

# 2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by Cornell University on 4/2/2019. Last modified on 7/19/2020.

## Application Deadline

April 15th, 11:59pm EST

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## Data Provided

When reporting academic year data, campuses should use data from academic year 2017-2018. For example, the number of community based courses per year should correlate with 2017-2018 data.

When reporting institutional data, be sure to identify the semester and year within which the data was collected. That data should not be older than 2017-2018. For example, if your institution participated in the NASCE, NSSE, or other assessment tools in the fall of 2018-2019, you may use that data in your reporting.

Wherever requested, please provide links to relevant campus web resources in addition to evidence provided in the application. Reviewers may want to examine websites to provide additional clarification of the responses in the application. Reviewers may also ask for a telephone conversation to clarify evidence provided.

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## Use of Data

The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

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## Community Engagement Definition

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership (of knowledge and resources) between colleges and universities and the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

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## Applicant's Contact Information

Please provide the contact information of the individual submitting this application (for Carnegie foundation use only)

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**Title**

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## Institution

Cornell University

## Mailing Address 1

## Mailing Address 2

## City

Ithaca

## State

NY

## Zip Code

## Phone Number (e.g., 1-123-345-5678)

## Full Name of Institution's President/Chancellor

## President/Chancellor's Mailing Address

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## President/Chancellor's Email Address

## Campus and Community Context

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### A. Campus:

Provide a description of your campus that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and mission of the campus. You may want to include descriptors of special type (community college, land grant, medical college, faith-based, etc.), size (undergraduate and graduate FTE), location, unique history and founding, demographics of student population served, and other features that distinguish the institution. You may want to consult your campus's IPEDS data (<https://nces.ed.gov/ipeds/Home/FindYourCollege>) and Carnegie Basic Classification data (<http://carnegieclassifications.iu.edu/lookup/lookup.php>).

Cornell University is a privately endowed research university and a partner of the State University of New York. As the federal land-grant institution in New York State, we have a responsibility—unique within the Ivy League—to make contributions in all fields of knowledge in a manner that prioritizes public engagement to help improve the quality of life in our state, the nation, the world. Our diverse student population, including 45% URM and 23% international students, is a little over 23,000 and we encompass campuses in both New York City and more rural Ithaca, NY. Founded with a motto of “any person, any study,” Cornell continues to embody the radical vision of our founders in developing knowledge with a public purpose. As a land-grant university, outreach and extension are in our DNA; Engaged Cornell has allowed us to re-think and re-imagine the idea of knowledge for a public purpose throughout the university allowing us to substantially increase the participation of students, faculty, staff, and community partners in community engagement, and connect more deeply to broad institutional missions like diversity, global, sustainability and student wellness. Over the past 10 years, Cornell has moved beyond early adopters and one-off programs and the institution has embedded an "ethos" of community-engagement across our de-centralized units, colleges and programs. Cornell has room to grow: there are potential synergies across faculty development units to examine roles and rewards for engaged faculty and we must ensure colleges and deans have dedicated funding and support for community-engaged teaching, learning and leadership. We stay committed to this effort because students come to Cornell with nuanced and excited understandings of service and community engagement and, thus, the university must be innovative in our programs and offerings.

### B. Community:

Provide a description of the community(ies) within which community engagement takes place that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and history of the partnership community(ies). You may want to include descriptors of special type (rural, urban, conservative, liberal, etc.), size (population), economic health, unique history, demographics of community population served/employed, and other features that distinguish the institution and community(ies). For local communities, you may want to consult your census data.

As a top-tier, global research university, community engaged Cornell faculty, staff and students work across the world. Tompkins County and Ithaca, NY is home to our Ithaca campus faculty, staff and students. Tompkins County has a population of 104,000 and Ithaca has a population of 30,000. 78% of Tompkins County residents are white, 10.4% are Asian, 4.7% are Latino, 4.4% are African American and .4% are Native American. In the

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County, 25% of the population are college students at Cornell, Ithaca College or Tompkins County Community College. In the County, unemployment for African Americans is about 20% and 50% reside below the poverty line. For Latinos, 9% face unemployment and 35% reside below the poverty line. The high proportion of college students also makes housing access a serious issue, with lower vacancy rates and higher costs for housing than typically found in the region. Currently, the home ownership rate is 55% and the median cost of a home is \$190,000. Within this landscape, there is a surfeit of non-profits working on equity and social justice issues, but they still cannot accommodate all the students looking for engagement opportunities. As a land-grant university, Cornell also serves populations throughout New York State including Roosevelt Island in NYC, where Cornell Tech is located. 11,000 people live on the island, and Cornell commits financial, academic and professional resources to the island and the City beyond. Cornell also has a special relationship with upstate New York, with a campus in Geneva and significant presence in Binghamton, Utica, and Buffalo. As a global research university, community engaged Cornell faculty, staff and students work across the world. Engaged Cornell has funded 111 projects that occur internationally, from Mexico to Myanmar, and recent data shows 169 total international programs with an identified community partner.

## Foundational Indicators

Complete all questions in this section.

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### A. President/Chancellor's Leadership Statement

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**A.1 Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that:**

- Indicates their perception of where community engagement fits into their leadership of the institution,
- Describes community engagement's relationship to the institution's core identity, strategic direction, and practices, and
- Discusses how engagement is institutionalized for sustainability in the institution.

Please EITHER copy and paste the text of the letter in the following textbox OR upload a PDF copy of the letter below:

-- empty or did not respond --

**A.1.1 Upload the letter from the President/Chancellor or Provost (Vice President for Academic Affairs)**

- [Carnegie Foundation Communtiy Engagement.pdf](#)

**A.2 In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.**

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## A.2.1

Annual addresses/speeches:

2018 New Student Convocation Address

by Martha E. Pollack, President

“I hope you will explore the opportunities for community engagement and public service—on and off the campus—that are available to you right now. Through our Engaged Cornell initiative, faculty, staff and students collaborate with community organizations to address pressing issues both locally and globally.”

2018 State of the University Address

by President Martha E. Pollack

“Our unique combination of ‘Ivy League plus land grant’ also influences our teaching. A key reason many students come here is to obtain an education that is relevant, where they make use of what they’re learning in the classroom...There are many programs that help them do that, from Engaged Cornell, which supports courses and programs in which students work with community partners to put their learning to use..”

2017 New Student Convocation Address

by Martha E. Pollack, President

“You, as students, will find many ways to pursue activities that make a difference in and out of the classroom—from Orientation, where hundreds of students like Finn and Jung Won are helping you learn the ins and outs of your new community... to the Cornell Public Service Center, which offers a wide variety of volunteer programs and learning opportunities, including the Pre-Orientation Service Trips that some of you completed on Thursday...to the Engaged Cornell initiative, where faculty, staff, students and community partners collaborate on research, teaching and learning to address issues that are important at home and around the world.”

### A.2.1.1 Web Link (if available)

[http://president.cornell.edu/communications/new-student-convocation-address/;](http://president.cornell.edu/communications/new-student-convocation-address/)

[http://president.cornell.edu/communications/2018-state-of-the-university-address/;](http://president.cornell.edu/communications/2018-state-of-the-university-address/)

<http://president.cornell.edu/2017-new-student-convocation-address/>

## A.2.2

Published editorials:

From patients to partners

By Peter DelNero and Alexandra McGregor, Cornell graduate students

Science, October 2017

“The patient-researcher partnership transformed our research from an intellectual exercise into a deeply personal endeavor. It reminds us that people with cancer are not merely cells or molecular pathways. They are neighbors, colleagues, friends, and relatives. They are valued partners in the fight against cancer.”

Finding the Public Purpose Behind My Cornell Education

By Dustin Liu, Cornell undergraduate and student trustee

Cornell Sun, October 2018

“For me, my most memorable Cornell experiences have been participating in programs like Alternative Spring Breaks, working closely with communities through ILR Global Service Learning Programs and volunteering in

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the Ithaca community.”

## A.2.2.1 Web Link (if available)

<http://science.sciencemag.org/content/358/6361/414.full>; <https://cornellsun.com/2018/10/24/trustee-viewpoint-finding-the-public-purpose-behind-my-cornell-education/>

## A.2.3

Campus publications:

Showcase to celebrate community-engaged projects April 16

Cornell Chronicle, April 12, 2018

“Attendees will learn about outstanding local, regional and international projects and find out how they can get involved in community engagement at Cornell.”

Course marks 50 years of international engagement

Cornell Chronicle, Dec 14, 2017

“Since 1968, the lives of more than 2,500 undergraduate and graduate students and hundreds of faculty members, from Cornell and partner institutions abroad, have been influenced by IARD602 – the first international course offered at Cornell.”

Community Engagement: Collaborative Partnerships Addressing Complex Social Issues

<http://www.cornell.edu/video/community-engagement-collaborative-partnerships-addressing-complex-social-issues>

Alumni Affairs, Cornell Cast, Nov. 11, 2017

Provost Mike Kotlikoff and a panel of engaged Cornellians and community partners discuss how these partnerships are providing unique engaged learning opportunities for Cornell students, while simultaneously addressing complex societal issues, both in Ithaca and around the globe.

EZRA Cornell's Quarterly Magazine

Winter 2015

<https://ezramagazine.cornell.edu/WINTER15/Endnote.html>

"By encouraging study and learning across differences in background and experience, promoting cooperative learning and reflection, and providing innovative learning opportunities in many disciplines, Engaged Cornell will facilitate the intellectual growth and interconnectedness that is the signature of a Cornell education."

EZRA Cornell's Quarterly Magazine

Winter 2012

<https://cornell.box.com/s/um6rt08lqp43wbozc1mj9wpu1apipai4>

"More than at any other time in recent history, Cornell is poised to renew and expand its mission of public engagement and public service," said President David Skorton"

## A.2.3.1 Web Link (if available)

<http://news.cornell.edu/stories/2018/04/showcase-celebrate-community-engaged-projects-april-16>;

<http://news.cornell.edu/stories/2017/12/course-marks-50-years-international-engagement>;

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## A.2.4

Other:

Community-Engaged Learning Bridges Past and Future at Cornell  
AAC&U news, October 2016

“Engaged Cornell, an initiative to build courses and—more crucially—curricula that include a community engagement aspect, got its start in 2014 thanks to a \$50 million grant from the Einhorn Family Charitable Trust. But that’s the short version of the story. ‘It got started 150 years ago when we were founded, because we’re the land-grant institution for the state of New York,’ says Judith Appleton, vice provost at Cornell. ‘This is a more purposeful way to involve students in that public engagement mission. It’s nothing new—a lot of the faculty here would give you the same response: This is what we’ve always done.’”

Civic Learning

Inside Higher Ed, May 2016

“Cornell launched a similarly civic-minded initiative in 2012, called Engaged Cornell. The \$150 million project is expected to develop ‘hundreds of new community-university partnerships around the world’ and provide every Cornell student with an opportunity for what it calls ‘engaged learning.’”

The Future of Higher Education is Social Impact

Stanford Social Innovation Review, May 2018

[https://ssir.org/articles/entry/the\\_future\\_of\\_higher\\_education\\_is\\_social\\_impact#](https://ssir.org/articles/entry/the_future_of_higher_education_is_social_impact#)

“...in April we awarded the first grant to Cornell University, which is working in partnership with the Cornell Cooperative Extension of Tompkins County to address the opioid crisis in upstate New York, particularly the increasing rate of child maltreatment that has accompanied rising opioid addiction.”

[https://ssir.org/articles/entry/the\\_future\\_of\\_higher\\_education\\_is\\_social\\_impact#](https://ssir.org/articles/entry/the_future_of_higher_education_is_social_impact#)

A full list of press publications from AY 2017-18:

<https://cornell.box.com/s/um6rt08lqp43wbozc1mj9wpu1apipai4>

### A.2.4.1 Web Link (if available)

<https://www.aacu.org/campus-model/community-engaged-learning-bridges-past-and-future-cornell>; <https://www.insidehighered.com/news/2016/05/10/colleges-placing-increasing-importance-programs-promoting-civic-engagement>

## B. Institutional Identity and Culture:

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**B.1.1 Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?**

Yes

**B.1.1.1 Please identify the document or website where the institution-wide definition of community**

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## engagement appears and provide the definition:

University-wide definition of Cornell's Land-Grant Mission

<https://landgrant.cornell.edu/>

As New York state's land-grant institution, Cornell University is charged with advancing the lives and livelihoods of the state's citizens through teaching, research and public service. Its mission is rooted in ideals considered revolutionary when the federal Morrill Land Grant Acts were enacted in 1862 and 1890: that a land-grant university education should be open to all qualified students, regardless of class, ethnicity, race or gender; and must merge practical scientific and technical education with classical studies in history, philosophy and literature. The university's co-founder and namesake, Ezra Cornell, and co-founder and first president, Andrew Dickson White, shared these ideals and through their efforts created "a world-class institution with egalitarian ideals," renowned for the vitality of its intellectual culture, its commitment to diversity and excellence in research and scholarship.

University-wide definition of Community Engagement

<https://engaged.cornell.edu/>

At Cornell, community engagement means faculty, staff and students partnering with community members to address global issues. These collaborative relationships create opportunities to research, teach and learn at home and around the world.

University-wide definition of Public Engagement

<https://www.cornell.edu/engagement/>

Igniting Positive Change in Our World: Research, scholarship and collaboration underpin Cornell's excellence in public engagement. A deep-rooted commitment to outreach, extension and engagement infuses our state, domestic and global mission of developing knowledge that benefits humanity.

### LEARNING AND EXTENSION

Knowledge, Community and Action: Cornell was founded on the principle that our labs, classrooms and extension programs focus on societal challenges. A robust exchange of ideas with communities and citizens allows us to learn from, and develop and implement solutions to fundamental public concerns.

### DISCOVERY AND OUTREACH

Research with a Public Purpose: Cornell supports a community of scholars known for radical collaboration spanning disciplines, locations and industries and focused on translating ideas into solutions.

Community engagement continues to be the core value informing Cornell's unique identity as a Land Grant, private Ivy League institution. The evolution of Cornell's university-wide definitions community engagement represents a set of rich and diverse practices in teaching, research and public service manifested throughout each of the colleges and cooperative extension. It is important to note that while Cornell continues to draw from its historical Land Grant status to define community engagement, over time the institution-wide definitions moved beyond traditional of outreach and extension definitions to include more contemporary language of community engagement and public engagement.

## **B.1.2 How is community engagement currently specified as a priority in the institution's mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.**

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### **B.1.2.1**

Mission or vision statement:

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## University Mission

Learning. Discovery. Engagement.

Cornell is a private, Ivy League university and the land-grant university for New York state. Cornell's mission is to discover, preserve and disseminate knowledge, to educate the next generation of global citizens, and to promote a culture of broad inquiry throughout and beyond the Cornell community. Cornell also aims, through public service, to enhance the lives and livelihoods of students, the people of New York and others around the world.

## University Vision

Cornell aspires to be the exemplary comprehensive research university for the 21st century. Faculty, staff and students thrive at Cornell because of its unparalleled combination of quality and breadth; its open, collaborative and innovative culture; its founding commitment to diversity and inclusion; its vibrant rural and urban campuses; and its land-grant legacy of public engagement.

### B.1.2.1.1 Web Link (if available)

<https://www.cornell.edu/about/mission.cfm>

### B.1.2.2

Strategic plan:

Cornell's most recent Strategic Plan (2010-2015) includes "public engagement" as one of four core pillars, and contains the following five objectives, along with key rationales and 26 separate action items that can be found on the website.

**Objective 1:** Make public engagement a distinctive feature of education at Cornell.

**Rationale:** Cornell has a unique capacity to interweave public engagement with its educational and research programs for students, given its status and history as a private university with a land grant mission. An integration of fundamental science with the application of that knowledge and its use for the public good should be a distinguishing feature of Cornell programs.

**Objective 2:** Construct a unified concept and vision for the university's public engagement mission.

**Rationale:** The educational and research activities of the university's outreach efforts are highly fragmented. For example, public engagement includes formal extension programs; translational research; clinical programs; technology transfer; education programs such as service learning; international engagements; and faculty involvement in public policy or as public intellectuals. This plan calls for greater connectivity among many of these disparate programs and activities, without introducing new central administrative structures or constraining academic entrepreneurialism. The administration of public engagement should be as lean as possible in order to enable a "bottom-up" entrepreneurial spirit to blossom.

**Objective 3:** Develop rigorous, systematic evaluations of all outreach and extension programs.

**Rationale:** Given objectives 1 and 2, there is a need for an inventory and assessment of public engagement activities across campus. This should inform the development of a unified concept for Cornell's public engagement mission and help to identify new opportunities for public engagement to become a part of Cornell students' experience. An institution-wide approach to this assessment and a common set of criteria would be important as would ongoing methods of gathering information on quality and impact.

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**Objective 4: Strongly connect public engagement to on-campus research and educational strengths**

**Rationale:** The strengths of the outreach mission derive from the research and educational strengths of the university and the capacity of the institution and its faculty to build and sustain enduring collaborations with stakeholders. Emphasizing the ties to on-campus research and education is an important way to establish boundaries for outreach, enhance its quality, and bring more focus and coherence to the university's public engagement programs. This should be a guiding principle and key criterion in the assessment proposed by Objective 3.

**Objective 5: Promote stronger collaborations and partnerships between the university and stakeholders that can make use of and strengthen Cornell's research (e.g., business, K-12 schools, nonprofit organizations, government).**

**Rationale:** Partnerships with stakeholders are an important way for the university to identify policy-related problems and effectively bring the research expertise of faculty to bear on them. Strong outreach and extension programs tend to require productive two-way interactions between researchers and stakeholders.

## **B.1.2.2.1 Web Link (if available)**

<https://cornell-classic.univcomm.cornell.edu/strategicplan/objectives.cfm>

## **B.1.2.3**

Accreditation/reaffirmation document/QEP:

As part of the university-wide self-study process for Middle States Accreditation completed in February 2011, the university developed for the first time, university-wide student learning outcomes which includes community engagement:

Cornell graduates will:

Engage in their communities, demonstrating responsibility to a larger community or public; connect positively with and in communities of various sizes and composition through and outside the classroom; participate in community engagement or civic action to benefit the public good.

## **B.1.2.3.1 Web Link (if available)**

<http://irptesting2.wpengine.com/wp-content/uploads/2011-Self-Study-FINAL.pdf>;  
<http://provost.cornell.edu/assessment/learning-outcomes/>

## **B.1.2.4**

Other:

-- empty or did not respond --

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## B.1.2.4.1 Web Link (if available)

-- empty or did not respond --

## B.2.1

Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification:

Since Cornell received the previous classification, the university has received a number of substantial gifts from the Einhorn Family Charitable Trust (EFCT) to increase support and resources for community-engaged teaching and research across the university. In 2011, a committee co-chaired by the Vice Provost for Undergraduate Education, the Vice President for Student and Academic Services and a Senior Vice Provost with faculty representing each of the colleges organized a game changing shift in structure to support public engagement. The committee produced a proposal recommending a new Center for Community Engaged Learning and Research (CELR) to help support a larger Engaged Cornell initiative specifically focused on working with faculty to catalyze and facilitate community engagement in the curriculum. In October 2011, EFCT agreed to provide additional 3-year gift (approximately 750, 000/yr) to provide the resources to for staff and for a physical space for CELR including a Director, Associate Director, Assistant Director and Administrative Assistant as well as resources to support the development of high quality CELR opportunities.

Also in 2011, the Provost agreed to support a new university-wide position (initially a 3-year term), Provost's Fellow for Public Engagement, to work closely with the CELR Director, and "to help build an internal institutional infrastructure for public engagement."

In 2014, a Public Engagement web-link was designated as one of six main tabs on Cornell's home web page offering a layered definition with ongoing coverage and examples representing the diversity of public engagement activities occurring across campus in the areas of learning and extension, discovery and outreach and the engaged student experience.

In 2015, the university launched Engaged Cornell with a \$150 million initiative to grow and enhance community-engaged opportunities for Cornell students. This transformational initiative was established with a \$50 million gift from the Einhorn Family Charitable Trust, led by Cornell Class of 1991 alumni David Einhorn and Cheryl Strauss Einhorn. Building upon the work during the first 3yr phase (2011-2014) to develop an infrastructure and relational architecture to support a large scale public engagement initiative, the ten-year gift is focused on institutionalizing CELR thru increasing student co-curricular and curricular opportunities for community engagement, curriculum development in the form of community-engaged majors and minors, student and faculty research on engagement and partnership development informed by principles of good practice. In order to achieve this transformative vision, Engaged Cornell provides a number of different grants and professional development programs to support more robust participation of faculty, students, staff and community partners in CELR.

With support from the EFCT, new staff were hired to support Engaged Cornell and in 2016, the Office of Engagement Initiatives (which merged with CELR) emerged. In addition, a number of units that support public engagement (co-curricular and curricular) moved into a new space, the Engaged Cornell Hub, creating a more vibrant, visible, accessible, and collaborative physical and social space where faculty, students, staff and community partners can come together to learn about CELR resources, programs and opportunities.

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## B.3.1

Specify changes in executive leadership since classification and the implications of those changes for community engagement:

Executive leadership has changed since we received the previous classification. President David Skorton who helped steward Engaged Cornell, and was a strong proponent of Cornell's public engagement mission, moved on from Cornell in 2015, not long after the Engaged Cornell initiative had begun. Elizabeth Garrett was selected as the first woman to serve as Cornell President in July 2015 and continued strong support for public engagement and Engaged Cornell. Tragically, she passed away from cancer after serving as President for a little over 8 months. Martha Pollack, former Provost at Michigan University, became Cornell's president in 2017 and remains a strong proponent of Cornell's land grant mission and publicly supportive of Engaged Cornell.

Kent Fuchs, as Cornell's Provost from 2009-2014, led the development of Cornell's 2010-2015 strategic plan which included excellence in public engagement as one of the four key strategic pillars and he supported the creation of the position of Provost's Fellow for Public Engagement in 2011. Mike Kotlikoff, former Dean of the Cornell's College of Veterinary Medicine, has shown strong support for public engagement, and hosted a panel as part of the council-trustee event in October 2017: "After an audience member commented on how engagement work engenders enthusiasm in students, Kotlikoff said: "I personally think this is Cornell's secret sauce ... we need to utilize that information in a way that helps society. And that's what has led to the breadth of Cornell, which you don't see in any other Ivy League institution. This combination of absolute excellence and a commitment to impact is what really makes Cornell what Cornell is."

The current leadership team represents an expansion of the original executive leadership team and includes the Vice Provost, Engagement and Land-Grant Affairs (renamed from "vice provost" to reflect a commitment to Cornell's public engagement land grant mission), the Provost's Fellow for Public Engagement, the Vice President, Student and Campus Life, Vice Provost, Undergraduate Education, Principal Gifts Officer, Alumni Affairs and Development, Executive Director, Office of Engagement Initiatives, Vice Provost, Academic Innovation, and Vice Provost, International Affairs.

The Vice Provost, Engagement and Land-Grant Affairs oversees a campus-wide Public Engagement Council comprised of senior staff and tenured faculty. The Council is co-chaired by the Vice Provost and the Provost's Fellows for Public Engagement, supports Cornell's strategic goal of "Excellence in Public Engagement," and serves in an advisory capacity to the Vice Provost and Provost.

In addition to the expanded executive leadership for Engaged Cornell, a Faculty Advisory Committee was selected to serve from 2017-2019 and is responsible for thought leadership, a research agenda for Engaged Cornell and preparation of the next generation of engaged-learning scholars. The current members include tenured faculty from across the colleges at Cornell.

## C. Institutional Commitment

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### Infrastructure

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#### C.1.1

As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure

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(center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and its reporting line.

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement. Provide relevant links that support the narrative.

In the previous classification, we emphasized the important roles of Cooperative Extension and the Public Service Center, along with public engagement infrastructure located primarily within the state-supported colleges. While these entities are still crucial, as discussed above in B.2., the gift from the Einhorn Charitable Trust changed the landscape of community engagement at Cornell, allowing many of the previously disparate activities and units to become centralized under the ethos of Engaged Cornell and physically co-located in the Engaged Cornell hub.

The Office of Engagement Initiatives staff amplify the Engaged Cornell ethos. They lead programs, host workshops, administer grants, manage communications (including [engaged.cornell.edu](https://engaged.cornell.edu) and [cornell.edu/engagement](https://cornell.edu/engagement)), and connect Cornellians to community partners. The mission is focused on curricular change, student leadership, and faculty development. OEI has 12 staff members (<https://engaged.cornell.edu/about/people/>) and is funded by the Einhorn Family Charitable Trust. The Vice-Provost for Engagement and Land-Grant Affairs holds the direct reporting line for OEI.

The Public Service Center remains the co-curricular hub of service on campus, serving more than 7,000 students annually. The PSC's mission highlights volunteer projects, student organizations and clubs, and school programs to form community partnerships that foster active citizenship (<https://psc.cornell.edu/about-us>). PSC staff run STEP and Upward Bound programs and are key stakeholders in K-12 partnerships. The PSC has 13 staff members and is part of the Department of Campus and Community Engagement in the division of Student and Campus Life. The Director of the PSC reports to the Executive Director of Campus and Community Engagement.

Cornell Cooperative Extension programs and research remain vital to the land-grant mission of Cornell. Supported by a federal, state and local government partnership, the national land grant system and Cornell, CCE's professional staff engages New Yorkers in research, outreach and educational programs that transform communities. With a centralized administration located on campus and 54 extension associations, CCE reaches across NY state ([http://cce.cornell.edu/sites/default/files/organizational\\_structure\\_-\\_pollack.pdf](http://cce.cornell.edu/sites/default/files/organizational_structure_-_pollack.pdf)).

The Public Engagement Council oversees policy and direction for the public engagement mission at Cornell and maintains a strategic perspective on the ways that the many units working on engagement can work together to support the institution. Shared reporting lines (eg. the NY State Partnership Liaison in OEI and CCE) and connected programming (eg. the Public Service Minor which is supported by both OEI and the PSC) allow the different units to interact together to promote institutional community engagement.

## Funding

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### C.2.1

As evidence provided for your earlier classification, you described internal budgetary allocations dedicated to supporting institutional engagement with community.

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For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification.

In 2008-9 the actual expenditures for Extension and Public Service (E&PS) function was \$110.9 million, or 6.1% of total operating expenditures. In 2016-17 E&PS function increased expenditures to \$128.6 million or 6.5% of total operating expenditures. These expenditures exclude Weill Medical College in New York City.

Of the \$128.6 million, \$88.7 million was expensed In Cornell's state-assisted colleges, \$39.9 million in other colleges and divisions, located in Ithaca. These recorded and estimated amounts are conservative and understate the actual expenditures. Many expenses allocable to engagement in the non-state-assisted colleges in Ithaca may not be recorded in the E&PS function, and the real costs of indirect support functions necessary to deliver community engagement activities are not included in these totals An additional \$55 thousand was expensed in the Jacobs Technion-Cornell Innovation Institute in New York City (Cornell Tech).

An additional \$5 million not recorded in the E&PS function is estimated to be expended for community engagement at Weill Cornell Medical College, including \$3.3 million in expenditures for seven community grant programs, \$235,000 for two outreach programs, and an estimated \$1.5 million of additional faculty support.

## C.2.2

As evidence provided for your earlier classification, you described external budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification.

External funding for Extension and Public Service functions have increased from \$3.4 million to \$7.6 million in restricted gifts and \$38.2 million to \$41.1 million in sponsored grants and contracts. An additional \$37.7 million in other external funding and \$720 thousand in corporate sponsorship funding has been added since the last classification

## C.2.3

As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement.

For re-classification, describe what has changed, if anything, with fundraising activities since the last classification.

Since the launch of Engaged Cornell in 2015, Cornell has sought to redefine academic success and effectiveness in a new era for the American research university. To be successful, the university seeks strategic new investments of at least \$100 million for activities that will cross all colleges and units and that will involve a broad base of on-campus and off-campus constituents. These catalytic resources will allow us to unify and expand existing engaged programs—bringing them together to create greater efficiencies—and they also will enable us to create more opportunities for community-engaged learning and research in every school and college. Philanthropic support will empower us to respond to changing conditions and opportunities and to establish a new academic culture that aligns the research university with important innovations in student learning. Over the course of FY 2018, Cornell raised \$16 million towards its \$100 million goal for engaged learning, bringing the total raised to-date to \$78 million in support of Engaged Cornell.

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## C.2.4

As evidence provided for your earlier classification, you described ways in which the institution invest its financial resources externally in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available.

Of the \$128.5 million in the Extension and Public Service function spent FY 2017, \$36.3 million (28%) of the expenses were paid to external entities. Of the \$86.4 million in E&PS function external funding received in FY 2018, \$36.3 million (42%) of E&PS function funding was used to pay external entities.

Other external funding sources include recent gifts and grants which promote public engagement and community development. Highlights include \$5.9 million from the MasterCard Foundation to increase economic opportunities for youth in Rwanda; \$4.375 million from the Triad Foundation for the Roy H. Park Leadership Fellows Program in the Johnson Graduate School of Management; \$750,000 from the Bank of America Foundation to support women's entrepreneurship efforts in the Law School; \$650,000 from the William T. Grant Foundation to enable a collaboration between the College of Human Ecology, Cornell Cooperative Extension, and community partners to combat opioid abuse and child maltreatment; and \$500,000 from William vanden Heuvel for the Cornell Law School First Amendment Clinic.

## C.2.5

Do the business operations of the campus as an anchor institution, align with local economic and community development agendas through hiring, purchasing, and procurement in a way that contributes to an institutional commitment to community engagement?

Yes

### C.2.5.a

Please describe business operation practices tied to the local community:

The 2014 report, Economic Impact on New York State, Fiscal Year 2013, explored expenditures and employment as tools to estimate the economic impact of Cornell activities. Measures such as employment, purchasing, construction, students, visitors and job multiplier effects were utilized, with data provided by payroll, procurement, human resources, budget and planning, facilities, and student and academic services. In FY 2013, Cornell generated more than \$3.2 billion of economic activity statewide through payroll, purchasing and construction expenditures. Cornell Cooperative Extension (CCE) activities and programs generated an additional \$450 million, and student and visitor spending related to the Ithaca campus, \$411 million. Taxes, fees and voluntary payments at the Ithaca campus and Weill Cornell Medical Center (WCMC) in New York City totaled \$11.5 million.

Cornell's economic impact on New York state helped to buffer Tompkins County from the downturn in the national economy that followed the 2008 market crash. In 2012, with the national unemployment average rate at 8.8 percent, Tompkins County's unemployment rate was 6 percent – the lowest in the state and one of the lowest county rates in the U.S. In 2013, Tompkins County had a 4.1 percent unemployment rate, compared with the national rate of 7.4 percent. In addition, the benefits of Cornell's impact on the local economy are spread across all income levels. Half the total impact of the university's purchasing, construction and payroll spending in Tompkins County benefited households with incomes of \$75,000 or less.

This traditional economic impact report will be replicated for AY 2018-19, but with a specific focus on measures developed by the Anchor Institution Taskforce. Led by a faculty member and graduate students in City and

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Regional Planning who were recruited because of their expertise in engaged planning and development research, this project will develop tools to help Cornell reflect on and assess broadly its long-term socio-economic impacts on Tompkins County (and other counties of New York State) as an engaged anchor institution. The tools will constitute a planning support system that will relate Cornell's activities to specific social and economic outcomes and indicate what the likely impacts of specific initiatives the University may undertake will be. The specific aims for the project are to 1) assemble the necessary data to construct indices of place-based engagement that will populate an Anchor Institution Community Benefit Dashboard; 2) conduct structural analyses relating institutional efforts (and non-targeted activities) causally to community outcomes; and 3) integrate the modeling of structural relationships that can be established with confidence to the computable general equilibrium (CGE) model of New York State developed for the University's Division of Budget and Planning (DBP) in 2014. Project results will be made publically available through an Anchor Dashboard website.

## Tracking, Monitoring, and Assessment

3. Provide narratives addressing the following:

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### 3.1

How does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links.

In 2013, the Vice Provost for Undergraduate Education (VPUE), in collaboration with members of the Engaged Cornell Leadership team, the Director of Engaged Learning and Research (ELR), and representatives from the Public Service Center (PSC), the Graduate School, Office of Institutional Integrity and Assurance (ORIA), Institutional Research and Planning (IRP) and the Office of the University Registrar (OUR) initiated the development of a Community Engagement Data Working Group (CEDWG) to collaborate on the design of a community engagement dashboard, develop co-curricular and curricular community engagement metrics, identify and approve quality criteria for approving community-engaged learning (CEL) courses and create infrastructure to support a consistent, agreed upon campus-wide process for systematic tracking, monitoring and assessment of engagement with the community.

Since classification, the most prominent change is the university-wide adoption of language and quality criteria for defining, approving, and tagging CEL courses campus-wide and in each of the colleges. In 2015, the CEL criteria received university-wide approval. Given that there were no agreed upon university-wide CEL criteria and that each college keeps autonomous curriculum committees, gaining approval and adoption of university-wide quality criteria for CEL was a monumental leap forward. The establishment of the infrastructure and systematic mechanisms for monitoring and tracking community engagement represented a sea change in eventually developing metrics to assess outcomes and impacts: Following the establishment of CEL criteria, course tagging protocols and codes were developed by the university registrar and aligned (as attributes in the online course roster and inputted in the course registration systems Acalog and Peoplesoft) with each of the college registrars before being archived on university courses of study website. Another notable change is the collaboration to develop a campus-wide infrastructure and CEL dashboard mechanism to systematically track and assess courses that meet quality criteria. In 2016, a Data Specialist was hired in to work with Institutional Research and Planning (IRP) through funding from Engaged Cornell and Global Cornell. Now fully integrated and salaried through IRP, the Data Specialist maintains and updates the CEL Dashboard regularly by tracking

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university-wide, college level, and Engaged Cornell-funded CEL data. The CEL dashboard data is used to inform program, staffing, and resource decisions across campus. Also, CEL dashboard data can be tailored by faculty, staff, and administrators to report to diverse stakeholders. While IRP's CEL dashboard tracks student and faculty participation in CEL, it does not provide a mechanism to track and assess impact on community partners, the off-campus inventory (see 3.9)) was an initial effort to better understand college-level engagement with communities and has catalyzed conversations to improve upon and resource tracking, monitoring, and assessment overall. An outreach strategy is underway to meet with key college representatives to support more robust tracking and assessment at the college level.

## 3.2

Describe the mechanisms used for systematic campus-wide assessment and measurement of the outcomes and impacts of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links.

In 2011, the Director of Engaged Learning and Research and inaugural Provost's Fellow for Public Engagement collaborated with IRP staff to embed questions to understand student engagement with community in existing student survey mechanisms (<http://irp.dpb.cornell.edu/surveys>) to track student interest, participation and outcomes due to community engagement (see student outcomes 3.5).

IRP staff are responsible for distributing student surveys and gathering, analyzing and reporting data on an annual and bi-annual basis (depending on the survey). These data are used to better understand the impact of community engagement on student learning, communicate the value of community engagement as a means to other institutional priorities (i.e., diversity, well-being, sense of belonging), and advocate for additional support for community engagement.

In 2016, the ELR Director took on a new Senior Fellow position within the Office of Engagement Initiatives (OEI) and was charged with developing and managing a comprehensive program evaluation plan for assessing the impact of Engaged Cornell grant funded activities. The Senior Fellow was supported by Engaged Cornell Technical Advisory Group co-chaired by the vice provost and Provost's Fellow for Public Engagement, and including five senior faculty with expertise in evaluation. To further support tracking and assessment of Engaged Cornell grant-funded activities, OEI hired a Grants Manager to develop a data and financial management system aligned with university-wide systems to monitor all OEI grants awarded to students, faculty, staff and community partners.

The Senior Fellow and Grants Manager worked together to develop a data-management system that is linked to OEI funding thru web-based RFPs, applications and reporting forms that allow for systematically collecting, analyzing and reporting data from OEI funded grantees. Data from grantee reports includes grantee demographic information and importantly, documentation of the impact of community engagement on student learning and community partner outcomes. Each semester the Senior Fellow works with OEI program staff and graduate students to track and assess the quality and impact of OEI funded programs and activities. Once data is collected and analyzed the Senior Fellow and program staff hold "data parties" to assess the impact of grant activities in order to make data informed decisions on improvements to OEI programs and data management systems, as well as report achievement of outcomes and KPIs to key campus stakeholders and donors.

In 2017, a new platform for students to discover engaged opportunities was launched. The Experience platform (<https://experience.cornell.edu/>) is based on Salesforce, and when fully functional has the potential be another mechanism for tracking engaged opportunities and student participation in them. It may also become a platform

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that allows us to better understand relationships with and among community partners and Cornell entities. However, while emerging platforms support IRP and OEI's management of campus-wide surveys, the CEL dashboard, and Engaged Cornell grant-funded data, respectively, to track and assess engagement with communities, more development is needed on robust college-level tracking and assessment mechanisms.

## 3.3

What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification?

We learned from our experience preparing for the initial Carnegie Community Engagement Classification in 2010, that although substantial forms of community engagement (i.e., teaching, research and outreach) activities were taking place across Cornell in various units and each of the colleges, apart from assessment protocols in Cornell Cooperative Extension Project Work Teams and extension related community engagement activities in contract colleges (i.e., Colleges of Agriculture and Life Sciences CALS, Veterinary Medicine VET, Human Ecology CHE, and Industrial and Labor Relations ILR), there were no agreed upon university-wide or college-specific definitions, language and criteria for community engagement and as a result, no consistent, institution-wide or college-based tracking mechanisms to monitor student, faculty and staff engagement with communities. To address this gap, substantial resources have been dedicated to support data management (i.e., staffing, infrastructure, policies) related to monitoring, tracking and assessment of engagement with communities.

With tracking mechanisms in place in OUR (i.e., CEL attributes and quality criteria) and staff in IRP responsible for collecting, analyzing and reporting CEL data each semester thru a CEL dashboard, we can now systematically disaggregate CEL data to better understand impacts and outcomes of institutional engagement along a number of metrics (i.e., the number, type and sequence of CEL courses by college, dept, major and minor; student enrollment by year; number of faculty teaching CEL by rank and discipline) to monitor, track and assess quality community-engaged learning. For example, an analysis of responses from the Senior Survey in 2012, 2014 and 2016 show a remarkable evenness of participation in engaged learning over time - over 75% of Cornell seniors report participating in some kind of service during their career. Overall, women and underrepresented students participate at higher levels than men and white students.

Tagging courses has allowed us to more easily discern which departments support community-engaged learning. The number of academic departments offering CEL courses is increasing – from 58% in 2016 to 64% in summer 2018. In 2018, 56% of Cornell majors have CEL course options, with 9% of majors requiring a CEL course. Currently, 84 out of 96 majors have a CEL option.

From assessment efforts as part of the Engaged Leadership program, we have learned that student facilitators can be just as effective as staff facilitators. Learning by self-report in quantitative pre- and post-capstone (7-week dialogue) surveys show gains in learning in student-facilitated cohorts in fall 2017 and two pilot cohorts facilitated by staff in 2016-17. Self-report survey questions are derived from our assessment plan of overall learning outcomes and include: I know the foundations of dialogue; and I know how to identify a potential mentor of my own. Likewise, in 2018-19, in skill building workshops including orientations into community-engaged leadership program, we see similar learning gains and satisfaction levels between sessions led by professional staff, and sessions led by student Engaged Ambassadors.

## 3.4

Are there mechanisms for defining and measuring quality of community engagement built into any of the data collection or as a complementary process?

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Yes

## 3.4.a - Describe the definition and mechanisms for determining quality of the community engagement. How is quality determined?

### Ensuring Quality with Faculty

To complement the institutionalized tagging of CEL courses based on the criteria established for defining quality CEL across each of the colleges, the Office of Engagement Initiatives requires that all funded grantees, both in the grant application proposal and final reports, select at least one of five learning outcomes (<https://engaged.cornell.edu/resources/student-learning-assessment/outcomes/>) based on a common rubric and describe their student learning assessment plan, along with plan for documentation of community benefit. Faculty grantees are required to attend workshops and individualized consultations facilitated by OEI staff to support grantees' ability to assess student learning outcomes and community impact which might include the development of rubrics and assessment instruments tailored to their particular type of engagement with the community. In addition, OEI grantees have access to a rich set of community engagement resources on the OEI website and curated on a separate BlackBoard site in the areas of assessment, evaluation and research among many other topics in community-engaged learning, leadership and research. OEI staff determine quality by analyzing faculty grantee responses to specific questions in final reports that require a description of student learning, benefits to community, methods of assessment and any challenges related to assessment.

### Ensuring Quality with Students

Students who receive OEI funding are required to describe in their application and in final reports, assessment of their learning and community benefit. During engagement, students describe a critical incident (<https://www.tfaforms.com/4706172>) that occurred during their community-engaged experience using the what, so what, now what, reflection framework, and reflect again when they complete their experience. To help ensure quality critical reflection, student travel grantees are required to attend peer-based workshops that describe OEI's student learning outcomes, reflection strategies and critical reflection rubric ("what, so what, now what?") that is used to rate quality learning described in students' grantees' final reports.

OEI's Senior Fellow, along with the Student Leadership Director and Program Manager, graduate students and undergraduate student Engaged Ambassadors assist in facilitating training, workshops and the assessment of grantee applications and final reports based on the critical reflection rubric.

In addition to the above, OEI funded student travel grantees participating in community engagement take the a pre-post, mixed-method, Global Engagement Survey (<https://compact.org/global-sl/ges/>) that measures student learning in three areas: critical reflection, intercultural competence and humility and civic engagement. The analysis of GES results is conducted by the GES team along with a report that summarizes findings specific to the Cornell data set and compared to the total data set across all of the institutions using the GES.

Analysis of the data generated from final reports, reflection essays and GES over the past 2 years have provided rich and textured mixed-method findings on how well and in what ways students learn as a result of their community-engaged experience.

## 3.5

### Outcomes and Impacts on students

Describe one key finding from current data and indicate how you arrived at this finding:

As part of our efforts to build assessment into existing institutional surveys, in 2011 we embedded a number of questions to assess the extent to which students have an interest and participate in various forms of community engagement (i.e., community service, service-learning, community-based research in both domestic and

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international locations) into the senior survey. Based on an analysis of data in senior surveys conducted 2012, 2014 and In 2016, we have a better understanding of student participation rates and trends disaggregated along a number of demographic categories (see 3.3). This descriptive data has been useful in determining who does or does not participate and how we might invest resources and programming to support and broaden participation. Findings related to student participation in community service and service-learning is now publicly available on IRP's website.

In 2016, we investigated whether or not there is a correlation between seniors who self-report participation in community service and service-learning and one of eleven student learning outcomes, along with measures of well-being and sense of belonging. Working with the Senior Fellow and Provost's Fellow for Public Engagement, IRP staff conducted a linear regression analysis. A total of 1,505 seniors participated in the 2016 Senior Survey, with response rate of 45%.

Findings indicate that students who self-report participation in community service-learning are associated with a 25%-118% increase in the odds of achieving the following learning outcomes:

- Functioning effectively as member of a team (85%)
- Critical thinking (50%)
- Career related skills (30%)
- Creating original ideas (40%)
- Relating across difference (105%)
- Leadership skills (118%)
- Developing/clarifying personal code of values/ethics (65%)
- Environmental responsibility (85%)

In addition, service-learning is associated with a 94% increase in the odds of being satisfied overall (generally or very) (relationship is statistically significant at p

## 3.6

Outcomes and Impacts on faculty

Describe one key finding from current data and indicate how you arrived at this finding:

In 2013, the Center for Engaged Learning and Research (now OEI), in partnership with the Center for Teaching Excellence (now CTI), received a Bringing Theory to Practice from the Association of American Colleges and Universities with two goals in mind: 1) foster a collaboration across two units under the Office the Vice Provost for Undergraduate Education, and 2) design and offer an introductory faculty institute on Community-Engaged Learning and Teaching (CELT) to a cohort of ten faculty members. At the time, there were no other faculty development programs to support faculty in course design that focused on community-engaged learning and teaching. CELT focuses on five main faculty learning outcomes and participants are expected to: 1) design a community-engaged course or program, 2) identify how diversity factors into CELT, 3) develop student learning outcomes 4) describe and explain reflection methods 5) incorporate assessment strategies into course or program design. Principles of good practice inform each of the FLOs.

To assess the five faculty learning outcomes, we use a post-survey to assess each of the faculty learning outcomes using likert scales 1-5 (strongly agree to strongly disagree) and open-ended questions about their overall learning experience with CELT. Post-CELT faculty rate their understanding of each of the five learning outcomes. In 2016, we compared post-surveys over four cohorts (n= 46). Findings indicate faculty strongly agree (4.3) that they have gained knowledge and skill in four out of the five FLOs and on average, agree (3.8) that they understand diversity factors in community engagement. Findings from an analysis of open-ended comments also surfaced a number of issues related to diversity in community engagement and there was an

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interest expressed by a number of participants for a focus that engaged more deeply on how with work in “cross-cultural” contexts and with diverse students in community settings. Given that diversity and community engagement was an important element of CELT as one of our five FLOs, in 2017, we offered a Faculty Institute for Diversity and Community Engagement (FIDCELT) as a response to findings from our analysis of post-surveys of the four faculty cohorts 2013-2016.

OEI and CTI have continued to offer CELT (goal 1 of the BtoP grant) and notably, based on a 2018 review of faculty participation across all Engaged Cornell grant programs, we have found that CELT has become the primary feeder program for faculty to participate in more advanced community-engaged grants and programs. This finding affirms our theory of change on the generative nature of faculty pathways and the importance of networked collaborations, to support the larger ethos of Engaged Cornell.

## 3.7

Outcomes and Impacts on community

Describe one key finding from current data and indicate how you arrived at this finding:

Josh Cerra, Associate Professor, Landscape Architecture received an Engaged Cornell grant from OEI to develop a climate adaptive design studio in partnership with Libby Zemaitis of the NYS Department of Environmental Conservation Hudson River Estuary Program, Liz Logiudice, Todd Walter from the Cornell Dept. of Biological and Environmental Engineering, and Nava Tabak and Jeff Anzevino from Scenic Hudson. The grant supported Hudson River Valley communities to develop climate adaptive strategies and resilience to flood-risk due to climate change. As part of grant reporting, Professor Cerra shared a link to a 6 minute video (<https://www.youtube.com/watch?v=alkffkAwPwY&feature=youtu.be>) produced to document the impact of the CAD studio on the community from the perspectives of students, faculty, and community partners. In addition, the CAD studio campus-community partnership designed a website (<https://wri.cals.cornell.edu/hudson-river-estuary/climate-change-hudson-river-estuary/climate-adaptive-design/>) that provides in-depth documentation of the impact of the CAD studio and partnership on NYS Hudson River communities of Piermont, Kingston and Hudson and the village of Catskill from 2015-2018. As an asset-based, long-term collaborative approach to partnership in a specific region, the CAD studio studio, which is fully embedded in the Landscape Architecture curriculum, exemplifies principles of good practice supporting community-driven partnerships and what we hope will be a model for Engaged Cornell faculty grantees in the future.

## 3.8

Outcomes Impacts on institution

Describe one key finding from current data and indicate how you arrived at this finding:

The Engaged Cornell initiative that was established in 2011 with a series of gifts from the Einhorn Family Charitable Trust (EFCT) was landmark at Cornell in terms of investing substantial resources to impact institutional branding, communication, staffing, structures and policies to scale up community-engaged learning curricula and research centrally and within each of the colleges. In terms of institutional outcomes that have resulted from this investment, with additional resources and staffing, and as an indication of the university's commitment public engagement more broadly, we established a public engagement tab (<https://www.cornell.edu/engagement/>) on the university home page, no small feat given that there are only six tabs on the home page. Having a public engagement tab communicates the importance of public engagement to anyone who visits Cornell's home page and highlights high-level commitment. The increased institutional communications focus has been supported by decentralized communications staff members in each college who are responsible for continuous documentation of the diverse forms of Cornell's engagement with communities across colleges, disciplines, themes, stakeholders and regions of the world. In addition, the OEI communications

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staff and grants manager have developed a web-based system, Explore (<https://engaged.cornell.edu/explore/>), for tracking Engaged Cornell and OEI grant funded community engagement activities. Importantly, the next iteration of our efforts to scale-up communication is currently under development with another large-scale investment in the CRM Salesforce and Experience (<https://experience.cornell.edu> - see 3.2).

## 3.9

In the past 5 years, has your campus undertaken any campus-wide assessment of community engagement aimed at advancing institutional community engagement?

Yes

### 3.9.a - Describe what was the nature of the assessment, when was it done, and what did you learn from it.

A major initiative to understand the state of community engagement at Cornell was the comprehensive Off-Campus Experience Inventory, an initiative supported by the Office of Global Learning and Engaged Cornell. This statistical snapshot was motivated by trying to understand the extent of off-campus programs at Cornell. During spring 2016 the College of Agriculture and Life Sciences piloted the inventory. Data was then collected in all seven undergraduate colleges, as well as Law, Vet, and Business. Experiences reported could have run over a three year period (2014-15, 2015-16, and 2016-17) and needed to:

Involve students (undergraduate, graduate or professional),

take place partially or completely off campus (international or domestic, including in the local community or on a different Cornell campus),

be affiliated with Cornell, and in which

Cornell staff and/or faculty are involved in some way in overseeing or coordinating the experience of advising student participants in curricular or co-curricular activities.

Respondents used an online form (<http://irp.dpb.cornell.edu/off-campus-experience-survey>) to answer approximately 31 questions about the various aspects of any off-campus experience administered by their college.

513 programs were identified, of which 168 were service based. The Inventory also provided data on which programs were integrating reflection, and whether or not the programs were collaborating with community partners, and what kind of partners were involved. The college-level inventory highlighted gaps and limitations in our campus-wide CEL course tracking and assessment mechanism and the need to invest in a more comprehensive university-wide system to support and integrate college-level tracking of engaged learning programs and activities. The university contracted with Salesforce as a CRM with the potential for tracking engagement with communities and led to the development of the university-wide web-based platform called Experience. Both platforms are linked with OUR and have great potential for systematizing, in particular, campus-wide documentation of engagement with communities.

## Professional Development

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### 4.1

As evidence provided for your earlier classification, you described the ways the institution offers professional development

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support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty), staff, and/or community partners who are involved with campus-community engagement.

For re-classification, describe what has changed, if anything, with professional development for community engagement.

How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results?:

Since our previous classification application, professional development for community engaged faculty, staff and partners has been centralized in the Office of Engagement Initiatives (OEI). OEI has two full-time, doctoral-level staff members who work with faculty, staff, and partners to develop engaged courses, curricula, projects and scholarship. The strategic approach for professional development is inclusive, in that it encompasses faculty of all rank, partners, staff and graduate students as future faculty. Programmatically, OEI utilizes both an individual growth and a network development approach. As we are concerned with scaling community engagement, we recognize that we must support individual faculty growth and development, as well as nurture the wider network to become generative and self-sustaining. Faculty and staff programs (<https://engaged.cornell.edu/programs/programs-for-faculty-and-staff/>) include monthly skill-building workshops, day-long symposia, issues-focused roundtables, and informal happy hours. We also build our network through inclusive funding practices and leadership roles, like the Provost's Fellow for Community Engagement. We have developed both faculty learning outcomes, network growth outcomes, and an evaluation plan that address both inclusive funding practices and leadership roles.

OEI has developed a specific Community-Engaged Staff Institute (<https://engaged.cornell.edu/program/cesi/>) to provide professional development to Cornell Extension staff, librarians, student service staff and other staff members who support faculty in community engaged learning and teaching. This Institute is based on the competencies developed in the Diving Deep manual, developed by Iowa Campus Compact.

As mentioned in the previous application, OEI continues to work with the Center for Teaching Innovation. Our main collaboration is a 2-day syllabus and course design workshop called Institute for Community Engaged Learning and Teaching (<https://engaged.cornell.edu/program/celt/>). We also continue to collaborate with the Public Service Center's Faculty-Fellows-in-Service program, which has morphed into two year-long learning communities (<https://engaged.cornell.edu/program/faculty-fellowship/>): one for Engaged Faculty Fellows in Scholarship and another for Engaged Faculty Fellows in Teaching and Learning that is supported by OEI staff and funding. The Public Service Center continues to support 3-5 community partners per year as co-educators through their Civic Leaders Fellowship (<https://psc.cornell.edu/community-partners/civic-leader-fellows-program>) and the Kaplan Family Endowment for Public Service (<https://psc.cornell.edu/faculty/kaplan-family-endowment-public-service>) supports a faculty fellowship in service-learning and the Kaplan Family Distinguished Lecture. Training and funding is a part of these fellowships.

We continue to build partnership skill building into our ongoing Engaged Learning Workshops (<https://engaged.cornell.edu/program/engaged-learning-workshops/>), and our support of the local Collective Impact initiatives (<http://www.citompkins.org/>) has included programming for professional development. Our partners have asked for the chance to speak directly with faculty about the ways to best work with our local partners, so that is an area of growth for Cornell. Since 2015, these efforts have touched more that 700 faculty and staff, and more than 150 graduate students.

## 4.2

In the context of your institution's engagement support services and goals, indicate which of the following services and opportunities are provided specifically for community engagement by checking the appropriate boxes.

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Employment Status	Tenured or tenure track	Full-time non-tenure track	Part time	Professional staff
Professional development programs	Yes	Yes	Yes	Yes
Facilitation of partnerships	Yes	Yes	Yes	Yes
Student teaching assistants	Yes	Yes	Yes	Yes
Planning/design stipends	Yes	Yes	Yes	Yes
Support for student transportation	Yes	Yes	Yes	Yes
Eligibility for institutional awards	Yes	Yes	Yes	
Inclusion of community engagement in evaluation criteria	Yes	Yes	Yes	Yes
Program grants	Yes	Yes	Yes	Yes
Participation on campus councils or committees related to community engagement	Yes	Yes	Yes	Yes
Research, conference, or travel support	Yes	Yes	Yes	Yes
Other	Yes			

## G.2.1 If Yes to "Other": Please describe other support or services:

Support letters for NSF Broader Impact

## Faculty Roles and Rewards

**5.1 Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and staff with expertise in and commitment to community engagement?**

Yes

**5.1.a Describe these specific search/recruitment policies or practices and provide quotes from position descriptions:**

Due to the decentralized nature of college recruitment and promotion practices, there has not been a change to formal recruitment and promotion policies. However, the increased attention to community engagement has resulted in an increasing interest in each college about hiring and promoting engaged faculty. Language about public engagement incorporated into position descriptions has increased since the previous classification, and there have been specific positions created with public engagement as part of their core set of responsibilities. The contract colleges continue to lead the way in hiring specifically around public engagement and extension, as outlined in the titles and job descriptions

([https://hr.cornell.edu/sites/default/files/documents/academic\\_titles.pdf](https://hr.cornell.edu/sites/default/files/documents/academic_titles.pdf)) provided by Human Resources.

However, a new Dean's Fellow for Public Engagement in the College of Arts and Sciences

(<https://psychology.cornell.edu/news/dean%25E2%2580%2599s-fellow-public-engagement-announced>) was

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created in 2018, which is a promising sign of college-level commitment to community engagement.

Cornell Tech incorporates the following language in its position descriptions: In keeping with the mission of Cornell Tech, applicants must also have a strong interest in activities that reach beyond academia for external engagement and impact, in areas that may include technology commercialization and entrepreneurship, or activities with non-profit organizations, government and policy issues, international programs, or pre-college (K-12) education (significant record for senior positions).

Examples of other position descriptions including language in support of community and public engagement:

Chair of the Department of Fiber Science & Apparel Design: The candidate will need a scholarly record commensurate with tenure at the full professor level and the ability to balance administration, research, teaching, and public engagement.

College of Veterinary Medicine - Masters of Public Health: The MPH Program will recruit faculty who will advance the Program's teaching, engaged practice/service, and basic or engaged research needs, with a strong goal that these faculty represent diversity and inclusiveness in all its forms. Program faculty will be comprised of individuals with a shared commitment to have their teaching, research and practice/service make a tangible impact at improving public health, equitably and sustainably.

Dyson tenure-track/open rank position: Cornell University is an Ivy League university with an inclusive community of scholars, students, and staff who impart an uncommon sense of larger purpose and contribute creative ideas to further the university's mission of teaching, discovery and engagement.

Tenured Associate or Full Professor in the Department of City and Regional Planning: Cornell's Department of City and Regional Planning (CRP) is a top-ranked planning department with a progressive mission. Our goal in teaching, research, and public engagement is to promote vibrant communities, urban sustainability, and social equity, especially giving attention to race, class, gender and sexual orientation.

Any rank tenure/tenure-track position, Anthropology: We seek a colleague who is not only adept at bringing ethnographic insights to the critique of the contemporary media landscape, but who is also actively involved in film production. We anticipate hiring a scholar-practitioner who will be able both to teach students the practice of ethnographic filmmaking and to reflect upon how filmmaking leverages important insights into how media are deployed in the contemporary world.

## 5.2

In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically review, evaluate, and reward faculty scholarly work that uses community-engaged approaches and methods? If there are separate policies for tenured/tenure track, full time non-tenure track, and part time faculty, please describe them as well.

In each college at Cornell, scholarship is explored in diverse ways, but as a land-grant university the epistemological framework underpinning decisions on tenure and promotion uphold a commitment to research for a public purpose. Distinct policies for promotion as tenured or tenure-track faculty members who have extension appointments continue to exist in the contract colleges.

Tenure and promotion policies at Cornell are still maintained at the college and departmental level, and in some departments community engagement may not be a material consideration.

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## 5.3

If current policies do not specifically review, evaluate and reward community engagement, describe the work in progress to revise policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty promotion to ensure a full and fair review and assessment of faculty scholarly work that uses community-engaged approaches and methods.

In 2018, the Deputy Provost and Dean of the Faculty initiated a review of the tenure-track process (<http://theuniversityfaculty.cornell.edu/news/the-tenure-track-project/>) in an effort to “capture in one public document all of the key policies, protocols and best practices related to tenure and promotion at Cornell.” This review is not meant to overhaul the tenure and promotion system, but provide more transparency and greater clarity about what is consistent across the institution. The Discussion Framework (<http://theuniversityfaculty.cornell.edu/news/the-tenure-track-project/the-draft/>) which was presented in Fall 2018 remains open and continues to be discussed by the Faculty Senate and others on campus. Of interest to the classification are the guidelines regarding the Evaluation of Service and External Engagement (<http://theuniversityfaculty.cornell.edu/news/the-tenure-track-project/the-draft/3-the-department-review/3-5-the-evaluation-of-service/>). These make clear statements about co-authored publications and provide space for faculty to articulate how their external engagements are linked to the specific responsibilities of their positions.

The Office of Faculty Development and Diversity has worked with this committee to make specific recommendations about ways posted job descriptions can highlight and create an environment that respects Cornell’s commitment to diversity. This is a model that engaged faculty and professionals can follow to more intentionally institutionalize language and practices that welcome community engagement approaches and methods.

## 5.4

Since your previous classification, have there been any changes in the institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods?

No

### 5.4.a

Describe and identify the policy or other document where this appears and provide the definition.

-- empty or did not respond --

### 5.5.1 Institutional Level

Please provide link(s) to text of current policies which describes how community-engaged approaches are conceptualized and evaluated in faculty promotion and tenure (at tenure granting institutions) review and reward processes or a narrative describing how these policies and processes are implemented. Provide links to policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty.

---

## 5.5 a Community engagement is rewarded as a form of teaching

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Yes

## 5.5 a Teaching

Provide link or descriptive text

Excellence in teaching is judged within the context of the School's continuing commitment to the highest standard of instruction for its students.

<http://theuniversityfaculty.cornell.edu/news/the-tenure-track-project/the-draft/3-the-department-review/3-4-the-evaluation-of-teaching/>

## 5.5 b Community engagement is rewarded as a form of research

Yes

### 5.5 b Research

Provide link or descriptive text

The Cornell Faculty Handbook stipulates that tenure criteria is based on "excellence in carrying out the responsibilities of the position" and that those responsibilities include "teaching, research and other scholarly achievement, public service, advising students, and contributing to the department, the college, and the university."

<https://cpb-us-e1.wpmucdn.com/blogs.cornell.edu/dist/3/6798/files/2015/12/CRITERIA-1le5v67.pdf>

Faculty with extension appointments or extension as part of their tenure appointments are evaluated based on criteria regarding programming and research relevant to outreach, education and applied scholarship.

[https://hr.cornell.edu/sites/default/files/documents/academic\\_titles.pdf](https://hr.cornell.edu/sites/default/files/documents/academic_titles.pdf)

Professors of practice (at all levels) may be evaluated based on teaching, research, service and outreach obligations, and are expected to bring a practitioner-scholar or applied perspective into the classroom.

[https://hr.cornell.edu/sites/default/files/documents/academic\\_titles.pdf](https://hr.cornell.edu/sites/default/files/documents/academic_titles.pdf)

## 5.5 c Community engagement is rewarded as a form of service

Yes

### 5.5 c Service

Provide link or descriptive text

Provide a statement of the general nature of your service activities, including your philosophy of service and accomplishments to date. Your statement should consider service both within and beyond the university, as appropriate. Community service activities must be related to your discipline and position within the school.

<http://theuniversityfaculty.cornell.edu/news/the-tenure-track-project/the-draft/3-the-department->

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review/3-5-the-evaluation-of-service/

## 5.5.2 School/Division

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### 5.5.2 a Community engagement is rewarded as a form of teaching

Yes

#### 5.5.2 a

Provide link or descriptive text

see 5.6

### 5.5.2 b Community engagement is rewarded as a form of research

Yes

#### 5.5.2 b

Provide link or descriptive text

see 5.6

### 5.5.2 c Community engagement is rewarded as a form of service

Yes

#### 5.5.2 c

Provide link or descriptive text

see 5.6

## 5.5.3 Department

---

### 5.5.3 a Teaching

Community engagement is rewarded as a form of teaching

Yes

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## 5.5.3 a

Provide link or descriptive text

see 5.9

## 5.5.3 b Community engagement is rewarded as a form of research

Yes

## 5.5.3 b

Provide link or descriptive text

see 5.9

## 5.5.3 c Community engagement is rewarded as a form of service

Yes

## 5.5.3 c

Provide link or descriptive text

see 5.9

## 5.5

Provide narrative describing the implementation of these policies and processes:

Cornell departments take seriously their autonomy over their own tenure and promotion policies and practices, and beyond a review of the overall processes (see 5.3), centralized implementation is not applicable. Colleges and departments review and implement their policies within the context of the discipline and field.

## 5.6

If there are college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods, describe the policies, and indicate whether they are for tenured/tenure track, full time non-tenure track, and part time faculty in reappointment or promotion considerations.

There is evidence of policies shifting to include language that specifically rewards engaged scholarship and teaching. An example of this shift is the College of Engineering, due in part to Cornell Tech's vision and commitment for external engagement. In 2016, Cornell Tech's guidelines for external engagement laid out: "Cornell Tech focuses on creating pioneering leaders and technologies for the digital age, through research, technology commercialization, and graduate-level education. Tenure-track faculty members at Cornell Tech excel in academic research, including activities outside of academia that amplify the societal and commercial

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impact of their work and bring real-world problems and context to their research and teaching. We term this external engagement, and note that it constitutes interaction by the faculty member with organizations beyond the academic research setting in order to benefit both those organizations and the faculty member's research and teaching."

The College of Agriculture and Life Sciences provides specific guidance for tenure and promotion that includes activities specific to extension, including documentation of stakeholder evaluations that the programs "address audience needs in a timely manner, is relevant and of high quality, is based on a foundation of research, and has made an impact on participants (stakeholders)."

<https://cals.cornell.edu/sites/cals.cornell.edu/files/shared/documents/SAD/Promotion%20to%20Associate%20Professor%20with%20Tenure%20Guidelines%20and%20Checklist.pdf>

The College of Human Ecology requires similar evidence of extension performance in its promotion documents. [https://www.human.cornell.edu/sites/default/files/Administration/Governance/full\\_professor\\_guidelines\\_and\\_checklist\\_2017\\_2018.pdf](https://www.human.cornell.edu/sites/default/files/Administration/Governance/full_professor_guidelines_and_checklist_2017_2018.pdf)

## 5.7

List the colleges/schools and/or departments.

This is not information we collect centrally at Cornell. We can work towards this through the Public Engagement Council and the OEI Faculty Advisory Group, as both of these groups of faculty can review and suggest policy.

## 5.8

What percent of total colleges/schools and/or departments at the institution is represented by the list above?

N/A

## 5.9

Please cite three examples of college/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods; if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty, please cite one example.

College of Engineering:

"Evidence of scholarship assembled for the tenure review may include scholarship by the candidate that focuses on engagement beyond the academic community. Such external engagement is particularly relevant to Cornell Tech. External engagement entails interaction between the candidate and organizations beyond academia that amplifies the societal or commercial impact of a candidate's academic scholarship and brings back real-world problems that influence the candidate's academic work. Evidence for scholarship with a focus on external engagement can be obtained through evidence of recognition for research discussed above, as well as through commentary from additional outside reviewers. Such additional evidence is appropriate when external engagement is part of a candidate's research activities, a feature that is expected in the case of Cornell Tech faculty."

College of Agriculture and Life Sciences

"The candidate must submit a total of five recent publications in electronic form showcasing his/her highest

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quality work in the functional areas (research, instruction, extension) as applicable.”

College of Human Ecology

One of the rubrics that faculty must complete for the annual review is called “Public Engagement, Extension and Outreach.” The subheadings are “Goals and New Initiatives,” “Program Delivery,” “Impact & Outcomes,” and “Media Coverage.” This annual review is incorporated in the materials that are used in the evaluation of tenure.

## 5.10

Please describe any professional development offerings that your institution provides for faculty and administration to facilitate consistency in approaches to the documentation, review, and evaluation of community-engaged scholarly work as an aspect of promotion and tenure (at tenure granting institutions) processes.

Staff in the Office of Engagement Initiatives provide individualized consultations to faculty about tenure and promotion portfolios. This can take many forms, but often faculty are looking for specific journals for publication, national resources on engaged scholarship, and suggestions of external reviewers. All Engaged Cornell grantees also have access to a curated Blackboard resource with a dedicated unit on “engaged scholarship and faculty rewards”.

The Engaged Faculty Fellows in Engaged Scholarship requires a mentoring relationship as part of the year-long learning cohort; this collaboration is meant to help Fellows address the topic of scholarly review and evaluation in a discipline and field-specific manner.

## Categories of Community Engagement

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### A. Curricular Engagement

Curricular Engagement describes the teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students’ civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

The questions in this section use the term “community-engaged courses” to denote academically based community-engaged courses. Your campus may use another term such as service-learning, academic service learning, community-based learning, public service courses, etc.

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### A.1 Teaching and Learning

As evidence provided for your earlier classification, you described an institution-wide definition community engaged courses used on campus.

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#### A.1.1

For re-classification, describe what has changed, if anything, with the definition of community engaged courses and explain the purpose of the revisions.

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As described in Section 2, 3.1, although engaged courses were offered prior to 2015, Cornell did not have campus-wide criteria for what might constitute a community-engaged learning opportunity for students. Thus, a first step in ensuring that students enroll in these courses was to define these courses and develop guidelines for designing them. To track enrollment and increase visibility, community-engagement staff worked with the central registrar's office and associate deans to create a new university-wide course designation, CEL, for "community engaged learning." The definition of a community-engaged learning course (<http://courses.cornell.edu/content.php?catoid=33&navoid=8507>) as defined by the registrar in the courses of study:

A course that includes an organized community-engaged activity outside the context of the classroom (all of the following):

1. Addresses a specific need, problem, or common concern
2. Includes collaboration with a community partner
3. Is connected with course content and disciplinary perspectives
4. Includes an exercise involving documented reflection

## A.1.2

If there is a process for identifying or approving a community engaged course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes.

Educational policy committees in each college oversee curricular changes and they work with college registrars to approve and designate courses. The development and approval of university-wide community-engaged learning (CEL) course criteria (see 1.1) has created the need for a more consistent process across each of the colleges to identify and approve and tag CEL courses. Consistent course tagging protocols and codes have been developed by the university registrar and aligned as attributes in the online course roster (<https://classes.cornell.edu/browse/roster/SP19>) and inputted in the course registration system thru online mechanisms, Acalog and Peoplesoft, with each of the college registrars and archived on university courses of study websites ([http://courses.cornell.edu/preview\\_program.php?catoid=33&poid=16216&hl=community+engaged+learning&returnto=search](http://courses.cornell.edu/preview_program.php?catoid=33&poid=16216&hl=community+engaged+learning&returnto=search)).

## A.1.3

Fill in the tables below using:

- data from the most recent academic year (2017-18)
  - data based on undergraduate FTE
  - Percentage = when asked use decimal input, e.g., don't use .9 or .2, use instead 90% or 20%
-

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Number of community engaged courses	Change in number of courses since last application	Percentage of total courses	Percent change in courses since last application
157	+48	2.9%	+0.7
Number of departments represented by community-engaged courses	Change in number of departments since last application	Percentage of total departments	Percent change in departments since last application.
41	+10	53%	+23%
Number of faculty who taught community engaged courses	Change in number of faculty since the last application	Percentage of total faculty	Percent change in number of faculty since last application
121	+25	4%	+0.1
Number of tenured and tenure-track faculty who taught community engaged courses	Change in number of tenured and tenure-track faculty since the last application	Percentage of total faculty	Percent change in number of tenured and tenure-track faculty since last application
78	N/A	2.5%	N/A
Number of full-time, non tenure-track faculty who taught community engaged courses	Change in number of full-time, non tenure-track faculty since the last application	Percentage of total faculty	Percent change in number of full-time, non tenure-track faculty since last application
32	N/A	1%	N/A
Number of part-time faculty who taught community engaged courses	Change in number of part-time faculty since the last application	Percentage of total faculty	Percent change in number of part-time faculty since last application
11	N/A	3%	N/A
Number of students participating in community engaged courses	Change in number of students since last application	Percentage of total students	Percent change since last application.
2,377	-279	15%	+2%

## 1.4

Provide a description of how the data above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links.

Data for faculty, courses and students was provided by Cornell's office of Institutional Research and Planning.  
 --Undergraduate courses - cross listed courses only counted as one "course," labs are not included in the totals, only primary component of courses are counted.

--Student counts were as of the six-week enrollment numbers and include only undergraduates.

--Graduate students will be counted starting in the 2018-19 academic year.

--Distinct student enrollments were counted (eg. students who took multiple engaged courses were only counted once). This accounts for the negative change in the number of students since the last application while we had an increase in the number of courses. Total undergraduate for enrollment for AY 17-18, n = 3,142 for a

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positive change of n= +526.

--Only faculty teaching during the 2017-18 academic year was counted.

Data for departments was collected and analyzed for the 2018 Deans Update.

This data is also collected and analyzed on a regular basis through the Dashboard (see 3.1)

<https://cornell.box.com/s/c024u5xt3m63eq4f8oggvcdprdiy2m>

## 1.5

As evidence requested for your earlier classification, you were asked whether you have institutional (campus-wide) learning outcomes for students' curricular engagement with community.

For re-classification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessed, and what are the results of the assessment? Provide relevant links.

At the time of our previous Classification, Cornell did not have institution-wide learning outcomes, much less specific outcomes for community engagement. Since then, Cornell has developed eleven institution-wide learning outcomes (<http://learninggoals.cornell.edu/>) which includes a community-engaged learning outcome. In addition, Engaged Cornell introduced five learning outcomes for engagement (<http://engaged.cornell.edu/resources/student-learning-assessment/outcomes/>) and provides training and resources for their grantees in how to foster and assess each of the five learning outcomes. These five outcomes are not specific to, but are necessary for, community engagement and were developed out of the literature and research on student learning in community engagement. The five engaged student learning outcomes are: civic engagement, intercultural competence, integrative learning, critical reflection and ethical practice.

We do not assess student learning directly in our curricular efforts. Instead, all grantees of the Office of Engagement Initiatives are required to choose at least one of these engaged learning outcomes to track throughout their grant, and report on their methodologies, successes and challenges in the final reports. From 2015-2018, civic engagement was chosen by 58% of grantees, integrative learning was chosen by 55% of grantees, critical reflection was chosen by 48% of grantees, intercultural competence was chosen by 40% of grantees, and ethical practice was chosen by 29% of grantees. These results have shaped our programmatic efforts, as we have developed specific rubrics and resources based on perceived grantee comfort with the learning outcomes.

In the Engaged Leadership program, a combination of direct learning assessment and the Global Engagement Survey are used to understand what students learn throughout the Certificate.

Further efforts will be made to directly assess student learning in the curricular context with a faculty pilot to examine student artifacts against a commonly co-created rubric on one of the engaged learning outcomes. This pilot will commence in Summer 2019 and provide more direct assessment of student learning in community engaged courses.

## 2. Curriculum

For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

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## Curricular Activity: 2.1 Student Research

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Since the last classification, a specific funding line has been developed for faculty who include undergraduate students in their community-engaged research. From 2016-2018, eleven Engaged Undergraduate Research Grants were granted to faculty in 22 departments and 4 academic units. These grants started with intention to bolster faculty with established engaged research agendas, but feedback resulted in a change to include faculty new to engaged research.
Web Link (if available)	<a href="https://engaged.cornell.edu/grant/undergraduate-engaged-research-programs/">https://engaged.cornell.edu/grant/undergraduate-engaged-research-programs/</a>

## Curricular Activity: 3.1 Student Leadership Courses

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>Engaged Cornell offers a certificate in Engaged leadership. This program builds professional, academic and civic skills and charts a course for lifelong leadership development. It also helps with addressing complex issues of public concern such as poverty, climate change, and educational inequality. Students strengthen their speaking and writing skills which aid in meaningful engagement with community partners. Since the launch of our leadership program more than 600 students have attended an orientation, and 60 of these have earned the full Certificate in Engaged Leadership. From this group we select a cohort of 12 Engaged Ambassadors who coordinate every aspect of our program, from outreach, to funding, to facilitation of the capstone dialogue. In fall 2018 we launched a new Group Certificate in Engaged Leadership – designed with students, like the individual certificate – that allows groups who commit to community engagement, leadership education, and critical reflection to earn this unique distinction. While supporting students directly, we have cultivated a network of staff and faculty leadership educators through monthly convenings and peer presentations.</p> <p>A leadership minor has also been developed since the initial classification. The Leadership Minor features new courses and integrates existing courses with community activities and co-curricular experiences in a guided pathway that helps students develop the skills necessary to become a true leader and engage with diverse communities. In a nutshell, this pathway requires completion of 11 to 18 credit hours spread out over four tiers of learning, plus completion of an ePortfolio.</p>
Web Link (if available)	<a href="https://engaged.cornell.edu/program/certificate-in-engaged-leadership/">https://engaged.cornell.edu/program/certificate-in-engaged-leadership/</a> <a href="https://leadershipminor.cals.cornell.edu/">https://leadershipminor.cals.cornell.edu/</a>

## Curricular Activity: 4.1 Internships/Co-ops

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>Since 2007, a series of summer internships with the Cornell Cooperative Extension system involve students in the colleges' work to benefit New York state communities. These cross-college internships have been developed and partially funded by Engaged Learning + Research and later from Engaged Cornell.</p> <p>From 2013-2015, the CALS New York State Internship program which connected business, non-profits, and government agencies with students seeking experiences to contribute to NY communities. In 2015, these internships were integrated into the overall CCE internship program.</p> <p>The Industrial Labor and Relations (ILR) school connects students with credit and non-credit bearing internships with a public engagement focus, including the High Roads Fellowship in Buffalo. High Roads is a high-impact fellowship with deep connections to social and community change efforts throughout the city of Buffalo. Since the last classification, 168 students have followed the High Road. As a program, it has built out its curricular offerings, including pre and post-course offerings that include reflection and context-setting for the summer experience. In addition, staff at High Roads have have intentionally deepened their partnership practice through deep listening and reciprocal practices</p>
Web Link (if available)	<p><a href="https://cce.cornell.edu/page/internships/2019">https://cce.cornell.edu/page/internships/2019</a></p> <p><a href="http://blogs.cornell.edu/calsnysinternshipprogram/">http://blogs.cornell.edu/calsnysinternshipprogram/</a></p> <p><a href="https://www.ilr.cornell.edu/student-experience/credit-and-non-credit-internships">https://www.ilr.cornell.edu/student-experience/credit-and-non-credit-internships</a></p>

## Curricular Activity: 5.1 Study Abroad

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Submitted by Cornell University on 4/2/2019. Last modified on 7/19/2020.

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>From 2013-2016, the Group for Engagement and Inclusion in Global Education (GEIGE) was a pan-university coordination of international education efforts that leveraged limited resources and created efficiencies to optimize educational impact, program quality, and equity of access and inclusiveness. GEIGE representatives (below) were charged by the Vice Provost for International Affairs, VP for Undergraduate Education and VP for Engagement and Land Grant Affairs to address: 1) Cornell's initiative to strengthen engaged learning as a hallmark of a Cornell undergraduate education; 2) Cornell's ambitious comprehensive university-wide internationalization initiative; 3) Cornell's commitment to comprehensive institutional transformation through a commitment to diversity as a source of excellence.</p> <p>GEIGE's final report recommendations in 2015-2016 included suggestions for supporting internationally engaged faculty, methods for mobilizing funding for internationalization that created Internationalizing the Curriculum Grants from 2015-2018 and structures for central university coordination infrastructure.</p> <p>In 2015, a Provost's Working Group on Public and Global Activities was formed to foster the interests of the University by developing university level strategic goals that integrate public and global activities within our educational, research, and outreach missions, and by implementing strategies to achieve those goals. The Committee's scope included community engagement programs, international collaborations involving student learning, and learning and engagement programs in New York City. The committee worked to facilitate public and global activities by exploring and recommending improvements to academic and business practices and policies. This group has been responsible for leading the implementation of the Experience platform and the Off-Campus Opportunity inventory.</p>
Web Link (if available)	<p><a href="https://experience.cornell.edu">https://experience.cornell.edu</a></p> <p><a href="https://cpb-us-e1.wpmucdn.com/blogs.cornell.edu/dist/3/6798/files/2016/06/PGAC-2d7e86e.pdf">https://cpb-us-e1.wpmucdn.com/blogs.cornell.edu/dist/3/6798/files/2016/06/PGAC-2d7e86e.pdf</a></p>

## Curricular Activity: 6.1 Alternative Break tied to a course

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>There are many examples of students traveling during break, connected to a course. Importantly, since the last classification, the Office of Engagement Initiatives has worked to greatly build out the logistical support for these kinds of experiences. The creation of the Navigate website as a centralized, curated space to provide information and the hiring of a Domestic Logistics coordinator to support faculty have demonstrated intensive commitment in this area.</p>
Web Link (if available)	<p><a href="https://experience.cornell.edu/opportunities/cornell-intl-course-global-citizenship-and-sustainability-malaysia-ntres-4000">https://experience.cornell.edu/opportunities/cornell-intl-course-global-citizenship-and-sustainability-malaysia-ntres-4000</a></p> <p><a href="https://experience.cornell.edu/opportunities/educational-psychology-action">https://experience.cornell.edu/opportunities/educational-psychology-action</a></p> <p><a href="http://aguaclara.cornell.edu/joinus.html">http://aguaclara.cornell.edu/joinus.html</a></p> <p><a href="https://navigate.cornell.edu/hc/en-us">https://navigate.cornell.edu/hc/en-us</a></p>

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Submitted by Cornell University on 4/2/2019. Last modified on 7/19/2020.

## Curricular Activity: 7.1 Other. (Please specify in the "What has changed..." text box to the right.)

Is Community Engagement integrated into this area?	No
What has changed since the last classification?	
Web Link (if available)	

## 2.1.

For each curriculum area listed below, indicate whether or not community engagement been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

### Curriculum: 2.1 Core Course

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Cornell has two general education requirements: freshman writing (see below) and a swim test. In addition, each college has distinct graduation requirements. From 2014-2016, there was an emerging "engagement across the disciplines" strategy which aimed to work with University Courses - courses identified by the Provost that served large number of undergraduate students in their first two years at Cornell. In 2016, with the suspension of the University Courses, the original proposal for "engagement across the disciplines" was shifted to focus on Gateway (1000/2000 level) courses. However, this strategy was also temporarily tabled as administrative leadership turned over. Continued efforts to work with majors and minors to develop pathways of engagement (eg. introduction to engagement in intro courses all the way to engaged capstone courses) are supported through engaged curriculum grants.
Web Link (if available)	<a href="https://engaged.cornell.edu/grant/engaged-curriculum-grants/">https://engaged.cornell.edu/grant/engaged-curriculum-grants/</a>

### Curriculum: 3.1 General Education

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	As the supplier of courses for the one general education requirements, the Knight Institute for Writing in the Disciplines is a key partner in reaching the Engaged Cornell goal of 100% student participation in community engagement. Since the last classification, funding has been used to develop specific engaged first-year writing seminars. In addition, the Knight Institute has become a close partner for other engaged curricular efforts.
Web Link (if available)	<a href="https://knight.as.cornell.edu/">https://knight.as.cornell.edu/</a> <a href="https://engaged.cornell.edu/recipient/teaching-global-engagement/">https://engaged.cornell.edu/recipient/teaching-global-engagement/</a> <a href="https://engaged.cornell.edu/recipient/common-ground-cornell-and-ithaca-students-writing-together/">https://engaged.cornell.edu/recipient/common-ground-cornell-and-ithaca-students-writing-together/</a>

## Curriculum: 4.1 First Year Experience Courses

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Learning Where You Live (LWYL) courses are one- and two-credit courses taught in the first-year residence halls by faculty members. They are small, seminar-style classes that are usually taught without letter grades with a focus on building relationships, innovative teaching, and fascinating topics. Since the last classification, six specific Engaged Learning Where You Live courses have been developed. Faculty have been able to access funding to support community partners and logistics for leaving campus and learning about the local community.
Web Link (if available)	<a href="https://ccengagement.cornell.edu/residential-programs/engage-faculty/learning-where-you-live-courses">https://ccengagement.cornell.edu/residential-programs/engage-faculty/learning-where-you-live-courses</a>

## Curriculum: 5.1 Capstone (Senior Level Project)

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>The curricular focus of the Engaged Curriculum grants established in 2015 built on the commitment by Engaged Learning + Research from 2010-2015 to developing intentional pathways for students in community engagement.</p> <p>Dyson by Design is an example of an intentional effort by the undergraduate business faculty and staff to build community engagement in at every level, including the capstone.</p> <p>Global Health at Cornell is another example of a program that has grown since the initial classification to include engagement opportunities across the curriculum, including in the capstone.</p>
Web Link (if available)	<p><a href="http://engaged.cornell.edu/recipient/dyson-performance-learning-lab/">http://engaged.cornell.edu/recipient/dyson-performance-learning-lab/</a></p> <p><a href="https://www.human.cornell.edu/dns/academics/undergraduate/globalhealth">https://www.human.cornell.edu/dns/academics/undergraduate/globalhealth</a></p>

## Curriculum: 6.1 In the Majors

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>Engaged Curriculum Grants were established to support engagement across majors and departments. Today, a number of departments self-identify as “engaged departments.” In 2017, 51 of 96 (53%) majors had an engaged course; 8 majors had a required community-engaged course - this included all majors in the College of Human Ecology and Anthropology, none of which had required community-engaged learning courses in the last classification.</p> <p>Some examples of language from engaged majors</p> <p>Anthropology: Anthropology is by definition engaged. We work collaboratively with communities around the world to advance human understanding and to contribute constructively to local needs and concerns.”</p> <p>Community and Regional Planning: In CRP we study, teach, and practice planning as a diverse and integrative, applied, and change-oriented discipline, seeking as we do so a more just and efficient, sustainable, and beautiful world.</p> <p>Landscape Architecture: The field of landscape architecture is rapidly evolving to address crucial issues of global societal interest. Our department is adapting to meet these challenges through a continued emphasis on the agency of design. The program’s rich history and legacy of diversity and innovation form the foundation on which we continue to build the notion of landscape as grounding for a democratic society.</p> <p>Fiber Science and Apparel Design: actively engages with the public via exhibitions from the Cornell Costume and Textile Collection, a high school design competition, and a natural dye garden.</p>
Web Link (if available)	<p><a href="https://anthropology.cornell.edu/engaged-anthropology">https://anthropology.cornell.edu/engaged-anthropology</a></p> <p><a href="https://aap.cornell.edu/academics/crp/about">https://aap.cornell.edu/academics/crp/about</a></p> <p><a href="https://landscape.cals.cornell.edu/about/">https://landscape.cals.cornell.edu/about/</a></p> <p><a href="https://www.human.cornell.edu/fsad/engagement">https://www.human.cornell.edu/fsad/engagement</a></p>

## Curriculum: 7.1 In Minors

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>In 2017, 39 of 129 (30%) of minors had a community-engagement course elective, with 7 requiring a community-engaged course.</p> <p>Minors provide a cross-college curricular structure to provide community engaged courses and programming. Both the community food systems minor and crime, prisons, education and justice minors were developed with community-engagement at the heart of the course sequence. Engaging community members and partners in solving the challenges confronted as part of both of these minors - food system inequality and mass incarceration, respectively - are requirements of the minors.</p>
Web Link (if available)	<p><a href="https://devsoc.cals.cornell.edu/undergraduate/minor/community-food-systems/">https://devsoc.cals.cornell.edu/undergraduate/minor/community-food-systems/</a></p> <p><a href="https://government.cornell.edu/crime-prisons-education-and-justice-minor">https://government.cornell.edu/crime-prisons-education-and-justice-minor</a></p>

## Curriculum: 8.1 Graduate Studies

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>Graduate students are considered future faculty, as well as current and future community practitioners, and thus of great interest to the engagement movement at Cornell. Graduate students have been deeply involved in calling for and establishing the need for an institutional commitment to engagement.</p> <p>This recognition led to the establishment of the Engaged Graduate Student Grants in 2016. From 2016-2018, 46 PhD students have been funded to pursue community-engaged research as part of their dissertation. Based on critical feedback, programming for masters and professional students was added in 2018 through a specific Institute aimed at introducing them to community-engaged learning and research.</p>
Web Link (if available)	<a href="https://engaged.cornell.edu/grant/engaged-graduate-student-grants/">https://engaged.cornell.edu/grant/engaged-graduate-student-grants/</a>

## Curriculum: 9.1 Other. (Please specify in the "What has changed..." text box to the right.)

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Is Community Engagement integrated into this area?	
What has changed since the last classification?	
Web Link (if available)	

## 2.2.

Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

Cornell has a long history of creating and supporting learning with a public purpose, and building on the roots of our extension history has been crucial to developing the curricular strategy for institutionalizing community engagement. Extension and the public, land-grant mission were necessary conditions for the creation of high-impact courses and programs that engaged with off-campus partners. However, too many of these were one-off and temporary. After the last classification, we recognized that the next frontier of community-engagement at Cornell was to place it at the heart of the curriculum, by supporting faculty to create community-engaged learning courses and embed them as core to curricula (i.e., majors and minors). In fact, the simple hypothesis that Engaged Cornell is built on is this: that the only way to deeply express our public mission in a coherent and integrated way, and to ensure that 100% of all students experience community engagement, is through curricular change.

This investment in curricular change has resulted in the signature grant program of the Office of Engagement Initiatives: the Engaged Curriculum Grants (<https://engaged.cornell.edu/grant/engaged-curriculum-grants/>). These grants have supported over 75 new community engaged courses across 15 majors and 11 minors, with annual enrollments in those courses averaging 350 students. We are proud of these accomplishments, and continue to engage deeply with important questions related to curricular scale. What are metrics of institutional transformation? How to negotiate the sustainability of a short-term, highly funded endeavor to ensure long-term, lower cost success? How do we create space so that voices with very different ideas about the future of community engagement at Cornell can be heard?

One solution that we continue to strategically focus on is supporting a network of engaged faculty and practitioners who can learn from and direct their own curricular efforts. We see promise in this method and continue to learn about the best way to do this. We also know that students are key advocates for curricular change; therefore, continuing to connect them with engaged experiences so they can learn integrated skills of reflection, partnership, team work, cross-cultural fluency, and ethical practice and bring those back to the classroom will be important. We will continue to test the idea that institutionalization of community engagement so that all students can experience it is best done through a curricular model.

## B. Co-Curricular Engagement

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Co-curricular Engagement describes structured learning that happens outside the formal academic curriculum through trainings, workshops, and experiential learning opportunities. Co-curricular Engagement requires **structured reflection** and **connection to academic knowledge** in the context of **reciprocal, asset-based community partnerships**.

Co-Curricular Engagement	Selected	Description
Social Innovation/entrepreneurship	Yes	Center for Transformative Action: <a href="http://www.centerfortransformativeaction.org/">http://www.centerfortransformativeaction.org/</a> Clinton Global Initiative: <a href="http://eship.cornell.edu/social-entrepreneurship/the-clinton-global-i%E2%80%A6">http://eship.cornell.edu/social-entrepreneurship/the-clinton-global-i%E2%80%A6</a> Johnson School Consulting Club: <a href="https://johnson.campusgroups.com/consult/home/">https://johnson.campusgroups.com/consult/home/</a>
Community service projects - outside of the campus	Yes	The Andrew Goodman Foundation: <a href="https://psc.cornell.edu/andrew-goodman-foundation">https://psc.cornell.edu/andrew-goodman-foundation</a> Art Beyond Cornell: <a href="http://orgsync.rso.cornell.edu/org/artbeyondcornell">http://orgsync.rso.cornell.edu/org/artbeyondcornell</a> Community Partnership Funding Board (CPFBoard): <a href="http://orgsync.rso.cornell.edu/org/cpfb">http://orgsync.rso.cornell.edu/org/cpfb</a> Cornell Elderly Partnership (CEP): <a href="http://orgsync.rso.cornell.edu/org/elderlypartnership/home">http://orgsync.rso.cornell.edu/org/elderlypartnership/home</a> Cornell Students for Hunger Relief: <a href="http://orgsync.rso.cornell.edu/org/studentsforhungerreliefcornell73301">http://orgsync.rso.cornell.edu/org/studentsforhungerreliefcornell73301</a> Cross-Cultural Adoptee Mentorship Program (C-CAMP): <a href="http://orgsync.rso.cornell.edu/org/ccamp">http://orgsync.rso.cornell.edu/org/ccamp</a> Into the Streets: <a href="http://orgsync.rso.cornell.edu/org/cornellintothestreets">http://orgsync.rso.cornell.edu/org/cornellintothestreets</a> Patient Care Advocacy Team (PCAT): <a href="http://publicservicecenter107471.orgsync.com/org/communitybasedstudentleadershipdevelopmentprogram113429">http://publicservicecenter107471.orgsync.com/org/communitybasedstudentleadershipdevelopmentprogram113429</a> Public Service Center Scholars: <a href="https://psc.cornell.edu/students/student-programs/public-service-center-scholars">https://psc.cornell.edu/students/student-programs/public-service-center-scholars</a> Students Against the Sexual Solicitation of Youth (SASSY): <a href="http://orgsync.rso.cornell.edu/org/sassy">http://orgsync.rso.cornell.edu/org/sassy</a> Translator Interpreter Program Board (TIP) : <a href="http://orgsync.rso.cornell.edu/org/translatorinterpreterprogram72139">http://orgsync.rso.cornell.edu/org/translatorinterpreterprogram72139</a> Big Red Buddies: <a href="http://blogs.cornell.edu/pscprek12outreach/big-red-buddies/">http://blogs.cornell.edu/pscprek12outreach/big-red-buddies/</a> Early College Awareness (ECA): <a href="http://blogs.cornell.edu/pscprek12outreach/eca/">http://blogs.cornell.edu/pscprek12outreach/eca/</a> Encouraging Young Engineers & Scientists (EYES): <a href="http://blogs.cornell.edu/pscprek12outreach/eyes/">http://blogs.cornell.edu/pscprek12outreach/eyes/</a> Graduate Student School Outreach Program (GRASSHOPR): <a href="https://sites.google.com/view/grasshopratcornell/home">https://sites.google.com/view/grasshopratcornell/home</a> Raising Educational Attainment Challenge (REACH): <a href="http://blogs.cornell.edu/pscprek12outreach/reach/">http://blogs.cornell.edu/pscprek12outreach/reach/</a> SOS For Education (Student Onto Scholars): <a href="http://blogs.cornell.edu/pscprek12outreach/home/sos-for-education/">http://blogs.cornell.edu/pscprek12outreach/home/sos-for-education/</a> Splash! at Cornell: <a href="https://cornell.learningu.org/">https://cornell.learningu.org/</a> Science & Technology Entry Program - STEP: <a href="https://cornell.learningu.org/">https://cornell.learningu.org/</a> TST BOCES Career Skills at Cornell: <a href="http://blogs.cornell.edu/pscprek12outreach/tst-boces-career-skills-at-cornell/">http://blogs.cornell.edu/pscprek12outreach/tst-boces-career-skills-at-cornell/</a> Upward Bound: <a href="https://psc.cornell.edu/upward-bound">https://psc.cornell.edu/upward-bound</a> Youth Outreach Undergraduates Reshaping Success (YOURS): <a href="http://blogs.cornell.edu/pscprek12outreach/yours/">http://blogs.cornell.edu/pscprek12outreach/yours/</a> 21st Century CLC Afterschool Program: <a href="http://blogs.cornell.edu/pscprek12outreach/reach-21st-century-clc-afterschool-program/">http://blogs.cornell.edu/pscprek12outreach/reach-21st-century-clc-afterschool-program/</a> Pre-Orientation Service Trips (POST): <a href="https://psc.cornell.edu/students/pre-orientation-service-trips-post">https://psc.cornell.edu/students/pre-orientation-service-trips-post</a>
Community service projects	Yes	Biology Service Leaders: <a href="https://biology.cornell.edu/advising/student-advisors">https://biology.cornell.edu/advising/student-advisors</a> Cornell Deaf Awareness Program (CUDAP): <a href="http://orgsync.rso.cornell.edu/org/cudap">http://orgsync.rso.cornell.edu/org/cudap</a>

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- within the campus		Language Expansion Program (LEP): <a href="http://orgsync.rso.cornell.edu/org/lep">http://orgsync.rso.cornell.edu/org/lep</a> Alpha Phi Omega: <a href="http://www.apogamma.org/">http://www.apogamma.org/</a>
Alternative break - domestic	Yes	Alt Breaks: <a href="http://orgsync.rso.cornell.edu/org/altbreaks">http://orgsync.rso.cornell.edu/org/altbreaks</a>
Alternative break - international	Yes	Global Citizenship and Sustainability Program: <a href="https://psc.cornell.edu/global-citizenship-and-sustainability">https://psc.cornell.edu/global-citizenship-and-sustainability</a> ILR Global Service Learning Program: <a href="https://www.ilr.cornell.edu/news/global-service-learning">https://www.ilr.cornell.edu/news/global-service-learning</a>
Student leadership	Yes	Engaged Ambassadors: <a href="https://engaged.cornell.edu/program/engaged-ambassadors/">https://engaged.cornell.edu/program/engaged-ambassadors/</a> Engaged Certificate: <a href="https://engaged.cornell.edu/program/certificate-in-engaged-leadership/">https://engaged.cornell.edu/program/certificate-in-engaged-leadership/</a> Leadership Minor: <a href="https://leadershipminor.cals.cornell.edu/">https://leadershipminor.cals.cornell.edu/</a> Cornell Commitment: <a href="https://sha.cornell.edu/faculty-research/centers-institutes/cihler/">https://sha.cornell.edu/faculty-research/centers-institutes/cihler/</a> Johnson School Board Fellows: <a href="https://sha.cornell.edu/faculty-research/centers-institutes/cihler/">https://sha.cornell.edu/faculty-research/centers-institutes/cihler/</a>
Student internships	Yes	ILR High Road Fellowships: <a href="https://www.ilr.cornell.edu/buffalo/high-road-fellowships">https://www.ilr.cornell.edu/buffalo/high-road-fellowships</a> ILR New York City Fellows: <a href="https://www.ilr.cornell.edu/student-experience/research-fellowships">https://www.ilr.cornell.edu/student-experience/research-fellowships</a> Johnson School Park Leadership Fellows Program: <a href="https://sha.cornell.edu/faculty-research/centers-institutes/cihler/">https://sha.cornell.edu/faculty-research/centers-institutes/cihler/</a> Public Engagement in College of Human Ecology: <a href="https://www.human.cornell.edu/engagement/home">https://www.human.cornell.edu/engagement/home</a>
Work-study placements	Yes	Community Work Study Program: <a href="https://psc.cornell.edu/students/community-work-study-program">https://psc.cornell.edu/students/community-work-study-program</a> Law School Summer Work Study Program: <a href="https://www.lawschool.cornell.edu/publicservice/Students/Summer-Funding-Cornell.cfm">https://www.lawschool.cornell.edu/publicservice/Students/Summer-Funding-Cornell.cfm</a>
Opportunities to meet with employers who demonstrate Corporate Social Responsibility	Yes	Center for Sustainable Global Enterprise: <a href="https://www.johnson.cornell.edu/Center-for-Sustainable-Global-Enterprise">https://www.johnson.cornell.edu/Center-for-Sustainable-Global-Enterprise</a> Dyson Grand Challenges: <a href="https://global.cornell.edu/global-grand-challenges-symposium">https://global.cornell.edu/global-grand-challenges-symposium</a> Hotel School Center for Innovative Hospitality Labor and Employment Relations: <a href="https://sha.cornell.edu/faculty-research/centers-institutes/cihler/">https://sha.cornell.edu/faculty-research/centers-institutes/cihler/</a> Hotel School Institute for Healthy Futures: <a href="https://sha.cornell.edu/faculty-research/centers-institutes/cihler/">https://sha.cornell.edu/faculty-research/centers-institutes/cihler/</a>
Living-learning communities/residence hall/floor	Yes	Flora Rose Scholars Program: <a href="http://blogs.cornell.edu/rosescholarsfall2018/">http://blogs.cornell.edu/rosescholarsfall2018/</a> Learning Where You Live Courses: <a href="https://ccengagement.cornell.edu/residential-programs/engage-faculty/learning-where-you-live-courses">https://ccengagement.cornell.edu/residential-programs/engage-faculty/learning-where-you-live-courses</a> Cook Community Engagement: <a href="https://westcampushousesystem.cornell.edu/thehouses/alicecook/events/Alice-Meets.cfm">https://westcampushousesystem.cornell.edu/thehouses/alicecook/events/Alice-Meets.cfm</a> CUBS Service Program: <a href="https://westcampushousesystem.cornell.edu/thehouses/carlbeck/events/CUBS-Service-Program.cfm">https://westcampushousesystem.cornell.edu/thehouses/carlbeck/events/CUBS-Service-Program.cfm</a>
Student teaching assistants	Yes	Community Based Learning Assistants: a program that leverages student's who have participated in service-learning courses as peer-to-peer mentors and community connectors. This program is used primarily by the Education minor.
Athletics	Yes	Student-Athlete Advisory Committee : Break the Stigma-Mental Health Awareness <a href="https://www.youtube.com/watch?v=yYfHr5UZ6Jk">https://www.youtube.com/watch?v=yYfHr5UZ6Jk</a>
Greek Life	Yes	Greek Life Service Program: <a href="https://ccengagement.cornell.edu/fraternity-sorority-">https://ccengagement.cornell.edu/fraternity-sorority-</a>

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		life/greek-system-cornell/signature-programs-annual-events
Other (please specify)	No	

**B.2. Indicate whether students have access to a co-curricular engagement tracking system that can serve as a co-curricular transcript or record of community engagement, and if such a system exists, describe the system used and how it is used.**

We do not currently have a co-curricular engagement tracking system that can serve as a co-curricular transcript. Various programs utilize different methods to guide students on a path of reflection and connecting their experiences across engagement opportunities, but as an institution, we do not currently have a central system for collecting and tracking that information.

**B.3. Indicate whether co-curricular programming provides students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time. Please describe the pathways and how students know about them.**

The Public Service Center (PSC) (<https://psc.cornell.edu/>) serves more than 7,000 students annually through student-led programming and is the largest co-curricular engagement orientated unit on campus. Student receive leadership training in order to facilitate effective and collaborative programming based on Astin's A Social Change Model of Leadership Development. Students have the opportunity to engage at varying levels, growing and deepening their involvement throughout the experience. Every program involves in-depth training in the core tenets of service-learning philosophy. In each program, students can take a leadership role as part of an executive board governing the organization. Leadership can grow to either an internship role in the PSC administration, a community work study position or PSC Leadership Council. The Leadership Council plans trainings, professional development events and facilitates connections to alumni and other campus collaborators to grow leading opportunities for students involved in PSC programming. Additionally, the PSC hires students who have excelled in service-learning courses to be teaching assistants, called Community-Based Learning Assistants, helping to train students in service-learning practice and supporting the logistical needs of the course.

Two programs offered under the Engaged Cornell initiative provide progressive growth opportunities in community-engaged leadership; the Certificate in Engaged Leadership and the Engaged Ambassadors program. The Certificate is a three-stage, multi-year program that challenges students to bring about the world they wish to see now and throughout their lives. The Engaged Ambassadors program is a cohort of students who have completed the Certificate in Engaged Leadership and lead a variety of special projects for the office that administers the program. Engaged Ambassadors mentor other students in the Certificate, lead Be the Change workshops focused on peer-to-peer training in issues important to community engagement, coordinate outreach efforts and manage funding opportunities.

**B.4. Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links.**

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The Certificate in Engaged Leadership, the Leadership Minor, and the Engaged Ambassadors are new since the last classification. Creating the Engaged Cornell Hub (<https://engaged.cornell.edu/hub/>) has allowed a great number of engagement opportunities to be centrally located in an effort to make these experiences more visible and accessible to students across campus. There are also cross-institutional working groups for a number of efforts (Engaged Cornell hub, K12 engagement, academic community-based minors, etc.) that seek to coordinate efforts and broaden awareness and reach of programs. Each program works to lead students through a process of self-discovery, intense understanding of ethical and reciprocal community engagement and reflection toward positive social change.

In each program; including at the Public Service Center, Office of Engagement Initiatives and within the academic departments, students can grow their skills toward expanding leadership roles that impact the decision-making and administration of the programs. Many programs at the Public Service Center are “registered student organizations,” funded by the Student Government Association (SGA). Student members actively advocate for and lobby the SGA for additional resources and more community-minded policies and practice. Specifically, the Community Partnership Board, a student-run organization assists other students in developing grassroots community action projects and administers grants of up to \$2,000 per year.

A number of awards for community-engaged work are housed at the Public Service Center (<https://psc.cornell.edu/awards-funding>). Awards range from funded additional study to funding student community projects. Awards also include recognition of community members who are actively engaged in community-university partnerships and faculty who deeply engage in community-based pedagogy. The Community Engagement Showcase (<https://engaged.cornell.edu/program/showcase/>) also provides space to celebrate the diversity of outstanding student community engagement.

## **B.5. Describe how institutions have designed new programs and initiatives, or re-designed existing ones, to both increase students’ access to and participation in community-engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity for developing the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.**

A great number of new programs have been developed since the last classification to better integrate community engaged work across campus and broaden student involvement. Two minors have developed specifically focused on community-based work. The College of Arts and Life Sciences leadership minor (<https://leadershipminor.cals.cornell.edu/>) and the Anthropology minor (<https://anthropology.cornell.edu/anthropology-engaged-learning-curriculum>). These minors raise the profile of engaged work and are available to any student regardless of major.

Additional efforts to further coordinate and raise awareness for engaged work have taken root. The Engaged Hub centers efforts in a central and visible location on campus and provides a front door for a number of community programs. The new space allows for professional development opportunities, greater collaboration and awareness events that didn’t exist or were much harder to coordinate when offices were spread across campus.

Cornell’s community-engaged leadership work is new since the last classification and allows for another avenue for student engagement. Students participating in these programs are able to design a program that complements their passion focus and provides funds to support the effort. As students complete the Certificate and become Ambassadors, they are responsible for creating and facilitating Be the Change workshops (<https://engaged.cornell.edu/program/be-the-change/>) which cover topics like asset-based community engagement, reciprocity and mutuality, and mentorship.

Since the last classification, there have been a number of convenings to think intentionally about and design structures to increase involvement in community-engaged programming. One such effort was the Leadership

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for the Greater Good retreat facilitated by Parker Palmer that brought together the widest collection of faculty, student and staff stakeholders involved to discuss how to increase and deepen involvement to assist in the design in what is now the “engaged leadership” program in OEI. Out of that effort also came a regular convening of the Student Leadership Educators Network (<https://slen.cornell.edu/>). This group of faculty and staff are dedicated to the promotion of student leadership development at the university. The group meets monthly to coordinate efforts, share best practices and raise awareness.

## C. Professional Activity and Scholarship

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### C.1.

How have faculty of any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), (e.g., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc)? Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Indicate whether the faculty are tenure-track or part-time/non-tenure track. Also, describe how this scholarship has been supported since your last classification.

Tenure-Track Faculty (as lead author)

Allred, S.B., Mouilleasseaux-Kunzman, H., Clark, S., Yuan, Q., Zambito, A, and R. Murphy. 2018. Rivers and resiliency: How rivers shape place character and contribute to community development. Cornell University, Community and Regional Development Institute (CARDI), Research and Policy Brief, Issue 81 (July 2018).

Cerra, J. Design with people and place: Engaged research in the Climate-adaptive Design studio. 2018 Ag, Food and Environmental Systems In-service. November 2018. Cornell Cooperative Extension . Ithaca, NY United States.

Blume, J. and Lyon, B. (Mar 2016) "Cornell Law Professors Urge Student Practice Rule Reforms", New York Law Journal.

Non Tenure-Track Faculty (as lead author)

Dudley, MJ. (June 2017). Strategies for Collaborating with Latino/as and Immigrants. Presentation at the Joint annual conferences of the Community Development Society and National Association of Community Development Extension Professionals. Big Sky, Montana.

Sarvary, M.A., M. McKinnon, W.J. Grant, K.M.Gifford, F. Medveczky, and B. Lewenstein. Turning undergraduates into science storytellers. What are the best practices? A panel report. 15th International Public Communication of Science and Technology Conference (PCST 2018), Dunedin, New Zealand, 3-6 April 2018, <http://pcst.co/archive/>

Mouillesseaux-Kunzman, H. and Fagan, A. (June 2017). Our Farms, Our Stories: A Campus-Community Partnership for Engaged Student Learning and Research. Presentation at the Joint annual conferences of the Community Development Society and National Association of Community Development Extension Professionals. Big Sky, Montana.

In 2011, with establishment of the Center for Engaged Learning and Research, one of the first initiatives was to

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launch an engaged scholarship project. Through funding and professional development, this developed into a series of in-depth case studies of three exemplar community-engaged projects (Rust 2 Green Binghamton (<http://www.rust2greenbinghamton.com/>), the Global Health minor (<https://www.human.cornell.edu/dns/academics/undergraduateminors/global>) and CCE's student internship program (<https://cce.cornell.edu/page/internships/2019>). Funding and support was provided so the engaged scholarship project could be presented at IARSLCE, with Barbara Holland and John Saltmarsh as discussants. Since the launch of Engaged Cornell in 2015, there has been at least one workshop a year for faculty, staff and graduate students on publishing and creating scholarly work with community partners. In 2018, the Office of Engagement Initiatives launched a specific year-long learning cohort for faculty called the Faculty Fellowship in Engaged Scholarship that specifically supports faculty in creating scholarly products out of their community engagement. For Engaged Faculty Fellows and other eligible faculty/staff from across the university, OEI has established a conference funding RFP that awards between \$1,500 - \$5,000 in travel funding for presentation (including posters and panel participation) of research or other scholarly work that aims to advance understanding of community-engaged research, teaching and/or partnership. Collaborative presentations with community partner teams are encouraged.

## C.2.

How have faculty of any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.)? Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification.

Sarvary, M.A. and K.M. Gifford. The benefits of a real-time web-based response system for enhancing engaged learning in classrooms and public science events. *Journal of Undergraduate Neuroscience Education*, 2017 vol. 15., issue 2. <http://www.funjournal.org/wp-content/uploads/2017/03/june-15-e13.pdf?x91298>

Levitt, B. (2016). *Human Again* (Documentary), Official Selection—Hollywood International Independent Documentary Awards, Gold Winner International Independent Film Awards, Winner of Best Message—Top Indie Film Awards. <https://vimeo.com/192859638>

Har'd Life Ink: Brooklyn NY, Booklet desarrollado para la clase "Migration in the Americas", impartida en Cornell University en 2017, y para su continuacion "Advanced Research in Migration Studies", impartida en 2018. <https://cornell.box.com/s/o7krk3fz4ti4r043858deo3t1dn6l1dr>

Workbooks for Community-based organizations and informal science institutions. Developed by community researchers at thirty community organizations, including the Cornell Lab of Ornithology, as part of a National Science Foundation AISL grant: Examining Contextual Factors Influencing the Implementation of Projects Designed to Improve Cultural Diversity in Informal STEM Programs. <http://power30icbos.blogspot.com/2019/03/our-workbook-for-community-based.html>

Allred, S.B., Kuo Somchanhmvong, A. and Harris, R. and A. Yeo. 2017. Community-Based Research for Service Learning. In *The Borneo Knowledge Fair: Engaged Research for Impact*. p. 90-99. (Ed.) Harris, R., Kuching, Malaysia: UNIMAS Publisher.

Projects supported by Engaged Cornell are encouraged to provide funding and support for the co-creation of scholarly products. OEI staff provides periodic workshops and consultations on this process, and members of the

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Faculty Fellows in Engaged Scholarship cohort can choose to work on a co-created publication. OEI also provides travel funding to teams of researchers who are accepted to present on their co-created projects.

## C.3.

How have professional staff contributed to the scholarship of community engagement (through conference presentation, publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (e.g., student program development, training curricula, leadership programming, etc.)? Provide five examples of professional staff scholarship related to community engagement and describe how this scholarship has been supported since your last classification.

Cornell is fortunate to have three scholars in field who are strategic and intentional about their field-building scholarly work: Anna Bartel, Phd., Richard Kiely, Ph.D., and Amanda Wittman, Ph.D. This document highlights their publications and presentations from 2017-2018 (<https://cornell.box.com/s/1t0uat33043y2ur0b4dt6iea4zv4xvyt>). Professional staff in the Office of Engagement Initiatives are encouraged to attend and present at two conferences a year, and these scholars usually exceed that with other field-building activities such as advisory board membership and national working group participation.

Other Cornell staff also create scholarship in the field of community engagement:

Mike Bishop, Director of Engaged Leadership, Office of Engagement Initiatives presented on the community engaged leadership program at Campus Compact, March 2018 and the SUNY Applied Learning Conference, October 2018.

Aaron Goldweber, Sr. Director of Communications, and Ashlee McGandy, Content Strategist in the Office of Engagement Initiatives presented Creating and Implementing an Effective Community-Engagement Communications Strategy at Engaged Scholarship Consortium, 2018.

Basil Safi, Executive Director of the Office of Engagement Initiatives presented Engaged Cornell's Strategy to Support Student Learning with Cornell Cooperative Extension at the National Association of Community Development and Extension Professionals (NACDEP) Conference. Big Sky, MT/USA, 2017.

Amy Schomchanmhvong, Associate Director of the Public Service Center, along with Dr. Shorna Allred collaborated with University of Malaysia in Sarawak, and University College of Technology in Sarawak in conducting service-learning workshops for potential community partners in Sarawak, Malaysia, August 6-10, 2018.

## D. Community Engagement and other Institutional Initiatives

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### 6.1.

Indicate how community engagement directly contributes to (or is it aligned with) the institution's diversity and inclusion goals (for students and faculty, and describe what has changed since the last classification. Provide relevant links if available.

The Certificate in Engaged Leadership has consistently been oversubscribed by underrepresented students. By the end of the pilot year in 2017, 50% of certificate participants were URM and 27% were first-generation, as compared to campus-wide percentages of 22% and 19% respectively. This trend continues, as student leaders

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recruit new participants from identity based groups like the Black Student Union and Latinx Studies. Another core student program, the Engaged Student Travel Grants, were built with equity at the core of the selection process; working with colleagues from financial aid who provide the necessary information, grants are prioritized for high-need students who might not otherwise be able to afford off-campus, engaged opportunities. Current relationships are being built with admissions so that tailored recruitment material for URM and diverse students will include information about community engagement.

For faculty, the statement of contribution to inclusion and diversity is being more commonly asked for during search processes. This statement invites applicants to describe their past, present, and/or future aspirations to promoting equity, inclusion, and diversity in their careers as researchers and educators, and/or to convey how they see these commitments continuing at Cornell. Importantly, such articulation can focus on teaching, research, or service, or all three factors.

## 6.2.

Indicate how community engagement is connected to efforts aimed at student retention and success, and describe what has changed since the last classification. Provide relevant links if available.

Student retention is not a particularly resonant institutional mission for Cornell as more than 90% (depending on the year) of students are retained from freshman to sophomore year. However, the focus on student success has increased since our original classification, with attention on supporting underrepresented minority students. The Office of Academic Diversity Initiatives (OADI) offers programming and resources to support students' engagement in dynamic research and critical discourse to foster academic diversity and cultural inclusion in multiple intellectual communities on and off campus, during their college careers and beyond (<https://oadi.cornell.edu/>). OADI works with community partners who share a similar mission in supporting students throughout their academic careers at Cornell University and in their lives as active members of the larger Ithaca community, and has been a close on-campus partner of the Public Service Center and the Office of Engagement Initiatives (OEI), working together to co-sponsor workshops and programs. During the 2017-18 academic year, the Assistant Director of Student Leadership in the Office of Engagement Initiatives was co-located in OADI to provide a direct link between community engagement and student success programming.

## 6.3

Indicate whether the campus institutional review board (IRB) or some part of the community engagement infrastructure provides specific guidance for researchers regarding human subjects protections for community-engaged research, and describe what has changed since the last classification. Provide relevant links if available.

In 2014, to support the strategic planning process for what would become Engaged Cornell, the Provost's Fellow and the Director of EL+R convened the faculty advisory board for a three-hour retreat where the group gathered ideas and perspectives about a vision for Cornell's public engagement including mission realization, strategies, feasibility, potential impact, and time to results. Participants included the faculty chair of the Institutional Review Board Human Participants Committee and plans were made to consider ways to include a community engaged chapter of the faculty handbook for IRB. These were not realized; however, the relationships have continued to develop and recent conversations with the new chair suggest future opportunities to ensure IRB protocols are community-engagement friendly. One area of focus will be the new regulations in the Revised Common Rule. The new common rule adds more exemption categories which could expedite approval for various benign and low-risk interventions using engaged methodologies, as community engagement should be seen to lower risk by being context sensitive and possessing larger stakeholderhip in the research.

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## 6.4

Indicate whether community engagement is connected to campus efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students, and describe what has changed since the last classification. Provide relevant links if available.

Cornell's Office of Sponsored Programs (OSP) has partnered with the Sciencenter (Ithaca, NY) on an NSF-funded project, Grounding Institutional Partnerships in Structures for Broader Impacts Design. In 2018, a Broader Impact Design (BID) team was created, with representatives from OSP, the Sciencenter, a learning researcher, the wider community and Cornell faculty. This strategy has resulted in new avenues for the BID team to support PIs' broader impact efforts as they write their proposals and then as they implement their grants. The BID team is researching best practices to be shared with NSF and the National Alliance for Broader Impacts. In support of this work, a Broader Impact Design Manager was hired in fall 2017 in a co-located role between OSP and the Sciencenter.

<http://www.sciencenter.org/broader-impacts.html>

## 6.5. Does the institution encourage and measure student voter registration and voting?

Yes

### 6.5.1

Indicate whether the institution encourages and measure student voter registration and voting , and describe the methods for encouraging and measuring student voter registration and voting and what has changed since the last classification. Provide relevant links if available.

6.5. Indicate whether the institution encourages and measure student voter registration and voting, and describe the methods for encouraging and measuring student voter registration and voting and what has changed since the last classification. Provide relevant links if available.

In 2014, the Public Service Center partnered with the Andrew Goodman Foundation (AGF) to bring the Vote Everywhere Campaign to Cornell.

<https://andrewgoodman.org>

<https://psc.cornell.edu/andrew-goodman-foundation>

The Andrew Goodman Foundation was created in 1966 by Cornell Alumni Robert '35 (Eng '39) and Carolyn Goodman '36, to carry on the spirit and the purpose of their son Andrew's life. The Andrew Goodman Foundation now exists on dozens of campuses across the nation. The Foundation's work today harnesses the legacy of the courageous leaders of the civil rights movement.

Cornell's Vote Everywhere Mission is to:

- Increase voter registration on Cornell's campus.
- Create avenues for Cornell students to vote.
- Increase the spirit of activism and civic engagement on Cornell's campus.

Coordinated with PSC staff, Vote Everywhere recruits Cornell students to serve as AGF Ambassadors (<https://psc.cornell.edu/andrew-goodman-foundation-ambassadors>) who commit to 5 hrs work each week for a 3-yr term to support voter registration and get out the vote efforts at Cornell. In addition, the PSC and the AGF Ambassadors provide information on their website about voting rates at Cornell (NSLVE data) and local election results.

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In addition to the vote everywhere campaign thru AGF-PSC collaboration, Cornell participates in the National Study of Learning, Voting and Engagement hosted by the Institute for Democracy & Higher Education (IDHE), part of the Jonathan M. Tisch College of Civic Life at Tufts University.

Lastly, in 2018, the Engaged Cornell Hub sponsored an event supporting democracy, civic participation and voting in support of the State University-New York's annual Constitution Day. Directors, staff and students from multiple units located in the EC Hub described how their offices support democracy building through various forms of civic participation, including voting.

<https://andrewgoodman.org/>

<https://psc.cornell.edu/andrew-goodman-foundation>

<https://psc.cornell.edu/andrew-goodman-foundation-ambassadors>

<https://ithacavoices.com/2018/11/election-2018-results-and-turnout-updates/>

<https://idhe.tufts.edu/nslve/participating-campus>

<https://tischcollege.tufts.edu/>

<https://engaged.cornell.edu/hub/>

## 6.6

Indicate whether the institution is committed to providing opportunities for students to discuss controversial social, political, or ethical issues across the curriculum and in co-curricular programming as a component of or complement to community engagement, and describe what has changed since the last classification. Provide relevant links if available.

The intergroup dialogue project (<https://www.idp.cornell.edu/>) is a university-wide initiative whose "mission is to facilitate dialogue across difference and whose vision is a campus of equity, dignity and respect. IDP works to engage the entire Cornell community. IDP collaborates with many departments, programs, and student organizations to develop and deliver offerings ranging from three-hour introductory experiences to intensive semester-long courses. These intimate, peer-facilitated sessions address topics of identity and communication while providing participants with the skills to engage in productive conflict and create new shared meanings."

IDP offers a course - EDUC 2610 (<https://www.idp.cornell.edu/educ2610/>) - on Intergroup Dialogue to provide Cornell students with the knowledge and skills to both facilitate and engage in dialogue across difference. EDUC 2610 is open to all Cornell undergraduate students. Each section comprises 10 -16 undergraduate participants and two trained peer facilitators and focuses on one of several social identities - race/ethnicity, gender, socioeconomic status, (dis)ability, sexual orientation or nationality. Each class meets once a week for three hours. To maximize learning and the opportunity for meaningful intergroup dialogue, sections are created to ensure a mixed and balanced representation of views, experiences, and identities. For example, a sexual orientation dialogue will be half heterosexual/straight students and half LGBTQ+ students. Decisions about which topics are offered in a given semester are based on the social identities of students enrolled that semester. In addition to the above undergraduate courses, the IDP provides an offering for graduate, professional and postdoctoral scholars.

In fall 2018, the Vice Provost for Undergraduate Education required all new students to participate in an orientation session (<https://www.idp.cornell.edu/orientation/>) facilitated by IDP staff as a method to increase student skills in dialogue across difference.

IDP is committed to research that assesses the Impact their work and has dedicated staff who collect and analyze data from pre-post surveys with student participants (<https://www.idp.cornell.edu/research/>).

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## 6.7

Indicate whether your campus has curricular and/or co-curricular programming in social innovation or social entrepreneurship that reflects the principles and practices of community engagement outlined by the definition of community engagement provided above, and describe what has changed since the last classification. Provide relevant links if available.

Cornell has developed a number of curricular and co-curricular programs and opportunities in social innovation and social entrepreneurship that reflect the principles and practices described in the definition of community engagement.

In 2008, Cornell became a founding member of AshokaU's Changemaker Campus initiative (<https://ashokau.org/programs/changemakercampus/cornell-university/>) and since our last Carnegie classification, representatives from across campus came together to broaden campus-wide support for SI and SE through a strategic planning effort with AshokaU to remain designated as a member in 2018.

Anke Wessels, Director of the Center for Transformative Action (<http://www.centerfortransformativeaction.org/>), has acted as a liaison to the Ashoka Changemaker Campus Initiative. As a senior lecturer in the Dyson school of Applied Economics and Management, Dr. Wessels developed an introductory course on social entrepreneurship, AEM 3380, Social Entrepreneurs, Innovators, and Problem Solvers. As a testament to Dr. Wessels efforts to bring together multiple units on campus to support social innovation and entrepreneurship, Cornell University and CTA received the 2016 Ashoka U-Cordes Innovation Award in recognition of the innovation, adaptability and maturity of CTA's model of social entrepreneurship (<http://news.cornell.edu/stories/2016/02/transformative-action-center-honored-innovation>)

In addition to the Ashoka U Changemaker initiative, Entrepreneurship@Cornell (E@C) serves as a campus-wide hub for entrepreneurial activities and programs (<http://eship.cornell.edu/>), including an extensive number of diverse curricular and co-curricular opportunities and programs that have been developed since our previous Classification to support social enterprise, innovation and entrepreneurship. E@C tracks curricular offerings in the area of social entrepreneurship specifically.

Additional co-curricular opportunities that have been developed since classification:

Clinton Global Initiative University

<http://eship.cornell.edu/social-entrepreneurship/the-clinton-global-initiative-university/>

Societal Solutions Scholars Program

<http://dyson.cornell.edu/undergraduate/student-life/societal-solutions-scholars>

Environmental Finance and Impact Investing Fellows Program

<http://www.johnson.cornell.edu/Center-for-Sustainable-Global-Enterprise/Students/EFII-Fellows-Program>

Social Impact Internship Fund

<http://www.johnson.cornell.edu/Center-for-Sustainable-Global-Enterprise/Students/Internship-Funding>

Sustainable Campus

<http://www.sustainablecampus.cornell.edu/>

Additionally, a number of student-led organizations that focus on social enterprise have emerged since the previous classification:

Anabel's Grocery

<http://anabelsgrocery.org/>

Big Red MicroEnterprise

[http://www.johnson.cornell.edu/Center-for-Sustainable-Global-Enterprise/Students/Student-](http://www.johnson.cornell.edu/Center-for-Sustainable-Global-Enterprise/Students/Student-Organizations/BR-Microenterprise)

[Organizations/BR-Microenterprise](http://www.johnson.cornell.edu/Center-for-Sustainable-Global-Enterprise/Students/Student-Organizations/BR-Microenterprise)

Cornell Design Connect

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<https://blogs.cornell.edu/designconnectcornell/#.WShbF1PytE4>

Cornell University Sustainable Design

<http://cusd.cornell.edu/>

CU Sustainability Hub

<https://cusustainabilityhub.wordpress.com/>

Social Enterprise Group at Cornell

<https://www.socialenterprisegroupcornell.com/>

Social Business Consulting Club

<https://www.sbccornell.org/>

Sustainable Global Enterprise Club

<http://www.johnson.cornell.edu/Center-for-Sustainable-Global-Enterprise/Students/Student-Organizations/Sustainable-Global-Enterprise-Club>

Based on the list above, the increase in social entrepreneurship curricular and co-curricular opportunities and programs since classification has been remarkable and continues to grow as larger numbers of students, staff and faculty see the value of entrepreneurship for social and environmental impact.

## E. Outreach and Partnerships

Outreach and Partnerships has been used to describe two different but related approaches to community engagement. Outreach has traditionally focused on the application and provision of institutional resources for community use. Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.). The distinction between these two is grounded in the concepts of reciprocity and mutual benefit, which are explicitly explored and addressed in partnership activities. Community engaged institutions have been intentional about reframing their outreach programs and functions into a community engagement framework that is more consistent with a partnership approach.

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## 1. Outreach

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### 1.1

What changes to outreach programs and functions (extension programs, training programs, non-credit courses, evaluation support, etc.) that reflect a community engagement partnership approach have taken place since your last classification? Describe three examples of representative outreach programs:

Engaged Cornell provides funding and support, primarily through a dedicated staff member who works with Cornell Cooperative Extension (CCE) to incorporate community engaged aspects into traditional extension endeavors, specifically to increase the number of undergraduate students who participate in extension activities. Cornell's traditional models of working directly with extension offices are changing over time in favor of seeing these offices as hubs in their communities with connections to education, non-profit, and government sector collaborations that can be leveraged to identify community partners interested in working with students and faculty. By positioning CCE associations as a priority community voice on-campus, Cornell is better able to recruit faculty and students to collaborate on NY state and county-identified needs. This purposeful promotion of community objectives enables associations to facilitate campus-community connections beyond those traditional to extension and to lead the university in expanding network development of partnerships around

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shared interests. The most novel elements of this new partnership with CCE have involved embedding students, both from the statutory and private colleges, in the work of extension. Due to OEI's investment in the extension network, CCE's annual internship of 30 students, has been magnified to include close to 200 students/annually who now participate in extension-related work through their community-engaged courses that feature extension offices as community partners.

## 1.2

What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Provide examples of how these institutional resources are consistent with a community engagement partnership approach.

Following focus group discussions held with faculty and administrators in preparation for the launch of Cornell's Navigate off-campus business portal (<https://navigate.cornell.edu/>), a 2017 pilot survey of Engaged Cornell Grantees, and four years of programmatic feedback to Office of Engagement Initiatives staff, it was clear that logistical and business service support was essential to the success of community engaged learning and research. The time and effort needed for logistical and business support is often cited as a major impediment to sustaining faculty-led programs, and this issue will continue to grow as more faculty, staff, students, and partner become involved in community-engaged programs. Key changes and improvements to institutional resources have included:

--In partnership with the Public Service Center, OEI has been an active promoter of community work-study across campus and for all it's Engaged Cornell grantees. During the reporting period of July 1, 2017–June 30, 2018, Cornell realized an 18% increase in community work-study compared to the previous fiscal year. This increase is partially derived from active participation of the Law School's Office of Public Service that generated 9% of the FY '18 share.

--Establishment of a new website to host domestic travel content and resources for students traveling off-campus

--Improved website language in promoting the appropriate use of Fleet vehicles for Cornell students.

--Development of a new housing inventory for NY short- and semester-long options that facilitate off-campus engagement travel

While many of these resources are primarily used by on-campus faculty and staff, they have all been developed in collaboration with community partners and with processes that allow partners to access them. For example, the Navigate site has fielded questions from community partners and the housing inventory can be used by partners to determine possible housing for internships. In addition, space at the newly opened 570 Lexington (<https://www.cornell.edu/about/locations/nyc/570-lexington.cfm>) is being held for community partners to access.

## 2. Partnerships

This section replaces the previous "partnership grid" with a series of repeating questions for each of the partnerships you identify.

Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum = 15 partnerships). As part of this section, we are asking for an email contact for each partnership provided. The text for the email that will be sent to your community partner can be found below.

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## **As part of this section, we are asking for an email contact for each partnership provided. The following email will be sent to your community partner:**

Dear community organization partnering with a college or university,

{Name of Campus} is in the process of applying for the 2020 Elective Community Engagement Classification from the Carnegie Foundation. The classification is offered to campuses that can demonstrate evidence of collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. Partnerships that meet the standards of community engagement are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

We were provided your email address by the campus applying for the Community Engagement Classification. The Community Engagement classification is offered by the Carnegie Foundation and is available to all colleges and universities in the United States. For more information about the classification, please go to <https://www.brown.edu/swearer/carnegie>.

We would like to ask you to assist with this classification process by providing confidential responses to a very brief online survey (LINK provided). While your participation in the survey is entirely voluntary, your input and perspective on the activity are valuable in evaluating campus community engagement. Beyond the evaluation of campus community engagement, the responses provided by community partners contributes to a national understanding of how communities and campuses are collaborating for the purpose of deepening the quality and impact of such partnerships.

In order to be able to assess and improve partnership activities, it is important to provide candid responses to the questions. The responses you provide are confidential and will not be shared by Swearer Center as the Administrative home of the Carnegie Community Engagement Classification with the campus.

Many thanks for your response.

Sincerely,

## **Survey Questions**

The survey will include the first page of this framework with the definition of community engagement.

As a community partner, to what extent do you agree or disagree with the following statements with regards to your collaboration with this institution? (1= Strongly disagree, 4=Strongly agree)

1. Community partners are recognized by the campus.
2. Community partners are asked about their perceptions of the institution's engagement with and impact on community.
3. My community voice is heard and I have a seat on the table in important conversations that impact my community.
4. The faculty and/or staff that our community partnership works with take specific actions to ensure mutuality and reciprocity in partnerships.
5. The campus collects and shares feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community.
6. The partnership with this institution had a positive impact on my community
7. Describe the actions and strategies used by the campus to ensure mutuality and reciprocity in partnerships.
8. Please provide any additional information that you think will be important for understanding how the campus partnering with you has enacted reciprocity, mutual respect, shared authority, and co-creation of goals and

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outcomes.

Please indicate whether you consent to having your responses used for research purposes by the Swearer Center as the Administrative home of the Carnegie Community Engagement Classification. For research purposes, all responses will be aggregated and no individual partner or campus information will be identified. If you have any questions, please contact us via email:

**The button below "Add Partner" will prompt 14 questions related to the partnership. Please note that adding any partner's email will trigger the survey to send instantly. If you do not wish to send the survey to the partners at this time, you can choose to add their email information before you submit the full application.**

## Partner #1

Project/Collaboration Title	Cornell Prison Education Program
Organization Name	NY Department of Corrections and Community Supervision
Point of Contact	
Email	
Phone	
Institutional Partner	Cornell Prison Education Program
Purpose of this collaboration	The mission of the Cornell Prison Education Program (CPEP) is to provide courses leading to college degrees for people incarcerated in upstate New York State prisons; to help CPEP students build meaningful lives inside prison as well as prepare for successful re-entry into civic life; and to inform thought and action on social justice issues among past and present CPEP students, volunteers, and the wider public.
Length of Partnership	2001-present
Number of faculty involved	24
Number of staff involved	6
Number of students involved	127
Grant funding, if relevant	\$495,000
Impact on the institution	The Cornell Prison Education Program provides undergraduate and graduate students and engaged education in providing college-level programming in the context of America's criminal justice system.
Impact on the community	The Cornell Prison Education Program provides a liberal arts education to qualified incarcerated applicants who join the college program inside the correctional facilities. Students in the prisons may qualify to receive and Associate's degree from Cayuga Community College or a Certificate in Liberal Arts from Cornell University.

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Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

## Partner #2

Project/Collaboration Title	Dorothy Cotton Institute-Building Bridges Initiative
Organization Name	Building Bridges
Point of Contact	
Email	
Phone	
Institutional Partner	

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Purpose of this collaboration	Support for local collective impact initiatives.
Length of Partnership	2 years
Number of faculty involved	20-30
Number of staff involved	20-30
Number of students involved	75-100
Grant funding, if relevant	\$53,500
Impact on the institution	This collaboration has provided opportunities for faculty engage their students in a variety of research projects and has helped staff at OEI gain insight into effective campus/community partnerships.
Impact on the community	This collaboration has made it possible for several community organizations to benefit from resources offered by Cornell University including research, staff time and student support for the various local collective impact initiatives.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	

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Community Partner Name	
Community Partner Contact	
Email	
Phone	

## Partner #3

Project/Collaboration Title	Latinx and Migration Studies
Organization Name	Cultura Ithaca
Point of Contact	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	Over the last years with Cultura we have done approximately 40-60 projects and events a year, some large, some small, some with Engaged Cornell support, some from downtown grants, many with combined cosponsorship. Usually there are a half dozen large events a year, the rest are smaller. We have co-developed a migration studies minor and two new courses on migration issues in the Americas.
Length of Partnership	25 years
Number of faculty involved	5-6 in various Cultura related activities; Fall 2017: 2 main faculty, 15 additional faculty for curricula development
Number of staff involved	4.5, plus 2 student interns
Number of students involved	19 in Cultura; 21 in curriculum development activities.
Grant funding, if relevant	\$110,000
Impact on the institution	Very wide ranging--including regularly taught new courses, a number of publications ranging from journal articles, to a forthcoming book, to dissertation chapters on two continents. Lots of conference presentations.
Impact on the community	For Cultura: much higher awareness of presence of vibrant Latinx population and cultures in Tompkins County. For Migration courses: concrete projects deriving from farmworker priorities, various advocacy efforts, publications, etc.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	

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Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

## Partner #4

Project/Collaboration Title	Conservation with Communities for One Health
Organization Name	Jane Goodall Institute
Point of Contact	
Email	
Phone	
Institutional Partner	Department of Clinical Sciences, Veterinary Medicine
Purpose of this collaboration	Conservation, education, training, research and capacity building.
Length of Partnership	4 years
Number of faculty involved	5

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Number of staff involved	4
Number of students involved	16
Grant funding, if relevant	
Impact on the institution	Our partnership with the Jane Goodall Institute has allowed Cornell University to provide unique experiential training opportunities for both professional veterinary students as well as undergraduates. The program supports community-identified research priorities in the field of One Health and Conservation Medicine with multidisciplinary student teams conducting the work in close partnership with the Jane Goodall Institute. The students are exposed to conservation challenges and develop skills that would otherwise not be possible using traditional classroom activities or models. Furthermore, the partners benefit through gaining new knowledge through targeted research - knowledge that is directly put to use by the local communities where we work to improve conservation outcomes (primarily focused on great apes and their forest habitats) as well as improve livelihoods and health of local people. Finally, Cornell students return to the University and enthusiastically share their new knowledge and experience with other students, faculty and staff through presentations, posters and faculty-guided discussions. This extends the impact beyond our engaged learning students to the larger Cornell community.
Impact on the community	The local communities are impacted in several important ways. First, the focus for our student research projects come directly from needs identified by the community with support from the Jane Goodall Institute. This model ensures that community partners receive feedback and new knowledge that is useful and of importance and not just an academic exercise. Second, the communities receive regular updates and presentations from our student teams that help guide conservation planning and forest rehabilitation - in this way, the community members are included in discussions about the meaning of research findings, potential next steps and impacts to their livelihoods. Finally, the students enthusiasm from learning a new culture and practicing a new language offers a wonderful opportunity for sharing diverse ideas, which can lead to new solutions for the benefit of animals and people.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	

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Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

## Partner #5

Project/Collaboration Title	Cornell Community Cancer Partnership
Organization Name	Cancer Resource Center
Point of Contact	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	To connect cancer researchers-in-training with individuals in the community affected by cancer.
Length of Partnership	6 years
Number of faculty involved	3
Number of staff involved	6
Number of students involved	20
Grant funding, if relevant	

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Impact on the institution	We developed a four course curriculum focusing on science communication and community engagement, involving many students and community members. We're seen as a national model for connecting cancer researchers in the basic sciences with patients and survivors. Cornell's Physical Sciences Oncology Center recently had a site visit from the National Cancer Institute and they were highly complimentary about our partnership and recommended that we create YouTube videos about it to share with other universities. Just recently, we created an on-campus cancer support group for members of the Cornell community. It emerged from the partnership. In addition, cancer patients now routinely present panel discussions to a variety of classes (e.g., medical ethics, bioengineering, etc.)
Impact on the community	More than a dozen community members with cancer routinely participate in our classes and the partnership is a valued component of the Cancer Resource Center of the Finger Lakes. It's been a bridge that connects cancer research at Cornell and the local community.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

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## Partner #6

Project/Collaboration Title	Spreading the seed of science literacy: community engagement via the Science Cafe
Organization Name	Ithaca Science Cabaret
Point of Contact	
Email	
Phone	
Institutional Partner	Investigative Biology Teaching Labs
Purpose of this collaboration	The overarching goal of Science Cabaret, the Ithaca-based science cafe is to enhance the public's understanding of scientific discoveries and to increase science literacy in the community. This science cafe ( <a href="http://www.sciencecabaret.org">www.sciencecabaret.org</a> ) was established in 2005, and since has been bringing science down from the hills of Ithaca's campuses. In addition, students are involved with Locally Sourced Science ( <a href="http://www.locallysourcedscience.org">www.locallysourcedscience.org</a> ), a science podcast that airs on WRFI, the community radio for Ithaca and Watkins Glen, NY. The purpose of this collaboration was to connect town and gown, focusing on community-based science literacy. Involving students and the community, this project can help community members take advantage of scientists at local universities and enhance science literacy.
Length of Partnership	Science Cabaret - 12 years; Locally Sourced Radio - 2 years
Number of faculty involved	40
Number of staff involved	7
Number of students involved	40
Grant funding, if relevant	\$10,000
Impact on the institution	A science communication course (BioG3500), titled "Applied Science Communication: Digital Platforms and Public Engagement" was developed with the community partner. The course was first taught in Fall 2017. Students enrolled in the science communication course attended all science cafes in the fall, met with the presenters, learned how to engage the public in a scientific dialogue and gained hands-on experience with community-focused science communication event organizing. Most importantly, they experienced how to translate scientific information into concise messages for the public. Students also gained knowledge about collecting and analyzing information about community scientific literacy, and a selected group of students are analyzing the collected data and preparing a journal article using these assessment data. Students in the course learned how to interview scientists and edit the podcasts, and they practiced what they learned by producing the podcast for WRFI. Through this course and the community engagement components undergraduates learned and practice skills that can help them become more valuable partners in other service-learning projects. Students learned research techniques, how to assess audiences and some of them are becoming authors on peer-reviewed journal articles. The community partner and the faculty partner has co-presented at conferences, and helped spread the word about the community engagement efforts of Cornell.

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Impact on the community	The main goal of this project was to enhance community scientific literacy through a science cafe and a science radio podcast. With the help of this project and the students and faculty involved, this goal was achieved.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

## Partner #7

Project/Collaboration Title	Understanding the perspectives of home care workers who care for adults with heart failure
Organization Name	SEIU
Point of Contact	SEIU Home Care Industry Education Fund

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Email	
Phone	
Institutional Partner	Weill Medical Collage
Purpose of this collaboration	The main goal of this study was to understand the perspectives of home care workers (HCW) who care for adults with heart failure (HF). HCWs, who include home health aides and personal care aides, represent one of the fastest-growing sectors of the US workforce and healthcare industry. HCWs are with patients on a daily to near-daily basis and assist with personal and health-related care. This is especially important in HF, a chronic, progressive condition in which the heart muscle cannot pump enough blood to the rest of the body which affects about 6 million people in the US. Yet, despite taking care of so many HF patients, few studies have focused on their perspectives. To address this gap, we aimed to (1) elicit their perspectives on taking care of adults with HF; (2) assess their training and involvement in HF management; and (3) identify challenges and needs associated with caring for this patient population. Partnering with the 1199SEIU-Home Care Industry Education Fund enabled us to interview HCWs across New York City from up to 21 different licensed home care agencies. Without this collaboration, recruiting and interviewing such a diverse group of HCWs would have been otherwise, quite challenging. "
Length of Partnership	2 years
Number of faculty involved	3
Number of staff involved	3
Number of students involved	2
Grant funding, if relevant	\$5,000
Impact on the institution	We were able to answer our main research questions, and finish data collection and analysis. As a result, the manuscript has been published in the Journal of the American Heart Association ( <a href="https://www.ahajournals.org/doi/10.1161/JAHA.118.010134">https://www.ahajournals.org/doi/10.1161/JAHA.118.010134</a> ). This accomplishment will allow results from this study to be shared and further help integrate HCWs and their perspectives into the healthcare system. We are in the process of disseminating the results and conducting additional quantitative and qualitative studies to test hypotheses that this study generated. We have also applied for additional grant funding (foundations - American Heart Association, Society of General Internal Medicine, NIH) such that we can conduct further studies on HCWs in HF.
Impact on the community	This project has given the community partner a voice in the academic/medicine field through publication of results. Since research on the perspectives of HCWs is scarce, we have been able to provide insight on why HCWs are important to the healthcare field and how their perspectives can be implemented to provide the highest quality of care. Furthermore, we have concluded that the HCW community needs specific HF training to provide the best quality of care to their HF clients.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	

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Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

## Partner #8

Project/Collaboration Title	Cornell Wind Symphony service-learning tours to Haiti and the Dominican Republic
Organization Name	Holy Trinity Music School
Point of Contact	
Email	
Phone	
Institutional Partner	, Cornell Wind Symphony
Purpose of this collaboration	This project takes the traditional large ensemble performance tour a step further by exploring it as a vehicle for cross-cultural exchange, service-learning, and global awareness.
Length of Partnership	2.5 years
Number of faculty involved	1

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Number of staff involved	
Number of students involved	46
Grant funding, if relevant	\$5,000
Impact on the institution	This project has helped Cornell students overcome cultural and language barriers, foster a class culture that is inclusive and respectful, and develop an informed, empathetic worldview.
Impact on the community	The Holy Trinity School of Music identified three primary areas of need at the outset of the project: 1) gaining more exposure in Haiti through performances outside of Port-au-Prince, 2) highlighting Haiti's rich cultural history, and 3) raising funds to support the purchase of musical instruments and supplies. Our collaboration has generated significant progress in all three areas.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	

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Phone	
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## Partner #9

Project/Collaboration Title	Finger Lakes ReUse
Organization Name	Finger Lakes ReUse
Point of Contact	
Email	
Phone	
Institutional Partner	Public Service Center
Purpose of this collaboration	several: Community Work Study employer, volunteer requests, Pre-Orientation Service Trip (POST) and Into the Streets (day-long volunteer event)
Length of Partnership	since Finger Lakes ReUse became an organization
Number of faculty involved	
Number of staff involved	9
Number of students involved	28
Grant funding, if relevant	
Impact on the institution	paid employment opportunities for Federal work-study eligible students, community-engagement, service, introduction to community
Impact on the community	Students provide support in three major ways: ReUse Stores: up front in retail or out back processing donations Deconstruction: on project sites in groups Education: through workshops, print materials, or demonstrations
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	

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Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

## Partner #10

Project/Collaboration Title	Global Health and Policy Issues in Tanzania
Organization Name	Kilimanjaro Christian Medical University College (KCMUCo)
Point of Contact	
Email	
Phone	
Institutional Partner	Global Health major and minor
Purpose of this collaboration	Developing and sustaining cross-cultural innovative global health pedagogy
Length of Partnership	11 years
Number of faculty involved	4
Number of staff involved	4
Number of students involved	32
Grant funding, if relevant	

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Impact on the institution	Since 2007, Cornell University Global Health Program and Kilimanjaro Christian Medical University-College (KCMUC) faculty have worked together to design, implement, and evaluate an innovative experiential learning program in global health and development policy to serve equal numbers of students from our respective programs. Principles of this collaborative effort were to 1) educate and inspire future global health leaders and practitioners from diverse backgrounds 2) go beyond didactic teaching and learning to engage and expand students' critical thinking capacities, interpersonal and cross-cultural skills, and frames of reference and 3) establish a mutually rewarding partnership between low-income and high-income country institutions.
Impact on the community	The program is structured to lead the teams through the analysis of a published case study, problem selection, problem analysis, background research, stakeholder analysis and interviewing, policy options and a written report and final presentation. To date, 138 Cornell students and 140 KCMUCo students have participated. As faculty and program staff have worked for over a decade to offer this program annually, key challenges and achievements have emerged. Challenges include sustaining program design, collaborating across international boundaries and engaging students in cross-cultural team work. Achievements include the establishment of a KCMUC Visiting Scholar Program at Cornell and the development of new research and partnerships between Cornell and KCMUC faculty.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	

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Community Partner Contact	
Email	
Phone	

## Partner #11

Project/Collaboration Title	Rust 2 Green Binghamton
Organization Name	Office of Economic Development, City of Binghamton
Point of Contact	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	Flood resiliency and sustainable community development and revitalization.
Length of Partnership	5 years
Number of faculty involved	6
Number of staff involved	3
Number of students involved	23
Grant funding, if relevant	\$81,000
Impact on the institution	Rust to Green Civic Fellows summer internship program provides experiential learning opportunities for students. Undergraduate Honors thesis on role of social capital in community resiliency to natural disasters. Overall the outreach goal of engaging residents with the area rivers, building relationships between the community and government actors and our project, and enhancing community resiliency by building on community assets. Published research and policy briefs with students as co-authors. Professional development and applied research skills for students to work with community in local government setting. Students learn firsthand about climate-related natural disasters and community resiliency, and creative placemaking. Faculty informed research program on community perspectives on social capital as a means to enhance resiliency. Importance of understanding how to reframe the narrative of the rivers in positive ways that connect to resident experiences, not just rivers as risks related to flooding.

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Impact on the community	<p>The following impacts and outcomes were achieved over the course of this project: -Resiliency Summit that brought together over 100 stakeholders from the region to address flood resiliency issues -Community-based play, titled ""Living with Water"" based on interviews and story circles with community members , agencies, and service providers -Increased community awareness of flood resiliency planning currently underway as well as needs for the future. -Gained community perspectives on various alternatives for riverfront development -Increased community awareness about the historical recreational and other uses and of the Susquehanna and Chenango Rivers -Enhanced relationships with existing partners for flood resiliency and identified new partners for collaboration. Ongoing engagement of community members collaborating with leaders to shape the future of the rivers, and social, economic, and environmental future of City of Binghamton. -New plan for "Unbounding imaginations to strengthen resiliency via Performing Our Future" an arts-based approach to community and economic empowerment with a proven track record in other communities committed to resiliency. -Engaged Cornell University students as summer interns and research assistants in conducting community-based research in Binghamton on flood resiliency and creative placemaking along Binghamton's rivers. Students indicated a better understanding of flooding, resiliency, city government, and themselves. -Currently undertaking a comprehensive and collaborative evaluation of the Rust to Green partnership in Utica and Binghamton to better understand the impact of this multifaceted engaged learning and research initiative.</p>
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	

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Community Partner Name	
Community Partner Contact	
Email	
Phone	

## 2.2

In comparing the “partnership grid” from your previous application/classification with the responses above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity.

We are excited that some partnerships (eg. the Prison Education Program) remain on the list and others are still part of the list, but in new ways (eg. The Farmworker’s Program). Overall, the partnerships represented on this list are based more broadly across Cornell, and not as reliant on extension efforts in the contract colleges. This is a result of direct partnership funding and support through Engaged Learning and Research and Office of Engagement Initiatives. Since its inception in 2015, OEI has influenced over 344 partnerships in communities across the world and organized 23 domestic and international “partnership convenings” on topics related to food and agriculture; health, nutrition and medicine; energy, environment and sustainability; economic vitality and entrepreneurship; law, government and policy; culture, language and history; children, youth, seniors and families; education; arts, communication, media and design; and access, equity and justice.

Originally, we used tactics to strengthen and leverage existing partnership resources that positioned faculty as the originators and drivers of community-engaged partnerships. A change in strategy has allowed us to better serve partnerships that emerge from the community (e.g., County Extension offices, or the Center for Transformative Action) and have considered ways to allow these affiliates to be eligible applicants for grant funds.

## 2.3

What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners?

Our approaches to partnership development include assessing partnership process and impact, piloting approaches to local and international partnership, supporting faculty development around partnership practice, and collaborating for sustained impact on student leadership and learning. In each case, OEI prioritizes partnership values that complement the overall values of Engaged Cornell, including honoring the expertise and guidance of partners, not intruding on partnership practice, and expanding capacities of partners.

The initial Provost’s Fellow for Public Engagement convened a Partnerships Working Group to lay out a specific strategy for building and assessing a reciprocal partnership process. Two specific convenings emerged from that strategy:

--a convening of partnerships on the topic of “Healthy Food, Healing Plants ” held in Mysore, India, and jointly hosted by the Swami Vivekananda Youth Movement (SVYM) and Engaged Cornell in 2016. Participants representing five campus-community partnerships and 13 organizations from four countries (Malawi, India, Dominican Republic, and Tanzania) gathered to articulate the nature of their own collaborative activities in community-engaged learning and research as it pertained to healthy food and healing plants. They shared learning and built relationships across the partnerships and critically reflected on the quality of the partnerships.

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--With partners and stakeholders in Tompkins County, OEI engaged with a locally-led process of collective impact on two issues of local importance: community re-entry opportunities after incarceration and healthy trajectories from birth to young adulthood. Local leaders and stakeholders were already meeting about these topics, and the Office of Engagement Initiative's role was to support these gatherings and invite Cornell faculty, staff, and students to join the meetings.

In regards to assessment, the Partnerships Working Group compiled and reviewed several frameworks and methods for assessing quality of partnerships, with a view to their use throughout Cornell's diverse public engagements. In addition, the faculty development team developed a web-based community partnerships resource (<https://engaged.cornell.edu/resources/community-partnerships/>).

The Partnerships Working Group has been bolstered by the hiring of new New York State Partnership Liaison in OEI as the convener and leader. New strategies for including partner voice and connecting faculty in mutually beneficial relationships with community partners will continue to be developed.

## 2.4

How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared?

As with other elements of assessment, direct partnership assessment has not been centralized. Instead, the focus has been on providing tools and training so that faculty, staff and students involved with community partners can assess their partnerships within their unique contexts (eg. see section 3.7). The Engaged Leadership program has revealed that students are often in a strong position to self-direct their reciprocal interactions with partners to meet their own learning goals. While mentored through the process by OEI, undergraduates are increasingly occupying a connector role that serves as both an additional university touchpoint for community partners and a channel through which faculty and staff become exposed to community-based opportunities (in keeping with the national work on "students as colleagues"). In concert with the Public Service Center and other units at Cornell, student-community networking sessions, service fairs, and coordination about the Civic Leader Fellows' program has enabled the Engaged Leadership program to expand the number of partnership opportunities that exist locally for students.

Since 2017, Ripple Effect Mapping (REM) has become increasingly popular as a method of assessing impacts of community engaged courses and programs. A workshop by leaders in the methodology of REM was supported by a seed grant from OEI (<https://engaged.cornell.edu/recipient/ripple-effect-mapping/>). This led to nearly 60 people from across campus and the community being trained in Ripple Effect Mapping. A learning cohort has formed which advances this methodology as a celebratory and effective way to understand impacts with community partners and has used REM or a modified-REM process with a dozen partnerships so far. The learning cohort expects to publish and share this as a useful methodology for assessing partnerships.

Cornell Cooperative Extension also has structured assessment. Structured Project Work Teams (PWTs) are responsible for assessing community perceptions of extension programs across the university. These assessments are integral to the impact reporting process linked to the federal Hatch and Smith-Lever Act CRIS system procedures. Cornell's PWT process is recognized as a national model for, among other achievements, collecting and acting on community perceptions of engagement program relevance and effectiveness. PWTs "provide a mechanism through which faculty and extension educators connect with stakeholders in identifying issues, studying needs, creating educational materials, and designing learning experiences that address these issues and needs within specific content areas." There are currently 37 active PWTs.

<https://cce.cornell.edu/pwts>

## 2.5

Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on

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campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

We have observed an interest across the university in improving quality and understanding of partnership practice, and we see an opportunity to learn with and from those colleagues on these shared interests. While OEI has directed attention and energy to practices and processes that support the development of high-impact partnerships, a creative tension exists between attention to process/relationship and attention to product/output. At times, it has seemed that university partners are more inclined to focus on product/output over process/relationship, perhaps owing to the limited nature of time (e.g., completing a course over a semester). Going forward, it will be important to consider ways to reconcile these tensions.

Through OEI's NYS Partnership Liaison position and a strong collaboration with Cornell Cooperative Extension, we benefit from community-led requests for faculty/student collaborations. In these scenarios, community groups, businesses, or municipalities are approaching OEI with ideas that lead to community-engaged learning or research opportunities for Cornell. Over time and with scale in mind, OEI will work with other university entities to explore expanded and alternative ways to support these matches. There are scholars at Cornell with an interest and expertise in community-engaged partnerships: what makes them function well, how to sustain them over time, and how to balance reciprocity.

Across all Engaged Cornell grants from 2015-2018, only 6% of total funding directly reached community partners. Additional analysis will be needed to determine partnership incentives, impact, and if this ratio is appropriate to maintain healthy partnerships (and in what sectors) over the long term. Strategic questions remain: How can grantees continue collaborations forged through OEI funding? Should there be grant support for "partnership convenings" or partnership process work specifically? How can OEI best support evaluation, resource sharing, and sustainability of reciprocal partnership?

## Reflection and Additional Information

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### (Optional)

Reflect on the process of completing this application. What learnings, insights, or unexpected findings developed across the process?

A working group of cross-campus colleagues who were assigned various sections based on their expertise stewarded the process of completing the application. As is apparent throughout this application, Cornell is incredibly decentralized, but for some members of the working group, the process of collecting data facilitated new conversations and connections across campus to new colleagues. Successes and gaps became apparent through these conversations. Overall, we learned that we successfully operationalized many of the lessons learned from the last classification process. Specifically, we have been able to build system-wide systems for tracking community-engagement that are reliable and effective.

We have also reflected on how - despite staff, administrative, and faculty turnover - growth of community-engagement has grown and been sustained. The Office of Engagement Initiatives is most effective in advancing the mission of Engaged Cornell when it serves as a catalyst, with capacity building and institutional transformation as the goal. Examples of success in this regard include working through the existing communications offices in colleges to build their capacity for producing high-quality stories and reporting of community engagement. Not only does this increase capacity, it recognizes community engagement in a public way and encourages interest. In addition, curriculum grants build capacity among the faculty by bringing faculty teams into curricular development. We are not building the curricula; the faculty are doing this. Over time, this has influenced deans, resulting in decisions by two colleges to appoint directors of outreach and engagement

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and for three deans to support community engagement as a key feature in their curricular planning. If we continue to prioritize our role as catalyst, success will follow. All of this relates to the observation that in 2018, the messaging of the public engagement mission of Cornell is very, very strong; even stronger and better understood than ten years ago. The people and units associated with Engaged Cornell across campus have been central to this change.

However, gaps and growth edges exist. We can be more systematic in tracking partnerships and in assessing impact of both process and outcomes related to partnerships. In an effort to learn from our programs and partners, we sometimes face a conflict between requesting too much information from our grantees versus accessing the information needed to continuously improve the Engaged Cornell strategy. We must continue to streamline and sharpen requests of our collaborators in order to optimize learning. Changing tenure and promotion policy remains outside the purview of professionalized staff, so building a strategic alliance of faculty to work on transparency and support of engaged scholarship must be the strategy moving forward. Lastly, we can continue to bring together colleagues from across campus to better coordinate and evaluate community engagement together. Our hope is the the process and data collected for this classification, along with active strategic planning for Engaged Cornell, can be leveraged to further the institutional commitment to community engagement.

## (Optional)

Please use this space to describe any additional changes since your last classification not captured in previous questions.

-- empty or did not respond --

## (Optional)

Please provide any suggestions or comments you may have on the documentation process and online data collection.

## **Request for Permission to use Application for Research:**

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation and its Administrative Partner for the Community Engagement Classification, the Swearer Center for Public Service at Brown University, and for other higher education researchers as well.

Survey responses will be made available for research purposes only if the community partner provides consent.

In no case will responses be shared that identify the community partner or the campus - all research will honor anonymity.

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## **Please respond to A or B below:**

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**A. I consent to having the information provided in the application for the purposes of research. In providing this consent, neither I nor my community partner organization nor the campus I partner with will be disclosed.**

No

**B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree my identity or the identity of my community partner organization may be revealed.**

Yes