

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Application Deadline

April 15th, 11:59pm EST

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.

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.

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.

Applicant's Contact Information

Please provide the contact information of the individual submitting this application

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

(for Carnegie foundation use only)

Title

Director, Center for Community Engagement & Service-Learning

Institution

Hobart and William Smith Colleges

Mailing Address 1

300 Pulteney Street

Mailing Address 2

Trinity Hall - 203

City

Geneva

State

NY

Zip Code

14456

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

315-781-3825

Full Name of Institution's President/Chancellor

Patrick A. McGuire

President/Chancellor's Mailing Address

300 Pulteney Street

President/Chancellor's Email Address

mcguire@hws.edu

Campus and Community Context

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

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

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>).

Hobart and William Smith Colleges' (HWS) mission is to prepare students to lead lives of consequence. HWS is a private, not-for-profit institution. A liberal arts institution with a graduate program in education, HWS has a student population of 2,270 and a student-to-faculty ratio of 10 to 1 with an average class size of 16. HWS is a more selective, residential institution located in Geneva, NY. At HWS, we believe that a college is strongest when firmly rooted in the community it calls home. In the last decade, through the generosity of Geneva leaders and residents, the partnership between HWS and Geneva – the Geneva Partnership – has only strengthened with the launch of Geneva 2020 eight years ago.

Geneva 2020 is anchored at HWS and is our community's collective impact initiative to help address cradle to career school success. Today, the faculty, staff, and students of Hobart and William Smith work together with community members and organizations to collaborate on a variety of critical projects that impact the future of the area. This partnership allows community members to explore ideas and meet goals while also giving students an invaluable opportunity to apply what they are learning in community contexts. From its beginning, HWS recognized the importance of community in its longevity. In 1818, Bishop Hobart visited Geneva and declared it to be an “outpost for civilized and learned behavior.” First as Geneva College and later renamed Hobart College, this institution quickly became a foundation of the Finger Lakes Region. In the early 1900s, philanthropist and nurseryman William Smith became active in the women's movement in Geneva, home of the Geneva Political and Equality Club, and nearby Seneca Falls, the home of the suffragist movement.

As a result of his friendships with many activists, Smith became committed to founding a liberal arts institution dedicated to educating women. In 1908, the William Smith School for Women enrolled its first class, creating the coordinate system that now exists on campus. At Hobart and William Smith Colleges, all students share the same campus, faculty, administration, and curriculum, but what makes the coordinate system unique is that each college maintains its own traditions, deans, student government, and athletic departments. HWS values global citizenship, teamwork, ethics, inclusive excellence, and cultural competence. HWS actively collaborates with the Geneva, regional, and global communities, and offers career development, study-abroad, service, and leadership opportunities. Annually, students contribute over 90,000 hours of service to local, national, and international non-profit endeavors and fundraise over \$100,000 to support civic endeavors and non-profit organizations. The mission of HWS is to prepare students to lead lives of consequences. “Explore, Collaborate, Act” is the animating principle that unifies the HWS curriculum and embodies the transformational purpose of our education: to develop each student's capacity for analytical, expressive, empathetic, critical, and effective reasoning and communication.

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.

With 16,000 residents, The City and Town of Geneva constitutes approximately 15% of the population of Ontario County, but is more ethnically diverse than the county as a whole. More than 25% of children in Geneva are Black, Hispanic, or bi-racial, compared with less than one-tenth of the children in Ontario county. In 2016, 27% of children under the age of 16 in Geneva were living in poverty compared to the NY State average of 21%. Since HWS submitted the Carnegie application in 2010, Geneva's poverty rate has risen 11% while NY State's poverty rate has risen 6%. Geneva's median household income

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

is \$18,000 less than the county and state average of approximately \$58,000 and, due to our high poverty rate, 100% of children have access to free and reduced lunches (1). The Geneva Comprehensive plan notes that we've lost 23% of our population between 1950-2010, and in 2014, Geneva had only 12% of the county's population but 25% of the county's residents living in poverty call Geneva home.

Geneva defines itself as "uniquely urban," but many of our challenges are not unique. In 2010, only 7/10 Geneva High School (GHS) students graduated, which left the city school district on the inauspicious NY State "watch list" and in early 2011, the NY State Board of Education reported to community leaders that strong high school graduation rates were not being attained across all cohorts of students (2). This well-documented problem needed to be addressed more proactively and holistically. HWS Colleges President Emeritus Mark D. Gearan served on then President Obama Administration's White House Council for Community Solutions and learned about the Collective Impact efforts, which featured the successes experienced by Cincinnati, Ohio. The collective impact initiative is based on the work of StriveTogether a "national nonprofit network of 70 communities using a rigorous approach to get better results for kids." President Gearan brought the model to the local community leaders (e.g., education advocates, faith community leaders, business leaders, parents, and higher education partners) and our community launched Geneva 2020 in 2011 (3). We are proud that the GHS graduation rate has risen to 83% in the subsequent eight years and thrilled that Geneva 2020 was featured in both the successful application to the National Civic League's All America City which helped earn Geneva the designation in 2015 as well as the \$10 million Downtown Revitalization Initiative in 2017 sponsored by Governor Cuomo (4,5).

(1) Success for Geneva's Children Data Report

https://www.hws.edu/academics/service/pdf/data_report2014.pdf

(2) NYSED Geneva City School District. (2011). Joint intervention team report and recommendations.

http://www.p12.nysed.gov/accountability/School_Improvement/Reports/GenevaHS.pdf

(3) Geneva 2020 Community Report

https://www.hws.edu/about/pdfs/Geneva2020_community_report2018.pdf

(4) National Civic League All America Competition, Geneva 2015 earned designation

<https://www.youtube.com/watch?v=qUEOrlgW5RE>

(5) City of Geneva's Comprehensive Plan

<http://cityofgenevany.com/wp-content/uploads/2016/09/Geneva-Comp-Plan-Final.pdf>

Foundational Indicators

Complete all questions in this section.

A. President/Chancellor's Leadership Statement

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,

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

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:

Please see attached letter.

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

[Pat McGuire - scanned letter.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.

A.2.1

Annual addresses/speeches:

William Jefferson Clinton ~ Commencement Address ~ May 14, 2017

President Gearan, Mary, your wonderful daughters, I thank you for bringing me here the first time in 2001. Back then you had only been president for a couple of years and you were on your average job tenure. When I was President, Mark was Director of Communications, Deputy Chief of Staff in the White House and then the head of the Peace Corp and he did it all in 6 years. He couldn't hold down a job to save his life. And here he is the longest serving president in the history of these great institutions. I am very proud of him and very grateful to him and to Mary for their friendship to Hillary and to me, and to all of you....

And don't ever be under the illusion that power can ever be the end of life and that there are permanent victories: there aren't. Except in systems that choke themselves off and die on the vine. America is a work in progress, always becoming. And don't forget that there is a reason this great institution [Hobart and William Smith Colleges] is ranked 4th in America in the importance of community service and public service. You don't have to hold a political office to advance the public good....

So, that's about all I have to say. What we have in common is more important than our interesting differences and it makes it possible for those differences to flourish. Diverse groups cooperating do better than homogenous ones trying to jam things down our throat. And they are capable of morphing and meeting new challenges. No one should be left behind and no one should be denied the chance to exercise a responsible role. The future is full of challenges, but there are even more opportunities. You're supposed to work all of that out. And there's a reason you are sitting on this lawn today. Think about what people were like the first time your first forebears of homo-sapiens stood up on the East African savanna 150 to 200,000 years ago. From that day to this, most people who have ever lived had no choice about how they would spend their waking hours. They had to struggle to put food on the table and support their children. And yet here you are, in one of the greatest institutions of higher education in a country that has 400 world class institutions of higher education....

So remember that: no permanent victories; no permanent defeats.... but a life of permanent possibility. As long as you remember those simple things. And the most important of all is every single day we should each find a way to expand the definition of "us" and shrink the definition of "them." Because in the end there is not enough difference to spend our life

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

threatened about it.

Good luck and God bless you.

A.2.1.1 Web Link (if available)

<https://www.hws.edu/news/transcripts/17/clinton.aspx>

A.2.2

Published editorials:

Beyond the Ivory Tower: Higher Education and the Franklin Project

Fall is a season full of hope and promise on college and university campuses when students arrive to begin a new academic year. They bring with them energy, talent and exuberance for their academic and co-curricular interests, and, increasingly, they bring a deeply held belief in their responsibilities to one another and their communities. American higher education has a long and distinguished history of contributing to the public good through teaching and research in every imaginable field, inspiring forward thinking and creative ideas that have enriched our culture and added to civic life.

Today, there is a particularly exciting shift toward thinking of, and implementing, public service as an essential part of the primary mission of higher education. A growing number of academics see community-engaged teaching and research as a pathway to high quality teaching and research. Examples abound. In response to the devastation wreaked by Hurricane Katrina, Tulane University dramatically expanded student volunteering, developed service learning in multiple disciplines, made community engagement a degree requirement for undergraduates in all fields, and took on major responsibilities for redeveloping and operating primary health care services in New Orleans. At Miami University, similar work is happening with the City of Miami with new initiatives that link faculty and students with service learning experiences that leverage the University's academic resources to shape solutions that improve civic life.

As president of Hobart and William Smith Colleges in Geneva, N.Y., I have seen our students' desire to engage in meaningful ways and our faculty members' commitment to service learning courses and related experiential opportunities. Each semester, they partner with members of the Geneva community on a number of initiatives grounded in the principles of community engaged research. Recent projects have explored city-wide sustainable development, investigated the distribution of services to local veterans, facilitated a local advertising campaign that connected school attendance with public health, and created a teacher resource guide for our community's "Big Read." Faculty, students and community members have constructed a community playground, created a database for a local food pantry, developed a communications department for City Hall, and produced a comprehensive report on the wellbeing of area children.

Like Hobart and William Smith, Tulane and Miami, many colleges and universities across the country have become significant anchor institutions in their home communities. At every level of higher education - public and private, large and small, urban and rural - colleges and universities are making a difference by partnering with their communities to tackle real problems. They are moving beyond the ivory tower. In my roles as a college president, the former director of the Peace Corps, and a board member of the Corporation for National and Community Service, I have been fortunate to work with the Millennial Generation and to see their talents and strengths firsthand. In my view, they are the most civically engaged and service-minded generation since the Greatest Generation of World War II.

A.2.2.1 Web Link (if available)

https://www.huffingtonpost.com/mark-d-gearan/beyond-the-ivory-tower-hi_b_3961926.html

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

A.2.3

Campus publications:

Collaborative Garden Serves A Community ~ By Hobart and William Smith Colleges on November 21st, 2016

In celebration of National Food Day and their plentiful harvest, the Colleges and several prominent Finger Lakes chefs invited the broader community to the Chefs Share Community Luncheon on Oct. 24 at the First United Methodist Church in Geneva. Since June, the chefs maintained the 2,400-squared-foot HWS Chef's Collaborative Garden at HWS' Fribolin Farm under the leadership of Finger Lakes Institute Food Systems Program Manager Sarah Meyer. The luncheon was their way of continuing their service toward hunger relief and sharing a unique food experience with the broader Geneva community.

"The Chef's garden has really been meant to invite people to enjoy local food through gardening and cooking. The chefs got out of the kitchen, worked side by side in the garden, and learned how their ingredients grow." said Meyer. The 2016 HWS "Chef's Collaborative Garden" participants included:

Chef Brud Holland, of FLX Made and Fox Run Vineyard Café, prepared roasted vegetable quiche

Chef Carl Bray, of Geneva On The Lake, prepared chicken parmesan, tomato sauce with pasta

Chef Orlando Rodriguez, of Veraisons Restaurant at Glenora Wine Cellars, prepared hot tomatillo soup topped with pico de gallo; and

Chef Max Bonacci and Mixologist Joe Kennedy, of The Linden Social Club, prepared a berry smoothie beverage and fresh garden salad.

Guest chef and Community Lunch Program volunteer Ardys Otterbacher, of Ventosa Vineyards, participated in the luncheon by preparing a gingerbread carrot cake for dessert.

"Preparing a charitable meal like this is really all about the people and helping our neighbors out. It's good knowing that we had a role in making them stronger, healthier, and happier today," said Chef Orlando Rodriguez.

Throughout the 2016 growing season, Meyer and the chefs, with help from farm interns Sarah Garcia '17 and Felicia Maybee '17, hosted multiple community events focused on making gardening and cooking local foods more feasible. In addition to hosting a Meet and Greet, multiple cooking demonstrations, and garden tours of HWS Fribolin Farm, the chefs contributed much of their harvest to charitable events supporting hunger relief, such as the Catholic Charities of the Finger Lakes' Hoe Down for Hunger hosted by Geneva on The Lake and the Healthy Food For All Harvest Dinner at Remembrance Farm in Trumansburg.

Offered in collaboration with the Geneva Community Lunch Program, Catholic Charities of the Finger Lakes, and the Finger Lakes Institute, the Luncheon was part of HWS Food Week, a week-long series of events to encourage awareness of the relationship between food and environment and to celebrate local and sustainable food across the Finger Lakes Region.

To learn more about the HWS Chef's Collaborative Garden, visit: <http://weos.org/post/finger-lakes-chefs-take-garden>.

A.2.3.1 Web Link (if available)

<https://www2.hws.edu/chefs-cook-for-community/>

A.2.4

Other:

Celebrating Inclusion and the Arts By Natalia St. Lawrence '16 on March 29th, 2018 Arts Experience

The ninth annual Arts Experience, a festival celebrating inclusion and the arts, will bring more than 1,000 participants

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

together to explore artistic expression through music, movement and the visual arts. From Tuesday, April 3 through Friday, April 13, HWS community members will engage with youth, people with intellectual and other developmental disabilities, and the general public from across the region through this year's theme of "transformations." The Arts Experience is facilitated through a partnership with HWS and the Collaborative of NY, a network of 15 ARC NY chapters providing support to people with intellectual and developmental disabilities. The festival will include 28 workshops led by instructors from NYSARC agencies, HWS faculty and students and local community members. All activities will encourage participants to make connections through visual arts, creative movement and music. Highlights include: "The Art of the Ordinary," led by Arc of Yates Instructor Maggie Cougevan and Professor of Studio Art Nick Ruth; "House Dance Techniques" with Assistant Professor of Dance Kelly Johnson; and "Walk a Mile in their Shoes: Mirroring Movements" with Arc of Monroe Instructor Emily Brown and Professor of Dance Cynthia Williams. "When we have opportunities to move creatively together during a dance workshop, or to work together on an art project, or even a brief moment to make eye contact and say 'hi' as we pass each other on the sidewalk, we can begin to break down barriers," says Associate Professor of Education Mary Kelly, a co-coordinator of the festival. "Each connection we make can lead to a greater understanding about each other's experiences and more awareness of the role we can each play toward contributing to a more inclusive world." Arts Experience 5DUIn a workshop titled "Metamorphosis in the Making" led by St. Mary's School (Canandaigua, N.Y.) Elementary Teacher Ryan Kincaid '11 and Associate Professor of Environmental Studies Darrin Magee, participants will engage with the theme of "Transformation" and the 2018 Community Read in the city of Geneva. Based on this year's Community Read theme about the impact of overconsumption, participants will turn trash and recycling into artwork. A full list of workshops is available at www.hws.edu/festival. All workshops are free, wheelchair accessible and open to the public. They will be held on the HWS campus in the Vandervort Room of the Scandling Campus Center, the Gearan Center for the Performing Arts and HWS Fribolin Farm. Participants must register in advance here. Additional programming throughout the festival will encourage participants to learn from other people's perspective and experiences. Cheyanne Eisenhut '21 will present, "My Invisible Illness & Guardian Angel at Work," a talk about the independence she found with her service dog. Other events include a talk describing experience with Down syndrome, a theatrical performance by actors from Ontario Arc and a community sculpture installation by artists from 15 NYSARC chapters. On April 13 at 12 p.m., the public is invited to a special hour of public performances.

A.2.4.1 Web Link (if available)

<https://www2.hws.edu/celebrating-inclusion-and-the-arts/>

B. Institutional Identity and Culture:

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.)?

No

B.1.1.1 Please identify the document or website where the institution-wide definition of community engagement appears and provide the definition:

In 2010, the Hobart and William Smith Colleges mission statement was "a student-centered learning environment, globally focused, grounded in the values of equity and service, developing citizens who will lead in the 21st century," and has since evolved to simply "lives of consequence." Our new mission statement, highlighted prominently on external campus publications and widely displayed on campus, denotes the significance to which we adhere to the ideals of engagement.

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Visitors are also directed to our Geneva Partnership webpage which states "A college is strongest when firmly rooted in the community it calls home, and its success is inherently connected to the well-being of that community. Geneva has been a wonderful host to the Colleges since 1822 and through numerous collaborative efforts, which seek to find a balance rooted in respect and reciprocity, we work together to infuse learning opportunities so that our graduates may go on to lead "lives of consequence."

https://www.hws.edu/academics/service/geneva_partnership.aspx

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.

B.1.2.1

Mission or vision statement:

The mission of the Colleges is straightforward: "Hobart and William Smith Colleges prepare students to lead lives of consequence" (1). A key component of a life of consequence is having a commitment to one's community, to finding ways large and small to engage with community organizations and members. As a small, residential, undergraduate liberal arts institution educating future leaders for a rapidly changing world, HWS creates opportunities both within the curriculum and outside it to ensure that all of our students participate in this. Education takes place not only inside well-taught classes, but also outside in well-run off-campus programs and community conceived service projects and collaborations. The Colleges view civic responsibility, community engagement, and international education as integral components of a liberal arts education. This rigorous academic program challenges students' minds while expanding their horizons to new worlds.

Named by the Princeton Review as #1 in the nation for a second year in a row, HWS creates programs to engage faculty and students with other languages and diverse cultures. The majority of students (60%) participate in a study-abroad experience during their four years here. These experiences enhance what takes place on campus in the academic and social lives of students while also allowing the community to delve into the broader world (2).

The academic program at Hobart and William Smith Colleges keeps this highly interactive environment alive. Explore, Collaborate, Act is the animating principle that unifies the HWS curriculum. Academic work at HWS is integrated in all that we do, including our remarkable Global Education program, our rich integration of Service Learning into and beyond our academic offerings, our longstanding focus on thinking and working across traditional disciplines, and the close work of research and creativity that connects faculty and students. Moreover, this principle also defines the distinctive role of the Colleges in the 21st century, expressing what we aspire our students to embody, an ethos that focuses their progress through college and beyond. In the broadest sense, Explore, Collaborate, Act articulates what we—students and faculty alike—do at the Colleges, highlighting our vibrant interconnections and interdisciplinarity.

The curriculum of the Colleges emphasizes the breadth of critical thinking and communication found across disciplines, as well as specific modes of analytical reasoning, communicating, and critical thinking within disciplines. Over the course of their studies at the Colleges, students develop the ability to examine and evaluate facts and phenomena, discern patterns and arguments, and understand and form connections between ideas, issues, and values. The ability to share one's

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

discoveries, interpretations, or analyses is essential to becoming a creative and critical thinker and communicator. Our curriculum embodies the fundamental mission of a liberal arts education to develop, in all of its elements, each student's capacity for analytical, expressive, empathetic, critical, and effective reasoning and communication, which can be carried forward into life, work, and the world (3).

(1) <https://www.hws.edu/about/mission/>

(2) <https://www2.hws.edu/hws-study-abroad-again-ranks-no-1-professors-no-7/>

(3) <https://www.hws.edu/academics/curriculum.aspx>

B.1.2.1.1 Web Link (if available)

<https://www.hws.edu/about/mission/>

B.1.2.2

Strategic plan:

Every strategic plan (2005, 2010, 2015) under the leadership of President Emeritus Mark D. Gearan had a focus on community engagement. In the 2005 strategic plan, one of eleven recommendations under "Academic Engagement" was "Enhance Service Learning" by increasing the number of service learning opportunities, holding curricular development workshops for faculty, and integrating promising models of service learning into the curriculum. In 2007, the colleges initiated the Geneva Partnership uniting the greater Geneva community with the Colleges. The effort concentrates on seven key areas: education, economic development, vitality of cultural life, civic engagement, well-being of children and families, the environment, and public safety.

In HWS 2010, one of four strategic goals was: "In our dealings with one another on campus and in our relationship to the world beyond, we will model involved, compassionate, and effective citizenship." For HWS 2015, community engagement is again one of the key focal areas, with one of eight planning groups focused on "How do we model engaged citizenship on our campus and in the community of Geneva?" Community "We often tell prospective students that at HWS, they will be known. Students are known by their professors and deans, by their classmates and coaches, by the Colleges' staff and the residents of Geneva. They are known for their accomplishments in the classroom and on the playing field. They are known for their community engagement, entrepreneurial spirit and passion for new ideas and experiences. They are known for the joy they take in intellectual discovery and for their commitment to thoughtful and open inquiry. But no matter how well-known they may become in their professions or how far they may travel to pursue lives of consequence, they are connected by lifelong membership in the HWS community. It is our community that remains one of our most enduring and powerful strengths.

Consequently, HWS 2015 elevated the concept of community by committing to community engagement as a tangible, measurable goal. Key Recommendations as part of HWS 2015, a deeper relationship with the City of Geneva so that we can continue to collaboratively seek to improve life for all who live, work and study in the region. We intend to expand the Geneva Partnership by implementing a wide range of mutually beneficial initiatives with substantive results for students and community. As part of the expansion of the Geneva Partnership, the creation of curricular opportunities related to community as well as the establishment of a Certificate of Engagement was explored by a sub-group.

When students graduate from Hobart and William Smith, they join a vast network of early 20,000 alumni and alumnae scattered across the world and living in nearly every country on the planet.

B.1.2.2.1 Web Link (if available)

https://www.hws.edu/about/hws_2015/

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

B.1.2.3

Accreditation/reaffirmation document/QEP:

From Middle States Commission on Higher Education Self-Study:

"Center for Community Engagement and Service Learning (CCESL) The degree to which our students, faculty, and staff engage with communities locally and globally is one of the most distinguishing features of HWS. We excel in this area in spite of limited full-time staff in part because of the many campus offices and individuals committed to service, who generously support CCESL initiatives. Our success in this area both attracts and supports students who have community service as one of their priorities during college, and gives all students the opportunity to learn experientially, through community engagement. CCESL activity is reported annually and has also earned significant external recognition. CCESL also carefully assesses its activities, through surveys of students, faculty, and community partners. In 2010, HWS was named to the President's Higher Education Community Service Honor Roll, the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning and civic engagement; and by 2012, HWS was named to the Honor Roll with Distinction. In 2010, HWS was also ranked #17 in the category of "Small Colleges and Universities" on the Peace Corps' annual rankings of Peace Corps volunteer -producing schools.... We inculcate the expectation of "lives of consequence," and those lives begin before graduation.

Middle States Self Study, pg. 63 in the below self study.

"Hobart and William Smith received an outstanding accreditation report from the Middle States Commission on Higher Education indicating that the Colleges have fulfilled all standards and characteristics of excellence. "Hobart and William Smith are clearly a first-rate institution deeply committed to transformational student learning, important research and discovery, holistic student growth, artistic and aesthetic experience, and powerful local, regional and global impacts," the report states. The evaluation is a required assessment of the Colleges' operations, outcomes and educational approach.

Chaired by Franklin & Marshall College President Daniel R. Porterfield, representatives of the Commission conducted an extensive campus visit and review, noting "with great admiration the cultures of aspiration, respect, inclusiveness, striving, academic freedom, shared governance and civility that define this community. We were impressed by the sense of community and common purpose that define the Hobart and William Smith experience," says Porterfield. "In particular, we observed a deep appreciation for the life of the mind, dedication to educating students with global competencies, a collective commitment to service and to Geneva, outstanding and remarkably committed presidential leadership, and an integrity that is shared across the Colleges." Since the last Middle States reaccreditation, the team reported, Hobart and William Smith "have enhanced academic quality, expanded the faculty, improved campus resources and facilities, strengthened its competitive position, completed a successful \$205 million campaign, contributed creatively to Geneva, developed signature programs in cocurricular learning, and nurtured its tradition and engagement of alums — all while weathering extremely well the national financial difficulties of the past six years."

HWS Alumni Magazine, Winter 2015, Pulteney Street Survey
https://www.hws.edu/alumni/pssWinter15/middle_states.aspx

B.1.2.3.1 Web Link (if available)

<https://hws.app.box.com/s/vq8jbtv6x53wlsllw61y9rq9es2my6rc>

B.1.2.4

Other:

From Culture of Respect Report – 2015

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

"This is a globally focused, student-centered learning environment grounded in the values of equity and service...Respect for the dignity, integrity, well-being, and property of all members is essential to the maintenance of and membership in the community." Standards are focused around three guiding principles: respect for persons and property, freedom of expression and participation, and intellectual responsibility.

The community at Hobart and William Smith Colleges includes faculty, students, staff, alumni/ae, parents and our surrounding Geneva neighbors. The Culture of Respect Steering Committee was deeply impressed by our community members' commitment to "seeing one another" and providing a "sense of belonging." From sending a team of Genevans with HWS representatives to compete and win "All American City" status in Denver, CO., to President's Forum speakers where community members are invited to attend event as well as dinners beforehand in the President's home; from breakfast convenings to share updates on Geneva 2020 and its goal to improve high school graduation, literacy and college and career readiness; to the long standing Geneva Heroes program where our students work side-by-side with Geneva school students on community service projects; from welcoming close to 500 2nd, 6th, and 9th graders to campus annually for "college bound" programming, to pasta night at the Chaplain's home to weekend, to Alumni weekend events that highlight Geneva businesses, there is much to consider and marvel when it comes to our community.

B.1.2.4.1 Web Link (if available)

<https://hws.app.box.com/s/aif1a1u66esgtoc115yec0glhs2fb7d3>

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:

The HWS mission changed from "student-centered learning environment, globally focused, grounded in the values of equity and service, developing citizens who will lead in the 21st century" to "Hobart and William Smith Colleges prepare students to lead lives of consequence." <https://www.hws.edu/about/mission/>

On Dec. 15, 2015, in response to the 30th anniversary of Campus Compact, HWS President Emeritus Mark Gearan became one of the 450 college presidents and chancellors to sign the Action Statement (1). We subsequently convened meetings with campus and community partners to respond to the Campus Compact call for a Civic Action Plan, and hosted NY Campus Compact (now PANY Campus Compact) Executive Director Dr. Laurie Worrall who facilitated a work session to engage participants in the commitments of the Action Plan. In 2017, a student researcher, co-advised by CCESL Director and the Chair of the Sustainable Community Development Department, thoughtfully analyzed input from interviews with a combined 77 community partners and peers, and presented a poster at the annual Community Engaged Scholarship Forum (2). Her critical analysis encouraged CCESL staff to further analyze how our motto "lives of consequence" is considered by students and alumni, and the Civic Action Plan remains an agenda item with the Service-Learning Advisory Council.

For the majority of the time between the submission of the 2010 Carnegie Community Engagement Classification until 2017 we had consistent leadership under the direction of Mark D. Gearan. It was during this time that the vast majority of work for Geneva 2020 was developed, funded, and implemented through institutional support and additional funding sources.

<https://compact.org/actionstatement/30th-anniversary-action-statement-signatories/> (1)

https://www.hws.edu/academics/service/pdf/cap_koch17.pdf (2)

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

B.3.1

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

HWS senior leadership has evolved over the past two years. After serving for 18 years as president, Mark D. Gearan stepped down in 2017 and is currently serving as the Director of the Institute of Politics at Harvard University's Kennedy School of Government. President Gearan was instrumental in creating a sustainable and effective community engagement program throughout the entire institution and the town of Geneva. He was succeeded by Dr. Gregory J. Vincent, a known national expert on civil rights, social justice and campus culture (1). President Vincent resigned in 2018; however, during his short tenure he continued to advance the practices set in place by Gearan and advanced the mission and work of the Center for Service Learning and Community Engagement. Interim President Pat McGuire is a respected scholar, innovative teacher and dedicated community member who has served the Colleges in a variety of leadership roles for more than 40 years, including as co-chair of the Culture of Respect initiative and interim provost and dean of faculty. As a proud Genevan he also serves on the board of the Boys and Girls Club of Geneva and recently welcomed the team of HWS Tutor Corps members at the spring semester program launch. He's also advised student researchers throughout an economic impact study of HWS upon the local community in 2000 and in 2010, and added a civic impact analysis to the later study (2)

Although leadership has changed, HWS' commitment to community engagement has remained steadfast. Community members remain an important part of the Presidential Search process and the position profile noted community engagement, ensuring our institution's commitment to the community would remain despite leadership changes (3)

Changes in leadership have not impacted the extent to which the Colleges are dedicated to the Geneva Partnership, as embodied through community commitments visible in The Finger Lakes Institute, the development and renovation of the downtown Bozzuto Center for Entrepreneurship, HWS Summer Academy, dedicated campus space for the Ontario ARC College Experience Program, our partnership with WXXI to host NPR's Finger Lake Public Radio, permanent funding and support for the Center for Community Engagement & Service-Learning or the launch of Geneva 2020 (4, 5).

After an extensive search this past year, HWS Board of Trustees has unanimously and enthusiastically elected Dr. Joyce P. Jacobsen as the 29th President of Hobart College and the 18th of William Smith College. She will begin her tenure in July 2019. Currently serving as Provost and Senior Vice President for Academic Affairs at Wesleyan University, Jacobsen is a renowned scholar of economics, an award-winning teacher and an experienced administrator. With degrees from Harvard, The London School of Economics and Stanford University, and with more than three decades of experience taking on increasingly complex roles in higher education, Jacobsen received the unanimous recommendation of the Presidential Search Committee. She is the first woman to serve as president of HWS (6)

(1) <https://www2.hws.edu/hws-presidential-inauguration-of-vincent-83/>

(2) https://www.hws.edu/academics/service/pdf/economic_impact_exec.pdf

(3) pg. 11 <https://www2.hws.edu/images/position-profile.pdf>

(4) https://www.hws.edu/academics/service/geneva_partnership.aspx

(5) https://www.hws.edu/about/geneva_2020.aspx

(6) <https://www2.hws.edu/dr-joyce-p-jacobsen-named-president-of-hws-2/>

C. Institutional Commitment

Infrastructure

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

C.1.1

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

Although CCESL continues to serve as the primary “clearinghouse” for community partnership opportunities, there are myriad other departments and programs that incorporate campus-community partnerships into their missions. Notably, the Finger Lakes Institute is “dedicated to the promotion of environmental research and education about the Finger Lakes (FLI) and surrounding environments. In collaboration with regional environmental partners and state and local government offices, the Institute fosters environmentally-sound development practices throughout the region, and disseminates accumulated knowledge to the public” (1). The staffing of the FLI has grown over the past decade, supported by institutional dollars and grant funding. Both CCESL and the FLI are direct reports to the Provost and Dean of Faculty.

The FLI works in concert with Sustainable Community Development, an interdisciplinary academic program that integrates curricular and experiential components in architectural studies, economics, environmental studies and sustainability. The program aims to familiarize students with the concept of sustainable development as applied to real world communities. Recognizing the inherent learning opportunities that result from place-based education, as well as appreciating our obligation to contribute, HWS aspires to be a collaborative partner with local, regional, national and international programs, as evidenced by hosting WXXI (our community’s NPR affiliate - a partnership launched in 2010); a College Experience Chapter of Ontario ARC; an after-school child-care program (Discovery Playground); Geneva Scholarship Associates, a 50-year old partnership between the Colleges and the community that has contributed more than \$1 million in direct scholarship support to more than 200 Geneva high school graduates attending HWS; and since 2011, HWS has served as our community’s ‘backbone support’ for Geneva 2020. Of the 70 communities that are part of the StriveTogether network, only five are anchored by a college or university. Our partnership is highlighted in a chapter titled “Community Innovation and Small Liberal Arts Colleges: Lessons Learned from Local Partnerships and Sustainable Community Development,” in the soon to be published Research Handbook on Community Development.

These efforts are collaboratively supported by the Service-Learning Advisory Council, a group with representation from Intercultural Affairs, HWS College Experience Program, Finger Lakes Institute, Center for Global Education, Center for Teaching and Learning, Centennial Center for Leadership, Office of the Provost, as well as a student and community partner representative, whose activity reports from the past decade are archived and publicly available.

(1) Finger Lakes Institute: <https://www.hws.edu/fli/about.aspx>

CCESL Annual Reports for the past decade: http://www.hws.edu/academics/service/service_learning.aspx

Geneva Partnership website: https://www.hws.edu/academics/service/geneva_partnership.aspx

Geneva 2020 – launched in 2011 – official member of Strive Together network through annual submission of Civic

Infrastructure Assessment <https://www.strivetogether.org/our-approach/civic-infrastructure-assessment/>

WXXI <https://www2.hws.edu/article-id-13132/>

SLAC Activity Reports <https://drive.google.com/drive/folders/1EmxfHEKqIkBJ9I2wUrVxpeAoPxdWlaX7>

CCESL website <https://www.hws.edu/academics/service/index.aspx>

CCESL summary of programs: <https://www.slideshare.net/kflowers285/ccesl-admissions-presentation-2017-79453724>

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Funding

C.2.1

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

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

As previously highlighted, we officially launched the Geneva 2020 initiative in 2011 by allocating institutional funding to hire a part-time program coordinator to match funding by the William G. McGowan Charitable Fund (1). The scope of the project grew and with continued funding by the Colleges and the McGowan Fund, and new funding from the ESL Charitable Foundation, the Max and Marian Farash Charitable Foundation, and the Rochester Area Community Foundation, we elevated the part-time coordinator position to a full time program manager. This change contributed to more sustainable progress of the overall program, including the College Bound Program which ensures every 2nd, 6th and 9th grader from the Geneva City School District visit campus annually. The 2nd grade program focuses on literacy and serves as a pre-summer launch to highlight reading; the 6th grade program engages STEAM faculty and students in creative and hands-on activities; and the 9th graders meet with college students who share suggestions on the admissions and financial aid process, internships, studying abroad, and “dorm life.” The Geneva 2020 Program Manager, under the direction of an executive board, leads a 30 person community advisory board, and also ensures continuity of community member Action Team focused on college/career readiness, STEAM, school attendance, early school readiness, and literacy.

We’ve enjoyed a long-term partnership with the Geneva Boys and Girls Club for more than 20 years. The opportunity to further deepen the pipeline of HWS students interacting with Club members presented itself when the Club leadership and School District grant administrator secured funding to expand HWS student paid tutoring positions. The \$63,750 of HWS Colleges Federal work-study funding that is allocated entirely to supporting America Reads tutors almost doubled when 21st Century After-School funding became available. Subsequently, we recruited, trained, and supported a larger cohort of additional tutors. The HWS Tutor Corps launched in 2017 and staff from CCESL and the Boys and Girls Club meet weekly to collaborate, plan, and ensure a successful experience for local youth and HWS tutors (2).

The Chair of the Sustainable Community Development Department, also an assistant professor in Environmental Studies and the 2016 recipient of the HWS Civically Engaged Faculty Award, became the CCESL Faculty Advisor and Liaison for the 2018-2019 academic year. She receives a course release to compensate for the time she spends supporting CCESL. The previous CCESL Faculty Advisor and Liaison, a 2015 recipient of the HWS Civically Engaged Faculty award (3)), received a small stipend and held the position from 2009-2018. Other staff salaries and operational budget have remained consistently institutionally supported.

Lastly, the Finger Lakes Institute has a half-time employee, with benefits, dedicated to environmental education programming for K-12 teachers and students which was added since the 2010 classification (4)

(1). Geneva 2020 Launch https://www.fltimes.com/news/local/geneva-hws-ramps-up-help-for-city-schools/article_75ec3ddc-f8ee-11e0-b0f3-001cc4c002e0.html

(2) HWS Tutor Corps https://www.fltimes.com/opinion/guest-appearance-hws-schools-b-g-club-partner-for-new/article_cc2c2a7e-e4c8-11e6-831a-5f5e2867f7a3.html?&tc=eml

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

(3) HWS Community Partner of the Year, Civically Engaged Faculty, and Community Engaged Scholar of the year
https://www.hws.edu/academics/service/pdf/ces_awards.pdf

(4) Finger Lakes Institute <https://www.hws.edu/fli/education.aspx>

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.

The biggest budgetary change since 2010 was the launch of the Geneva 2020 initiative in 2011, which allocated institutional funding to hire a part-time administrator which was matched by the William G. McGowan Charitable Fund (1). The scope of the project grew and with support from the ESL Charitable Foundation, the Max and Marian Farash Charitable Foundation and the Rochester Area Community Foundation, the part-time position grew to a full time position (1).

Founded in 2015, the Entrepreneurial Studies Program emphasizes the conceptual understanding, practical skills and ethical structure necessary for business or civic leadership. Students explore and hone the analytical and critical thinking skills of a liberal arts education while pursuing projects and coursework focused on creating non-profit or for-profit enterprises, or leading innovation within existing organizations. "In the 21st century, success will come to people who know how to reinvent themselves throughout their careers," said Thomas S. Bozzuto, Chairman of the Board of Trustees at the time of his 2017 donation that established the Bozzuto Center for Entrepreneurship in a historic building in downtown Geneva. Additional funding for the Bozzuto Center has been provided by New York State's Empire State Development Corporation, HWS Trustee Will '92 and Colleen Margiloff for creation of the Margiloff Family Entrepreneurial Leadership Fellow, and the Grayson Family for programming and renovation, with additional support provided by the City of Geneva. Capstone seminars have routinely featured partnerships with local social entrepreneurial and civic endeavors (2)

(1) Geneva 2020 Launch https://www.fltimes.com/news/local/geneva-hws-ramps-up-help-for-city-schools/article_75ec3ddc-f8ee-11e0-b0f3-001cc4c002e0.html

(2) <https://www2.hws.edu/hws-dedicates-bozzuto-center-for-entrepreneurship/>

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.

The Geneva 2020 Program manager, a full time employee paid by both HWS and grant supported funding, secured contributions for a Writing Engaged Curriculum workshop that engaged 17 local teachers in a two-week summer intensive program as well as a \$42,000 grant from Charter Communications which enabled the Boys and Girls Club and the Geneva Public Library to purchase Chromebooks for lending purposes to help bridge the digital divide. These efforts have contributed to the rising graduation rate, an achievement for which we are all proud to support. (1, 2).

The Geneva Scholarship Associates program has dedicated more than \$1 million to more than 200 Geneva High School students since established in 1968. During the 2017-2018 academic year, 33 students from Geneva attended the Colleges,

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

and received more than \$1.4 million in GSA funding and other financial aid. (3)

Since receiving the Carnegie designation in 2010, we launched the Summer of Service internship program which received initial funding from NY Campus Compact for 300 hour AmeriCorps positions. When the AmeriCorps funding concluded after one year, CCESL staff collaborated with colleagues from the HWS Office of Advancement and secured \$10,000 and now \$15,000 from alumni donors to maintain the program. CCESL and local non-profit agencies engage HWS students in 300 hours of service during June, July and August through opportunities including:

~The Boys and Girls Club @ Goodman Street Intern coordinates the Summer Art program

~ The Boys and Girls Club @ The Community Center Intern coordinates the summer lunch program, which provides continuity for youth dependent upon meals received at school during the academic year.

~The CCESL Summer of Service Intern assists the staff from the Center for Community Engagement & Service-Learning in the planning and implementation of the annual HWS Community Sale and the First Year Day of Service and supports staff from the Finger Lakes Institute with programs at the HWS Fribolin Farm.

The capstone projects are presented at the end of the program to donors, community partners and campus advocates. Their presentations are archived and reviewed by subsequent Summer of Service interns to build upon their success.

Archives: https://www.hws.edu/academics/service/summer_projects.aspx

Daily Update article: <https://www2.hws.edu/summer-of-service-in-the-spotlight/>

Lastly, sales from the annual HWS Community Sale has evolved to become a more community inclusive event, with the location of the event moving from campus to a more widely accessible location in downtown Geneva. Since 2006, the collection includes clothing and food, which CCESL donates directly to local non-profit agencies and food banks. An e-waste collection is likewise an important part of closing the residence halls at the end of the academic year. As of 2018, the sale has raised \$90,800 to support the United Way of Ontario County and Geneva 2020, and has diverted over 94,400 pounds of materials from local landfills (4).

(1) Geneva Writes https://www.fltimes.com/business/groups-look-to-improve-writing-skills-at-geneva/article_9c319d13-52c2-5de7-b957-57265e3bcf8b.html

(2) Geneva 2020 Community Report - Graduation rates - pg. 18
https://www.hws.edu/about/pdfs/Geneva2020_community_report2018.pdf

(3) 50th anniversary of the Geneva Scholarship Associates <https://www2.hws.edu/gsa-kicks-off-50th-anniversary-with-casino-night/>

(4) Community Sale <https://www2.hws.edu/the-barn-sale-moves-to-the-geneva-rec/> // time lapse video

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.

An analysis of 2018 data collected by the Center for Governmental Research (CGR) in Rochester and released by the Commission on Independent Colleges and Universities (CICU) estimates Hobart and William Smith Colleges' economic impact at more than \$254 million. "The CICU data is an important tool that helps us track the role we play in Geneva and the Finger Lakes," said Interim President Pat McGuire, who during his tenure as a faculty member in the Economics Department conducted several studies assessing the Colleges' impact on the region (1). "Our identity as an institution is grounded in local partnerships and collaborative solutions that yield the kind of economic impact we see measured in this study. We

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

look forward to preserving those relationships and working with our fellow stakeholders to ensure that Geneva and the Finger Lakes region continue to grow and thrive.” City Manager Sage Gerling said “the Colleges’ economic impact contributes to the city’s Comprehensive Plan’s priority on being financially strong and prosperous for our residents and businesses. We are appreciative of HWS’ contributions towards a socially equitable and environmentally sustainable community through their multiple partnerships and initiatives throughout the city.” The executive director of the Geneva Area Chamber of Commerce noted “Partnerships that we have formed with HWS have become some of the chamber’s most valued relationships. By working with academic and administrative leadership on our boards and committees, and by hosting class programs and student interns in our office, we have been able to see firsthand the impact that HWS has on our local and regional community.” (2)

Between 2012 and 2022, HWS will have contributed \$1.7 million to the City of Geneva in an effort to help balance the City’s budget. “This agreement and the funding it provides represents only a part of the commitment on behalf of the Colleges to support community and economic development in the city of Geneva,” said former City Manager Matt Horn. “They are true partners in our revitalization, and we are fortunate to have a productive relationship.” (3)

(1) Economic and Civic Impact Study, led by current Interim President Pat McGuire while he was an Economics Professor in 2010 https://www.hws.edu/academics/service/economic_civic_impact.aspx

(2) HWS Economic Impact - 2019 Finger Lakes Times: https://www.fltimes.com/business/hobart-and-william-smith-colleges-economic-impact-pegged-at-m/article_979cda39-4b69-5226-8ce2-5ec9ce42e3f2.html

(3) HWS Economic Impact - 2017 Finger Lakes Times: <https://www2.hws.edu/hws-economic-impact-noted-in-finger-lakes-times/>

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:

Although the majority of classroom and office spaces take place on our main campus, we have three offices that host close to 60 part-time and full time employees. This additional foot traffic of these employees who work for the Office of Advancement, Communications, and the Business Office positively impact local businesses.

The Senior Staff confer with the CFO and President regarding donations and contributions to local organizations, and whenever possible we honor requests from local non-profit a United Methodist Church, Safe Harbor of the Finger Lakes, United Methodist Church, St. Peter's Arts Academy, Geneva Head Start, Rural and Migrant Ministry, Geneva National Association of Child Care Professionals, Martin Luther King Jr. Scholarship Dinner, Smith Center for the Arts, Geneva City School District, Boys and Girls Club of Geneva, the Geneva Chamber of Commerce, and the Seneca Falls Women's Hall of Fame, Thrive to Survive, ALS Association, Epilepsy Foundation, American Red Cross, the Geneva Fire Department, the Geneva PBA, St. Peter's Choir, St. Baldrick's,

https://www.hws.edu/studentlife/recreation_membership.aspx

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Also, HWS hosts the only book store in town, and make our facilities our library is utilized

The three outstanding series (2007, 2012, and 2014), are issued through the City of Geneva Industrial Development Agency, and the City of Geneva Development Corporation. This practice, which generates a sizable fee through the issuing of bonds, is indicative of a business practice that ensures issuance fees serve as a revenue source for the City to support our community.

\$254 million annual economic impact is associated with spending with dozens of Geneva and Finger Lakes regional businesses, including furniture and appliance stores, transportation companies, medical providers, contractors, painters, landscapers, travel agents, architects, auto dealerships, supermarkets, and restaurants.

Tracking, Monitoring, and Assessment

3. Provide narratives addressing the following:

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.

After thorough analysis of varied data systems, including information shared from colleagues via the HE-SL list-serve, CCESL director opted to continue usage of an excel spreadsheet to capture the number of hours students contribute to community endeavors through the Compass program and other civic contributions through a variety of departments. It became apparent through attempts to utilize other data systems that the variable we could control for was ownership of data entry. The spreadsheet is anticipated by colleagues in Campus Life (including Fraternities and Sororities, Residential Education, Sustainability) as well as Career Services (internships at non-profit agencies), Education (student teaching), and through the Finger Lakes Institute. We seek information beyond hours and students, and also capture data on the number of students who individually contribute more than 20 hours, a best practice, as well as dollars fundraised for non-profit organizations and civic endeavors. For example, during the 2017-2018 academic year, 81 tutors served 3,574 hours at the Boys and Girls Club, 28 students participated in Alternative Spring Break trips and contributed 850 hours, 119 America Reads tutors served 6,100 hours and 25 fraternity members volunteered weekly at Neighbors' Night for a total of 1200 hours, and 15 HWS students served on Saturdays with local middle and high school students for a total of 230 hours, and 422 students were enrolled in 22 service-learning classes which partnered with 50 local agencies. 308 pints of blood were collected at four American Red Cross blood drives held on campus, approximately 1000 books were delivered by CCESL student staff to Geneva Reads Community Bookshelves, and all First-Year students were prompted to register to vote through a coordinated effort between HWS Votes, Turbo Vote, and our Registrar's office. The data tracked throughout the year provide CCESL staff with the opportunity to reflect during twice yearly staff retreats to discern trends, assess gaps, gauge student interest, compare placements with expressed community needs, celebrate the positive learning outcomes made by students, and highlight mutually beneficial partnerships (as captured on evaluations from community partners).

The Admissions Office also uses civic engagement data to highlight community collaboration for prospective students and to continue to enroll civically aware students that will positively affect and be affected by the Geneva Community. CCESL

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

shares data with the Center for Teaching and Learning (CTL) which funds faculty proposals designed to creatively transform classroom or laboratory practice and expand opportunities for rigorous engagement with course content. A recent partnership between the CCESL and the CTL resulted in a faculty - community partner collaborative planning retreat in May 2018. CBL Faculty Fellow: <https://www2.hws.edu/community-based-learning-faculty-fellows-retreat/> These totals don't take into account the community impact (grade levels gained by youth readers, confidence enhanced by middle schoolers through serving alongside college students, or likelihood to apply to college for 9th graders who visit campus during the Geneva 2020 College Bound program) which are more complicated to ethically and consistently record. CCESL staff regularly review best practices via Campus Compact and list-servs for additional ideas viable changes to data collection.

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.

We utilized the Self-Assessment Instrument for Service-Learning Sustainability, based on research by Kevin Kecskes, Julie Muyliaert, and Andrew Furco to identify what we are doing well and to locate areas in need of growth. For instance, in 2010 we scored high in the alignment of service-learning with the mission of HWS and in the area of administrator support but the survey revealed the desirability of enhancing the roles of community partners as co-teachers into classroom and other settings, and not just occasional presenters. The CCESL Director and CCESL Faculty Advisor collaborate with the Provost to distribute the instrument, and as discussed in more detail in the next section, the Service-Learning Advisory Council reviews the data.

Additionally, although more specific to professors who employ service-learning, HWS joined a Teagle Foundation funded CBL consortium that developed a Community-Based Learning (CBL) Scorecard between 2010-2013. The effort was anchored by Rhodes College, Franklin and Marshall College, and Niagara University and also joined by Nazareth College, Ithaca College, Stonehill College, St. Mary's University, and Allegheny College Representatives from these colleges met in Nashville, Tennessee for an inaugural symposium in 2010 where they worked with external consultants from Vanderbilt University, Professor John Braxton and his graduate research assistant, Willis A. Jones, to refine the CBL Scorecard. The aim of the scorecard was to promote assessment that improves student learning with an adaptable instrument that employs a quantitative scale, allowing for benchmarking across institutions and can provide timely feedback and reminders of best practices to faculty. HWS hosted a meeting of consortium members in 2012 and have continued to benefit from this "community of practice." Data from students enrolled in CBL courses (incorporating both CBR and service-learning) are collected at the conclusion of each semester, and shared confidentially with specific participating faculty members, and the aggregate data set is shared with all participating faculty members. We are careful to specify that the instrument captures students experiences with service-learning and reiterate that it's not a course evaluation. CCESL Director and recently retired CCESL Faculty Advisor and Liaison published "Consortial Collaboration and the Creation of an Assessment Instrument for Community-Based Learning" in the University of Georgia's peer reviewed Journal of Higher Education Outreach and Engagement in 2017 (1).

HWS also participates annually in The National Study of Learning, Voting, and Engagement (NSLVE) offered through Tufts University (2). The National Assessment for Service and Community Engagement (NASCE), Campus Compact Annual Membership Survey (when available) and The National Inventory for Institutional Infrastructure on Community Engagement (NI³CE) are utilized during discussion with SL Advisory Council Members to inform strategies.

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Lastly, host sites for service-learning partnerships fill out survey on student performance, a question includes their perception on engagement with the campus.

(1) <http://openjournals.libs.uga.edu/index.php/jheoe/article/view/1785/984>

(2). <https://idhe.tufts.edu/nslve> (2)

We still need to develop a comprehensive system for comparing CBL scores to more fully understand trends in student development, appropriate supports for community partners, and professional development opportunities for faculty and additional co-educators.

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?

The Self-Assessment Instrument for Service-Learning Sustainability survey, which initially received feedback from 16 faculty and staff members in 2010 was redistributed in 2018 where we received 25 responses. Responses were reviewed by members of the Service-Learning Advisory Council, and we discussed growth areas including an 18% increase in respondents agreeing that "a majority of SL activities offered include all of these SL components, community partnership, explicitly learning objectives, student orientation, service that responds to community needs, reflection and evaluation." Regarding community partnership in SL, responses indicated a 43% increase in "relationships with community partners are ongoing throughout the calendar year, with a significant percentage of community partners who consistently participate in SL from year to year." Additionally, in 2010, 40% of respondents indicated that there was an "on-going, systematic, and coordinated effort in place to account for the number, quality, and impact of SL activities that are taking place" and in 2018 that number rose to 65%.

The National Study of Learning, Voting, and Engagement (NSLVE) offered through Tufts University 5%

The National Assessment for Service and Community Engagement (NASCE)

The National Inventory for Institutional Infrastructure on Community Engagement (NI³CE)

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?

Yes

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

In relation to mechanisms for determining quality of community engagement, our primary focus is on service-learning partnerships. SL Advisory Council members, including a community partner representative, reviewed the CCPH Principles of Partnership in 2017 and collectively agreed to encourage peers to refer to it when planning SL partnerships and the resource is shared on CCESL website.

We utilize six different approaches / tools to help ensure quality community engagement. (1) SL orientation. (2) The SL Contract. (3) Although we encourage students to think beyond an "hours

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

minimum" or simple requirement, we utilize an online system to capture service impact in terms of time for courses with a traditional hours expectation. (4) Service-learning colleagues (students) serve as a course leader and liaison and help ensure prompt return of SL contracts. (5) The Community Partner feedback form allows professors to capture a fuller picture of their students' commitment throughout the semester, and (6) the CBL scorecard captures students' perceptions on what they learned throughout the CBL experience.

(1) CCESL staff orients students to the Geneva community and SL pedagogy, which can supplement the syllabus with the who/what/why of the value of engaging meaningfully and respectfully with community members <https://www.slideshare.net/kflowers285/sl-orientation-spring-2019>

(2) The SL Contract prompts conversation between partner and student and seeks to avoid scenarios where the partner says at the end of the semester "I wish I knew you were bi-lingual" or the student comments "I didn't know what was expected of me."

(3) CCESL staff utilize HWS Engage to assist with the coordination of service-learning including, transportation/carpooling, volunteer application and related paperwork for host agencies, recording hours, and feedback from community partners on student performance.

<https://www.hws.edu/academics/service/faq.aspx>

(4) We recruit, train, and support a Service-Learning colleague (student leadership position) to assist with in-class discussion, site visits, and distribution/collection of community partner contracts, which is utilized to proactively clarify expectations and to emphasize the importance of communication with community partners. This position was created after Edward Zlotkowski facilitated a workshop on campus in 2009.

(5) We utilize a community partner feedback form to capture input on the quality of the interactions. The first question captures usage of the SL contract, and last question exists to capture community partner comments on how to improve the HWS/Partner relationship

https://www.hws.edu/academics/service/pdf/SL_evaluation09.pdf

(6) CCESL staff facilitates the CBL scorecard at the conclusion of each semester to gather feedback from students on their experience with service-learning; course-specific feedback is shared with the instructor only and the aggregate data is shared with all participating faculty members.

<https://www.dropbox.com/s/rsknw9rtkknevtv/Student%20Scorecard.pdf?dl=0>

CCESL staff meet with professors to share resources, best practices, and partnership opportunities: https://www.hws.edu/academics/service/faculty_resources.aspx

In addition to the last question on the Community partner feedback form which addresses the HWS/organization partnership, we also capture specific feedback from community partners including teacher assessment of tutor impact for America Reads and HWS Tutor Corps, teacher feedback regarding Geneva 2020 College Bound Program, and site hosts for Days of Service.

3.5

Outcomes and **Impacts on students**

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

The CBL scorecard, noted as #6 in the list of mechanisms utilized for determining the quality of community engagement, is administered at the end of service-learning courses as well as for classes or individuals that complete community based research projects. Hence, community based learning is a term that encompasses both SL and CBR.

Sample questions from the CBL Scorecard that seek to understand the impact on student learning include:

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

- (1) The instructor encourages students to make written reflections that may express controversial thoughts or observations about their experiences.
- (2) Students work directly with community partners in their CBL project.
- (3) In making written reflections, students are encouraged to explore their own assumptions and/or perceptions about the organization of society.

During the fall of 2017, CBL scorecard results from one particular course indicated that 64% of students agreed or strongly agreed that "the instructor encourages students to make written reflections that may express controversial thoughts or observations about their experiences," and 88% of students agreed or strongly agreed that "CBL projects are central to the day-to-day discussions and written work of the course." Student comments range from frustration about lack of time for their SL placement, to indicating the SL placement was the highlight of their semester. One specific note from the fall of 2017 indicated that "North Street Elementary School was a good educational experience even though it has its difficulty- I learned a lot about the school system."

The Service-Learning Advisory Council reviews the aggregate data at the end of each semester and, as noted on page five of the 2017-2018 CCESL Annual Report, the participation rate of the CBL scorecard is tracked by each semester. https://www.hws.edu/academics/service/pdf/annual_report1718.pdf

3.6

Outcomes and **Impacts on faculty**

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

As previously noted, the CBL Scorecard helps us ensure the ideals of CBL are adhered to, and Craig Rimmerman, a well regarded Public Policy professor who consistently utilized service-learning as a pedagogy in his PPOL 364 Social Policy and Community Activism course utilized the data provided from the scorecard to remove service-learning from the course.

CCESL Director and CCESL Advisor worked with him throughout the decision and fully supported his rationale, as he indicated that with the existing course content and required readings, it was an unfair expectation of students and community partners because he didn't have adequate class time to devote to reflection and connecting student SL experiences to course content. His decision to remove SL was especially a difficult decision for him noting he edited and contributed to the book "Service-Learning and the Liberal Arts: How and Why It Works." The book includes a foreword written by Mark D. Gearan and contributions from Professor of Religious Studies Michael Dobkowski, Director of the Center for Community Engagement and Service- Learning Katie Flowers, Professor of Sociology Jack D. Harris, Professor of Education Patrick Collins, Associate Professor of Economics Jo Beth Mertens, former William Smith Dean and Professor of Psychology Debra DeMeis, Professor Emerita of Education Cynthia Sutton, Professor of Education Charles Temple, Professor of Chemistry David Craig, Professor of Sociology H. Wesley Perkins and W. Averell H. Bauder '81.

<https://www.hws.edu/alumni/pssurvey/spring09/theory.aspx>

3.7

Outcomes and **Impacts on community**

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

The CBL scorecard, utilized with both SL courses with traditional "placements" as well as project based course learning, has assisted faculty with proactive integration of best practices into course preparation, written reflections and assignments, and in-class discussions. Arguably, more thoughtful CBL positively impacts the community but more specifically, questions within the scorecard that help capture community include:

- (1) CBL projects performed as part of this course/program are useful to the community.
- (2) The instructor has a clear understanding of what students are doing in the community.
- (3) Community partners have a clear sense of what CBL projects will accomplish for them.
- (4) The goals of CBL projects carefully consider the traditions/culture of the local community.
- (5) Community partners provide feedback on students' work on the project.

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

CCESL Director worked with a faculty member at the beginning of a SL Course and shared the CBL scorecard to highlight the ideals of CBL pedagogy. The faculty member hadn't previously visited any of the community agencies but agreed that it would be a valuable opportunity to more fully understand the people and places who contribute to student learning. Site visits were difficult to schedule but worth the logistical complications, and ultimately resulted in the faculty member nominating one of the agencies to receive the HWS Community Partner of the Year award after realizing the extent to which the community partners were interested in hearing how the placement could impact the students' learning.

3.8

Outcomes **Impacts on institution**

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

HWS is fortunate to benefit from community partnerships beyond service-learning courses or community based research projects.

Within the framework of defining quality community engagement through partnerships with organizations with whom we partner on SL Courses and CBR projects, we are glad that after nearly 10 years of utilizing the CBL Scorecard, our CBL faculty cohort has demonstrated a consistent willingness to partner with CCESL through the dissemination of this assessment instrument. December and April are busy times on a college campus, so CCESL staff appreciate their efforts to help ensure the CBL pedagogy is aligned with best-practices and that as an institution we continue to reflect upon the question "what to quality partnerships look like?" and capture the student perspective via this CBL assessment tool (1). Institutionally, our impact is indicated in the integrity of the partnerships from whom our students learn.

(1) Third bullet in list of resources for faculty lead to the "Position Statement on Authentic Partnerships. Community-Campus Partnerships for Health" which were discussed by the Service-Learning Advisory Council. Members agreed that ensuring a central location for helping people

https://www.hws.edu/academics/service/faculty_resources.aspx

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.

As anchor entity of Geneva 2020, a collective impact initiative and member of nationally recognized StriveTogether (a collective impact network supporting cradle to career efforts across the U.S.), HWS utilizes the well-researched and supported Theory of Action assessment developed and required by StriveTogether to evaluate our work both within HWS and beyond to the community. StriveTogether's Theory of Action is a partner-vetted guide that helps collective impact initiatives develop the right civic infrastructure to do necessary work in their local communities.

The Theory of Action is built on a benchmark system that guides initiatives from one status to the next (from Exploring to Emerging to Sustaining to Systems Change), focusing both on quality and results. The system also includes four pillars: Shared Community Vision, Evidence-based Decision Making, Collaborative Action and Investment and Sustainability. The goal is to achieve population-level impact in local communities through careful assessment of each benchmark. HWS's Geneva 2020 has been a member of StriveTogether since 2016, and we must update the Theory of Action before renewing our membership every year. We have completed the Theory of Action three times and will do it again in

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

September 2019. Each year we have progressed along the rubric, advancing from Exploring to Sustaining. Maintaining focus on these benchmarks helps to keep our attention on our over-arching goals and the data that drives those goals. Through our yearly Theory of Action assessment we have learned that without that assessment in place, Geneva 2020 could end up on a less sustainable or non-data focused path. Many community efforts focus only on programming, and while the right programs are invaluable, without assessing each of those programs and finding alignment between them, their true efficacy can be inflated and opportunities to find better alignment or eliminate silos can be missed. What we have learned from these assessments has impacted our work within the campus and extended community.

Through the HWS Center for Community Engagement and Service-Learning, students find many ways to broaden their horizons and enrich their coursework by engaging in curricular and co-curricular community engagement collaborations. These efforts are largely aligned with Geneva 2020's focus on education, specifically literacy success, STEAM success, and college and career readiness. HWS supports literacy and STEAM success in the broader community through their work with America Reads and the HWS TutorCorps. The TutorCorps, specifically, has been realigned to better match the needs of the Geneva students, thanks to the Theory of Action assessment.

HWS also offers three college visits (featuring HWS student volunteers) to all Geneva 2nd, 6th and 9th graders as part of its College Bound effort, and these visits are also aligned with literacy, STEAM and college readiness. The results of these efforts are tracked as part of our larger work and recorded in the Geneva 2020 Theory of Action rubric. The StriveTogether Assessment allows us look beyond programs—to data, organizational structure, sustainability, collaboration and shared vision which provide us with a future vision and keys to access proof point and systems transformation.
https://www.strivetogether.org/wp-content/uploads/2019/04/Theory-of-Action-Poster_042019_D1.pdf

Professional Development

4.1

As evidence provided for your earlier classification, you described the ways the institution offers professional development 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 earlier classification, the Colleges continue to offer several professional development opportunities per year. Some of the most notable opportunities for faculty, staff, and/or community partners who are involved in campus-community engagement in the past decade include:

Visiting Speakers, Roundtable Discussions, and Workshops:

-Dr. Richard Kiely, Senior Fellow at Cornell University's Office of Engagement Initiatives, who lead a roundtable discussion about service learning abroad

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

- Dr. Beth Paul, Provost at Steson University, lead a workshop regarding the creation of a community-based research introductory course for undregraduates
- Dr. Susan Dicklitch-Nelson, Professor of Government at Franklin and Marshall College, who spoke about engaging undergraduate students in work with political asylum seekers
- Dr. Helen Caldicott, MD, anti-nuclear war activist and physician, who spoke about global citizenship and social and environmental justice
- Dr. Timothy Eatman, Associate Professor of Urban Education at Rutgers University and Former Co-Director of Imagining America, who spoke about Imagining America and the role of the community in shaping the professional lives of faculty members
- Dr. Kevin Bott, Dean of Civic Engagement at Wagner College, who lead a roundtable discussion regarding how to formalize and reward community-engaged scholarship in the promotion and tenure process
- Dr. Edward Zlotkoski, Professor Emeritus of English and Media Studies and Founding Director of the Service Learning Center at Bentley University, lead a roundtable discussion about how to incorporate service learning opportunities into undergraduate courses
- Dr. Dave Roncolato, Director of Civic Engagement at Allegheny College, who facilitated a discussion on current and prospective structural changes that impact the reach of community engagement on college campuses

Reading Groups & Learning Communities:

- Faculty and staff reading group on Institutionalizing a "Broader View of Scholarship through Boyer's Four Domains" by John Braxton, William Luckey, and Patricia Helland
- Faculty and staff reading group on "Service-Learning in Theory and Practice: The Future of Community Engagement in Higher Education" by Dr. Dan Sarofian-Butin, Professor of Education at Merrimack College
- Faculty, staff, and community partner reading group on selected essays from "Participatory Partnerships for Social Action and Research" edited by Lynn Harter, Jane Hamel-Lambert, and Judith Mileson
- Faculty, staff, and community partner learning community on collaborative place-making co-facilitated by Dr. Beth Belanger (Assistant Professor of American Studies, Hobart and William Smith Colleges) and Dr. Jack Harris (Professor of Sociology, HWS)
- Inaugural community-based learning faculty fellows learning community co-facilitated by Dr. Susan Pliner (Dean for Teaching, Learning, and Assessment and Director of the Center for Teaching and Learning, Hobart and William Smith Colleges), Dr. Margueritte Murphy (Former Faculty Liaison and Advisor, CCESL, Hobart and William Smith Colleges), and Kathleen Flowers (Director, CCESL) . Notably, this year-long learning community included two roundtable discussions with community partners. <https://www2.hws.edu/community-based-learning-faculty-fellows-retreat/>

Conferences Attendance & Presentations:

- A total of six HWS faculty, staff, and administrators have participated, presented at, and/or hosted a total of eight state or regional Campus Compact meetings and four Teagle Consortium meetings
- More than a dozen HWS faculty, staff, and students participated and presented at Imagining America conferences

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.

Employment Status	Tenured or tenure track	Full-time non-tenure track	Part time	Professional staff
Professional development programs	Yes	Yes	Yes	Yes

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Facilitation of partnerships	Yes	Yes	Yes	Yes
Student teaching assistants	Yes	Yes	Yes	
Planning/design stipends	Yes	Yes	Yes	
Support for student transportation	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				

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

--empty--

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:

The institution's commitment to community engagement is articulated in every position advertisement with the statement: "Creative and extensive programs of international study and public service are also at the core of the Colleges' mission." One recent job advertisement for a visiting assistant professor position included the following language: "Entrepreneurial Studies is designed to develop leaders for the 21st century by leveraging the analytical and critical thinking skills of a liberal arts education. We provide our students with the conceptual understanding, skills, and ethical foundations necessary for social, global, or private sector leadership. Our program empowers students to be capable of creating new enterprises or to be powerful agents of change within existing organizations." Furthermore, the Office of Faculty and Academic Affairs (OFAA) and department/program search committees routinely raise the question of interest and expertise in community engagement during interviews with job candidates.

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.

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

At HWS, the Faculty Bylaws, combined with the Standards and Criteria (SAC) document developed by each department/program, outline the requirements for tenure and promotion in each field of study. While some individual departments/programs have modified their SAC documents to recognize and reward faculty scholarly work that uses community-engaged approaches and methods, no substantial changes to institution-wide policies regarding the review, evaluation, and rewarding of such work have occurred since our previous classification.

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.

While institution-wide policies regarding community engagement in the tenure and promotion process at HWS have not changed since our previous classification, we continue to advance efforts to elevate faculty scholarly work involving community-engaged approaches and methods in the tenure and promotion process. The Service Learning Advisory Committee (SLAC) supports the work of community engagement at HWS. Meeting six or more times annually, this group of faculty, staff, students, and community members works with the Center for Community Engagement and Service Learning (CCESL) to plan and implement community-based learning opportunities on our campus. In the past few years, SLAC has begun to review the Standards and Criteria (SAC) documents prepared by each department/program to specify requirements for tenure and promotion in that field. Our analyses of these documents revealed that there is a great deal of variation in how “community engagement” is conceptualized on our campus and many departments/programs still view faculty work incorporating engaged approaches and methods as a form of teaching and/or service rather than scholarship.

In response to the findings of the informal evaluation of SAC documents done by SLAC, veteran service-learning advocate and Professor of Sociology Dr. Jack Harris (Professor of Sociology) recently remarked: “It is time that we effectively address the inclusion of community-based and service learning research and scholarship in the portfolio of faculty being considered for tenure and promotion. So much of what HWS faculty do is applied research. It makes sense to revise our [faculty] by-laws to re-align our criteria and reflect more authentically who we are and what we do.”

Thus, SLAC is laying the groundwork necessary for interested faculty to draft a bylaw amendment that would add engaged and applied scholarship to the list of scholarly achievements that the Colleges value in the tenure and promotion process. In the meantime, SLAC, along with its allies in the CCESL, the Center for Teaching and Learning, and the Office of Faculty and Academic Affairs and Center for Teaching, will continue their efforts to build greater capacity for and recognition of community-engaged teaching and scholarship on our campus.

(1) Archived SL Advisory Council Activity Reports can be viewed here:
<https://drive.google.com/open?id=1EmxfHEKqIkBJ9I2wUrVxpeAoPxdWlaX7>

(2) Faculty By-laws https://www.hws.edu/offices/oafa/pdf/faculty_handbook.pdf

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

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

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

--empty--

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

Yes

5.5 a Teaching

Provide link or descriptive text

The Colleges formally recognize community engagement as a form of teaching in the tenure and promotion process. In the "Standards for Tenure and Reappointment" laid out in article 1 of the Faculty Bylaws, "the incorporation of service learning into courses" is listed among the range of activities that demonstrate "a genuine professional commitment to teaching" (Faculty Handbook – Part I, 2018, p.4).

https://www.hws.edu/offices/oafa/pdf/faculty_handbook.pdf

5.5 b Community engagement is rewarded as a form of research

Yes

5.5 b Research

Provide link or descriptive text

In the "Standards for Tenure and Reappointment" laid out in article 1 of the Faculty Bylaws, scholarship is described as being "important not only in the advancement of human knowledge, but also...as a means of refreshing and revitalizing the Colleges' community, and as an indicator of the Colleges' understanding of their larger social responsibilities" (Faculty Handbook – Part I, 2018, p.5). Moreover, the Faculty Bylaws go on to explicitly articulate that "the Colleges recognize that scholarship occurs both within and between traditional academic disciplines" and that scholarship takes "diverse forms" (Faculty Handbook – Part I, 2018, p.5).

https://www.hws.edu/offices/oafa/pdf/faculty_handbook.pdf

5.5 c Community engagement is rewarded as a form of service

Yes

5.5 c Service

Provide link or descriptive text

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

In the “Standards, Criteria, and Procedures for Contract Renewal, Reappointment, Tenure, and Promotion” section of article one of the Faculty Bylaws, the Colleges articulate their commitment to community engagement by rewarding faculty for “service that connects the campus to the world beyond in projects of mutual benefit” (Faculty Handbook – Part I, 2018, pp.16; 23).

https://www.hws.edu/offices/oafa/pdf/faculty_handbook.pdf

5.5.2 School/Division

5.5.2 a Community engagement is rewarded as a form of teaching

No

5.5.2 a

Provide link or descriptive text

n/a - Our institution does not have schools/divisions.

5.5.2 b Community engagement is rewarded as a form of research

No

5.5.2 b

Provide link or descriptive text

n/a - Our institution does not have schools/divisions.

5.5.2 c Community engagement is rewarded as a form of service

No

5.5.2 c

Provide link or descriptive text

n/a - Our institution does not have schools/divisions.

5.5.3 Department

5.5.3 a Teaching

Community engagement is rewarded as a form of teaching

Yes

5.5.3 a

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Provide link or descriptive text

See our response to Questions 5.5, 5.6, and 5.8 for more details on department-level rewards for community engagement.

5.5.3 b Community engagement is rewarded as a form of research

Yes

5.5.3 b

Provide link or descriptive text

See our response to Questions 5.5, 5.6, and 5.8 for more details on department-level rewards for community engagement.

5.5.3 c Community engagement is rewarded as a form of service

Yes

5.5.3 c

Provide link or descriptive text

See our response to Questions 5.5, 5.6, and 5.8 for more details on department-level rewards for community engagement.

5.5

Provide narrative describing the implementation of these policies and processes:

At HWS, each department/program develops its own Standards and Criteria (SAC) document, detailing the requirements for tenure and promotion in that field of study as a specification of the terms articulated in the Faculty Bylaws. Apart from general guidelines regarding the role of community-engaged approaches highlighted above, it is presently up to each department/program to conceptualize the role (if any) of community-engaged approaches in faculty promotion and tenure. Currently, the SAC documents for at least three departments/programs specifically mention community-engaged approaches and methods in their standards and criteria for tenure and promotion in that field. Further details on how these three departments/programs approach community-engaged approaches and methods in the tenure and promotion process are provided below in our response to Questions 5.6, 5.7, and 5.8.

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.

At HWS, each department/program develops its own Standards and Criteria (SAC) document, detailing the requirements for tenure and promotion in that field of study as a specification of the terms articulated in the Faculty Bylaws. Apart from general guidelines regarding the role of community-engaged approaches highlighted above, it is presently up to each department/program to conceptualize the role (if any) of community-engaged approaches in faculty promotion and tenure. Currently, the SAC documents for at least three departments/programs specifically mention community-engaged approaches and methods in their standards and criteria for tenure and promotion in that field. At present, these policies extend only to those faculty in tenure-track and tenured lines. Further details on how these three departments/programs approach community-engaged approaches and methods in the tenure and promotion process are provided below in our response to Question 5.8.

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

5.7

List the colleges/schools and/or departments.

Education Department - <https://www.hws.edu/academics/education/>

Psychology Department - <https://www.hws.edu/academics/psychology/>

Sociology Department - <https://www.hws.edu/academics/soc/>

5.8

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

4.8

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.

Education Department: The 2017 Standards and Criteria (SAC) document crafted by the HWS Education Department makes explicit reference to “Boyer’s model of scholarship (1997)” as important to conceptualizing scholarly activity in the field of education (p.8). More specifically, the Education Department goes on to highlight the ways in which “the scholarship of application” plays an important role in extending the institutional reach of faculty and their scholarly activities beyond the academy “to the lay public” (Education SAC document, 2017, p.9). Among the forms of “peer recognized work or its equivalent” recognized by the Education Department are “engaged scholarship,” “participatory action research,” and “public presentations” (Education SAC document, 2017, p.9). Such applied research is viewed as “represent[ing] extensive ongoing work with various community constituents” (Education SAC document, 2017, p.11). Thus, in the Education Department at the Colleges, scholarly endeavors involving community-engaged approaches and methods are celebrated as “reflect[ing] the integration of knowledge in an area of disciplinary expertise with an active examination of questions central to a candidate’s intellectual pursuits similar to other forms of scholarship” (Education SAC document, 2017, p.11).

Sociology Department: The 2018 Standards and Criteria (SAC) Document outlining tenure and promotion in the Sociology Department includes the following statements: “We recognize research and scholarship on teaching and learning (SoTIL) and applied research as scholarship. We value research activity that is integrated with the candidate’s teaching and community service” (p.6). In line with this sentiment, the Sociology Department also “recognizes and values ...the use of service learning, community-based research, and/or other forms of experiential learning in the candidate’s teaching” in the tenure and promotion process (Sociology SAC document, 2018, p.4).

Psychology Department: At the HWS, the Psychology Department recognizes “that there is no single standard for scholarship and professional development in the field of psychology” (Psychology SAC document, 2017, p.6). In an effort to elucidate the various ways psychology faculty may undertake scholarly endeavors, the Department’s 2017 Standards and Criteria (SAC) document organizes “the different forms of scholarship and professional development... into [four hierarchical] tiers based on a common level of contribution the works makes to [the] discipline” (p.6). Among those activities recognized as Tier IV scholarly contributions are “projects [that] can have importance to a group of local community” that are summarized in “unpublished manuscripts...and project reports” (Psychology SAC document, 2017, p.7). The 2017 Psychology SAC document goes on to state that, while such Tier IV research activities alone are “not sufficient to represent significant [scholarly] accomplishment” (p.7), “work in the lower two tiers is considered as contributing to an individual’s overall [scholarly] achievement” (p.7) and thus such work is valued in the tenure and promotion process for this particular

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

department.

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.

Members of the Service-Learning Advisory Council Committee (SLAC) regularly engage in dialogue regarding the role of community-engaged scholarly work in the tenure and promotion (T&P) process at the Colleges. Since our previous classification, we have engaged with leaders in the field of engaged scholarship through their written work and at conferences and hosted these individuals on the HWS campus (https://www.hws.edu/academics/service/faculty_resources.aspx).

Some of the key resources (texts, experts, etc.) SLAC has consulted in its conversations about T&P to date are:

- "Full Participation: Building the Architecture for Diversity and Community Engagement in Higher Education" by Susan Sturm, Tim Eatman, John Saltmarsh, and Adam Bush (<http://imaginingamerica.org/wp-content/uploads/2015/09/fullparticipation.pdf>)

- "Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University A Resource on Promotion and Tenure in the Arts, Humanities, and Design" by Julie Ellison and Timothy K. Eatman (<http://imaginingamerica.org/wp-content/uploads/2015/07/ScholarshipinPublicKnowledge.pdf>)

- Dr. Timothy Eatman, Former Co-Director of Imagining America, who spoke to faculty and staff about Imagining America and the role of the community in shaping the professional lives of faculty members

- Dr. Kevin Bott, Dean of Civic Engagement at Wagner College, who lead a roundtable discussion for interested faculty and administrators regarding how to formalize and reward community-engaged scholarship in the promotion and tenure process

- Dr. Dave Roncolato, Director of Civic Engagement at Allegheny College, who facilitated a discussion on current and prospective structural changes that impact the reach of community engagement on college campuses

In addition, in October 2011, the Colleges sent two faculty members and the CCESL Faculty Liaison and Advisor to the Faculty Rewards Institute at the Eastern Region Campus Compact Conference (<https://compact.org/college-and-university-leaders-explore-ways-to-help-communities-while-advancing-scholarship/>). Upon returning from this conference, these leaders met with Pat MacGuire, who was then Interim Provost and Dean of Faculty, about how to best begin conversations about how the institution could more formally recognize community-engaged scholarly work in the T&P process at HWS. McGuire counseled us, rather than proceeding directly to formulating a proposal to revise the faculty by-laws, to instead focus our efforts on building additional capacity and support for community-engaged scholarly work on our campus.

Categories of Community Engagement

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.

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

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.

A.1 Teaching and Learning

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

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.

After extensive conversations with members from the Service-Learning Advisory Council, it was decided that rather than a specific definition to which we would all adhere, our campus would be guided by best practices as laid out by leaders in the field. A drop box link to activity reports from the past decade is linked below, the activity reports are summaries of the six annual meetings at which this topic, and many other CBL related efforts are discussed and addressed (1).

An extensive list of resources, including a link to the Campus Compact document of characteristics of service-learning, was cultivated and disseminated. This information is frequently referenced by faculty and staff colleagues when designing and planning curricular and co-curricular opportunities that can be infused with service and engagement (2)

Engaged Scholarship

Engaged Scholarship Toolkit, created by the The Research University Community Engagement Network (TRUCEN)
~ A guide to ethical principles and practices
~ Evaluation Criteria for the Scholarship of Engagement
~ Defining Service-Learning

Campus Compact Presidents' statement of principles
~ What are the characteristics of service-learning?
~ History of Service-Learning in Higher Education

Annual Service-Learning Advisory Council Activity Reports can be accessed here
(1) <https://drive.google.com/open?id=1EmxfHEKqIkBJ9I2wUrVxpeAoPxdWlaX7>

Faculty community engaged research and service-learning resources which assist faculty members in adhering to best practices in the field:

(2) http://www.hws.edu/academics/service/faculty_resources.aspx

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.

From the CCESL website:

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Service Learning is a pedagogy that faculty use to incorporate service into their courses. Students benefit by experiential learning and reflection and the community benefits through the students' service. Robert Bringle and Julie Hatcher define service learning as "credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs, and (b) reflect on the service activity in such a way as to gain further understanding of curricular content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility" (Bringle and Hatcher, 1996). HWS utilized a "SLC" designation on the course catalogue for classes that share in this understanding of service-learning.

Characteristics of service-learning

These courses will have a service-oriented component that will take your learning beyond the classroom and give you experience working within our community toward positive social change, and in order to complete the Social Justice Studies Program, you need two courses that have a SLC designation.

Examples of Recent Service Learning Courses:

American Studies 360: Art, Memory, and Cultural Power of Place

Art and Architecture:

Education 231: Teaching English Language Learners

Education 333: Race Dialogues for Community Change Making

Education 203: Children with disabilities

Economics 122: Economics of Caring

Economics 213: Urban Economics

Environmental Studies 330: Sustainability, Commodities, and Consumption

Environmental Studies 400: Group Senior Integrative Experience

Environmental Studies 402: Sustainable Community Development Capstone

Dance 230: Dance and the Community Arts

Philosophy 162: Ethics of Civic engagement

Religious Studies 213: Death and Dying

Religious Studies 271: The Holocaust

First-Year Seminar: You Are Here: Geneva 101

Readers College 117: Roots and Shoots

Readers College: Civic Engagement and Interfaith Dialogue

Social Justice Studies 101: Introduction to Community Based Research Methods

Sociology 100: Intro to Sociology

Sociology 290: Sociology of Community

Sociology 465: Senior Seminar Research Practicum

Spanish 332: Literature Infantil

Documents for Your Service Learning Class:

Service Learning Registration Form

Student/Partner Service Learning Contract

Hours Log

Community Partner Feedback Form

Log your Service-Learning hours weekly through HWS Engage (a campus labs product)

<http://www.hws.edu/academics/service/minor.aspx>

http://www.hws.edu/academics/service/faculty_resources.aspx

A.1.3

Fill in the tables below using:

- data from the most recent academic year (2017-18)

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

- data based on undergraduate FTE
- Percentage = when asked use decimal input, e.g., don't use .9 or .2, use instead 90% or 20%

Number of community engaged courses	Change in number of courses since last application	Percentage of total courses	Percent change in courses since last application
22	+ 2	3	-1
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.
10	- 3	20	-22 * explained in the reflection section
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
23	215	11	+2
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
23	+8	11	+2
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
22	not tracked in 2010	10	+1
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
0	not tracked in 2010	0	
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.
422	+122	19	+4

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.

At the start of each semester, the CCESL faculty advisor and liaison reaches out to all faculty members to determine which courses should be listed with a Service-Learning Course "SLC" designation. The email serves as a consistent and proactive reminder to all faculty members that we have a system in place to assist them as they are directed to our curated list of

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

resources, including example syllabi, the CBL assessment scorecard, and that CCESL staff can assist with coordination with community partners and related transportation logistics. Additionally, the Social Justice Studies Dept. has two minors, both of which require two courses to have the SLC designation. <https://www.hws.edu/academics/sjs/> The curated list of SLC designated courses is communicated to the Office of the Registrar, and with that information, combined additional data from the Office of Human Resources, we are able to determine the responses to the above table. Lastly, SLC courses, are discussed by members of the Service-Learning Advisory Council so collegial support is possible and encouraged.

Here is an example of the the email that is sent to all faculty members twice yearly:

From: Murphy, Margueritte
Sent: Thursday, September 28, 2017 8:51 AM
To: facultyannouncements
Subject: Service-learning courses for Spring 2018

Dear Colleagues:

Courses that include a service-learning component are identified in the Schedule of Classes with a designator (SLC). This designator helps students find such courses and allows them to better plan the use of their time outside regular class meetings.

If you will teach a course in Spring 2018 that has a service-learning component, and your course is not already listed in the Schedule of Classes as "SLC," please let me know by Friday, October 6th. If you seek resources to help you craft or refine a service-learning component, the web page for the Center for Community Engagement and Service Learning (CCESL) includes links to many useful sources: http://www.hws.edu/academics/service/faculty_resources.aspx. Katie Flowers, the Director of CCESL, and I also welcome conversations about community-based learning and best practices for incorporating such components into your course. CCESL offers support and assistance in placing students, transporting them to community partner sites, assessing the community-based learning experience, and other such critical matters.

In your reply, please include the course name and number, and describe briefly the service-learning component. If you are not already working with CCESL, please indicate as well if you would like support from CCESL to manage this community-based learning experience.

If you have any questions, please don't hesitate to contact me or Katie Flowers (kflowers@hws.edu).

Best,

Margueritte

Margueritte S. Murphy
Advisor/Faculty Liaison
Center for Community Engagement and Service Learning
Hobart & William Smith Colleges

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.

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

As discussed in section 3.2, HWS joined a Teagle Foundation funded Community Based Learning (CBL) consortium that developed the CBL Scorecard between 2010-2013 in partnership with Rhodes College, Franklin and Marshall College, and Niagara University, Nazareth College, Ithaca College, Stonehill College, St. Mary's University, and Allegheny College. Representatives from these colleges met in Nashville, Tennessee for an inaugural symposium in 2010 where they worked with external consultants from Vanderbilt University, Professor John Braxton and his graduate research assistant, Willis A. Jones, to refine the CBL Scorecard.

The aim of the scorecard was to promote assessment that improves student learning with an adaptable instrument that employs a quantitative scale, allowing for benchmarking across institutions and can provide timely feedback and reminders of best practices to faculty. HWS hosted a meeting of consortium members in 2012 and have continued to benefit from this "community of practice" as members of the cohort continue to meet long after the grant concluded. Data from students enrolled in CBL courses (incorporating both CBR and SL) are collected at the conclusion of each semester, and shared confidentially with specific participating faculty members, and the aggregate data set is shared with participating faculty members.

We are careful to specify that the instrument captures students experiences with service-learning and reiterate that it's not a course evaluation. CCESL Director and recently retired CCESL Faculty Advisor and Liaison co-authored "Consortial Collaboration and the Creation of an Assessment Instrument for Community-Based Learning" in the University of Georgia's peer reviewed Journal of Higher Education Outreach and Engagement in 2017 (1).

The CBL Scorecard serves as a consistent tool to encourage alignment with best practices of CBL, faculty members are convened at the beginning of each semester to discuss the scorecard and serve as resources for each other, and students are asked to respond to the survey at the conclusion of the semester. The response rates have varied and it seems that distributing paper surveys on the last class or during the scheduled exam time, and then hand entering in the data seems to be the most effective way to capture information which is reviewed by SLAC members each semester. The response rate of the scorecard is noted for the past three years in the 2017-2018 CCESL Annual Report, page. 5 (3)

Examples of the thirty questions include: ~"There is a clear connection between the specific tasks students perform in the community and the goals of the course" ~ "The instructor encourages students to make written reflections that may express controversial thoughts or observations about their experiences." ~ "Community partners provide feedback on students' work on the project." (2)

(1) <https://files.eric.ed.gov/fulltext/EJ1139495.pdf> (2) CCESL 17-18 annual report

(2) The scorecard and can be accessed here:
<https://www.dropbox.com/s/rsknw9rtkknevtv/Student%20Scorecard.pdf?dl=0>

(3) CCEL Annual Report https://www.hws.edu/academics/service/pdf/annual_report1718.pdf

The scorecard has been shared at various local and national convenings, including the Western NY Service-Learning Coalition and the Eastern Region Campus Compact Conference, detailed in section C.3

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.

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Curricular Activity: 2.1 Student Research

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>The Sills Family Endowed Fellowship was created in 2014 to provide support for experiential learning and the completion of a special academic project to Hobart and William Smith students working in partnership with the Colleges' faculty. Two of the past five summer research endeavors have connected students directly with community partners, including the Cornell University's New York State Agricultural Experiment Station and the creation of the show "From the Ground Up" which was written and performed entirely by three Hobart students and explored how men of color experience issues of identity, mental health and tolerance while paying homage to artists of the Harlem Renaissance and storytellers who followed.</p> <p>Although launched in 2009, the annual Community Engaged Scholarship Forum has become a more integrated celebration of CBL and CBR on campus and in the community.</p>
Web Link (if available)	<p>The Annual Community Engaged Scholarship Forum, with input from Service-Learning Advisory Council members, formalized the application since the program began in 2009. Additionally, suggestions of presenters from from colleagues in the Center for Teaching and Learning who host the annual Senior Symposium, so when a project arises as a community based learning or research project, that student is encouraged to submit an application to present at the Community Engaged Scholarship Forum.</p> <p>Community Engaged Scholarship Forum:</p> <p>2014 - https://www2.hws.edu/community-engaged-scholarship-forum/</p> <p>2016 - https://www2.hws.edu/article-id-19634/</p> <p>2018 - https://www2.hws.edu/article-id-17796/</p> <p>Cumulative list of Community Engaged Student Scholars, reviewed by the SL Advisory Council and announced at the Community Engaged Scholarship Forum https://www.hws.edu/academics/service/pdf/ces_awards.pdf</p> <p>Senior Symposium, hosted by the Center for Teaching and Learning: a day-long conference that provides the opportunity for HWS Seniors and Masters of Arts in Teaching (MAT) students to present their intellectual passions to the HWS community. Students present on concurrent interdisciplinary panels that are moderated by HWS faculty and, typically, there are 3-4 concurrent panels throughout the day. https://www.hws.edu/academics/ctl/senior_symposium.aspx</p> <p>Sills Research Fellowships:</p> <p>https://www2.hws.edu/exploring-identity-mental-health-and-acceptance/</p> <p>https://www2.hws.edu/translating-science-into-action/</p> <p>https://www2.hws.edu/exploring-identity-mental-health-and-acceptance/</p>

Curricular Activity: 3.1 Student Leadership Courses

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>HWS Leads is the Centennial Center's Leadership Certificate Program and is designed to provide students with a comprehensive foundation of knowledge, behaviors and skills to become more effective leaders, whether for a club or an organization, in the community, or in their everyday lives.</p> <p>The leadership development program is based on the idea that leaders are not born, but rather are developed. The focus is on behaviors, not competencies. The program begins by assessing each student's leadership style and learning the art of leading through one's own personality and values.</p> <p>Additionally, students develop collective definitions of leadership, as well as an understanding of the qualities needed to be a successful leader. At the conclusion of the certificate program, students will have learned powerful ways to model for others, inspire a shared vision, challenge the process, enable others to act, and develop genuine compassion and respect for difference.</p> <p>Selected students are required to participate in 12 sessions through a Reader's College format, comprised of interactive seminars, speakers and reflection exercises. Students are also required to serve in a campus- or community-based leadership position and an outdoor experiential leadership activity.</p> <p>Program Requirements Completion of HWS Leads Reader's College Completion of Public Speaking Reader's College Participation in 15 hours of community service Initiation and building of a Co-Curricular Transcript Leadership-in-Practice: reflective journaling while completing a community-based research project OR serving one semester in a leadership role</p>
Web Link (if available)	<p>Fish, who has served as a Trustee since 2006 and is current vice chair of the Board, donated the lead gift during the William Smith Centennial celebration in 2008 that established the Centennial Center. The award honors her, as Bazan and Erickson said, "on behalf of the Alumnae Association and the more than 14,000 alumnae who have graduated from William Smith in the past 110 years, on the 10-year anniversary of the creation of the Centennial Center, and in recognition of all [Fish has] done for the Colleges."</p> <p>https://www.hws.edu/academics/leadership/hws_leads.aspx</p> <p>https://www2.hws.edu/hws-celebrates-10-years-of-the-centennial-center/</p>

Curricular Activity: 4.1 Internships/Co-ops

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>The Geneva Community Internship Program (GCIP 401) and INT 199 are experiential learning opportunities co-coordinated by faculty departments and the Salisbury Center for Career, Professional and Experiential Education. These internships (full credit and half credit options are determined based on specific criteria) provide students with a framework to connect hands-on learning within areas of academic study.</p> <p>1.) Half Credit Internship - Students may register for a half-credit (.50) internship INT 199. The INT 199 credit-bearing internship course registration allows students to receive half credit for an approved internship. Internships must include a minimum of 120 on-site contact hours, and students must keep a journal of their experience for submission to their faculty adviser. Students may receive financial compensation for their internship, including wages. A maximum of two INT 199 internships may count toward graduation requirements. Students should meet with their faculty adviser to discuss the internship, and to make sure all required documentation has been submitted and received. Once their adviser has approved the internship, students should bring the form to their dean for final approval. An evaluation from the site supervisor should be sent to the adviser after the internship is completed, and the adviser will submit a CR/NC grade. Any international student doing an INT 199 must have the signature of approval from the Director of International Students Affairs.</p> <p>2.) Full Credit Internship - Some programs and departments offer a 499 full credit (1.00) internship course. Students may register for that credit with the permission of their department/program chair. Students may receive financial compensation for their internship, including wages.</p> <p>Students are advised to be in close contact with their adviser as they plan their internship experience.</p>
Web Link (if available)	<p>Nothing has changed since last classification.</p> <p>https://www.hws.edu/catalogue/curriculum.aspx</p> <p>https://www.hws.edu/academics/career/internships_credit.aspx</p>

Curricular Activity: 5.1 Study Abroad

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>Over the past decade the Center for Global Education has sought to create more opportunities for our students participating in study abroad programs to connect with the communities in which they are studying – and with the people in those communities. These connections can occur in a variety of ways, including integrated housing options (homestays or residences with local students), taking classes with local students, internships, teaching placements, and community engagement/service learning. We have integrated a variety of these options into our programs and we believe that these “immersion opportunities” have been an effective way for our students to learn more about local culture(s) and important issues impacting the communities in which they are living.</p> <p>Given our long-standing institutional commitment to community engagement, we have</p>

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

	<p>particularly focused on providing opportunities for students to volunteer while abroad. We have collaborated with the staff of the Center for Community Engagement and Service Learning to learn more about the kinds of community engagement activities our students participate in while in Geneva as we work with partner institutions abroad to provide service opportunities – in some cases as part of the curriculum.</p> <p>Center for Global Education staff also encourage students who are involved in community engagement activities abroad to continue upon their return to campus as part of our “reentry programming”. The international perspective they have gained can be an important asset to share with a local organization and this can also serve to keep them connected with their study abroad experience.</p>
Web Link (if available)	<p>Since 2010, the "J-Term" or "MayMester" options have been added to abroad course offerings for students who aren't able to take an entire semester to study abroad.</p> <p>A few of these shorter term abroad opportunities have included a community engagement component, including trips to Panama and Ghana with Sociology Professor Jack Harris.</p> <p>A January 2016 J-Term trip entailed a three-week intensive immersion experience in a rural community in Panama working on social entrepreneurship projects. The ultimate goal of the program was to learn through two collaborations. Participants built a team with locals and work together to sought opportunities within a community, formulated ideas on how to improve quality of life, and tested those ideas in the field. By co-creating products and services with a social impact together with local community members, students practiced leadership and intercultural communication skills while contributing to the lives of the people with whom they will live and work.</p> <p>During the 2018 fall semester and in preparation for their January-term abroad, students completed a Reader’s College with Professor Jack Harris, where they studied the theory and practice behind social enterprise development. The preparation gave students relevant insight into the fields of human-centered design and cross-cultural innovation – which they applied during their trip by interacting with and interviewing community members, identifying opportunities for social innovation and working together to develop products and services in concert with the people in NKontomire, Ghana.</p> <p>https://www2.hws.edu/center-for-global-education/</p> <p>https://www.hws.edu/academics/global/pdf/summer/short_term_overview.pdf</p> <p>https://www2.hws.edu/social-innovation-in-ghana/</p> <p>https://www2.hws.edu/hws-global-cafe/</p>

Curricular Activity: 6.1 Alternative Break tied to a course

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Occasionally over the past decade, a faculty member has offered a Readers College CESL199 (community engagement & service-learning - a 1/2 credit opportunity) as part of the Alternative Spring Break Program. Trips to North Carolina (rural education) and Jamaica (poverty) have been offered as CESL199s.
Web Link (if available)	This isn't necessarily an institutionalized program, as many factors impact a faculty member's schedule and ability to offer pre and post trip meetings. Students who participate in a CESL199 are invited and encouraged to present at the annual Community Engaged Scholarship Forum at the end of the spring semester. https://www2.hws.edu/article-id-15634/ https://www2.hws.edu/alternative-spring-break-2018/

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

Is Community Engagement integrated into this area?	
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

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>The Social justice Studies Program explore the social, cultural, and institutional responses to inequality and oppression, examining the institutional structures, cultural practices, and social behaviors that inform the concept of equality and the recognition of human rights.</p> <p>This program draws on an array of courses from across the curriculum to facilitate the understanding of historical and contemporary representations of social justice.</p> <p>The goal of the social justice studies program is to have students develop a significant grounding in historical and contemporary social movements from which to understand the roots, evolution, and complexity of social justice, develop an understanding of systems, institutions, and policy in relation to social justice and equity, and develop an ethical awareness of the impact of systems, institutions, and policy on individuals, cultural norms, and human rights.</p> <p>Two minors are supported by the Social Justice Studies curriculum: (a) Social Justice Studies, and (b) Civic Engagement and Social Justice.</p>
Web Link (if available)	Described in greater detail below, the Community Based Research 101 - An Introduction to the Scholarship of Engagement, was designed in a has been taught annually in a wide variety of departments from participants in the initial cohort, noted below. Faculty members share resources and class projects are shared at the annual Community Engaged Scholarship Forum https://www.hws.edu/academics/sjs/

Curriculum: 3.1 General Education

Is Community Engagement integrated into this area?	
What has changed since the last classification?	As part of their General Education requirements, all students are required to six aspirational Goals of the curriculum. Three of the Goals are to develop a critical understanding of social inequalities; a critical understanding of cultural difference; and an intellectual foundation for ethical judgment as a basis for socially responsible action. The Faculty revised and clarified these expectations in Spring 2015
Web Link (if available)	https://www.hws.edu/catalogue/curriculum.aspx

Curriculum: 4.1 First Year Experience Courses

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>Sustainable Living and Learning Community (SLLC) program launched in 2014 as a First-Year Learning Community.</p> <p>Spanning two semesters, SLLC promotes sustainability across the curriculum, while engaging students by connecting them to both on- and off-campus, co-curricular activities involved with sustainability. SLLC seminars are taught by Professor of Economics Tom Drennen and Assistant Professors of Environmental Studies Beth Kinne, Robin Lewis and Tarah Rowse.</p> <p>In 2017, three summer research students worked with CCESL faculty advisor and Sustainable Community Development Chair on “Sustainable Living and Learning Community (SLLC) Program: Assessing an Innovative Approach to Sustainability Education”</p> <p>Multiple methods of assessment were implemented in order to gain insight into the experiences of students and faculty within the SLLC program.</p> <p>1) National Survey of Student Engagement (NSSE): Administered to first-year and senior students through Institutional Research, NSSE collects information a national sample of “four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development” (http://nsse.indiana.edu/html/about.cfm). Results are distributed Summer/Fall following the survey, and allow us to compare students within the SLLC with students who were not in the SLLC. Please note that at the time of this report, NSSE data are not yet available. Our assessment will be updated when available.</p> <p>2) Faculty Interviews: Interviews were conducted by Ruth Shields in the Center of Teaching & Learning with seven faculty members (four from the SLLC program and three who teach a standard first year seminar) during December 2014. The goal of this qualitative study was to gain insight into the experiences of faculty and how they connected with students, planned their instruction, and experienced the in-hall teaching component differently than non-SLLC faculty.</p> <p>3) Student Violations and Damages: Extracted from the Odyssey Judicial system, Residential Education retained records for in-room student damages as well as violations of the Handbook of Community Standards. Specifically, community-impact violations of minor alcohol violations, alcohol transports, drug violations, disturbances, and disorderly conduct.</p> <p>Faculty observed a huge benefit to having classrooms in Rees (residence area) for students, and student affairs staff noticed a more collegial and academically-focused use of the spaces. Faculty members did not report as much success with the faculty offices, as it may have inconvenienced other students not in the SLLC wishing to visit professors.</p> <p>Analysis of assessment on student sustainability competencies indicates several positive trends in how the SLLC students began to: a) internalize a more nuanced understanding of the relationship between sustainability and consumption; b) express a higher degree of individual responsibility for their role in sustainability; and, c) put their knowledge about sustainability and consumption into practice in their daily lives and on the HWS campus.</p>
Web Link (if available)	https://www2.hws.edu/hws-faculty-fellows/

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Curriculum: 5.1 Capstone (Senior Level Project)

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>Each spring, students in the Environmental Studies Program's Senior Integrative Experience (SIE) explore the intersection of the natural sciences, the social sciences and the humanities.</p> <p>A few examples include:</p> <p>Lily Cantral, 2018. Rainfall variability through the Finger Lakes Region. Faculty sponsor: Halfman.</p> <p>Group SIE Project Fall 2017: StoryMap online resource for Geneva Foundry contamination case</p> <p>Quincey Johnson, 2016. "Fine-scale aboveground carbon distribution of forests with varying lithology: A comparison across two watersheds" Faculty advisor: Brubaker</p> <p>Michael Conte, 2016. "Out with the old, in with the new: Vere Sandal Company, sustainability, and social innovation," Sustainable Community Development Program (Community Partner: Vere Sandal Company. Faculty sponsor: Lewis</p>
Web Link (if available)	<p>https://www.hws.edu/academics/envirostudies/research.aspx</p> <p>https://www.youtube.com/watch?v=m6Didu34P_4</p>

Curriculum: 6.1 In the Majors

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>The majority of HWS environmental studies students are actively engaged in a research or field study project each semester. Whether in state-of-the-art facilities on campus, with the Finger Lakes Institute or with local environmental organizations, these students are getting the hands-on experience that makes them stand out in the job market.</p>
Web Link (if available)	<p>https://www.hws.edu/academics/envirostudies/research.aspx</p>

Curriculum: 7.1 In Minors

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Is Community Engagement integrated into this area?	
What has changed since the last classification?	The Colleges added the minor in Sustainable Community Development - (SCD) which is an interdisciplinary program that integrates curricular and experiential components in architectural studies, economics, environmental studies and sustainability. The program aims to familiarize students with the concept of sustainable development as applied to real world communities. Requirements include technical writing, service learning, and methods courses. The goal of these courses is to provide students with skills such as survey design, statistics, ethnography, cost/benefit analysis, historical archive research, GIS, environmental impact assessment, and others that will be valuable in community-based research and service projects.
Web Link (if available)	https://www.hws.edu/academics/scd/

Curriculum: 8.1 Graduate Studies

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>HWS offers a Masters of Art in Teaching, which is our only post graduate program.</p> <p>We work to ensure MAT students understand that becoming a strong teacher requires being able to work independently and collaboratively, to be sensitive to the needs of others, to be academically secure, to work well with diverse populations and individuals who have experiences different than their own, to be mature, and to be exceptionally responsible and attentive to detail.</p> <p>Our certifications include:</p> <ul style="list-style-type: none"> ~Certification in Childhood Education (Grades 1-6) ~Dual Certification in Childhood and Teaching Students with Disabilities (Grades 1-6) ~Certification in TESOL (Grades PreK-12) Teaching English to Speakers of Other Languages ~Certification in Adolescence Education (Grades 7-12) ~Certification in Art Education (Grades PreK-12) ~Certification in Music Education (Grades PreK-12)
Web Link (if available)	<p>https://www.hws.edu/academics/education/TEPapply.aspx#cert</p> <p>https://www.hws.edu/academics/education/reporting.aspx</p>

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

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	<p>The HWS entrepreneurial studies minor, which launched in the spring of 2016, partners with the City of Geneva and local entrepreneurs (for-profit, nonprofit, and social enterprisers) with the ENTR 220 - Social Innovation course and ENTR 400 - Senior Capstone. In the ENTR 220 course, students learn about theories and applications of social innovation, entrepreneurship, and enterprise, which are reiterated in the ENTR 400 course. In both courses, students act consultants for local enterprisers who often work to address social issues affecting Geneva, New York, such as decreasing food waste, diverting bio waste from landfills, addressing food insecurity, cultivating a culture of health and nutrition, and creating sustainable farm to table food systems. They conduct market and financial research for these local enterprisers.</p> <p>The entrepreneurial studies minor also partners with the HWS Fribolin Farm hosting internships and independent studies for credit, where students support on-going community innovation initiatives such as the Little Free Farmstands in Geneva, NY.</p>
Web Link (if available)	<p>Entrepreneurial studies minor launched in the spring of 2016 https://www.hws.edu/academics/entrepreneurial/ https://www.hws.edu/academics/entrepreneurial/curriculum.aspx</p>

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.

In 2011, under the direction of Provost Teresa Amott (now President at Knox College), HWS received a \$15,000 grant from the John Ben Snow Foundation to support and further promote a common understanding and expectation of the academic and ethical dimensions of community-based research. The aim of the grant was to address a growing interest in the CBR among faculty members and to develop and implement an introductory course to serve as a cornerstone of our academically-focused community engaged learning. The Public Service Office underwent a strategic review and subsequent re-structure in 2008, which also served as an opportunity to convene stakeholders on the Public Service Minor Committee and re-imagine a civic engagement minor.

The funding supported nationally-recognized expert in the field of community-based research, Elizabeth Paul, Ph.D., who was then Provost at Stetson University. Paul worked closely with a cohort of 11 faculty, who received a \$750 stipend to collectively work to produce a collaborative syllabus that could be adapted to a wide variety of academic disciplines, and supplementary materials to teach the introductory course. The new course was brought before the Colleges' Committee on Academic Affairs and received approval in May of 2012 and intentionally aligned with the newly created Social Justice Studies Program and two corollary SJSP minors as the foundational courses. As envisioned, the course has been adapted many times since then and provides students with the research methods and tools needed to engage in effective community based research (CBR) as well as to provide a comprehensive understanding and appreciation of the demography of Geneva and surrounding areas. The Community Based Research 101 - An Introduction to the Scholarship of Engagement has been taught annually in a wide variety of departments

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

<https://www.hws.edu/academics/sjs/>

An additional change that reflects forward momentum in our community engagement efforts, and spurred forward by conversations with alumni/ae, the Sustainable Community Development Program was established in 2014 as an interdisciplinary minor that brings together students, faculty, and staff from the Architectural Studies and Environmental Studies Programs at HWS to complete community-based research projects focused on local sustainability issues. This program reflects the institution’s liberal arts focus, as well as growing interest in sustainability across campus and in the host community. The name, “Sustainable Community Development,” highlights the program’s central objective—providing students with the opportunity to develop the knowledge and skill sets necessary to work alongside local communities forge to a more sustainable future.

The first innovative aspect of the SCD Program concerns its academic curriculum. Students pursuing an academic minor in SCD complete a series of six courses designed to provide them with the background and skills necessary to pursue careers in the stewardship of the natural and built environments and the communities dependent on these resources. Then, armed with a strong foundation in sustainable community development and its underlying theories and practices, SCD students also sharpen their academic knowledge and skills by completing a series of two tools courses.

<https://www.hws.edu/academics/scd/>

B. Co-Curricular Engagement

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	<p>Entrepreneurship at HWS combines the Entrepreneurial Studies academic minor with a rich series of co-curricular hands-on programs, and a collaborative student workspace, for the development of new ventures. The goal is to enable students with tools needed to positively impact startups, for-profit businesses, non-profit organizations, institutions, communities and our overall culture.</p> <p>Whether a student considers themselves an entrepreneur, idea person, startup leader, linchpin, intrapreneur, or team contributor, the fundamental skills learned and foundational elements of Entrepreneurship at HWS are designed to be accessible to all students in all majors.</p> <p>The three main elements of Entrepreneurship at HWS are as follows:</p> <p>Entrepreneurial Studies Minor The HWS Entrepreneurial Studies Minor challenges students to become well-rounded leaders and resourceful innovators who are globally aware and community-centric. With an emphasis on the conceptual understanding, practical skills and ethical structure necessary for business or civic leadership, the Entrepreneurial Studies Minor allows students to choose from a variety of introductory and advanced courses, each designed to provide students with strong grounding entrepreneurship in its various forms.</p>

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

		<p>The Centennial Center Interactive Co-Curricular Student Programs Critical to a successful Entrepreneurship at HWS is the ability for students to gain practical experience in various aspects of the venture creation process. The Centennial Center designs workshops and programs that lead students ventures from idea development through customer validation and on to investment and growth. Delivered in the form of workshops, accelerators, and mentorship, all programming is designed to lead students through an entrepreneurship progression that emulates the steps required in launching a successful for-profit or non-profit venture.</p> <p>The Bozzuto Center for Entrepreneurship Many of the entrepreneurship programs at HWS are conducted in our student incubator and collaborative workspace, The Bozzuto Center for Entrepreneurship. The Bozzuto Center provides a creative space for the development of ideas and the advancement of student ventures. In addition, the Bozzuto Center is home of numerous events, such as workshops, networking events, hackathons, innovation programs, community programs and more.</p> <p>Many endeavors integrate the ideals of community engagement through these curricular and co-curricular blended course, workshops, and project collaborations. https://www.hws.edu/academics/entrepreneurial/</p> <p>Examples of community collaborations include:</p> <p>https://www.researchgate.net/publication/331873899_A_Fresh_Start_Exploring_the_Feasibility_of_a_Food_Market_in_the_City_of_Geneva_New_York_Written_by</p> <p>https://www.fltimes.com/opinion/bigger-picture-sausage-links-and-more/article_d525068c-1fc7-59cc-a275-5089b69ef148.html</p>
Community service projects - outside of the campus	Yes	<p>The primary resource for students, faculty, staff, and community partners to co-create service projects is the Center for Community Engagement & Service-Learning (CCESL), with a mission statement that "stands for learning through service that produces students who are civically engaged and graduates who are active, global citizens," which envisions "a sustained, engaged relationship with the community through the Geneva Partnership that promotes positive community change and enhanced student learning." CCESL staff support student involvement in 20 off-campus collaborative service programs and facilitate a team of *32 CCESL Civic Leaders to encourage campus involvement in Compass (community service leading to community engagement leading to civic leadership leading to engaged citizenship).</p> <p>Two of the 20 programs are America Read and the HWS Tutor Corps which support 125 paid youth tutors, so there are 14 Civic Leaders for those two programs. CCESL's civic leader learning outcomes, captured throughout the semester via HWS Engage required reflection posts and small group meetings with CCESL Staff and Senior Civic Leader, include: support a constructive team climate for accomplishing service activities articulate the goals of the Compass program to their peers lead and support their peers' civic engagement efforts in the Geneva and Finger Lakes communities identify and communicate some of the challenges/opportunities for the Geneva community draw upon collective service experiences to imagine creative solutions to community challenges develop capacity to collaborate with community members to solve problems articulate insight into their own cultural rules and biases about power, privilege, and service appraise possible career options through the lens of their experience in Compass.</p> <p>Compass description: https://www.hws.edu/academics/service/index.aspx CCESL programs: https://www.slideshare.net/kflowers285/ccesl-admissions-</p>

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

		<p>presentation-2018 CCESL</p> <p>Civic Leader end of semester evaluation: Q. 6. Do you know how your program/initiative relates to CCESL's Compass? (Community Service... Civic Engagement...Civic Leadership... leading to a life of Engaged Citizenship) If so, explain how. Answers: ~Civic Engagement, making a long time service commitment to the community and following through with that leading to strong relationships between yourself and the community members. ~Community Service (Days of Service), Civic Engagement (Service Learning Courses), Civic Leadership (Senior Civic Leader ~H4H allows students to both engage with others, perform community service, and collaborate with members of the Geneva and Canandaigua community that they otherwise may never come into contact with. ~The HWS Tutor Corps helps foster relationships between the HWS college students and the Geneva community, specifically the Geneva youth. ~The idea of CCESL's Compass is to incorporate all these different elements of overall community engagement into one overarching mission. The idea of Compass is meant to focus on the importance of engaging and serving in the community, being a leader, and letting the mission of CCESL reflect through your actions and civic engagement.</p> <p>The CCESL annual report is emailed to a growing list of over 1000 alumni who received the Civic Leadership Award during their senior year. In addition to sharing information about campus and community, we ask for alumni to share with us how Compass impacted their current personal and professional civic interests.</p>
<p>Community service projects - within the campus</p>	<p>Yes</p>	<p>HWS Fribolin Farm, located less than a mile from our main campus, offers opportunities to engage with our food system, the campus and our surrounding community. Programs include food and farm field trips, garden development, cooking demonstrations, food forums, service opportunities and ways consumers can interact with food, farmers, and food processing as they contemplate their place in our regional food system.</p> <p>Since acquiring the farm in 2013, faculty and staff have incorporated the HWS Fribolin Farm into the curriculum and student experience in many ways. Over 10 professors have directly used the farm in their course work, with many additional students gaining experience at the farm due to co-curricular experiences, internships, independent studies, research studies, and service opportunities.</p> <p>The HWS Fribolin Farm is a place of experiential learning where critical thinking and an understanding of social and environmental justice are fostered among HWS students, faculty, and staff, as well as residents of Geneva and the broader Finger Lakes region. Through curricular and co-curricular offerings and community partnerships, the Farm encourages experimentation and enterprise through food and agriculture, but also deep and critical reflection about the impacts of our work at a variety of scales. We encourage the nourishment of our bodies and communities through agro-ecological farming practices, stewardship of land and water, mindfulness and reflection, conservation and expansion of biodiversity, and an understanding of how all of these are politically and socially situated.</p> <p>HWS leads efforts to benefit pollinators on campus and in Geneva, NY. Our students and campus community incorporates pollinator conservation and education in our coursework, service learning, research, and community engagement. There are honeybee hives kept at HWS Fribolin Farm and their honey is sold at our HWS College Store. Land on our campus, specifically on our farm, is maintained, managed, and conserved with pollinators in mind. HWS began the process of becoming a designated Bee Campus USA in Fall 2018 through the formation of a leadership committee, led by FLI Food Systems Program Manager Sarah Meyer, works to implement integral programs to raise awareness, expand habitat, and celebrate gains for pollinators, through such efforts as developing a campus habitat plan, hosting events and workshops, sponsoring service</p>

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

		<p>learning projects, and offering pollinator focused curriculum and public outreach.</p> <p>"The Fribolin Farm has become such a valuable extension for learning at HWS. Students are exploring real life food sustainability and farming issues through growing vegetables and using them to cook great meals at Pasta Night or to donate to the Community Lunch Program. We have really enjoyed our visits to the HWS Fribolin Farm, from seeing Gina the horse, to watching the bees at work in the hives, to enjoying the beautiful expanse of grain and pasture land, it's a beautiful addition to the HWS campus!" – Mary Kelly, HWS Education Department</p> <p>https://www.hws.edu/fli/hwsfarm.aspx</p>
Alternative break - domestic	Yes	<p>"Compass Headings" is the name of the HWS Alternative Break Program, are provide an opportunity for students to travel off campus, collaborate with non-profit community partners on a service-project or partnership, and to reflect more deeply on themselves and societal issues they encounter. Being with a group of students focused on service and reflection can be one of the most meaningful experiences one can have throughout their college experience. It can also simply be fun to go to a new place, get to know new people and work together to make a meaningful change. Compass Headings trips come under the Civic Engagement area in the Compass model. They always have a reflective component, and when a faculty chaperone is able to travel with the group, it presents an opportunity to offer the trip as a CESL199, or a 1/2 credit "Readers College." The CCESL Civic Leader is the student leader in the cohort that helps recruit, plan, and lead the trips.</p> <p>We've benefited from an over 20 year relationship from the Mariam Boyd Elementary School in Warren, NC, and the Pocahontas State Park near Richmond, VA. Although leadership has changed many times at both of those locations, we are welcomed back due to the proactive planning and reciprocal balance of the partnership. Additionally, we have been fortunate to have students willing to help respond to disaster relief efforts after natural disaster including Hurricane Katrina, Hurricane Sandy, and when it deemed helpful, we plan to organize a trip to Puerto Rico to assist with Hurricane Maria rebuilding efforts.</p> <p>https://www2.hws.edu/article-id-16483/</p> <p>Five years ago, we launched a partnership with Rural and Migrant Ministry in Lyons, NY which is only 10 miles north of HWS Campus. Due to the robust opportunities to collaborate with this impactful advocacy organization that supports rural and migrant farm workers, we are able to send volunteers for one-day projects, and service-learning students when schedules permit, however, the one week immersion presents a unique lens through which our students are able to learn about immigration.</p> <p>https://www2.hws.edu/alternative-spring-break-2018/</p>
Alternative break - international	Yes	<p>Although we have partnered with international organizations to ensure international alternative spring break trips over the past decade, including Amazide and Bridges Community, we focus our ASB trips on our long standing domestic partnerships due to financial barriers that international travel presents. Additionally, ASB trip connected with a pre and post trip "Reader's College," led by a faculty member are far more impactful for the student and allows for a more thorough understanding of the host culture, but that opportunity isn't always possible.</p> <p>Jamaica - Spring 2013 - https://www.hws.edu/academics/service/pdf/gress.pdf</p>
Student leadership	Yes	<p>Established in 2008 in honor of the William Smith centennial year, the Centennial Center specializes in leadership, entrepreneurship and innovation. Originally rooted in leadership education, the Centennial Center offers applied learning and academic enrichment in all three areas to the Hobart and William Smith community. Often driven by student</p>

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

		<p>interest, the Centennial Center has had an evolving model along with a robust menu of programs. Frequently, this model as well as our programs have catered to students' interest in community engagement.</p> <p>For example, our largest and longest running program, the HWS Leads certificate program for many years had a community service requirement. Though we shifted away from this requirement, we implemented a model of entrepreneurial leadership, global leadership and community leadership and frequently spoke about how leadership was developing creative problem-solvers in local and global communities. Several years ago, we implemented our Youth Leadership College, which put college student leaders directly in the community delivering leadership training to second graders from Geneva's West Street Elementary School.</p> <p>We also continued to invest in local high school leaders from Geneva High by inviting them to our professional leadership conference, Leadership Institute. Today, the Centennial Center wants to develop leaders and entrepreneurs who will drive innovation. With an extensive history of leadership programming and now a new portfolio of entrepreneurship programs, the Centennial Center frequently works with students who seek to effect change in their communities and establish socially-oriented organizations. Programs such as the HWS Hackathon directly instill the skill work required for social innovation such as problem-solving and idea generation. Other programs, including the Michael '59 and Ellen '60 Opell IdeaLab, The Annual Pitch Contest, NSF I-Corps Short Course and the Summer Sandbox offer opportunity for students with socially-oriented ideas to develop and implement non-profits or for-profits with a community purpose.</p> <p>Further descriptions of the programs that support social innovation include: Michael '59 and Ellen '60 Opell IdeaLab: Students submit a brief proposal that outlines an idea for a product, service or organization. Top ideas are selected to join a six-week accelerator program designed to develop ideas. At the end of the six weeks, lab participants resubmit their proposals for a chance at start up funding from a pool of \$3000.</p> <p>HWS Hackathon is an event designed to innovate new ideas that address complex problems. Hackathons originated in the technology field and have slowly been applied to new spaces like social innovation. Teams receive a topic and have 24 hours to "hack" it. They are fast-paced, high energy and produce ideas that are intended to change the world.</p> <p>Summer Sandbox is an immersive, 8-week startup accelerator program designed to serve as a launching point for student entrepreneurs and startup founders. The goal is to gain the fundamental skills for moving an idea from early concept to sustainable model.</p> <p>The Pitch Pitch is an student entrepreneurial contest for for-profit and non-profit leaders. One winner will be awarded a \$10,000 grant to go towards their idea.</p> <p>https://www.hws.edu/academics/leadership/index.aspx https://www2.hws.edu/one-bead-to-host-kenyan-glass-blower/</p>
Student internships	Yes	<p>The HWS approach to career preparation is wrapped up in our Pathways Program, facilitated by staff members in the Salisbury Center for Career, Professional and Experiential Education. Pathways steps include "Assess - Explore - Experience - Connect" It's a comprehensive approach that gets students thinking about and acting on their future. Through Pathways, students research careers, spend time with professionals in the field, take behind-the-scenes tours of certain industries and find internships and jobs. We also bring professionals to campus to offer career insight and advice. Students are</p>

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

		<p>kept on track through workshops, experiential learning and career counseling. Pathways encourages and motivates students to discover, explore and experience all of your academic, personal and career-related interests. What sets this program apart is its length and breadth, featuring a support network dedicated to sustaining growth and success in the professional development process. The Pathways formula works and students who complete the program make connections that lead to promising careers or graduate school.</p> <p>https://www.hws.edu/academics/career/pathways.aspx</p> <p>Additionally, HWS recognize just how instrumental an internship can be in determining career direction. To ensure HWS students have access to these important professional learning opportunities, the Colleges have made a bold commitment to guarantee all students of good academic and social standing who successfully complete the Pathways Program will be able to participate in at least one internship or research opportunity. In most cases, the experience will take place during the summer after the junior year. For unpaid internship and research opportunities, HWS will provide a stipend. Guaranteed Paid Internship: https://www.hws.edu/academics/career/guaranteed_internship.aspx</p> <p>Among the creative programming offered by Salisbury Staff, in concert with other departments on campus including Alumni Relations and Intercultural Affairs, is the annual Multi-Cultural Career and Networking Conference https://www2.hws.edu/article-id-19388/ as well as co-hosted panels with the Center for Community Engagement and Service-Learning and the Center for Global Education that focus on domestic and international summer internship and post-graduate career opportunities. The Salisbury Center for Career, Professional and Experiential Education, The Center for Community Engagement & Service-Learning, and the Center for Global Education are all located in Trinity Hall and utilize their proximity to collaborate on programming.</p> <p>Lastly, since the summer of 2014, the HWS Fribolin Farm has provided research opportunities and employment for HWS students. They assist with garden management, outreach programs, volunteer management, harvest sales, and farm utilization. https://www.hws.edu/fli/hwsfarm.aspx</p>
Work-study placements	Yes	<p>HWS is proud to nearly quadruple the minimum required 7% of Federal Work study budget on community work study placements through a robust America Reads program and important partnership with the Boys and Girls Club (HWS Tutor Corps). HWS allocates \$85,000 annually in Federal and Community Work Study through directly supporting youth tutor employment opportunities in local schools and through our employment of paid Civic Leaders who oversee community engagement partnerships. An additional \$35,000 has been spent yearly since 2017 by the Geneva Boys and Girls Club who employ tutors through the 21st Century After School grant. https://www2.hws.edu/article-id-17524/</p> <p>Our America Reads program launched in 1988 with leadership from students and faculty advisors, as of our 25th anniversary in 2014, we estimated 75,000 books had been read to and with local children. https://www.youtube.com/watch?v=fgvRVDmzilo&t=4s</p>
Opportunities to meet with employers who demonstrate Corporate Social Responsibility	No	

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

<p>Living-learning communities/residence hall/floor</p>	<p>Yes</p>	<p>The mission of Residential Education is to complement and enhance the "lives of consequence" mission and goals of the Colleges, and to provide an inspiring, developmental, safe, and comfortable living experience where students feel empowered to create meaningful and authentic connections as a campus community.</p> <p>Of the variety of campus housing options, we offer Living/Learning Communities and highlight advantages to this living arrangement noting that students who live in a LLC "tend to achieve higher grade point averages, make friends quickly, and transition into college life smoothly. The Colleges' have a long history of promoting active engagement with Learning Communities, which have been linked to positive student engagement, overall satisfaction with college, increased interpersonal skills, and a greater understanding of diversity. In short, students who take part in a Learning Community leave their first year with the tools and resources necessary to be highly successful in college and beyond.</p> <p>LLCs bridge the academic world and residential world, as nearly all LLCs are taught in a hybrid classroom within the residence hall, known as a Residential Learning Lab. These labs are classrooms during the academic day, located right on your residence hall floor, and then a social/study space in the evening. They come equipped with standard smart classroom technology and have flexible seating arrangements to maximize use of the room. In addition, to being taught on your floor, faculty members work closely with residential education staff to create co-curricular programs that align with what you're learning in class and help students connect to their faculty member and each other in more intentional ways. As a team, the residential education staff, faculty, and writing/teaching colleagues meet monthly to update each other on the community and plan programs to continually engage students." https://www.hws.edu/studentlife/resed_llc.aspx</p> <p>Examples of community engaged LLCs include:</p> <p>FSEM: 078: Sustainable Living and Learning Faculty Members: Kristen Brubaker, Tom Drennen and Whitney Mauer</p> <p>The Sustainable Living and Learning Community is open to all incoming first-year students. There are no prerequisites for enrollment, nor is it necessary to have a history of work in sustainability initiatives. Instead, we're looking for students who have a curiosity about the world around them, who want to learn more about the environment, and who enjoy classroom experiences that are active and varied. Click here for more information.</p> <p>SJLLC (Social Justice LLC) Interrogating Race in the US and South Africa Faculty Member: James McCorkle</p> <p>This LLC encourages students to look at our lives, our communities, and society in ways that we may not yet have considered. Issues that relate to the dimensions of social class, racism, sexual orientation, gender identity, cultural reproduction, and the very nature of human existence are explored both implicitly and explicitly. Interrogating Race tackles questions like "do we live in a post-racial world or a new Jim Crow society" and "what is meant by white privilege?"</p>
<p>Student teaching assistants</p>	<p>Yes</p>	<p>The Service-Learning Colleague, plays a similar role as a student teaching assistant but is designed to specifically assist with service-learning courses. The framework for the position draws on the work of Edward Zlotkowski's "Students as Colleagues: Expanding the Circle of Service-Learning Leadership" and the SL Colleague is responsible for communication between the community partner(s), The Center for Community</p>

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

		<p>Engagement and Service-Learning (CCESL), and the faculty member. The Colleague's ability to serve as a liaison is key to ensuring students have a successful service-learning experience.</p> <p>Service-Learning Colleagues:</p> <ul style="list-style-type: none"> • Provide support and guidance for students in the class: <ul style="list-style-type: none"> o Support them in making connections with their site partners o Discuss their service-learning experience: what they've learned, If and how they've changed, how their experience connects with discussions in the course, o Encourage them to talk directly to the professor about their experience o Discuss any issues they might be having and how they can be handled communicate with CCESL and/or the professor about these issues o Assist them in making their experience more meaningful • Assist with paperwork distribution and collection: <ul style="list-style-type: none"> o Service-learning contract o Service-learning hours log • Host three outside-of-class reflection sessions <ul style="list-style-type: none"> o Help students think about service-learning experience: what it means to the agency, what it entails, who it affects, etc. o Communicate with CCESL about any issues and share attendance with faculty member • Establish one workshop as appropriate for the class, ie: <ul style="list-style-type: none"> o resume-writing workshop (through Career Services) o a discussion about inclusivity o a community partner panel • Potential: collect submissions for national/international service-learning publications as an opportunity for students to gain publishing opportunities <p>https://www.hws.edu/academics/service/about_service_learning.aspx</p>
Athletics	Yes	<p>The Division of Campus Life empowers students to become self- reflective world citizens by providing co-curricular learning opportunities to enhance student growth, skill development, and personal wellness. We foster an inclusive, diverse community in which students develop a commitment to service as they grow to a deeper understanding of the relationship between self and others.</p> <p>Athletics is a cornerstone of the Campus Life division and student athletes are leaders on campus and in the community, not simply for their athletic accomplishments, but also for their proactive and consistent involvement in the community. HWS athletics supports to "refine a sense of personal responsibility and also a willingness to share in the responsibility for the behavior and performance of our teams. In our interactions with campus colleagues, opponents, officials, our local and global community, we will model positive sportslike behavior and engaged citizenship." This deep commitment is visible through collaborative sports clinics for local YMCA, public and catholic school teams, football fundraisers for Happiness House (1), field hockey team alignment with annual efforts including Days of Service, Book Fest, Lunch Buddies, and Embrace Our Sisters cancer research organization (2) and partnerships with local chapters of national non-profit organizations including Big Brothers Big Sisters. (3)</p> <p>Athletes have the opportunity to participate in the the Napier Athletics Seminar, which is a mentoring and life skills development program which recognizes the loyalty and service</p>

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

		<p>that the late William J. Napier '57 rendered to the Colleges as an alumnus, as a director of the SAA, and as one of Hobart College's most devoted sons. The leadership seminar for student-athletes and athletics staff annually brings speakers to campus to discuss the important topics of leadership and life values. Past speakers have included Retired Navy Captain Charlie Plumb, Florida athletics director Jeremy Foley '74, and sports psychologist Dr. Joel Fish. (4) There is a pervasive belief that our athletes, coaches, support staff, and senior leadership share regarding cultivating an ethic of service so that our Hobart Statesman and William Smith Herons will have had the opportunity to cultivate experiences that will lead to "lives of consequence."</p> <p>(1) https://www2.hws.edu/statesmen-host-engineers-in-game-to-benefit-happiness-house/ (2) https://www2.hws.edu/article-id-18375/ (3) https://www2.hws.edu/big-brothers-big-sisters-at-hws/ (4). https://hwsathletics.com/sports/2010/6/18/ISA_0618105127.aspx</p>
Greek Life	Yes	<p>Hobart College has possessed a rich fraternal history nearly since the college was founded in 1822. As early as 1840, fraternities have been a part of campus life and played a role in the college's development and growth. Each year, numerous men and women come together and welcome each other as brothers and sisters, joining the ranks of Greeks who came before them. While the campus has had the privilege of hosting dozens of local Greek organizations, they are not recognized by the Colleges. National Greek Organizations remain the sole source of Greek life at the Colleges. (1)</p> <p>HWS has recently added two new Greek organizations. Alpha Phi Alpha is the first Greek letter fraternity founded by seven African American students known as the seven jewels in 1906. The Upsilon Phi chapter is the 937th chapter of the organization chartered at HWS in 2014. Founded at HWS in 2017, Theta Phi Alpha is the first and only sorority at William Smith College (2)</p> <p>Hobart's Greek men have made it a tradition to be active members of the campus community with fraternities and now the William Smith sorority engaging in numerous functions and events sponsored by Hobart and William Smith, ranging from club activities to student government and varsity sports. Members from each organization are provided with opportunities for philanthropy and community service (3). and are known for their concern of others. Many brothers and sisters become involved in leadership positions on campus, as well, all the while providing support and friendship for each other. Each Greek organization exhibits such deeds in its own way, ultimately trying to offer opportunity and brotherhood/sisterhood to all its members. The Colleges' administration works with the fraternities and the sorority to foster and preserve such an environment for the Greek community. Today eight fraternities and one sorority are officially recognized by the Colleges: Alpha Phi Alpha AΦA (2014), Chi Phi XΦ (1860), Delta Chi ΔΧ (1948), Kappa Alpha Society KA (1844), Kappa Sigma KΣ (1935), Phi Sigma Kappa ΦΣΚ (1950), Sigma Chi ΣΧ, Theta Delta Chi ΘΔΧ (1857), and Theta Phi Alpha ΘΦΑ (2017).</p> <p>(1) https://www.hws.edu/studentlife/activities/frats.aspx (2), https://www2.hws.edu/theta-phi-alpha-begins-new-chapter-at-hws/ (3). https://www2.hws.edu/sept-11-remembered/ ,https://www2.hws.edu/fraternity-volunteerism/ ,</p>
Other (please specify)	Yes	<p>Community Engagement is featured on pg. 16 of the HWS Parent Guide. Below is a letter to all families as well as a link to the resource for parents:</p> <p>At HWS, we believe that parents and families play an important role in the college transition process. We've put this book of important facts and information together to</p>

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

	<p>prepare families and students. When families are informed, students benefit. Over the next four years, the Office of Parent Relations will be available to answer any questions at (315) 781-3783 or parentsoffice@hws.edu. Parents also will receive the Colleges' weekly e-newsletter from the Office of Communications. We hope all parents will become members of the Admissions Volunteer Network or mentor HWS students through the Salisbury Center for Career, Professional and Experiential Education.</p> <p>Throughout the year, we'll also invite families to take part in special events, like Homecoming and Family Weekend and regional networking events. I look forward to meeting all families and students during Orientation Weekend and personally welcoming everyone to this vibrant community.</p> <p>Sincerely, Kelly Young P'16 Executive Director of Parent Relations https://www.hws.edu/studentlife/orientation/pdf/parentguide.pdf</p>
--	---

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.

Extensive conversations over the past fifteen years among campus life staff led to the exploration of various products and small pilot studies to test utility and potential study body response of a co-curricular transcript. Ultimately, it was decided that alignment with services (workshops, individual appointments, etc.) offered by the Salisbury Center for Career, Professional, and Experiential Learning (CSO) that would encourage students to record community engagement on their resumes would be a better fit for our students.

Through interaction with CSO professionals, who have been recognized for their Pathways Program, students reflect on what skills they've gained from participation in opportunities including Greek Life, Athletics, Student Teaching Fellows, Residential Education, community and campus work-study placements, HWS Leads, and community engagement. These reflections, supplemented by the "Service-Learning Course" designation on their official HWS transcript, serve as a record of their co-curricular involvement and assist in their efforts to secure internships, employment, and graduate school acceptance.

<https://www.hws.edu/academics/career/pathways.aspx>

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.

When the Center for Community Engagement and Service-Learning was re-imagined in 2007, it evolved from the previously named and structured Public Service Office. A team reviewed best practices in the field of community engagement and notes from external reviewers Pam Heintz (then at Syracuse University) and David Scoobey (then at Bates Colleges) and developed a strategic plan called "Compass" and collaboratively co-created the mission and vision statement, and subsequently the Civic Leader Program and learning goals (1, 2).

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Compass is a civic developmental pathway that guides students in community immersive volunteer, engagement, and learning experiences as they progress towards understanding what it might mean to become an engaged citizen and lead a "life of consequence." The model progresses from community service to civic engagement to civic leadership and ultimately to engaged citizenship. When a faculty member represented HWS at the "Informing 21st Century Learning in Higher Education" conference in 2015 at the College of NJ, we noted the "Clear Multi-Year Developmental Program self assessment rubric" that we were between a two and a three regarding Compass pathway and how students convey an understanding of the levels, a three regarding alignment of model with institutional mission and strategic goals, a one with respect to faculty engagement links with the curriculum, and a three for structures for outcomes and impact assessment. We were glad to reconnect at this conference with representation from the Bonner Foundation, from whom we had learned a great deal throughout our strategic planning in 2007. This convening presented CCESL leadership with the opportunity to reflect upon and refine Compass and how best to engage student leaders, whom we call CCESL Civic Leaders. CCESL Civic Leaders is a cohort of thirty leaders who demonstrate efficacy, interest, and commitment in Compass.

For example, Days of Service (DOS) volunteers might wish to become more involved in the process of planning and peer engagement so they could join the DOS club, and those who excel in that position could apply to become a DOS co-chair. Similar pathways exist for Habitat for Humanity, Big Brothers Big Sisters, the American Red Cross Blood Drives, America Reads, Service-Learning courses, Alternative Spring Breaks, etc. Civic Leader trainings occur throughout the semester, supported by CCESL staff and the Senior Civic Leader, and assess the level of understanding of and connection to Civic Leader learning goals are captured via surveys. Reflections from required meetings and events are recording on HWS Engage (2) and "Presidential Civic Leaders" are recognized at institution wide celebratory events in late April. We have also include the winner of the Campus Compact Civic Newman Fellowship into our Cohort, and are proud to have a HWS representative for the past eight years (3). A small sample of the Civic Leader learning goals include: ~support a constructive team climate for accomplishing service activities ~articulate the goals of the Compass program to their peers ~lead and support their peers' civic engagement efforts in the Geneva and Finger Lakes communities

(1) <https://www.hws.edu/academics/service/index.aspx>

(2) <https://hws.campuslabs.com/engage/>

(3) https://www.hws.edu/academics/service/newman_fellows.aspx?

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.

Over the past ten years, the Compass Civic Leadership program has evolved into a more established program with a cohort of alumni with whom we remain in contact. Training for the cohort includes programming around a yearly theme, interactive presentations from community resources (Adverse Childhood Experiences, community mapping, among others), reflections in HWS Engage, and small

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

group meetings with the Senior Civic Leader. The Civic Leaders are paired up with a CCESL staff member for weekly or bi-weekly planning and assessment meetings. Topics range from recruiting to balance the gender discrepancy in youth tutoring programs, outreach to faculty members who teach in SJSP, Environmental Studies, etc., and to staff in Intercultural Affairs, Athletics, Greek Life etc. so that intentional and collaborative programming and volunteer recognition can consistently occur. We've worked hard to balance community needs/opportunities with students schedules and the wide variety of opportunities that impact robust participation.

Civic Leaders contribute to the Compass Times bi-weekly newsletter, with short term volunteer opportunities and longer term commitments organized within the Compass framework as well as social media and direct recruitment. Changes occur annually with how best to reach all students and support Civic Leaders. Previously, Facebook was a great resource to recruit and recognize students, and instagram has replaced this tool though is less useful for event planning. Collegiatelink was acquired by OrgSync and merged into Engage resulting in some complications with student adoption of this platform that we continue to explore how best to utilize.

Examples of 30 Civic Leaders position descriptions:

Civic Leaders for America Reads – Assist with tutor recruitment, facilitate tutor/child placement, attend all trainings and require 100% tutor attendance, maintain student and tutor attendance throughout the semester, maintain the organization of the America Reads Book Nook, proactively communicate with Civic Leader for Literacy and CCESL Assistant Director (9 positions).

Civic Leader for Big Brothers Big Sisters- Recruit “Bigs” (HWS students) from campus to be trained and matched with “Littles” in the community. Additionally, “Bigs” will need to be supported with regular meetings and organized events for them to attend with their “Littles.”

HWS Civic Newman Fellow – learn about Frank Newman and Campus Compact, further investigate opportunities for social justice oriented partnership between HWS and Geneva community. Meet biweekly with CCESL Director and enact program/plan to achieve goals established at national conference.

Civic Leader for Literacy- Assist in the facilitation and training of the America Reads program through: recruitment, supporting America Reads coordinators and tutors, and maintaining the “Book Nook.” Collaborate with the Geneva Reads initiative to keep all community bookshelves stocked with age appropriate books, join Geneva Reads Board of Directors.

https://www.hws.edu/academics/service/pdf/civic_leader_descriptions.pdf

Civic Leaders are recognized with the President's Civic Leadership award during a senior awards ceremony and travel funding is provided to Civic Leaders to attend national conferences including Habitat for Humanity <https://www2.hws.edu/article-id-16100/>

Talloires <https://www2.hws.edu/article-id-18312/>

Clinton Global Initiative University <https://www2.hws.edu/students-attend-clinton-global-initiative/>

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

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.

HWS student Allie Koch conducted an independent study in 2017 as the student representative to the Campus Compact Civic Action Planning Committee. She noted, "by gauging students' ideas and perceptions regarding civic engagement and community partnerships, we must mobilize our energy as an institution and implement tangible changes that will carry ourselves and our institution forward. By developing formal programs or holding regular meetings, we can more successfully cluster common interests to make more significant and effective changes."

Allie interviewed close to forty peers and received additional feedback from 77 student through a survey, Her report, which included capturing comments "HWS students can easily slide under the rug and graduate without participating in any volunteering activities, community service or Service Learning classes," and "Students need to be held to a higher standard for civic engagement involvement," were reviewed by Service-Learning Advisory Council members. We had an interesting discussion about the service requirements in place for fraternities and whether research supports the appropriateness or the long term effect of required service "to" the community. Allie presented her findings at the Annual Community Engaged Scholarship Forum in 2017 and although we had hoped to share her work, along with additional findings gleaned from the Civic Action Planning Committee, with President Vincent during the 2017-2018 academic year, we weren't able to do so before he resigned. https://www.hws.edu/academics/service/pdf/cap_koch17.pdf

As previously highlighted, during President Gearan's tenure as president from 2009-2017, he solidified the vision for civic engagement and community partnerships. Specifically, both President and Mrs. Gearan worked very closely with international students, welcoming all international students to their home for informal Friday gatherings as well as more formal programs and events. Building upon an interest in learning about community service in theory and practice, international students were very receptive to the Gearans invitations and many relationships between and among international students and US born students were established and cultivated throughout those many encounters, including invitations to serve in the community. The International Student Association established an award in her honor in 2009 to recognize campus advocates who support "the development and nourishing of the international community on campus." <https://www2.hws.edu/article-id-12603/>

Additionally, we continue to work with the Hobart Deans office and Greek Life to recruit male tutors to our youth tutoring programs, as over 2/3 of our tutors are William Smith students. We've maintained our commitment to hosting four days of service, expanded from two days of service in in 2008. The expanded Days of Service, which include staggered start time to accommodate athletic teams, have allowed more students athletes to participate which contributes to increased visibility and campus/community connections. <https://www2.hws.edu/article-id-11066/>

Lastly, The Campus Pulse is a new video series initiative by the Office of Intercultural Affairs designed to engage the campus on issues related to social justice, culture, and difference, by showcasing different initiatives, programs, and events that HWS community members (faculty, staff, students) are

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

a part of. <https://hwsinterculturalaffairscenter.wordpress.com/2019/03/14/campus-pulse-the-60-seconds-series/>

C. Professional Activity and Scholarship

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.

Noting that we only have 216 FT professors, we have a sizable representation across departments and participation among faculty members who engage with the HWS Center for Teaching and Learning (CTL). Among CTL offerings to support (students) and faculty, include the Faculty Innovation Grant (FIG) program, annually offered to faculty who are interested in incorporating a new pedagogical method into their teaching which include community based teaching (1). We've had several faculty members utilize grant funding to build out course development which have resulted in impactful SOTL. For example, Associate Prof. of English, Alla Ivanchikova utilized her FIG and partnered with the Digital Learning Center to integrate website development as well as GIS mapping where visual imaging represented narratives texts, this effort was highlighted in John Hopkins University Press "Modern Fictional Studies (3). Additionally, Associate Professor of Psychology Julie Kingery received a FIG and designed a unit to encourage her observe play at Strong Museum of Play in Rochester NY. Findings from the students' learning experience in the course was published in "Psychology Learning & Teaching" (4). In addition to the grants, the CTL offers workshop, discussion groups, and retreats directly focused on SoTL development, implementation, assessment, research and publication. For example, in 2018 fourteen faculty participated in a faculty learning community, "Empiricist meets Praxis", which explored research on cognitive development, the science of learning, and SoTL.

Additional examples include:

Baker, D., & Mendelson, L. (submitted). Mennonite students with disabilities: Rural educators' reflections on instruction and collaboration. *Journal of Research in Rural Education*. (Writing Retreats, January & May 2018)

Baker, D., McCabe, H., & Kelly, M. (submitted). 100 years from now: Services caregivers discuss the future for adults with autism in the US and China. *Journal of Disability Development and Education*. (Writing Retreats, January & May 2018)
~Baker is an Assistant Professor

Beth Kinne, Environmental Studies Kinne, B., (2018 forthcoming). Regulating unconventional shale gas development in the United States: Diverging priorities, overlapping jurisdictions, and asymmetrical data access. In J. Whitten, M. Cotton, I.M. Charnley-Parry, & K. Braiser, *Governing Shale Gas: Development, Citizen Participation and Decision Making in the US, Canada, Australia and Europe*. Routledge.
~ Kinne is an Associate Professor

Ashwin Manthripragada, German Area Studies Manthripragada, A. (2018). *Freedom within Limits: The pen(cil) is mightier*.

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

In J. Lockhard and S. Rankins-Robertson, *Prison Pedagogies: Learning and Teaching with Imprisoned Writers*. Syracuse University Press. (Writing Retreats and Pop-Up Writing Days)
~ Manthripragada is an Assistant Professor

Monson, R.A. & Kenyon, K.L. (2018, July). Beyond scavenger hunts and Guided expeditions: Rethinking interdisciplinary majors and 21st century liberal education. *Issues in Interdisciplinary Studies*. (Learning Community)
~Monson is an Associate Professor, Kenyon is Professor

Jason Rodriguez, Sociology Rodriguez, J., & Freeman, K.J. (2016). "Your focus on race is narrow and exclusive": The derailment of anti-racist work through discourses of intersectionality and diversity. *Whiteness and Education* 1(1): 69-82. (Learning Community)
~ Rodriguez and Freeman are both Associate Professors

(1). https://www.hws.edu/academics/ctl/fac_enrichment_grants.aspx

(2). https://www.hws.edu/academics/ctl/pdf/faculty_accomplishments.pdf

(3) <https://muse.jhu.edu/article/662925/summary>

(4) <https://journals.sagepub.com/doi/full/10.1177/1475725718762732>

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.

Spring 2008- 2019 "Success for Geneva's Children - Data Reports" The data books are comprised of facts and figures drawn from local, regional and national sources and data bases, provided through collaboration with the executive board of Success for Geneva's Children, a 501c3. They also compare social and demographic information regarding Geneva and its children with that of the wider county and state, which are far more rural than "uniquely urban" Geneva and would otherwise misrepresent local community. The data books have helped procure close to \$4 million of grant funding to support local school success endeavors and Sociology Professor West Perkins was recognized for his efforts at the 2016 annual Success breakfast, annually held in June at HWS. <https://www2.hws.edu/article-id-19652/>

2012 - "Affirmatively Furthering Fair Housing Research Partnership Grant with Geneva Human Rights Commission, U.S. Department of Housing and Urban Development. Jack Harris

Spring 2014 "From Brownfield to Park" Working with community partners from the East Lakeview Neighborhood Association (ELNA) and the Geneva Neighborhood Resource Center, (GNRC)—faculty and students from ARCH/ENV 351: Sustainable Community Development Methods & Tools, developed site-specific design solutions to meet the needs of the broader community and to minimize the impact on the natural environment through creative solutions and honest evaluation of any possible impacts. https://www.hws.edu/fli/pdf/proposal_sp14.pdf

August 2016 - "Big Talk in the Little City: An Introduction" Over the course of approximately two months, the social justice community group Tools for Social Change (TFSC), partnering with the Geneva Neighborhood Resource Center (GNRC), organized and ran a series of community dialogues throughout the City of Geneva. The purpose of these dialogues was to

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

provide additional data for Geneva's comprehensive plan, extending the online survey data that the GNRC had previously recorded. The "Big Talk" dialogues were meant to reach a more diverse set of Geneva residents, and to ensure that those who could not access the online survey could register their ideas and concerns about Geneva's future. City Counselors, HWS Faculty and Staff members and community volunteers collaborated on the data collection and summary analysis. <http://cityofgenevany.com/wp-content/uploads/2016/09/Part-3-Final.pdf>

Fall 2017 - Finger Lakes Institute (FLI) research scientist and Director of Introductory Biology Laboratories Susan Cushman '98 conducted research across the globe on invasive species with former pupil, Noland Michels '17. Cushman presented her findings at the Aquatic Seminar Series sponsored by the FLI and is a strong advocate for localized efforts in communities that help limit invasive species through monitoring changes in activity. <https://www2.hws.edu/cushman-and-michels-17-on-invasive-species/>

March 2018 - The Let's Talk Economic Opportunity dialogues (LTEO) emerged from an effort to ensure that work to promote the "Economic Opportunity" goals of Geneva's 2016 Comprehensive Plan adequately addressed the needs of all Geneva residents, including especially those who experience economic hardship. It was prepared by Women's Studies professor Jessica Hayes Conroy on behalf of the City of Geneva and Tools for Social Change, a community group that convened weekly inter-group dialogue gatherings at Mt. Olive Missionary Church and co-facilitated by Education Department Associate Professor Khuram Hussain and Associate Director of CCESL Jeremy Wattles. http://cityofgenevany.com/wp-content/uploads/LTEO-Final-Report_updated_04_04_18.pdf

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.

Talmage, C., Lewis, R.A., Flowers, K. (forthcoming). "Community Innovation and Small Liberal Arts Colleges: Lessons Learned from Local Partnerships and Sustainable Community Development." In R. Phillips (ed.), *Research Handbook on Community Development*. Cheltenham, UK: Edward Elgar Publishing.
~ Craig Talmage is Visiting Assistant Professor of Entrepreneurial Studies, Robin Lewis is Assistant Professor of Sustainable Community Development, and Kathleen Flowers is the Director of the Center for Community Engagement and Service-Learning (CCESL)

Spring 2019 - Geneva 2020: Collective Impact Supporting Geneva's Youth, Unlocking Impact: Keys to Successful Partnerships Conference, Co-presented by CCESL Director Kathleen Flowers and Geneva 2020 Program Manager Amy Jackson-Sellers
<https://www.slideshare.net/kflowers285/geneva-2020-collective-impact-in-a-small-uniquely-urban-community>

Spring 2017 - Can Intergroup Dialogue Combined with SLCE Answer Today's Call to Action? Khuram Hussain, HWS Education Dept. Jeremy Wattles, HWS Center for Community Engagement & Service-Learning
<https://quod.lib.umich.edu/cgi/t/text/text-idx?cc=mjcsloa;c=mjcsloa;c=mjcsloa;idno=3239521.0023.212;view=text;rgn=main;xc=1;g=mjcslg>

2017 - "Consortial Collaboration and the Creation of an Assessment Instrument for Community-Based Learning" by HWS Colleagues Margueritte S. Murphy and Kathleen S. Flowers *Journal of Higher Education Outreach and Engagement*, <https://files.eric.ed.gov/fulltext/EJ1139495.pdf>

2017 - "Sustainability and Service, Stewards in the Making," presented at STEM and Sustainability Conference, Co-

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

sponsored by Alfred State College and NY Campus Compact, poster co-presented by Finger Lakes Institute Community Outreach Coordinator Sarah Meyer and CCESL Associate Director Jeremy Wattles

<https://www.slideshare.net/secret/wvbvyEAawDuny9>

2017 - "Faculty-Administration Collaborations: A Guide to Living/Learning Communities," Co-presented by Brandon B. Barile, EdD, Assistant Dean, Shelle Basilio-Murray, Associate Director of Residential Education, Robin Lewis, PhD, Assistant Professor, Sustainable Community Development. The presentation highlighted the work of the Sustainable Living Learning community focused on unpacking the complex relationship between sustainability and consumption.

<http://images.membersuite.com/74094d36-0004-459b-8d4c-def2100d97f6/10607/74094d36-001c-c22f-75cb-0b3cee1a0b1d>

2016 - "Teagle Consortium of Liberal Arts Colleges and the Development of the CBL Scorecard, Campus Compact, 30th Anniversary Conference Dr. Margueritte Murphy, CCESL Faculty Advisor and Liaison, and Kathleen S. Flowers, Director of CCESL

<https://www.slideshare.net/kflowers285/campus-compact-march-2016-conference-1>

2015 and 2016 Students, Faculty and Staff presented on the Colleges' nationally recognized sustainability initiatives at the annual Association for the Advancement of Sustainability in Higher Education (AASHE) conference. The focus of the collaborate presentation highlighted the development and implementation of sustainable living and learning efforts in the First-Year Living Learning community. <https://www2.hws.edu/article-id-19242/> and <https://www2.hws.edu/students-present-on-sustainability-at-aashe/>

Staff receive professional development funding for conferences and presentations and supervisory support indicative of the robust examples of contributions to the scholarship of community engagement listed above.

D. Community Engagement and other Institutional Initiatives

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.

Recognizing the educational and intellectual benefits of a multicultural teaching and learning environment, the Office of Diversity and Inclusion and the Office of Academic and Faculty Affairs work collaboratively on initiatives to enhance, support, and increase the exposure to diverse and important perspectives on campus. Together, the two offices work on supporting the faculty in the hiring, recruitment, mentoring, promotion, and development processes as well as on initiatives to address issues around equality, equity social justice, and awareness across campus.

The Office Diversity and Inclusion (ODI) works with partners across campus to build an educational, residential and professional environment where all community members feel valued and respected. We envision a community where diversity is embraced and consistently sought, and where equity and inclusion are practiced. By focusing on the following key areas: recruitment and retention, campus climate, and education, the Office strives to both enhance the representation of diverse individuals on campus and cultivate a sense of belonging for all. (1)

~Recruitment and Retention: The ODI works to increase the recruitment of historically underrepresented students, faculty and staff on campus and offers programs and initiatives to ensure their success.

~Campus Climate: The ODI cultivates an environment where all students, faculty and staff feel respected and have a sense

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

of belonging. The ODI uses various mechanisms to assess the campus climate and develop necessary interventions to respond.

~Education: The ODI collaborates with various offices to ensure that institution wide opportunities for diversity education and cultural competency are available and accessed by students, faculty and staff.

A key recommendation in the Strategic Diversity Plan is to "foster discussions within departments, programs, and offices focused on improving ways in which our courses, pedagogy, research, service, and co-curricular opportunities enhance diversity education, experiences and provide supports for students from historically underrepresented backgrounds" (2)

(1) https://www.hws.edu/about/odi_sdp.aspx

(2) Strategic Diversity Plan: <https://www.hws.edu/about/pdfs/strategic-diversity-plan.pdf>

Our efforts, defined in the Strategic Plan, have been delayed due to hiring but we look forward to resuming this effort with the arrival of our new President Dr. Joyce Jacobsen who begins her tenure on July 1, 2019

Programs offered / presented:

distribution of resources including HWS Diversity Timeline <https://www2.hws.edu/diversity-timeline/>

Immigration Teach-In; February 2017

Establishment of the Diversity and Inclusion Award; April 2017

Pilot Departmental Analysis of Diversity and Inclusion; April 2017

STEM Scholars Program; Summer 2017

Campus Safety Regional Training; Summer 2017

Diversity and Inclusion Timeline; summer 2017

Strategic Diversity Plan; completed in December 2016

Diversity in Admissions Program; December 2016

"From Slave to Citizen" Student Art Exhibit; November 2016

Establishment of the Bias Incident Response Team; November 2016

Islamophobia Student Discussion; October 2016

Perspectives on Police Violence Panel; September 2016

RA Training on Inclusive Campus; September 2016

Conversation on Race and Citizen with Professor Khuram Hussain; July 2016

Orientation Mentor Training on Inclusive Campuses; August 2016

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.

The Admissions Office actively engages community organizations, educational partners, student support initiatives, and college prep programs in our recruitment and enrollment process. We believe that student retention and success begins with properly identifying commitment to service and academic success throughout the high school experience.

Furthermore, during our application review process HWS uses demonstrated civic engagement data to highlight the potential for community collaboration in prospective students. Admissions considers this information in order to continue to enroll civically aware students that will positively affect and be affected by the Geneva Community. HWS recruitment strategies have focused more on identifying students that will enroll, retain, and advance to earn a degree from HWS. This probability of success and retention has been raised through heightened awareness in the recruitment process and in partnering with the greater community.

A strong indication of increased retention efforts is visible through the establishment of the HWS partnership with Posse in 2012, which "helps to identify promising youth in public high schools around the country through a process that takes into account academic and leadership potential that may have been overlooked by standard practices" (1)

Current community engagement efforts utilized by the Enrollment Division that improve student retention and academic

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

success:

- 2 Presentations of the application process and college affordability for the "College Life Skills" program through the Geneva A.A.M.A (African American Men's Association) (2)
- 2 Recruitment and enrollment in the Geneva community through the Geneva Scholarship Association. HWS currently has 23 GSA scholars on campus that receive over \$1.3 million in Financial aid to attend HWS. (3)
- 2 Recruitment through the Finger Lakes Scholarship, a \$30,000 scholarship awarded to students from nearby high schools that are ranked in the top 10% of their class and have a 3.5 GPA. HWS receives over 200 local nominations annually for this program. 2 Admissions staff actively engages and partners with community based organizations such as: Harlem Lacrosse and Leadership, Boys Hope, Girls Hope, Sponsors for Educational Opportunities (SEO), Posse Foundation, Bottom Line, Opportunity Network, KIPP Foundation, A Better Chance, TEAK Fellowship, Young Women's Leadership, College Bound Initiative, Upward Bound, Urban Squash League (City Squash, Street Squash, Squashbusters), Buffalo Prep, Liberty Partnership Programs, and Sunnyside Community Services to identify and enroll students that will thrive at HWS.
- 2 Recruitment for civically engaged scholars through name awards including The William and Diane Green Family Scholarship (4) and The Farash Foundation First in Family scholarship (5)

As part of our overall efforts to enhance student retention and success, HWS has created an office of data analytics to measure and analyze the impacts of our efforts on student success. While early in this process, the data to date supports clearly the strong correlation between student retention and community engagement. We look forward to continue to refine this assessment.

- (1) Posse <https://www2.hws.edu/article-id-16052/>
- (2) College Life Skills <https://www2.hws.edu/article-id-17206/>
- (3) Finger Lakes Scholars <https://www2.hws.edu/article-id-10714/>
- (4) Green <https://www2.hws.edu/article-id-16622/>
- (5) Farash First in Family <https://www2.hws.edu/farash-scholarships-supporting-student-access/>

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.

Sociology Professor and IRB chair Jim Sutton noted that "informally, we provide this through the proposal feedback that the Board provides to those who do these kinds of projects. We also have a community member on the Board who is connected to agencies in our region, and she has actually taken it upon herself at times to work directly with proposers who were doing community engaged research that involved some tricky challenges."

Additionally, there is an Institutional Consent section in the main IRB form where we ensure that research involving community institutions has the consent of those institutions.

From the IRB application:

"Institutional consent – If you are doing research at a school, business, or other institutional facility/establishment, how will you inform individuals responsible for the management of that establishment of the research and obtain their approval to conduct the research? Please include any sample scripts or letters as an appendices or confirmations that may have already been secured."

Vice Provost Joe Rusinko and IRB Coordinator noted that in committee discussions and in feedback to proposers, the IRB frequently focus on this section to ensure that research projects originating at HWS result in positive interactions with community organizations, schools and businesses. Lastly, there have been a number of applications to conduct research which include community partners are a part of the research process (co-researchers not participants).

These protocols have been in place and have not changed since previous Carnegie Community Engagement application process in 2010 and IRB members welcome the opportunity to review best practices should additional levels of human

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

subject protections for community based research arise as best practices. <https://www.hws.edu/offices/oafa/irb.aspx>

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.

The Finger Lakes Institute has several externally funded grants with deliverables to engage with community members for education and outreach about invasive species, water resources, and environmental quality. For instance, FLI has received over \$1 million for its watercraft steward program since 2012 from federal and NY State sources. The focus of this program is to work with community members across the region on preventing the further spread of invasive species. Several other projects including those funded by the US EPA, US Forest Service, and US Department of Agriculture have specific deliverables of outreach programs to engage with lakeshore residents and community members in education, citizen science and invasive species control.

The National Science Foundation funds a large number of research opportunities for undergraduate students through its Research Experiences for Undergraduates (REU) Sites program. An REU Site consists of a group of ten or so undergraduates who work in the research programs of the host institution. HWS is proud to host two REU site projects: 1). GeoScience Professor Neil Laird's REU Site Program is focused on advancing discovery and understanding while promoting teaching, training, and learning, broadening the participation of underrepresented groups in atmospheric and related sciences, and contributing to the expansion of faculty and student leadership in the atmospheric and related sciences community. <https://www2.hws.edu/article-id-18855/> and <https://www2.hws.edu/article-id-19481/> 2). Associate VP for Faculty and Development, Joe Rusinko is coordinating an REU with thirty-undergraduates (some from HWS and many who don't attend our institution) who receive professional training with the aim of promoting STEM graduate programs, contributing to a broader aim of the development of a highly trained STEM workforce.

Additionally, The Nobel Prize in Physics has been awarded for the historic discovery of gravitational waves, a scientific breakthrough made possible thanks to a global research team of which Professor of Physics Steven Penn is an instrumental and longstanding member. Through his work, Penn has significantly contributed to the mirror substrate and coating design for the LIGO detectors and discovered how to reduce the thermal noise in the material fused silica. With the upgrade, scientists will be able to increase the amount of the universe that can be probed by a thousandfold. Penn currently chairs the LIGO Scientific Collaboration (LSC) Coating Working Group and is also a co-coordinator of a multimillion-dollar grant proposal to establish a LSC Center for Coating Research that will develop coatings for Advanced LIGO Plus, or A+, and future detectors. <https://www2.hws.edu/nobel-prize-awarded-for-gravitational-waves-discovery/>

Lastly, HWS has a long standing partnership with AmeriCorps, as evidenced by the collaboration with Geneva Reads and the Boys and Girls Club for strategic planning and capacity building endeavors. HWS and the City of Geneva successfully co-wrote a Campus Compact PANY grant in 2017 and an AmeriCorps VISTA has collected data with student researchers and coordinated programming around food security challenges in our community. They've drafted a report which contains a compilation of methods, findings, interpretations, and reflections regarding a potential food market in Geneva. https://www.researchgate.net/publication/331873899_A_Fresh_Start_Exploring_the_Feasibility_of_a_Food_Market_in_the_City_of_Geneva_New_York

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.

HWS Votes, co-founded in 2004 by faculty, staff, and students, recently celebrated its 15th anniversary. As a nonpartisan organization that is committed to voter education and registration, two students, selected to be Civic Leaders for Political

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Engagement, work with a staff advisor in the Center for Community Engagement and Service-Learning. HWS Votes programs include registration drives, election night parties, "Potty Politics" (i.e. timely updates displayed throughout campus on bathroom stall walls), panels with faculty and community members on topics like gun control, gerrymandering, and immigration. On occasion HWS Votes has partnered with local and national partnerships including The League of Women Voters and Congress to Campus (1,2).

HWS is proud to partner with the National Study of Learning, Voting, and Engagement (NSLVE), a "signature initiative" of Tuft University's Tisch College through the Institute for Democracy and Higher Education (3). HWS and NSLVE established a partnership in 2012, and HWS was one of the first colleges to sign on to the initiative, which provides anonymized data on voter turnout and demographics. Through another partnership with Democracy Works, HWS Votes utilizes the online Turbo Vote tool to simplify the voter registration and absentee ballot request process. This happens through the integration of Turbo Vote voter registration prompts into student registration via Peoplesoft, and the utilization of mobile devices by Civic Leaders for Political Engagement, who engage First-year students in Turbo Vote as they wait in line to meet the HWS President (4). Marketing campaigns engage "campus celebrities" in voter registration drives.

We appreciate the data summaries provided by NSLVE on student voting, recognizing the "heavy lift" that exists between student registration and student voting. Reports have helped CCESL staff shift efforts for the 2018 mid-term elections after learning about the dishearteningly low percentage of our students voted in the 2014 mid-term elections (5%), a percentage that might have been impacted by 702 FERPA blocked records which represents about 25% of our student body. Knowing that only 37% of our student body voted in the 2016 election, compared to 50.4% for all institutions, helps us prepare strategies for the 2020 election. Additional information including voting rates by gender (William Smith students voted at a rate higher than their Hobart peers by 10%) will provide us with a level of detail to help boost voter turnout.

(1).https://www.hws.edu/academics/service/hws_votes.aspx

(2) <https://www2.hws.edu/congressional-reps-visit-campus/>

(3) <https://idhe.tufts.edu/nslve>

(4) <https://hws.turbovote.org/>

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.

HWS is committed to providing opportunities for our students to discuss controversial topics and learn how to engage with peers with diplomacy so that learning can result. Examples of annual programs include the Posse Plus Retreat which seeks to engage people outside of Posse in constructive conversations that will lead to lasting social change at HWS and beyond (1) and the speakers invited by The Fisher Center for the Study of Gender and Justice, established in 1999, which hosts artists, scholars, authors and activists, including keynote speaker Angela Davis last year, to examine contemporary concerns surrounding mobility, movements and migration (2) and HWS Impact which launched in 2015 and aims to bring the campus together to discuss experiences surrounding race, class, gender, ethnicity, nationality, religion, ability, power and privilege.

Local and regional mayoral and congressional debates have been hosted on campus, and in the case of the 2012 congressional debate between Incumbent U.S. Rep. Thomas Reed and Nate Shinagawa, a Democrat from the Tompkins County legislature, President Gearan welcomed the 400+ audience, Professor of Political Science moderated the event, and it was co-coordinated by the Civic Leader for Political Engagement (3). HWS Votes, our voter education and registration effort connected to Tufts University's National Study of Learning, Voting, and Engagement (NSLVE), invited two Former Congressional Representatives as part of the "Congress to Campus" program; They discussed the state of current American politics and the legislative process and their visit coincided with the Parkland FL mass shooting and impacted much of the discussions (4).

Faculty dialogue after the 2016 election, a relatively challenging time on campus, promoted resource sharing to encourage discussion, including the Ted Talk by Kathryn Schulz "On Being Wrong," about young person who focuses on the idea of being wrong and how that shapes our experiences and perspective.

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

https://www.ted.com/talks/kathryn_schulz_on_being_wrong?language=en

HWS has a recently established Young Americans for Freedom club, "which is an ideologically conservative youth activism organization that was founded in 1960 as a coalition between traditional conservatives and libertarians on American college campuses" (5). The club has hosted controversial speakers on campus, which has prompted dialogue across differences.

Intercultural Affairs recently launched "The Campus Pulse - 60 Second Series," a video series designed to engage the campus in issues related to social justice, culture, and difference, by showcasing different initiatives, programs, and events impacting the HWS community. The video series is also a featured component on the Intercultural Affairs Center's blog (6)

Under the banner "We the Unheard," a gathering of concerned students and other members of the HWS community will organize a walkout at the Scandling Campus Center to show support for students of color at University of Missouri, as well as bolster an environment for constructive dialogue and show support for marginalized individuals and groups on campus. The walk-out and a subsequent "Teach in" helped lead to the inception of HWS Impact in 2015 (8)

(1) <https://www2.hws.edu/fourth-annual-hws-posseplus-retreat/>

(2) https://www.hws.edu/academics/fisher_center/index.aspx

(3) <https://www2.hws.edu/article-id-15944/>

(4) <https://www2.hws.edu/congressional-reps-visit-campus/>

(5) <https://www.yaf.org/>

(6) <https://hwsinterculturalaffairscenter.wordpress.com/2019/03/14/campus-pulse-the-60-seconds-series/>

(7) <https://www2.hws.edu/article-id-19189/>

(8) <https://www2.hws.edu/article-id-19185/>

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.

The HWS Entrepreneurial Studies Program challenges students to become well-rounded leaders and resourceful innovators who are globally aware and community-centric. With an emphasis on the conceptual understanding, practical skills and ethical structure necessary for business or civic leadership, the Entrepreneurial Studies Program cultivates agents of change across a wide-range of causes and careers. These future leaders of the 21st Century explore and hone the analytical and critical thinking skills of a liberal arts education as they stoke their passions and animate their ideas – whether creating new non-profit or for-profit enterprises, or leading innovation within existing organizations. Entrepreneurs add value to ideas that transform communities, improve systems, and create products or services that change the way we interact with our world and with each other.

Project examples: https://www.researchgate.net/publication/331873899_A_Fresh_Start_Exploring_the_Feasibility_of_a_Food_Market_in_the_City_of_Geneva_New_York_Written_by
https://www.fltimes.com/opinion/bigger-picture-sausage-links-and-more/article_d525068c-1fc7-59cc-a275-5089b69ef148.html

Sustainable Community Development (SCD) is an interdisciplinary program that integrates curricular and experiential components in architectural studies, economics, environmental studies and sustainability. The program aims to familiarize students with the concept of sustainable development as applied to real world communities. Requirements include technical writing, service learning, and methods courses. The goal of these courses is to provide students with skills such as survey design, statistics, ethnography, cost/benefit analysis, historical archive research, GIS, environmental impact assessment, and others that will be valuable in community-based research and service projects. Our students choose from a variety of introductory and advanced courses, each designed to provide students with an understanding of multiple perspectives. Example classes include ENV 101 Sustainable Communities which introduces students to the concept of sustainable development as applied to real world communities and ENV 402 Sustainable Community Development

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Capstone which is a service learning course and pairs students with community stakeholders and will attempt to balance divergent community needs.

The Finger Lakes Community Development Center (FLCDC) was launched with funding from the Isabel Foundation and operated between 2011-2015 and connected the Finger Lakes Institute with the Sustainable Community Development Program.

Project Examples include:

<https://www2.hws.edu/sustainable-community-development-rethinks-castle-street/>

<https://www2.hws.edu/change-in-action-with-community-based-design/>

Lastly, since its founding in 2008, the Centennial Center for Leadership (CCL) has been a crucial part of the Colleges' learning-centered environment. Developing global, community and entrepreneurial leaders who are grounded in the Colleges' core values of equity and service, the CCL fosters leaders and innovators in business and social justice, the non-profit sector and residential communities. Complementing the learning goals and curriculum of the Entrepreneurial Studies minor, the programs offered through the CCL deepen students' perspectives of what it means to lead in the 21st Century. Program examples often have a social innovation focus and include the annual Hack-a-thon, which was established in 2014, and the annual Pitch Contest which was established in 2011. CCL collaborates with CCESL and Entrepreneurial Studies to fund students accepted to the Clinton Global Initiative University, a collaboration of intentionality and alignment which benefits students in the short term through social idea exploration and longer term through networking, confidence building, and professional learning opportunity.

CCL projects:

<https://www2.hws.edu/hackathon-2018-tackles-public-education-in-america/>

<http://www.hws.edu/academics/entrepreneurial/>

<https://www2.hws.edu/article-id-14983/>

<https://www.hws.edu/alumni/pssurvey/spring13/wroblewski.aspx>

CGIU:

2011 <https://www2.hws.edu/article-id-14131/>

2012 <https://www2.hws.edu/article-id-15316/>

2014 <https://www2.hws.edu/article-id-18056/>

2015 <https://www2.hws.edu/article-id-18566/>

2017 <https://www2.hws.edu/students-attend-clinton-global-initiative/>

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.

1. Outreach

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

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:

Citizen education and engagement is a cornerstone of every program and project that the Finger Lakes Institute (FLI) initiates since environmental research, education and dissemination is a part of the FLI mission. For instance, the FLI was the facilitator for the development of a Sustainable Community Development academic program at HWS by leveraging existing strengths in the departments of environmental studies, architectural studies, economics, biology; as well as the Office of Sustainability and Center for Community Engagement and Service-Learning; among other HWS assets. Numerous client-based community development projects were completed. Members of our Finger Lakes region including elected officials and municipal leaders have become more engaged in sustainable community development conversations with the HWS campus and among each other as a result of student capstone projects, lecture series and summer internships.

As previously highlighted, Geneva 2020 represents a significant community engagement partnership and launched in 2011 with the community review of Stanford Social Innovation Review article on "Collective Impact." Three specific examples outreach include the College Bound program, the HWS Tutor Corps, and the release of the annual Geneva 2020 Community Report, all of which are more fully detailed below. The link below is to a presentation that summarizes Geneva 2020, which was also prominently featured in the Pulteney Street Survey, our Alumni Magazine Program Summary: <https://www.slideshare.net/kflowers285/g2020-overview-power-point> Profiles in Partnership : <https://www.hws.edu/alumni/pssSummer14/geneva2020.aspx>

1). HWS offers three college visits (featuring HWS student volunteers) to all Geneva 2nd, 6th and 9th graders as part of its College Bound effort, and these visits are also aligned with literacy, STEAM and college readiness. The results of these efforts are tracked as part of our larger work and recorded in the Geneva 2020 Theory of Action rubric.

2). The HWS Tutors Corps and Summer of Service internships - Building on the success of America Reads, the HWS Tutors Corps was launched in 2014 with strategic support from a Campus Compact AmeriCorps VISTA who was hired to build a design a recruitment, training, and implementation plan which annually engages approximately 80 unique tutors (50 tutoring positions each semester but may tutors commit to two consecutive semesters if they are able. <https://www2.hws.edu/article-id-17524/>

3). We've convened as a broader community four times, including hearing from SUNY Chancellor Nancy Zimpher, since launching Geneva 2020 eight years ago. The annual release of the Community Report, held off campus the past two years to promote partner attendance and to mitigate on-campus parking concerns, https://www.hws.edu/about/pdfs/Geneva2020_community_report2018.pdf

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.

Leadership from HWS understand that only in partnership with our community can we truly flourish, and institutional resources are shared accordingly.

To underscore the value HWS places on its partnership with Geneva, listed below are a sample of resources that are perennially provided as community outreach:

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

HWS hosts and supports community organizations with free use of facilities for annual dinners and events including the Catholic Charities of the Finger Lakes Sharing the Light banquet, the Martin Luther King Jr. Scholarship Awards Ceremony, YMCA youth athletic practices and games, and Family Counseling of the Finger Lakes trainings, among others.

Recognizing the training that Campus Life and Counseling Center staff members possess with respect to student development, many have volunteered to assist the Geneva City School district when tragedies and crisis have occurred including loss of life and catastrophic events.

The Bristol Field House has many opportunities for membership for those in the surrounding community. Anyone living in the Geneva area is eligible to use The Sport and Recreation Center by purchasing a walking pass (either community or senior). Those who purchase this type of pass are entitled to use the tennis courts, racquet ball courts, basketball courts and track. The pricing of this program reflects an outreach effort to engage the community after the Serial Walker Program at Finger Lakes Health (Geneva General Hospital) concluded. Designed and planned from 2016-2018, HWS has a bubble which will be open to local youth recreation teams.

The Outdoor Recreation Adventure Program shares snow shoes with Geneva Recreation Department during winter break to support their efforts to help determine community interest before acquiring costly equipment that would be underutilized.

In 2012, in order to facilitate the development and completion of a grocery store within City limits (Tops project) HWS deeded a strip of land behind Geneva Town Plaza on Hamilton Street to the developer at no cost to help ensure a smooth process for the project (2) and in 2013 HWS made a \$25,000 lead gift and staff time was dedicated to the planning of a community co-imagined and collectively built playground on the City's lake front (3). HWS contributes to the maintenance of "The Cooler," the City's ice rink which is collaboratively utilized by Hobart Ice Hockey, William Smith Ice Hockey, local youth hockey, lacrosse, and soccer programs, community ice skating, and as of 2017, hosts the annual HWS Community Sale.

Lastly, the HWS Warren Hunting Smith Library provides services to HWS alumni, community members, and to anyone visiting the campus. Individuals who visit the library have access to the materials within the building, including access to the library's online resources via the library computers (5)

(1) HWS recreation resources https://www.hws.edu/studentlife/recreation_membership.aspx

(2) Geneva Partnership expands <https://www2.hws.edu/article-id-15604/>

(3) Geneva's Community Built Playground.Kaboom! <https://www.youtube.com/watch?v=0AQJ1SY9II>
<https://www2.hws.edu/article-id-15604/>

(4) Geneva Recreation Complex <https://hwsathletics.com/facilities/?id=6>

(5) Library policy for community members <http://library.hws.edu/about#policies>

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.

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

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.

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

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 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: carnegie@brown.edu

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	Geneva Education Foundation
Organization Name	Geneva Education Foundation
Point of Contact	Bernie Lynch
Email	lynchfurniture@hotmail.com
Phone	3157810950
Institutional Partner	The Office of the President
Purpose of this collaboration	When Geneva 2020 launched in 2011, after our community learned of the distressing report from the NY Dept. of Education about our high school graduation rate, stakeholders from across the community were asked to identify ways their organization, business, faith community, family, etc. could contribute to our community's collective impact effort to work towards "cradle to career" success for all of Geneva's children. Bernie Lynch, local business owner who has been both an active citizen and engaged parent, was familiar with education foundations in other communities and wondered if it would be helpful for Geneva to create one in order to support the goals of Geneva 2020. In partnership with President Mark Gearan and CCESL Director, he recruited a local attorney, a retired teacher, a pastor from the Baptist Church, and a retired Police Department detective. The group learned more about education foundations and officially incorporated in 2015. Since then, the board of directors have garnered financial support through donations and grant funding. Subsequently, financial barriers for students from lower economic statuses have been able to access Advanced Placement testing (which prompt progress towards higher graduation rates) and 20 laptops and mobile hotspots were procured through a Charter Communications grant to help address the 'digital divide' in our community.
Length of Partnership	five years
Number of faculty involved	
Number of staff involved	2
Number of students involved	

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Grant funding, if relevant	\$42,000
Impact on the institution	The Geneva Education Foundation supports Geneva 2020, but since Geneva 2020 is an initiative anchored at HWS Colleges, the Foundation is able to serve in a unique and important 501c3 capacity to support the mission of Geneva 2020 in ways that an initiative might not be able to.
Impact on the community	<p>GENEVA – People often talk about the “digital divide,” where wealthier communities enjoy the technological advantages of computers and internet access, while those in lower income backgrounds many times live without them, often because of cost. In education, the ability to have digital access and computers after the class day ends has become critical. A grant of \$43,100 by Charter Communications (Spectrum) to the Geneva Education Foundation, the Geneva Public Library and the Boys & Girls Club of Geneva looks to change that. The money, announced at the Geneva 2020 breakfast Wednesday morning at Belhurst Castle, will be used to purchase 40 Chromebooks and Wi-Fi hotspots. The grant award was a collaborative effort by the Geneva Education Foundation, the Boys and Girls Club and the library. Geneva City School District administrators shared with the foundation a list of educational resources that would support student learning but that were outside the purview of the school budget. Access to address the “digital divide” was among the ideas that most resonated with the mission of the foundation. Geneva Reads Executive Director Anne Schühle had made the district aware of the opportunity to fund mobile hotspots via the Spectrum Digital Education grant. The Geneva Public Library and the Boys and Girls Club will serve as lending sites, offering program participants the opportunity use Chromebooks in homes, with the mobile hot spots providing the necessary internet access. “The library’s mission is to inspire and support a lifetime of learning and creativity,” said Chris Finger, director of the Geneva Public Library. “The Chromebooks and hotspots provided by Spectrum allow inspiration, learning and creativity to continue outside of the library.” Geneva Boys and Girls Club Executive Director Chris Lavin added that increasingly, “school teachers are relying on technology to extend their teaching skills out and away from the classroom. Having a system in which computers with hot spot internet access could be injected into the homes and lives of our club members would be a quantum step forward.” Lynch shared his gratitude on behalf of the Board of Directors to Charter Communications for the grant.” – Steve Buchiere https://www.fltimes.com/news/grant-to-help-geneva-cross-digital-divide/article_46c87ccf-d69b-5829-8c8c-eeded8a5601e.html</p>

Partner #2

Project/Collaboration Title	Community Lunch Program
Organization Name	Catholic Charities of the Fingers Lakes
Point of Contact	Ellen Wayne, Executive Director
Email	Ellen.Wayne@dor.org
Phone	315-789-2686, ext 107
Institutional Partner	HWS Fribolin Farm (Finger Lakes Institute) and CCESL (Center for Community Engagement and Service-Learning)
Purpose of this collaboration	The Community Lunch Program is partnership with the Geneva Area Interfaith Council, and through the support of countless volunteers and donors, more than 16,000 meals are served each year. Although there is no economic requirement to receive a free meal, the vast majority of those served qualify for federal programs.
Length of Partnership	36 years

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Number of faculty involved	11
Number of staff involved	8
Number of students involved	125
Grant funding, if relevant	
Impact on the institution	Through service-learning classes (economics of caring and introduction to sociology), direct service partnership (HWS staffs the lunch program on eight Thursdays throughout the academic year), and community based research (student participatory action research projects), the Community Lunch Program is one of the primary partnerships with Catholic Charities of the Finger Lakes. In addition to a senior staff member who sits on the executive board of Catholic Charities, the Executive Director of Catholic Charities is the HWS community representative on the Institutional Review Board.
Impact on the community	Although we are all working towards the day when our community can holistically and thoroughly address poverty and food insecurity, our students, faculty and staff members consider it a privilege to interact with community members who visit the Community Lunch Program.

Partner #3

Project/Collaboration Title	HWS Tutor Corps
Organization Name	Boys and Girls Club of Geneva
Point of Contact	Chris Lavin
Email	chris.lavin@genevabgc.org
Phone	(619) 895-5996
Institutional Partner	Center for Community Engagement & Service-Learning

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Purpose of this collaboration	Boys & Girls Clubs of Geneva works in partnership with CCESL to hire and train over 40 - 50 paid tutors annually. HWS Tutor Corps members work at the Geneva Community Center (4th – 6th grade students), and to the Goodman Street club (1st – 3rd grade students) twice weekly for 11 weeks each semester. Although homework assistance is the primary goal that the tutors and youth focus on during the afternoon sessions, there is also ample opportunity for "play" when homework is finished. The game room, basketball court, and kitchen are popular places for these mentoring relationships to grow. Four Civic Leaders oversee the HWS Tutor Corps cohort, and the Civic Leaders meet weekly with Boys and Girls Club Staff and CCESL staff to ensure program success. It's through these meetings that follow up on tutor submissions on youth progress to the Google Classroom are reviewed, adherence to the goals outlined in the HWS Tutor Corps handbook are considered, and recognition opportunities to celebrate "Tutors of the Month" are discussed. Additionally, the Summer of Service paid internship program recruits and places four full time student staff members at the Club sites during June, July, and August (HWS pays for two and the Boys and Girls Club pays for two) and a HWS students representative has consistently held a position on the Boys and Girls Club Executive Board. HWS Tutor Corps Members receive this handbook, created by a Summer of Service intern https://docs.google.com/document/d/1ch3SiddvmKwduFxFwN-Jfd93OxkwL1HLR_67VRQSfhA/edit?usp=sharing Service-learning classes, community based research projects, and other collaborations have reinforced the strength of this mutually beneficial partnership. For example, Spring 2017 Masters of Arts in Teaching Community Based Research Projects all focused on ideas shared by Club Director Chris Lavin: ~Enhancing Collaboration Between the Goodman Street Boys and Girls Club and the Geneva City School District ~Assessing Academic Enrichment Programs at the Geneva Boys and Girls Club Teen Center ~The Impact and Usefulness of the Boys and Girls Club of Geneva to Parents ~Evaluating and Making Recommendations for the Geneva Boys & Girls Club Teen Center Tutoring Program https://www.hws.edu/academics/service/CBR_archive.aspx
Length of Partnership	The tutor corps launched with support from a Campus Compact VISTA in 2014, we have partnered with the Boys and Girls Club since they opened in 1996. https://www2.hws.edu/article-id-17524/
Number of faculty involved	8
Number of staff involved	5
Number of students involved	85 annually (many of the 50 HWS Tutor Corps members remain in the program for two consecutive semesters)
Grant funding, if relevant	The Boys and Girls Club receive \$30K annually from the 21st Century After School Program to supplement tutor salaries that supplement the 75 paid tutoring positions that utilize Federal Work Study
Impact on the institution	The HWS Tutors Corps members bring their experiences at the Club to campus and help forge further connections between campus and the community. When HWS Tutors Corps Members are enrolled in service-learning classes including Introduction to Sociology, Economics of Caring, and Teaching Children with Disabilities, their peers also benefit.
Impact on the community	The mission of the Boys & Girls Club of Geneva is to connect and empower all people in our community, especially young people who need us most, to reach their full potential. The HWS Tutors Corps is proud to support the mission of the club. Children who feel supported, especially by "cool" college kids, make our community stronger and we all benefit. https://bgcgeneva.org/about-us/

Partner #4

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Project/Collaboration Title	Geneva 2020
Organization Name	Finger Lakes Community College
Point of Contact	Carol Urbaitis
Email	Carol.Urbaitis@flcc.edu
Phone	(585)785-1000
Institutional Partner	Geneva 2020
Purpose of this collaboration	Finger Lakes Community College and Hobart and William Smith Colleges partner in a variety of ways, most notably through Geneva 2020 collaborative programming and the College and Career Readiness Action Team.
Length of Partnership	8 years
Number of faculty involved	
Number of staff involved	4
Number of students involved	
Grant funding, if relevant	
Impact on the institution	Finger Lakes Community College, located within walking distance of the HWS Campus, is a valued community resource where Geneva 2020 programs and meetings are held in order to fully underscore the ideals of collective impact.
Impact on the community	Since 2011, Geneva 2020, a collective impact initiative, has worked to harness the resources of the entire Geneva community—nonprofit organizations, businesses and individuals—to support the education of Geneva’s children from the “cradle to career.” We have worked with community members and the Geneva City School District to identify these key areas to support our children: Kindergarten readiness (age 0-5 development) Literacy Success STEAM (Science, Technology, Engineering, Art and Design and Math) Success Graduation Rate Improvement College and Career Readiness There have been great strides since 2011, highlighted by an increase in the graduation rate from 70.7 percent to 84.9 percent, but there is still much to do. Please consider offering your time, talent and treasure to support Geneva’s youth. FLCC leadership on the Geneva 2020 Advisory Board and Steering Committee meetings, as well as robust presence at our annual Community Convening, contribute to important conversations about how best to support our children from "the cradle to the career." https://www.hws.edu/about/geneva_2020.aspx

Partner #5

Project/Collaboration Title	Service Learning and Internships
Organization Name	Geneva General Hospital - Finger Lakes Health Vice President for Community Services
Point of Contact	Lara Turbide - Vice President
Email	lara.turbide@flhealth.org

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Phone	(508) 787-4058
Institutional Partner	Career Services, CCESL
Purpose of this collaboration	We are fortunate to benefit from a partnership with our local hospital through service-learning placements, job shadowing, and internships, the later in connection with our Pre-Health Professions Minor. Students work closely with children at the Child Care Center and elderly residents at The Living Center, and are sometimes employed by additional departments as the opportunity presents. Alumni who work at the Hospital have been generous with their time and served on numerous "Professionals in Residence" Career Panels. We enjoy hosting New Visions Students (local high schoolers who want to) who work at the annual HWS Community Sale in partnership with the HWS Center for Community Engagement and Service-Learning. Proceeds of the Annual Sale support Geneva 2020, of which Finger Lakes Health Leadership serves on the Advisory Board.
Length of Partnership	20+ years
Number of faculty involved	5
Number of staff involved	3
Number of students involved	32
Grant funding, if relevant	
Impact on the institution	HWS students greatly benefit from interactions with Finger Lakes Health and Geneva General through students exploring possible careers, and connecting with patients, children, and elderly residents connected with their programs.
Impact on the community	Though we don't yet assess the impact this partnership has on the community in a formalized way, we capture stories and share them to honor the partnership and celebrate the positive relationships that result. "Although Elizabeth McCabe's '18 weekly visits with Geneva Living Center resident Mary Nolan '43, P'88 began as part of a service-learning course, the experience resulted in a meaningful friendship that McCabe is excited to continue long after the course requirement ends. Throughout the semester, the visits provided McCabe with a window into life at HWS more than 70 years ago, while allowing her to build a new friendship with a counterpart nearly five times her age. "I came out of the experience with something completely different than I expected," reflects McCabe, an architectural studies major. "I started to really care about her and I looked forward to our visits each week – she's become my close friend. Not only did I enjoy spending time with her, but I got to learn about her life and tell her about mine. I got a lot out of my experience visiting with her, and it's made a positive effect not only on the other relationships in my life, but on my life as a whole." https://www2.hws.edu/article-id-19265/

Partner #6

Project/Collaboration Title	Geneva 2020, Service-Learning, Education Dept. Student Teaching
Organization Name	Geneva City School District
Point of Contact	Trina Newton, Superintendent
Email	tsnewton@genevacsd.org

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Phone	(315) 781-0400 ext. 9
Institutional Partner	Education Department, Center for Community Engagement & Service-Learning, Geneva 2020
Purpose of this collaboration	Geneva City Schools and HWS collaborate proactively and often to attain the ideals of the Geneva 2020 collective impact initiative. https://www.hws.edu/about/geneva2020_priorities.aspx We also partner on field-based student teaching and service-learning placements, as well as in the America Reads tutoring program.
Length of Partnership	nearly 50 years for the Education Dept. and the America Reads program is celebrating it's 30th anniversary in 2019.
Number of faculty involved	11
Number of staff involved	5
Number of students involved	126 / 75 tutors, 39 student teaching placements, 12 student residents in Geneva 2020 Theme House
Grant funding, if relevant	Federal Work study supports the America Reads program
Impact on the institution	Geneva 2020 is a point of pride for the institution, we are glad to serve as the anchor entity for our community's collective impact initiative. Service-Learning Students and Students in the Education Department Teaching Program fortunate enough to connect with Geneva City School District children and staff are more well prepared to enter the workforce and subsequent communities due to the impactful experiences they have at North Street Elementary School, West Street Elementary School, Geneva Middle School, and Geneva High School. Our student residents living in the Geneva 2020 Theme House enjoy collaborating with Geneva High School students. In recognition of all that HWS receives from this partnership, the GCSD was honored at the 2010 Community Engaged Scholarship Forum as the HWS Community Partner of the Year. This award is presented annually to the person/agency who has consistently contributed to the civic development and leadership of HWS students. This award recognizes the inherent value of community collaborations and acknowledges with gratitude the time, energy and interest invested in the student service and learning experience. https://www.hws.edu/academics/service/pdf/ces_awards.pdf
Impact on the community	Geneva 2020 doesn't want to overstate its role in the 12% increase in graduation rate since the effort was launched in 2011, as it has truly been a systems wide overhaul of how to best support all students, and in particular, students who struggle to meet key academic milestones (3rd grade reading, 6th grade STEAM goals, 9th grade algebra). We are grateful to the leadership, staff, and students for their holistic support and partnership of Geneva 2020. We record the number of books read to and with children involved in America Reads and reading levels gained throughout the semester and we believe that having caring college students and young readers spend time together is an investment in which our community, through more confident readers and college students who hone their citizenship skills, benefits. Additionally, HWS faculty and staff members consistently serve on the Geneva City School Board.

Partner #7

Project/Collaboration Title	Habitat for Humanity - HWS Club Chapter
Organization Name	Habitat for Humanity of Ontario County
Point of Contact	Nash Bock - Executive Director

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Email	nashb@hfhoc.org
Phone	(585) 396-3600
Institutional Partner	Center for Community Engagement & Service-Learning
Purpose of this collaboration	To provide volunteer labor and fundraising dollars to Habitat for Humanity of Ontario County and to raise awareness of the causes and consequences of homelessness.
Length of Partnership	29 years
Number of faculty involved	2
Number of staff involved	2
Number of students involved	15
Grant funding, if relevant	
Impact on the institution	HWS students benefit from participation in Habitat Builds, "Blitz Week" partnerships when timing aligns with our Pre-Orientation Adventure Program, and other fundraising opportunities like Mr/Ms HWS Colleges. In addition to meeting and collaborating with community members, As captured in a 2016 Daily Update article: "Erika Ireland '19 says she enjoys working with Habitat for Humanity because it provides a unique experience. "You can see the change that you are making as you help build a home for a local family," she explains." https://www2.hws.edu/article-id-19435/ Mr. Hobart Fundraiser: https://www2.hws.edu/article-id-19250/ Student attendance at Habitat for Humanity national conference: https://www2.hws.edu/article-id-16100/
Impact on the community	As captured in the same 2016 Daily Update article referenced above: "Tom Hryvniak, Habitat for Humanity volunteer coordinator, says the students were "not only hard workers, but interested in the project and getting it done right." https://www2.hws.edu/article-id-19435/ Habitat for Humanity fundraiser to support chapter in Puerto Rico after Hurricane Maria: https://www2.hws.edu/hws-and-geneva-aid-puerto-rico/

Partner #8

Project/Collaboration Title	Finger Lakes Youth Climate Summit, Science on Seneca, Finger Lakes Regional Stream Monitoring Network
Organization Name	Romulus Central School
Point of Contact	Holly Stekl
Email	hstekl@romuluscsd.org
Phone	
Institutional Partner	Finger Lakes Institute

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Purpose of this collaboration	FLI Education Program Partnerships The Finger Lakes Institute at Hobart and William Smith Colleges is deeply committed to partnering with area schools to engage students in regionally-focused, experiential environmental education to encourage civic engagement and stewardship of our natural resources. These environmentally focused program partnerships include the following: • the Finger Lakes Youth Climate Summit, which empowers high school students to make positive change in their schools and communities to combat climate change by creating and implementing Climate Action Plans and developing youth leadership skills. • Science on Seneca and the Finger Lakes Regional Stream Monitoring Network programs that engage high school students in citizen science water quality monitoring of Seneca Lake and local streams, respectively, and stewardship of aquatic ecosystems
Length of Partnership	5
Number of faculty involved	3
Number of staff involved	2
Number of students involved	25
Grant funding, if relevant	The Finger Lakes Regional Stream Monitoring Network program was established in 2010 with a \$21,390 foundation grant (Dorr) and has been supported institutionally since 2015 and the Siemens Corporation has been the corporate sponsor for the past two years
Impact on the institution	SOS is institutionally funded and is a partnership program with the Geoscience department
Impact on the community	

Partner #9

Project/Collaboration Title	Finger Lakes Youth Climate Summit, Science on Seneca, Finger Lakes Regional Stream Monitoring Network
Organization Name	Canandaigua Academy
Point of Contact	Jason McLaughlin
Email	McLaughlinJ@canandaiguaschools.org
Phone	
Institutional Partner	Finger Lakes Institute
Purpose of this collaboration	FLI Education Program Partnerships The Finger Lakes Institute at Hobart and William Smith Colleges is deeply committed to partnering with area schools to engage students in regionally-focused, experiential environmental education to encourage civic engagement and stewardship of our natural resources. These environmentally focused program partnerships include the following: • the Finger Lakes Youth Climate Summit, which empowers high school students to make positive change in their schools and communities to combat climate change by creating and implementing Climate Action Plans and developing youth leadership skills. • Science on Seneca and the Finger Lakes Regional Stream Monitoring Network programs that engage high school students in citizen science water quality monitoring of Seneca Lake and local streams, respectively, and stewardship of aquatic ecosystems
Length of Partnership	5

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Number of faculty involved	3
Number of staff involved	2
Number of students involved	25
Grant funding, if relevant	The Finger Lakes Regional Stream Monitoring Network program was established in 2010 with a \$21,390 foundation grant (Dorr) and has been supported institutionally since 2015 and the Siemens Corporation has been the corporate sponsor for the past two years
Impact on the institution	SOS is institutionally funded and is a partnership program with the Geoscience department
Impact on the community	

Partner #10

Project/Collaboration Title	Finger Lakes Youth Climate Summit, Science on Seneca, Finger Lakes Regional Stream Monitoring Network
Organization Name	Penn Yan Academy
Point of Contact	Jonathan Pragle
Email	jpragle@pycsd.org
Phone	
Institutional Partner	Finger Lakes Institute
Purpose of this collaboration	The Finger Lakes Institute at Hobart and William Smith Colleges is deeply committed to partnering with area schools to engage students in regionally-focused, experiential environmental education to encourage civic engagement and stewardship of our natural resources. These environmentally focused program partnerships include the following: • the Finger Lakes Youth Climate Summit, which empowers high school students to make positive change in their schools and communities to combat climate change by creating and implementing Climate Action Plans and developing youth leadership skills. • Science on Seneca and the Finger Lakes Regional Stream Monitoring Network programs that engage high school students in citizen science water quality monitoring of Seneca Lake and local streams, respectively, and stewardship of aquatic ecosystems
Length of Partnership	5
Number of faculty involved	3
Number of staff involved	2
Number of students involved	25
Grant funding, if relevant	The Finger Lakes Regional Stream Monitoring Network program was established in 2010 with a \$21,390 foundation grant (Dorr) and has been supported institutionally since 2015 and the Siemens Corporation has been the corporate sponsor for the past two years

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Impact on the institution	SOS is institutionally supported, in partnership with the GeoScience Dept.
Impact on the community	

Partner #11

Project/Collaboration Title	Multiple collaborations - living and learning in Uniquely Urban Geneva
Organization Name	City of Geneva
Point of Contact	Sage Gerling - City Manager
Email	beckettsage@gmail.com
Phone	(315) 828-6585
Institutional Partner	President's Office, Residential Education, Office of Sustainability, Intercultural Affairs, Entrepreneurial Studies Dept, Salisbury Center for Career Services, CCESL
Purpose of this collaboration	To align Geneva community and HWS resources and needs and maximize collaborations for mutual benefit through the cultivation of relationships, proactive communications and strategic planning. City Hall leadership (City Manager) and The Mayor's Office have advised numerous community-based research projects since the Community Engaged Scholarship Program launched in 2009, and both entities collaborate through a variety of additional programs that seek to support this key partnership.
Length of Partnership	50 years
Number of faculty involved	10
Number of staff involved	5
Number of students involved	75
Grant funding, if relevant	

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Impact on the institution	<p>Through the four times annual Days of Service Program (neighborhood cleanups), service-learning placements, community based research projects, and collaboration on the College Area Livability Task Force (established in 2008), our students are positively impacted by the community engagement opportunities in the “uniquely urban” community that we all call home. In recognition of all that HWS receives from the relationship, Mayor Stu Einstein was honored at the 2011 Community Engaged Scholarship Forum as the HWS Community Partner of the Year. This award is presented annually to the person/agency who has consistently contributed to the civic development and leadership of HWS students. This award recognizes the inherent value of community collaborations and acknowledges with gratitude the time, energy and interest invested in the student service and learning experience.</p> <p>https://www.hws.edu/academics/service/pdf/ces_awards.pdf HWS student continue to benefit from putting “theory into practice” and developing relationships with community partner advisors through numerous individual and group community based research projects. In 2014, an Economics student, Simon Corson, was advised by the City Manager on an exploration of alignment between the Town of Geneva and the City of Geneva. Corson, who noted his experience as a community based researcher throughout an interview process, was hired as an assistant city planner in a southern NH community https://www2.hws.edu/article-id-18156/ Additional examples of City / HWS student research partnership since 2010 include: Sustainable Community Development Rethinks Castle Street – Fall 2018 https://www2.hws.edu/sustainable-community-development-rethinks-castle-street/ Trash Talks: Practices and Perceptions of Geneva Residents – Spring 2018 - https://www.hws.edu/academics/service/pdf/trash_talks.pdf Investigating the Impacts of Geneva Night Out on the Community/ies – Spring 2017 https://www.hws.edu/academics/service/pdf/gno_koch17.pdf Celebrating Geneva born Artist Arthur Dove – Fall 2016 https://www.hws.edu/academics/service/pdf/dove17.pptx Mapping Gentrification? Exploring Patterns of Consumption in Downtown Geneva – Fall 2015 https://www.hws.edu/academics/service/pdf/mapping.pdf Exploring Geneva's Downtown: Business District Survey & Analysis - Fall 2014, https://www.hws.edu/academics/service/pdf/exploring_downtown.pptx Design and Sustainability Proposals for Site 5 in Downtown Geneva – Spring 2013, https://www.hws.edu/academics/service/pdf/site5.pdf Finding the Heart of Geneva – Spring 2012, Linden Street Renewal https://www.hws.edu/academics/service/lindenst.aspx Unstructured Play in Geneva: The Power of a Community Built Playground – Fall 2012, https://prezi.com/oz_cpiugmhjj/play-in-the-community-of-geneva/ Swimming on Seneca Lake, where’s the Beach? Fall 2011 https://www.hws.edu/academics/service/swimming.aspx</p>
---------------------------	--

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Impact on the community	<p>Through proactive communication with City Officials, landlords, and homeowners, the College Area Livability Task Force “addresses livability issues in areas surrounding the colleges and to implement actions and facilitate solutions,” and educates students on issues regarding college rentals – tenant and landlord rights and the benefits of positive neighborhood relationships. College Livability Task Force information, including agendas and minutes from http://cityofgenevany.com/livability-task-force-committee/ and HWS utilizes an app “HWSNotify” for community members to report any concern with off-campus properties. Many HWS faculty and staff members, through informal interest or formal alignment with their positions, serve on City Boards and Committees, including the Public Art Committee, Human Rights Commission, Geneva Green Committee, The Industrial Development Agency, the Local Development Corporation, and the Civic Engagement Committee. In 2015, two HWS staff members joined the City Manager and Marketing Coordinator to co-present at the National Civic League All America City Competition in Denver, CO. The HWS Faculty member highlighted efforts to support a buy local “Love Geneva” campaign, and the CCESL Director highlighted Geneva 2020. https://www.youtube.com/watch?v=qUEOrlgW5RE In 2017, HWS Colleges Mark Gearan, assisted the City with the proposal and presentation that garnered a \$10M Downtown Revitalization Grant from NY State. https://www.ny.gov/downtown-revitalization-initiative/finger-lakes-geneva In 2018, the City Manager, a HWS Faculty Member and HWS Staff Member collaborated on a PANY Campus Compact AmeriCorps VISTA Grant and secured a position for a Hobart 2018 alumnus to assist the City with convening a task force to address Food Access. https://fingerlakes1.com/2019/03/15/stakeholders-work-to-address-food-desert-in-geneva-after-tops-closure/</p>
-------------------------	---

Partner #12

Project/Collaboration Title	Book Fest, Community Read, Community Book Shelves
Organization Name	Geneva Reads
Point of Contact	Anne Schuhle
Email	ASgenevareads@gmail.com
Phone	(315) 759-9126
Institutional Partner	Center for Community Engagement & Service-Learning, Various Academic Departments
Purpose of this collaboration	To engage students in supporting our community’s literacy coalition that promotes reading to Genevans of all ages and to provide support (internships, direct service, in-kind donations and funding) to the coalition.
Length of Partnership	12 years
Number of faculty involved	5
Number of staff involved	3
Number of students involved	68
Grant funding, if relevant	

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Impact on the institution	<p>Students benefit from the many collaborations with Geneva Reads. Days of Service volunteers enjoy getting to know the community when they deliver donated books to the ten Community Book Shelves located throughout Geneva, America Reads tutors love meeting the families of the children who attend the Book Fest, and interns gain valuable experience from the support of Geneva Reads' conscientious executive director. HWS faculty, staff and students, appreciate the opportunity to attend Geneva Reads Community Read programming, and HWS staff and faculty connect additional learning opportunities made available through involvement on the Geneva Reads Advisory Board, and sub-committees including the Community Read and Book Fest. We were proud to have played a role in supporting the inception of Geneva Reads after an initial grant made book distribution possible to all Head Start children in 2007. HWS and local organizations collaborated on an AmeriCorps VISTA position who secured support from the Rochester Ad Council (Cause Wave) to help convene community partners and develop a strategic plan to formalize the literacy coalition https://www2.hws.edu/article-id-12359/ In 2015, Geneva Reads named HWS Colleges as their "Community Partner of the Year" https://www2.hws.edu/article-id-18627/</p>
Impact on the community	<p>HWS Center for Community Engagement and Service-Learning serves as the central storage for the Geneva Reads Community Book Shelves program. Approximately 1000 books are collected and distributed throughout the year to ten locations throughout the community https://www2.hws.edu/article-id-17353/ HWS College hosts events and programs and broad community attendance is encouraged. A few examples include "The Color of Water: A Black Man's Tribute to His White Mother" author James McBride who spoke on campus in 2010, https://www2.hws.edu/article-id-12966/, "Just Like Us" author Helen Thorpe who spoke to campus in 2013 https://www2.hws.edu/article-id-16388/ and campus "celebrities" annually featured on Community Read posters distributed throughout Geneva to encourage involvement. https://www.hws.edu/news/twip/index.aspx?twip=Geneva%20Reads%20Bookfest 30% of the 100 volunteers that collaborate on the annual Geneva Reads Book Fest are America Reads tutors and Days of Service Volunteers. Geneva Reads hosts a Book Fest at the Community Center each spring for the community's young children. The event, which is free and open to the public, features games, costumed characters, crafts, theater and other reading and book-related activities. There are read-alouds, sing-alongs and space for parents and children to read together. Each Geneva child in kindergarten through second grade, gets a book to take home! https://www.hws.edu/news/twip/index.aspx?twip=Geneva%20Reads%20Bookfest</p>

Partner #13

Project/Collaboration Title	The College Experience, and the HWS Festival of the Arts
Organization Name	Ontario ARC
Point of Contact	Wendy Nelson
Email	wnelson@ontarioarc.org
Phone	(585) 394-7500
Institutional Partner	Education Department

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Purpose of this collaboration	The College Experience creates opportunities for young people with developmental disabilities to become active and involved members of the HWS campus community, attending classes, clubs and athletic events while improving social and communication skills. Located in a central campus location, the program connects with many aspects of campus life and Ontario ARC College Experience graduates receive a certificate of completion at HWS Commencement. https://www2.hws.edu/article-id-13810/ Established in 2009, The HWS Arts Experience is a partnership of Hobart and William Smith Colleges and the Collaborative of NY, Inc. and serves as an opportunity for participants, including people with intellectual and other developmental disabilities, the college community, and the general public to explore various means of expression through the arts.
Length of Partnership	College Experience - 8 years, The Festival of the Arts - 10 years
Number of faculty involved	6
Number of staff involved	4
Number of students involved	115
Grant funding, if relevant	
Impact on the institution	Students benefit from engagement with the Ontario ARC program through service-learning placements at The College Experience (located on campus), and in the community at residential and agency specific programs. Internships are additional ways that provide students with the opportunity to further explore authentic ways to connect with staff and clients who make up Ontario ARC which, since 954 has been a "resource for people with disabilities or other challenges and their families" (Ontario ARC mission statement). In honor of our gratitude for this partnership, Ontario ARC College Experience Program was recognized the HWS Community Partner of the Year at the inaugural Community Engaged Scholarship Forum in 2009 https://www.hws.edu/academics/service/pdf/ces_awards.pdf
Impact on the community	The vision of the Arts Experience is to cultivate and embrace the spirit of inclusion through participation in the arts, artistic performance and celebration. The annual event entails 20-30 community co-designed and inclusive programs, ranging from "Dancing from Within: Exploring and Creating," to "Trail of Hope - A Community Connection," and Collage Communication Game," and attracts 1000+ community members to campus https://www.hws.edu/festival/

Partner #14

Project/Collaboration Title	Neighbors Night Program, Cooking Matters Program
Organization Name	St. Peter's Arts Academy
Point of Contact	Jim and Sue Adams
Email	jjimandsueadams@gmail.com
Phone	315-789-4910
Institutional Partner	Center for Community Engagement & Service Learning

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

Purpose of this collaboration	To provide youth who participate in the Neighbors Night and Cooking Matters program at St. Peter's Church with consistent college student role models. The children who frequent these weekly programs often relay to the volunteers that the nutritious meals served and the joyful environment of the program are highlights to their weeks.
Length of Partnership	32 years
Number of faculty involved	4
Number of staff involved	2
Number of students involved	28
Grant funding, if relevant	
Impact on the institution	HWS Students volunteer weekly with the Neighbor's Night Program, which was "launched in 1987 and is designed to reach out to the young neighbors of our church in downtown Geneva and share God's love. Neighbors' Night currently welcomes between 50 to 100 children in grades K-8 every Wednesday evening from October through May (5:15 pm-7:00 p.m.) and activities including storytelling, song, crafts, skits, games, and a full dinner." More information about the program can be found here: https://www.hws.edu/academics/service/volunteer_opportunities.aspx#neighbor and an interview with the Civic Leader for St. Peter's can be found at 1:57 on this video: https://vimeo.com/306042966 HWS students engage with St. Peter's Church leadership during Days of Service and Geneva Heroes, both long standing volunteer collaborations. Service-learning students have also enjoyed working with children enrolled in Cooking Matters which is a more recent partnership established at the Church. Lastly, our Civic Leader for Neighbors Night, as well as additional inters who assist with church programming and engagement, gain invaluable leadership experiences.
Impact on the community	In celebration of the impactful relationship from which HWS students benefit, and in honor of all that St. Peter's Church and Arts Academy offers our campus and broader community, Pastor Jim Adams and Mrs. Sue Adams received the President's Medal in 2017 from HWS Colleges, presented by President Mark Gearan https://www.hws.edu/about/medal.aspx

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.

While preparing for the classification, CCESL Faculty Advisor and Liaison Margueritte Murphy and CCESL Director Katie Flowers attended a workshop at Holy Cross in November of 2017. This workshop was helpful in understanding the ways in which the 2010 and 2020 application differ from one another, as well as resources available to assist with the review process. Based on what we learned from this workshop, we distributed our "Carnegie Community Engagement Re-Classification Survey" via our community announcements listserv to nearly 200 community partners who hold a wide variety of formal and informal civic roles throughout the Geneva and Finger Lakes region in early 2018. We received 29 anonymous responses from community partners. Members of the Service Learning Advisory Committee reviewed the results, noting that 85% of respondents agreed or strongly agreed that "HWS recognizes community partners for their willingness to host and work with students, faculty, staff." A similar percentage of respondents agreed or strongly that "The partnership with HWS has a positive impact on the Geneva community." For our reclassification, we recently sent the same

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

survey to 14 community partners, 9 of which are campus-community partnerships sustained since our 2010 application. We are eager to receive their feedback and continue our efforts to strengthen existing and establish new campus-community partnerships.

The Carnegie reclassification partnership survey process offered us the opportunity to reflect upon ways we could thoughtfully shift the HWS community announcements listserv away from what may be perceived as a unidirectional form of information provision from the Colleges to the community and toward a more dialogic communication platform that fosters greater levels of reciprocity. Moreover, we leveraged the 2019 reapplication process as an opportunity to reflect upon which partnerships were more representative of the ideals to which we espouse, assess partnership more broadly, and analyze discrepancies between assumptions and reality.

We feel the following feedback from anonymous community partners in response to our 2018 survey efforts reflects the direction the Colleges need to go with regard to forward momentum and our approach to community partnerships:

"Education of the faculty and students in understanding this is a two-way street. It is made clear that their participation in the community is not "charity and that the community has much to teach them. CCESL also gives the community organization an appreciation that the organization's participation is enriching the students' education by providing a real-world application of what they learn in the classroom. The experience should be meaningful and benefit the student as well as the organization."

"We have meetings before, during and after projects with the involved faculty to make sure there is a mutual understanding of the project, that it is going as planned and whether adjustments need to be made, and at the end to discuss the deliverable and whether it has been helpful."

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?

As noted previously, Geneva 2020 joined the StriveTogether Cradle to Career Network which is guided by the Theory of Action (TOA). The TOA is built on lessons from network members, and helps communities build and sustain cradle-to-career civic infrastructure which Geneva 2020 submits for review annually. Within each gateway, we provide evidence to assess impact and progress towards reciprocity and sustainability of the initiative (1)

More specifically, after Geneva 2020's launch in 2011, campus and community leaders discussed how HWS, as Geneva 2020's anchor entity, could contribute in a meaningful way to the "cradle to career" goals of Geneva 2020, and in 2012 HWS' College Bound program was established. With input from Geneva guidance counselors and teachers, the program includes a 2nd grade HWS visit focusing on literacy and summer slide prevention; a 6th grade HWS visit focusing on hands-on STEAM activities; and a 9th grade HWS visit focusing on college readiness via HWS student discussion panels, a "dorm life" presentation and information on study abroad, internships, college affordability. Annually, close to 500 students visit campus each year, allowing every Geneva student to claim three college visits before their sophomore year in high school. Assessments show Geneva students' understanding that their community and HWS are invested in their school success. One 6th grader commented on an evaluation, "I can't wait to come back as a 9th grader," and a HWS College Bound activity captures one 2nd grader's career aspirations: "I want to stude [sic] bones. I want to go to college." (2)

We also partnered with Geneva High School, starting in 2013, on a college exposure program where GHS students pay 25%

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

of the cost of a college course and the principal meets with students bi-weekly to provide support. In an inquiry about the program for the Carnegie process, Mr. Greg Baker noted "the integration of the high school students in the college courses makes for an authentic college experience for our students – a kind of sampling that cannot be replicated in even the most advanced high school classroom. Students are responsible for all facets of their participation, obtaining a parking pass, securing their books from the book store, etc. 10 students participate in the program annually, which recruits minority demographic students (including race, gender, and socioeconomic status) to promote access to a world that might not have otherwise be available."

In 2016, after eight years of conversations between Geneva City leadership and HWS staff, Geneva's City Council resolved to create a new task force to address livability issues in areas surrounding the colleges and to implement actions and facilitate solutions (3).

Strategies and programming created to strengthen relationships between HWS and local neighborhoods include:

- i. HWS RA Training
- ii. Resource for Off-Campus Students
- iii. Cooperating Tavern Program subcommittee update
- iv. HWS Day of Service/Neighborhood Association & City Opportunities

(1) Strive Together Theory of Action <https://www.strivetogether.org/our-approach/theory-of-action/>

(2) Geneva 2020, in partnership with HWS launches "College Bound" campus visits for 2nd, 6th, and 9th graders <https://www2.hws.edu/article-id-19100>

(3) http://cityofgenevany.com/wp-content/uploads/College_Livability_Task_Force_6_25_18_agenda.pdf

2.4

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

Community partnerships are assessed within the structure of specific program, so that we can collaborate on program efficacy and if/how the ideals of partnership are captured, as well as more broadly through the Carnegie Community Partnership Survey distributed in 2018. As previously noted, the Self-Assessment tool for Service-Learning Sustainability rubric has been disseminated to the faculty and analyzed by members of the Service-Learning Advisory Council. Questions regarding representation of community partner voice, mutual understanding of SL, and community partner development (incentives etc.) are particularly reviewed and input has contributed to the development of programs including a Friday Faculty Lunch featuring community partners, faculty advisors, and student community based researchers, the inclusion of community members in the inaugural CBL Faculty Retreat, and a faculty + community partner networking session which featured four partnerships that sought deepening (Lifespan of Greater Rochester, Geneva 2020, Family Promise - interfaith hospitality network to support families experiencing homelessness, and Geneva City School District to support newly arrived students impacted by Hurricane Maria (1)

As indicated in section 2 - 3.4.a, the last question on the Community Partner Feedback form (regarding service-learning student performance) addresses partnerships more broadly "In what ways could the HWS partnership with your agency improve? (ie. communication, student training, collaboration, etc.). Comments from partners highlighted relationships that formed subsequent invitations to campus programs, athletic events, etc. and requests to learn more about campus opportunities open to the public which led to the creation of an IT Services collaboratively created HWS-Community Partner List-Serve which has close to 200 members and through which monthly "community updates" are distributed (2)

America Reads, celebrating 30 years in 2019, seeks input from program partners at the end of the academic year and feedback is incorporated into tutor and site coordinator training. Example questions include: "How might HWS tutors have

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

better engaged or more positively utilized the America Reads session time?" and "To the best of your ability, how would you rate your overall America Reads tutors' effectiveness with respect to the goals of the program and meeting their job description (regularly sending home Family Updates, timeliness at sessions, proactive communication, etc.)

https://www.hws.edu/academics/service/pdf/ar_descrip.pdf"

The HWS Education Department assesses student teaching placement in coordination with host teacher and district administrators as part of their Council for the Accreditation of Educator Preparation which identifies eight annual reporting measures that are utilized to provide information to the public about program impact and program outcomes of educator preparation programs (3).

Lastly, the College Bound Program receives formal and informal feedback from teachers who chaperone the trips. For example, teachers encouraged Geneva 2020 Program Manager to adjust the 9th grader program to include visiting a dorm room, the 6th grade visit to integrate more hands-on learning opportunities, and the 2nd grade visit to include a message to help address the summer (reading regression) slide.

(1) CCESL annual report https://www.hws.edu/academics/service/pdf/annual_report1718.pdf pg. 11

(2) Community Partner feedback form (on student service-learning performance
https://www.hws.edu/academics/service/pdf/SL_evaluation09.pdf

(3) <https://www.hws.edu/academics/education/reporting.aspx>

2.5

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

The Colleges have deepened, broadened and provided additional structure to enhance our partnerships with the Geneva community since the last classification. Perhaps one most notable manner is the agreement in 2012 that the Colleges will contribute more than 1.7 million dollars to the City of Geneva over a 10 year period. Coupled with expansion of our financial commitment to both the Geneva Police Department and Geneva Fire Department (now more than \$35K and \$20K respectively), we have sought to provide support to our host community.

The Colleges have also added mechanism to assist in communication with the Geneva community since the last classification. The initiation of the College Area Livability Task Force in 2015 has allowed for regular meetings between staff from the Colleges, local government leaders, and community members to discuss all means by which we can enhance and promote engagement between students, faculty/staff and members of the Geneva community. This includes events hosted in the neighborhoods near the campus, student participation in local government to develop skills and experience that will serve both the community and the students, and the creation on an "app" that allows for greater and instant communication between residents and the campus.

As we move forward, the Colleges are exploring a partnership with the City of Geneva and a 3rd party developer to create housing for seniors/retirees which would be adjacent to and work in conjunction with the institution. The initial thought is to include campus programming, perhaps access to courses, and use of dining and recreation facilities to further make the campus a hub for the local community.

Reflection and Additional Information

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

(Optional)

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

The Colleges commitment to community engagement was re-affirmed in the summer of 2017 as we welcomed Gregory Vincent as our new president. Dr. Vincent hailed from the University of Texas at Austin, where he previously served as Vice President for Diversity and Community Engagement (1). Upon arriving at the Colleges, Dr. Vincent was eager to continue his work regarding educational equity and access, diversity in higher education, and engagement between communities and universities. His presence on our campus infused our community engagement efforts with more resources, while simultaneously drawing attention to the ways in which we need to refine our approach moving ahead. Despite Dr. Vincent's recent departure from the Colleges and the search for a new Provost and Dean of Faculty subsequently delayed, we still decided to move forward with our Elective Carnegie Community Engagement Classification application. Doing so has allowed us to take stock of and celebrate our strengths while also assessing possible opportunities for improvement. As we move forward, we are keen on utilizing this self-study as a working document to strategize and address the following set of interrelated questions regarding the future of community engagement at HWS Colleges:

- ~ Should we collaborate on a campus-wide definition of community engagement? Should such a definition more clearly differentiate between outreach (services offered) and community engagement (reciprocal partnerships)? Why or why not?
- ~ How would such an effort shift, focus or expand faculty workload definitions to include community engagement in a more concrete way? How can we successfully initiate a campus-wide conversation about what constitutes scholarship? How do we revise the Faculty By-Laws so that engaged and applied research are more formally valued in the tenure and promotion process?
- ~ Might we rely too heavily on Geneva 2020 to underscore our commitment to the Geneva community at the cost of other campus-community partnerships? How might we utilize or apply the Strive Together Civic Assessment Infrastructure to more fully and appropriately facilitate additional campus-community partnerships? How can we build upon or better position Geneva 2020 (re-branding to Geneva 2030 next year) to maximize collaborative opportunities with academic departments?
- ~ How can our IRB process more formally incorporate guidance for researchers regarding human subject protections for community-engaged research? How might the IRB adopt best practices from institutional leaders such as Brown University in this area?

Looking back, we appreciated the opportunity to more holistically capture institutional commitments to the community, to acknowledge the hard work of faculty and staff colleagues who proactively engage with community members as thought-partners and co-educators for the mutual benefit of student learning and impact, and to explore both strategies to assess as well as feedback from community partners. Looking forward, we understand there are opportunities to harness, and systems to establish, so that scholarly engagement is more consistently embedded within the educational experience of students, institutionally recognized within promotion and tenure guidelines, and thoughtfully co-created with the communities for which we are grateful to partner and from whom we learn.

(1) <https://www2.hws.edu/hws-presidential-inauguration-of-vincent-83/>

(Optional)

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

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

--empty--

(Optional)

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

We are lucky to have benefited from the leadership of Mark D. Gearan from 1999-2017, and subsequent senior level leadership changes have impacted our 2020 strategic planning process. HWS 2015 was the most recent strategic plan noted in application. However, noting the HWS commitment to "preparing students to lead lives of consequence" and the robust and long-standing community engagement endeavors declared as priorities in the Presidential Profile, we are confident that community engagement will continue to be woven throughout our student learning, community partnerships, and business practices as we enter a new era of leadership under the direction of Dr. Joyce Jacobsen during the 2019-2020 academic year and into the future (1, 2).

Recognizing that decrease in academic departments who utilize CBL in courses (from 13 in 2010 to 10 in 2018), and relatively large increase in student who enrolled in a "SLC," (from 300 in 2010 to 422 in 2018) the Service-Learning Advisory Council will need to further analyze breadth of departments. A recent conversation about this topics led to an offer from Assistant Professor Craig Talmage in Entrepreneurial Studies to advise a student research project next year to further explore this. We regret the 44% claim of academic departments in the 2010 Carnegie Community Engagement Application as that number is inaccurate, we had approximately 56 departments and programs so 13 departments represented 23% of departments. In 2018, there were 10/62 departments/programs where SLC were taught, and the % change from 2010 where 13/56 is probably closer to -7%, not -38% but since we assume the review team would be comparing was reported we wanted to remain consistent. We apologize for the confusion.

(1). Presidential Profile (Geneva Partnership and Geneva 2020 featured on pg 11)
<https://www2.hws.edu/images/position-profile.pdf>

(2) Dr. Joyce Jacobsen, President Elect <https://www2.hws.edu/president/welcome-president-elect/>

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.

Please respond to A or B below:

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

Created by Institution on 6/7/2018. Last modified on 4/15/2019.

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.

Yes

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