

Engaged Cornell

University-wide Strategies to Align Community
Engagement and Global Learning

Engaged Scholarship Consortium

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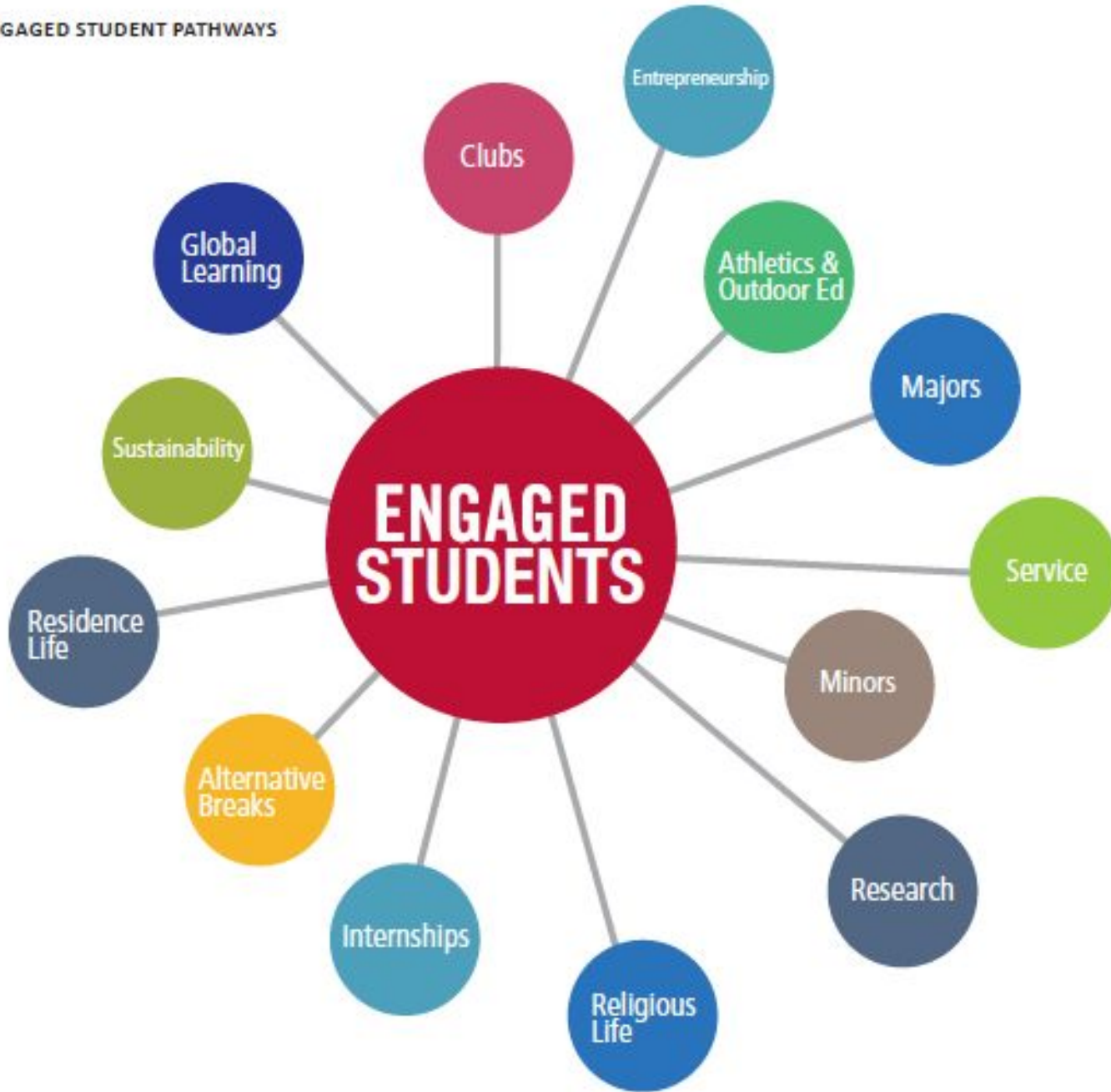
Outline:

- Aims of Engaged Cornell and Global Cornell
- Integration of community engagement and international programs
- Study Abroad case study and methodology
- Activity Session 1 – Community Engagement in Study Abroad
- Activity Session 2 – Off Campus Opportunity Fund (Student Travel)

Cornell's Community-Engaged Learning Goals

- Engaged Cornell is a university-wide community-engaged learning (CEL) ethos that aims to achieve 100% undergraduate participation by 2025.
- At Cornell, CEL (curricular) is defined as:
 - Addresses a specific need, problem, or common concern
 - Includes collaboration with a community partner
 - Is well-integrated with course content and disciplinary perspectives
 - Includes structured, documented reflection
- (Co-curricular adaptation)
 - is well-integrated with educational content and diverse perspectives focused on sources and solutions to the problem that the service work is addressing

ENGAGED STUDENT PATHWAYS



Roadmap to 100%

- Class of 2019 – 35% took at least 1 CEL course

Why is global learning relevant to Cornell's 100% community-engaged learning goals?

- In 2012, the university committed to a 50% international undergraduate experience goal
- 2018 Senior Survey - 48.9% of undergraduates participated in programs abroad:
 - 24% participating in study abroad
 - 14% participating in internships or other experiences
 - 11% participating in volunteer service efforts
- Of the 1225 students who said “no” to having taken a CEL course:
 - 22% participated in study abroad program
 - 8% participated in volunteer service abroad
 - 7% participated in a research experience outside US
 - 18% participated in another international experience

GEIGE - Group for Engagement, Inclusion, and Global Education

- Established to coordinate international, diversity and community-engaged learning activities and programs
- Leverage limited resources
- Create efficiencies that optimize educational impact, program quality, and equality of access
- Membership included:
 - Center for Teaching Innovation
 - Office of Global Learning*
 - Einaudi Center for International Studies*
 - Office of Engagement Initiatives*
 - Office of Academic Diversity Initiatives*
 - Faculty representatives from Internationalization Council & Public Engagement Council
- Led to the formation of the Off-Campus Opportunity Fund (OCOOF) in 2017

Programmatic Strategies of OCOF

- Establish “one-stop-shop” experience.cornell.edu for off-campus opportunities
- Adopt a definitive database and management tool for all international programs and student travel funding within participating units
 - Use for coordinated application process to streamline budgets, travel, safety, and reporting
 - Improved access for all students and packages that allow financial aid and funding request to occur in unison
 - Decrease the likelihood of students “double-dipping” across multiple on-campus units
 - Potential to expand throughout the university
- Opportunity for future integration of pre/post-departure and critical reflection within participating units that express interest

How is OCOF doing today?

Off-Campus Opportunity Fund	2016	2017	2018	2019
Applications Received*	489	687	535	648
Applications Awarded	339	339	350	404
Winter Award (Avg)	\$424	\$733	\$755	\$869
Spring Break Award (Avg)	\$870	\$775	\$1,743	\$369
Summer Award (Avg)	\$699	\$760	\$1,509	\$1,250
Application Success Rate	69%	49%	65%	62%
Grant Dollars Awarded	\$206,203	\$269,951	\$383,488	\$322,313

* Not unique counts, as the majority of students applied for more than one funding source

Strategies to incorporate CEL within international programs?

- Create pre/post-departure seminars
- Emphasize critical reflection as key component to meaningful international experiences
- Encourage depts/majors/minors to work with Offices of Global Learning and Engagement Initiatives to identify and develop meaningful CEL experiences
- Elevate multicultural & intercultural competency to a core student learning outcome
- Employ the Global Engagement Survey assessment tool to better understand relationships among program variables and student learning

Challenges to integrating CEL within Study Abroad

- 399 Study Abroad options through Office of Global Learning
- Only two Cornell-managed semester sites:
 - Nilgiris Field Learning Center, India
 - Rome, Italy
- 11 programs with Cornell as a consortium member
- High % of students select placement within foreign universities
- Third party programs have differing levels of community connections
- Potential additional costs
- Student interest in CEL?

Case Study: CASA Sevilla

- One of our oldest programs
 - Values/assumptions of “immersion”
- Proposal for change from a faculty founder
 - Noticed difference in student learning
 - Ideas for change initially confusing to local staff
- Built institutional support to adapt program
 - Involvement of Study Abroad, Public Service Center/Engaged Learning, Language Resource Center, and Center for Teaching Excellence

Shifts in teaching and learning (Seville)

BEFORE	AFTER
Lecture-based core seminar	Project-oriented curriculum
No community partners outside of host institution & homestay families	Half-dozen established relationships with voice in the design and assessment process
No written reflection on experiences	Documented critical reflection (video optional) every other week, and as part of final report
Tutors, only	Academic mentors with expanded student consultation role
No student-led goal setting	Students establish language and other learning goals

The CASA Sevilla model

- Build partnerships for community-engaged learning
 - Emphasis on partnership and shared learning
- “Flip” core course to include active, community-based learning
 - *Beyond the Stereotypes: Encountering the History, Society, Language and Culture of Seville*
 - Create rubrics for language & cultural learning
 - Teach ethnographic skills
 - Students set goals with mentors for language and cultural learning (project-based approach)

Formative & Summative Evaluation

- Homestay families were first to notice the difference
- Students get to know parts of the city and its people that they never did before and have greater insights on why things work the way they do
- US-based faculty and administrators find that students make greater strides in language learning than before or than on other programs (no hard comparison data)
- Community partners enjoy the exchange and want more students...but not all partnerships work

Unanticipated results

- Need to reframe the approach
 - Initial framing of problem as “deficit” of today’s students
 - Students didn’t agree with diagnosis or value the remedy
 - Success came when staff saw what was working and offered that as reason for unique approach
- The key elements of the successful change are not always attractive to students

Growing local “ownership”

- CEL now advocated by local leadership team
 - Adjunct faculty now feel part of team
 - Teaching approach designed for core seminar now used in semester classes
 - Development of new semester courses to build on community placements
- Joint publications by Cornell faculty, administrators, and local staff
- Institutional structure of Engaged Cornell is creating supportive environment for CEL in new sites

The Intangible Rewards

Students develop a comfort level speaking to strangers, people of all ages and walks of life - about things that matter

The vocabulary I picked up from working with *Mujeres Supervivientes* helped me become the empathetic, passionate activist that I always strive to be—in Spanish. Aleson Laird

Scaling of the CEL Study Abroad Opportunity

- Era 2 goal is to make CEL more accessible for more international programs
- Choosing new Study Abroad for CEL piloting
- Advocacy within US partner network (e.g. CASA, EDUCO)
- Off-campus Opportunity Fund (OCOOF) making CEL “off-semester” study abroad more feasible
- Engaged Cornell helps create a new pipeline of engaged faculty to design future international programs

Group Activity 1: (Pair and Share)

- As you consider your institution's own study abroad (or other off-campus student sites), what characteristics are most important for incorporating CEL?
- Here are some examples:
 - Faculty dedicated to the cause
 - Willing and committed local staff
 - Bandwidth for local staff to pull it off
 - Assessment of student learning outcomes
 - Support from home institution
 - Student appetite for CEL

Group Activity 2: (Small groups)

How have you successfully negotiated with your on- or off-campus partners to integrate CEL into international programs?

As you consider your institution's own strategies for aligning student travel resources and processes, what successes and barriers have you encountered?

Questions left for us to assess

- Can OCOF be a driver for study abroad? Is the converse true?
- Can OCOF be a reliable source of funding for short-term experiences for students who can't leave during the semester?
- What's realistic to expect from CEL in the international setting?
- How does cost effectiveness factor into a growing international vs. domestic agenda?



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Questions?



Thank you!

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