Community Engagement—Energizing the University Commitment

Eugene J. Monaco, Executive Director and Public Service Professor, Professional Development Program

The engaged university concept has taken on a new form as colleges across the country embark on ambitious community engagement plans that create dynamic collaborative relationships with the communities they serve, both locally and globally.

Successful university engagement initiatives direct the academy’s intellectual strength to benefit the common good. The engaged collaborative university is not a new concept; it can be traced back to the 1990s when the late, forward-thinking Ernest Boyer, former Chancellor of the State University of New York and President of the Carnegie Foundation, boldly suggested five elements of the engaged university: higher education’s contribution to diverse forms of civic engagement. The engaged university can be defined as a model of collaboration between academic and public sectors, which is characterized by the common purpose of improving the quality of life of citizens and communities.

The engaged university concept has taken on a new form as colleges across the country embark on ambitious community engagement plans that create dynamic collaborative relationships with the communities they serve, both locally and globally. The University at Albany has strongly recommitted itself to engagement by providing effective community programs that have had impact at many levels.

Did you know?

Workplace design plays a role in how well teams function. An open workspace design supports social interactions. University employees designed around employees’ activities, including collaboration, learning, and teamwork are better ways for teams to access the types of workplace that best suit their needs.

Application Deadline: May 16, 2014

PDP to Support Rockefeller College Grant Award to Advance Online and Blended Learning

Recently, Rockefeller College was awarded a grant from the University Office of the Provost to expand online education opportunities for students. By working collaboratively with the Professional Development Program, the College will undertake this initiative and achieve the goal of expanding online education offerings and broadening the teaching experiences of doctoral students in several ways.

During the 2014 spring semester, Amira Jadoon, a second year political science doctoral student, will gain experience from PDP’s Instructional Technologies and Audio Visual Departments. Ms. Jadoon will learn by doing as she assists PDP staff with faculty online learning initiatives and e-learning assessments. Following this semester of e-learning instruction, she will return to Rockefeller College to launch their online learning courses. PDP staff will provide expert technical assistance to faculty and Amira as needed.

Also, during the academic year, PDP will conduct a series of development workshops for faculty, staff, and students. These development workshops will cover the topics of authoring tutorials, Web conferencing, grading and rubric development, video integration, course editing, audio and video, best practices for online learning, and evaluation of online learning.

The grant is a prime example of the way in which collaboration among PDP, faculty, and students fosters the real world experience of applying theory to practice.
We share core beliefs.

We draw on our individual strengths.

We realize the importance of communication.

Collaboration between agencies is not easy, but it is a critical component to building systems and creating change.

PDP Works in Partnership Between Agencies

Sherry M. Greary, Executive Director, and Louisa Higgins, Senior Learning Specialist, New York Early Childhood Professional Development Institute, City University of NY

The New York Early Childhood Professional Development Institute (PDI) along with its colleagues at the New York State Education Department (NYSED) and the New York State Leadership Collaborative (NYSLC) is partnering with the Professional Development Program (PDP) in doing some exciting work. Our latest collaboration has been on a number of initiatives directed toward improving the quality of child care in New York State. As partners, our shared goal is to help connect early childhood professionals with the high quality and rich professional development opportunities that deserve their attention. Our recent work has allowed us to offer our communities the best possible environments for young children.

PDP’s leveraging of the Educational Bureaucrats (Scholastic) Program, administered by the New York State Office of Children and Family Services, has been an important inroad for encouraging new initiatives to mature with ASEP, New York State’s Workforce Registry for Early Childhood Professionals, along with the local and state Early Childhood Service Coordination Councils. Last year served as a transition year, allowing teachers time to complete new requirements, and, effective January 1, 2014, only trainees with appropriate credentials certified by PDP and NYSED will be eligible to receive EBP scholarship dollars. The number of trainees registered with ASEP has grown significantly, thus there were nearly 500 trainees who were approved to teach coursework as of January 1, 2014.

Collaboration between agencies is not easy, but it is a critical component to building systems and creating change. Our collaboration has been beneficial because of the following:

We draw on our individual strengths.

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PDP and UAlbany Mutual Benefits

Rebecca Stanley

Manager, Instructional Technologies Unit

Professional Development Program

Over the past year, PDP has worked with many different agencies and organizations to develop online training projects. In fact, last spring New Paltz partnered with PDP as part of the collaborative PDP’s work with the UAlbany School of Public Health illustrates how effective these partnerships can be. In 1999, Dr. Carol Young, then Director of Continuing Education and Outreach at UAlbany’s School of Public Health, approached PDP to work together to develop a professional development program to equip public health professionals in the Capital District with the skills needed to become effective teachers and instructors. Combining their expertise and resources they developed “Collaboration between agencies is not easy, but it is a critical component to building systems and creating change.”

PDP Participates in Community Engagement Fair at UAlbany during Connect-to-Community Week

Provider Jesse designated October 16-23, 2013, as Connect-to-Community Week—a time to encourage volunteers, advance University-community partnerships, and increase student and faculty involvement in community-based learning and research. To kick off this week of networking, a Community Engagement Fair was held on October 16th from 10:00 am to 1:30 pm in the Lecture Center Convention. The fair hosted approximately 250 public and nonprofit community partners who shared their community service and engaged learning programs, as well as workshops on topics that take part in meaningful and impactful community-based work.

PDP staff who co-created the fair had the opportunity to share the work of PDP’s Community Outreach Group (COG) and PDP’s collaborative work with the UAlbany School of Public Health illustrates how effective these partnerships can be. In 1999, Dr. Carol Young, then Director of Continuing Education and Outreach at UAlbany’s School of Public Health, approached PDP to work together to develop a professional development program to equip public health professionals in the Capital District with the skills needed to become effective teachers and instructors. Combining their expertise and resources they developed “Collaboration between agencies is not easy, but it is a critical component to building systems and creating change.”

PDP’s accomplishments have helped government at the local, regional and state levels as well as many nonprofits achieve positive outcomes.

Did you know?

Several studies identify five as the ideal team size. Teams of five support our ability to collaborate with others by supporting communication, trust, and commitment. However, Apple’s suggests the strongest teams are ones who are able to self-organize and naturally settle into a nine-person team for them.
We share core beliefs. Along with our funders and other partner agencies, we know the importance of the work of childhood providers and practitioners. We also know how difficult their work is and how rarely their day-to-day work is recognized and rewarded.

PDP and UAlbany Mutual Benefits

Rebecca Stanley
Manager, Instructional Technologies Unit Professional Development Institute

Over the past six years, PDP has worked with many different agencies and organizations to develop online training. Experience has taught us that bringing these customers and partners together in a collaborative forum can result in dynamic, award-winning products and mutually beneficial relationships. Combining these perspectives can result in projects that meet the needs of diverse audiences. It is a critical component of building systems and creating change.

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 Diversity is one of the values at the core of our work. PDP strives to ensure that programs, initiatives, and resources are inclusive of all children, regardless of race, gender, age, socioeconomic status, geographic location, physical ability, or any other characteristic.

PDP Works in Partnership Between Agencies

Sherry M. Cleary, Executive Director, and Louisa Higgins, Senior Learning Specialist, New York Early Childhood Professional Development Institute, City University of NY

The New York Early Childhood Professional Development Institute (PDP), along with its close neighbor, the New York State Association for the Education of Young Children (NYSAEC), and the Program for Public Health—Collaboration Yields Mutual Benefits

PDP's leveraging of the Educational Institute (Scholarship) Program, administered by the New York Office of the State Chancellor for Education and Family Services, has been an important ingredient in encouraging the Institute to strengthen its relationships with ASPIRE, New York State's Workforce Registry (for Early Childhood Programs), and the New York State Health Care Training Council. Last year served as a transition year, allowing our team to develop new services, and on February 1, 2014, one trainee with appropriate certifications verified by PDP and NYASCEC was eligible to access EIP scholarship dollars.

When hurricane Irene hit Schoharie County, PDP held a fundraiser raffle. Items were purchased, donated, or made by PDP staff who travel regularly donate their hotel hygiene products to the (Community Outreach Group) COG for donation to local groups. We currently have 80 pounds of products for donation. From that beginning, PDP has developed more than forty public health training courses. It has worked closely with the Center for Public Health Continuing Education and collaborated on several projects funded by the New York-New Jersey Preparedness and Emergency Response Learning Center. It has also worked on several projects funded by the Community Outreach Group (COG) and the Student Health Services.

Over the past sixteen years, PDP has worked with many different agencies and organizations to develop online training. Experience has taught us that bringing these customers and partners together in a collaborative forum can result in dynamic, award-winning products and mutually beneficial relationships. Combining these perspectives can result in projects that meet the needs of diverse audiences. It is a critical component of building systems and creating change.

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Did you know?

Amazon founder Jeff Bezos uses the “two pizza” rule when developing teams. If the team needs more than two pizzas to be fed, then the team is too big. Large groups run the risk of working with independent ideas when solving problems, they tend to agree with each other to maintain group harmony. The size that works best for teams is five. A team of five supports our ability to collaborate with others by supporting communication, trust, and innovation. However, Apples suggests the strongest teams are ones who are able to self-organize and naturally settle into a size that works for them.

Our most recent work includes:

- PDP staff who successfully secured their home ergonomic initiatives.
- PDP’s leveraging of the Educational Institute (Scholarship) Program, administered by the New York Office of the State Chancellor for Education and Family Services, has been an important ingredient in encouraging the Institute to strengthen its relationships with ASPIRE, New York State’s Workforce Registry (for Early Childhood Programs), and the New York State Health Care Training Council.

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PDP's accomplishments have helped government, the local and state levels as well as many not-for-profits achieve positive outcomes. —Susan A. Morrisey, Dean of Libraries, UAlbany and Jill Finnegan during UAlbany’s Connect-to-Community Week

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We share core beliefs. Along with our funders and other partner agencies, we know the importance of the work of early childhood providers and practitioners. We also know how difficult their work is and how rarely their day-to-day work is recognized and rewarded.

We draw on our individual strengths. Ongoing development of collaborating with other institutions is the opportunity to share resources. Very often these resources are people! Each new partnership brings to the table a much needed expertise and a group of professionals to help in the planning and implementation of our current and skill set.

We realize the importance of communication. Unfortunately, as we learned those in the field, we know that our words and how we share them matters. It is crucial that everyone involved in the profession is working toward the same goal. What is most important is to present clear, consistent information to the early childhood workforce, especially supported by the policy changes that our collaboration has successfully brought about.

Collaboration tends to be successful when the participants have a common goal. For us, and for you and those we might partner with, the goal is to make the best environment for young children.

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PDP’s leveraging of the Educational Incentive (Scholarship) Program, administered on behalf of the New York State Office of Children and Family Services, has been an important incentive encouraging trainers to register with ASPIRE, New York State’s Workforce Registry for Early Childhood Educators. For the 2013-2014 school year, the New York Early Childhood Professional Development Institute (PDI) realized a 22 percent increase in its in-person training enrollment. Last year served as a transition year, allowing training sites to complete new requirements, and, effective January 1, 2014, only trainees with appropriate credentials verified by PDE and NYSCHEC are eligible to receive EIP scholarship dollars. The number of trainees registered with ASPIRE has grown significantly, thus was nearly 500 trainees who were approved to teach coursework as of January 1, 2014.

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Rebecca Stanley
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Over the past six years, PDP has worked with many different agencies and organizations to develop online training. PDP has taught the course “A Course for Community Health Workers” in collaboration as part of a collaborative in the development process over time and resource; and it also sells a better product. While PDP staff have the experience and the design and technical expertise to produce a learning that is both graphically and instructionally engaging, the sponsor agency has unique insight into the clients and the target audience. Combining those perspectives can result in a product that is both visually and technologically appealing and that can be more easily understood and implemented by the audience.

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staff, and administrators. Additionally, current engagement practices across active student timetables at UAlbany. For example, science student work involves developing effective, useful research practices that provide students with a broader and deeper understanding of course content and foster student engagement. Such an approach sharpens students’ aught in themselves and their place in the community. Today, universities with engagement programs extended well beyond service-learning and integrate into the core missions of the institution, more broadly affecting regional, national, and global communities. On the other hand, as the University at Albany has strengthened itself in engagement by providing effective community programs that have had impact at many levels and geographic locations. Examples of the many collaboration and engaged initiatives undertaken across the campus include the initiative the Liberty Partnership Program has had in middle school and high school students at risk in a entire student body. The role played by the University in helping to create small organizations together with their many partners, undermined communities and individuals to navigate the complexities of the Affordable Care Act, and the positive outcome of the most recent round of workshops offered collaboratively Rockefeller College, the School of Public Health and the Social in its truest sense.

Eugene J. Monaco, Executive Director and Public Service Professor, Professional Development Program

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The engaged collaboratives university is a new concept; it was tried back to the 1990s at the Rockefeller College, the University at Albany’s Office of the Provost, and the College of Public Affairs and Policy, boldly suggesting new models of engaged higher education with elements of a different vision. The new vision was to propel universities beyond their traditional comfort zones of academic tenures, departments, and programs to reach new worlds of social impact outside of their traditional community. Engaged collaborations and programs engaged universities and faculty in the long-standing relationships between the academy and the public sector.

The Professional Development Program has a rich history of fostering engagement through the programs it has developed and delivered in collaboration with its many partners, helping to shape the University’s efforts to advance positive outcomes. This issue of the Communiqué highlights examples of the collaborative initiatives that have led PDP to be at the forefront of promoting, and implementing, socially and strategically engaged work for those who work in and with the public sector.

Also, during the academic year, PDP will conduct a series of workshops to help faculty, staff, and students. These workshops will cover topics of researchers in fields, including teams. This has enabled us to develop effective collaboration and contributes to the overall mission of our Center, which is to provide exemplary education and training for the public health workforce.

Our work with the School of Public Health is one of the best we’ve done. They have trusted and encouraged us to try new and creative approaches to online and e-learning. Close collaboration has been a key driver of our success and will continue to characterize our work with all of our partners.

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PDP Staff, Anise Jackson

Commitment to engagement was given additional support in September 2013, when President Robert Jones, in his inaugural address, vigorously maintained the importance of engagement by stating that the University would continue its engagement with the Capital Region, New York State and the world, forging partnerships to solve society’s most pressing issues.

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Recently, Rockefeller College was awarded a grant from the University’s Office of the Provost to expand online education opportunities for students. By working collaboratively with the Rockefeller Development Program, the College will undertake this initiative and achieve the goal of expanding their online education offerings and broadening the teaching and learning experience of doctoral students in several ways. During the 2014 spring semester, Amira Jadoon, a second-year politics student, will gain experience from PDP Intrarural Technologies and Audio Visual

PDP Staff, Anise Jackson

Commitment to engagement was given additional support in September 2013, when President Robert Jones, in his inaugural address, vigorously maintained the importance of engagement by stating that the University would continue its engagement with the Capital Region, New York State and the world, forging partnerships to solve society’s most pressing issues.

Eugene J. Monaco, Executive Director and Public Service Professor, Professional Development Program

The engaged university concept has taken on a new form as colleges across the country reach out to ambitious community engagement plans that create new forms of academic collaboration with the communities they serve, both locally and regionally.

The engaged collaboratives university is a new concept; it was tried back to the 1990s at the Rockefeller College, the University at Albany’s Office of the Provost, and the College of Public Affairs and Policy, boldly suggesting new models of engaged higher education with elements of a different vision. The new vision was to propel universities beyond their traditional comfort zones of academic tenures, departments, and programs to reach new worlds of social impact outside of their traditional community. Engaged collaborations and programs engaged universities and faculty in the long-standing relationships between the academy and the public sector.

The Professional Development Program has a rich history of fostering engagement through the programs it has developed and delivered in collaboration with its many partners, helping to shape the University’s efforts to advance positive outcomes. This issue of the Communiqué highlights examples of the collaborative initiatives that have led PDP to be at the forefront of promoting, and implementing, socially and strategically engaged work for those who work in and with the public sector.

Also, during the academic year, PDP will conduct a series of workshops to help faculty, staff, and students. These workshops will cover topics of researchers in fields, including teams. This has enabled us to develop effective collaboration and contributes to the overall mission of our Center, which is to provide exemplary education and training for the public health workforce.

Our work with the School of Public Health is one of the best we’ve done. They have trusted and encouraged us to try new and creative approaches to online and e-learning. Close collaboration has been a key driver of our success and will continue to characterize our work with all of our partners.
staff, and administrators. Additionally, current engagement programs across active student timetables at a local. For example, strong service learning programs that combine academic theory with practical real-world experience provide students with a broader and deeper understanding of course content and foster civic engagement. Such an approach sharpens students’ insights into themselves and their place in the community. Today, university-wide comprehensive engagement programs extend well beyond service-learning and integrate into the core missions of the institution: more broadly affecting regional, national, and global communities.

Over the past several years the University at Albany has strengthened itself according to engagement by providing additional support for programs that have had impact in many areas and geographic locations. Examples of the many collaborative and engaged initiatives undertaken across the campus include the impact the Liberty Partnership Program has had inmiddle schools and high schools with students at risk in learning school, the role played by the University in helping small- and medium-sized businesses, and partnerships with other universities, universities, and community colleges. The University at Albany’s continued commitment to engagement was given additional support in September 2013, when President Robert Jones, in his inaugural address, vigorously called for the University to maintain its strong engagement program and extend well beyond service-learning and integrate into the core missions of the institution, more broadly affecting regional, national, and global communities.

The Professional Development Program has a rich history of fostering engagement through the programs it has developed and delivered in collaboration with its many partners within the University, as well as in alliance with other academic institutions and non-profit organizations. The program’s accomplishments have helped to improve the local, regional, and national levels of education for people who seek to achieve positive outcomes. This issue of the Communique highlights examples of the collaborative initiatives that have led PDP to be at the forefront of promoting and implementing civic, economic, and social engagement for those who work in and with the public sector.