meal Bags** for the Buffalo City Mission: 784 bags were decorated to be filled with warm meals for low-income families.

**Reusable Grocery Bags** for the Lieutenant Colonel Matt Urban Hope Center: 500 shopping bags were made from donated t-shirts for food pantry clients to reuse.



Students turn T-shirts into grocery bags



## COVID-19: BUFFALO STATE DURING A TIME OF CRISIS

### STUDENTS

- **Elizabeth Burgess**

Elizabeth Burgess is student teaching in Rochester and has helped her class stay connected and engaged by sending morning messages, lessons, and reading aloud to students.



- **Camden Gradwell**



Camden Gradwell and his family, inspired by the WNY Headbands for Heroes project, sewed the buttons on 50 headbands for the staff at Sisters of Charity Hospital--St. Joseph's Campus, which was converted to a COVID-19 center. The headbands with buttons help ease the pain and chafing behind the ears caused by wearing masks for prolonged periods of time.

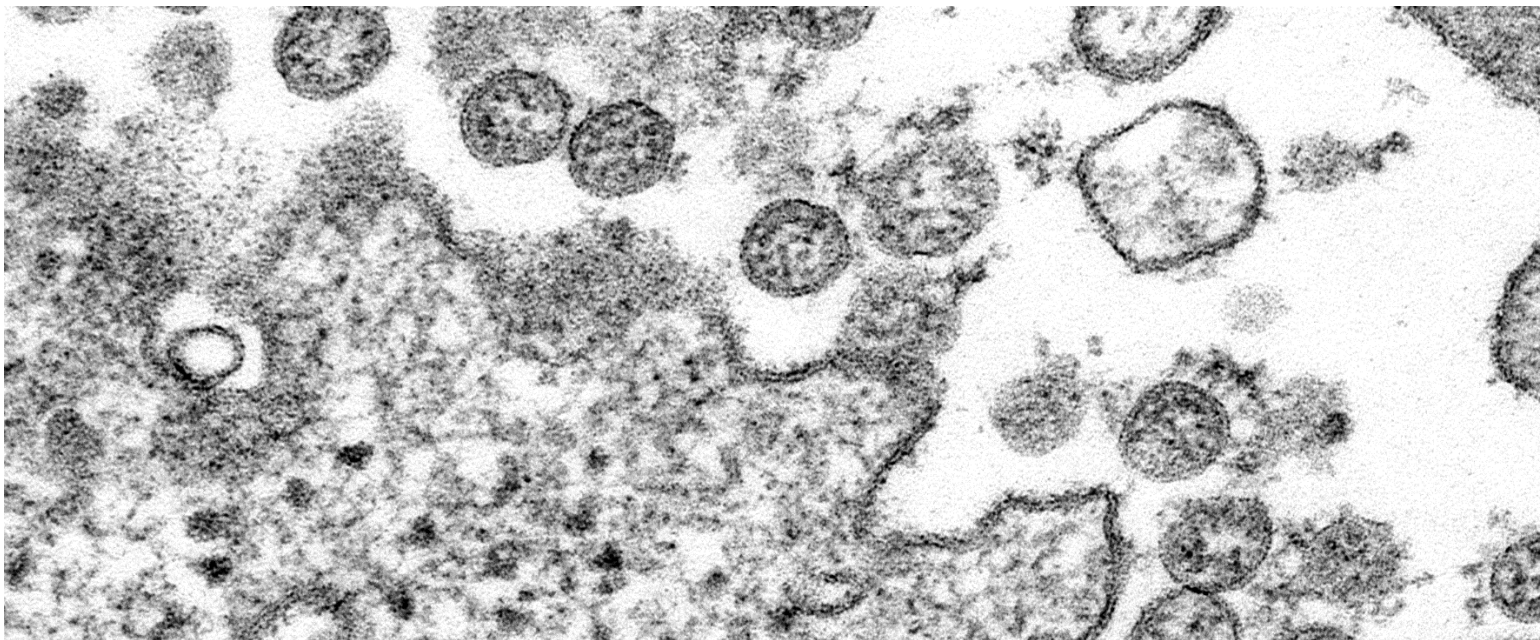
- **Victoria Guagliano**

Victoria Guagliano is shopping for seven different households including her own family, her grandparents, an elderly neighbor, an immune-compromised family in her neighborhood, an elderly customer of hers at Wegmans, and her customer's niece and sister, who both have an auto-immune disease. Victoria states, "If I could ask one thing of those who read this, can you spare an hour of your week to help others during this time of need? Helping others, that is what motivates me; it is my passion. From my family to yours, stay healthy, stay safe, and stay home."



- **Chartwells**

Chartwells manager Glenn Bucello, who has been a huge supporter of Milligan's Food Pantry, led the charge for Chartwells to provide a sizable donation to support students through the campus food pantry during the Covid-19 crisis.







## THE TIME IS NOW

We are living through historic times. As we tackle a global pandemic and confront systemic racial inequality simultaneously, we are faced with many opportunities for civic engagement each and every day. There is no other option, we each must find our voices and act in our own unique ways. We each have a responsibility to foster respect, to support each other, and to create change - both in the current alarming health crisis and our imperative social justice movement.

Buffalo State students are deeply committed to addressing community priorities, and these times are no different. Through the #BuffStateStrong: Our Inspiring Response to COVID-19 recognition, we have dozens of meaningful examples of how students, faculty, and staff have contributed to supporting family member(s), neighbors, and strangers through this pandemic. Some of these are highlighted in this report.

We also know our students are on speaking out, marching, and demanding change to systemic racism and oppression. Our faculty and staff are working to demand change as well. I am committed to learning more about my role in systemic injustice and to making long-term commitments to tear down barriers and roadblocks put in place for people of color.

The Buffalo State Civic Action Plan outlines a pathway for the college to deepen opportunities to grow our civically-engaged campus and be a leader in the region, state, and country in deep and meaningful opportunities to address community priority and foster the development of civic skills. The Implementation Committee has steadfastly set a course for institutional change that shines a light on community priorities and the role and responsibility of citizens of our democratic republic. This report is simply an introduction to the breadth and depth of Buffalo State's amazing work and highlights the extensive programming, experiences, and cultural shifts that are occurring at Buffalo State as a result of our place as SUNY's urban-engaged institution.

In Solidarity,

Laura Hill Rao  
Director, Civic and Community Engagement  
Co-Chair, Civic Action Plan Implementation Committee







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