

ENGAGING RESEARCH/ENGAGING CORNELL

GRADUATE STUDENTS, PUBLIC ENGAGEMENT, AND THE LAND GRANT MISSION OF CORNELL UNIVERSITY



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Executive Summary

Cornell University joins a long list of higher education institutions across the United States and the world in taking up the call of publicly engaged scholarship. This trend has seen a new relationship develop between universities and communities for the coproduction of knowledge, in building more sustainable economies, and to foster democratic decision-making that secure effective solutions to real-world problems. Publicly engaged scholarship is cross-disciplinary in nature, and recognizes that the problems and issues encountered by communities require not only collaboration across the disciplines, but also between universities and the surrounding communities.

This report presents findings from a study conducted by four graduate student members of the Cornell Participatory Action Research Network (cPARN) on our peers' efforts to do engaged research at Cornell University. cPARN is dedicated to furthering the democratization of research practices through participatory, community-based and collaborative methods and has a longstanding commitment to community accountable scholarship. Following on Engaged Learning + Research's (EL+R) 2012 "Graduate Student Engagement Survey," our interest in this research is in providing a source of data that considers the "on the ground" experience of students who were active in or are exploring their interest in "engaged scholarship." In addition, our research investigates the discursive claims made by the University on the strategic goal

of "Excellence in Public Engagement." Although the strategic University goal of "public engagement" may be relatively new, we explore the links between this brand of public engagement and the University's mission and responsibility as New York's land-grant university.

We conducted in-depth interviews and focus groups with those already committed to engaged research as well as discourse analysis of nearly a dozen recent university documents concerning public engagement. We conducted interviews with fourteen graduate students, six professorial faculty, two extension faculty/staff, and two administrators. In addition, we conducted four separate focus groups, which consisted of 23 participants holding conversations around their definitions and experiences of engaged research at Cornell. The discourse analysis of university documents paralleled our in-depth interviews and focus groups, allowing the two routes of investigation to inform each other. Interview responses and focus group debates guided our lens in analyzing discourse.

Our research found that graduate student publicly engaged research at Cornell brings up deep questions regarding research ethics and accountability, the various identities of the researcher and the researched, structures of power and privilege, questions of expertise, and the issue of how all of the above function in a democracy. Many comments we received in interviews reflected a sense of difficulty in finding resources to guide

students who are developing their program of study. Graduate students also expressed a desire for an increase in networked or institutional knowledge on how to access the resources that do exist. Overall, we found that students represent and hold a large repository of often-unshared practical knowledge that helps them to navigate the opportunities and barriers to doing engaged research at Cornell.

Publicly Engaged Research: Challenges Faced by Graduate Students

Finding Faculty

Finding faculty that are both willing and well-positioned to mentor and work with graduate students interested in doing engaged research was a main challenge and objective faced by graduate students interested in engaged scholarship. In searching for faculty advisors and committee members a combination of disciplinary knowledge and a passion for engaged research is desirable, and often necessary for a student wishing to pursue engaged research. Faculty members with deep knowledge of participation, democratic practice, participatory action research, and translational research are highly sought after by students wanting to write theses and dissertations based on engaged research; but these faculty members are few and far between.

Finding Classes

Finding classes that address engaged and participatory methodologies and practices is an extremely important part of the academic training for graduate students pursuing engaged research. There are dozens of courses that spend a small portion of their class time discussing engaged research theory or methodology but very few which make these topics the primary focus of the course, or that offer methodological training or direct experience.

Securing Funding

Another essential aspect of graduate education is securing funding, and this is particularly and increasingly difficult for engaged research scholars. Work that is validated by funders often perpetuates the academic status quo rather than democratizing access to academic institutions or breaking down the structured hierarchy between researcher and researched.

Maintaining Purpose

Throughout this research interviewees detailed the daily struggle to maintain one's purpose in public engagement work in an academic culture of where publishing in top-tier journals, limited financial resources, and limited job prospects. There's a notable power hierarchy between basic scholarship that favors addressing issues in the scholarly field rather than more interdisciplinary, and applied work. Interviewees noted that it can be challenging to maintain purpose as an engaged scholar when there is so much pressure to do traditional and basic research, and when students are encouraged to pursue careers at large research institutions. We have found that there are many career options where engaged scholarship is valued and prioritized.

The Structure of Graduate Education and Publicly Engaged Research

Given the fundamental differences between how engaged research and traditional or basic research are conceived, our interviewees and focus groups participants often felt that what was really needed to truly promote a spirit of public engagement was a restructuring of graduate education. But some noted Cornell has recently created a new graduate course of study to address several barriers of publicly engaged research: the new M.Eng in Computer Science offered by Cornell NYC Tech and that it could potentially serve as an alternative model for other parts of the University.

Key Recommended Solutions

Increase Funding Opportunities

In order to create institutional space and support for graduate students in this area we suggest the expansion of funding packages already offered by the University: research assistantships and fellowships. RA'ships and Fellowships offered through EL+R, an extended version of the Land Grant Fellowship, and through a tiered-level of commitment would open up many more opportunities of varied and diverse funding resources for graduate students pursuing an education grounded in engaged research. Furthermore, scholarships for Professional Master's Students should be more readily available, and increased funding for graduate students to attend and travel to conferences – especially those concentrating on community engagement and participation – would increase the possibility of doing community based and engaged research for many students.

Grow Graduate Student Networks

We believe networks to facilitate and support publicly engaged research within Cornell have the potential to influence the graduate student experience in this area a great deal. We propose two such ideas here: 1) Formalize a public engagement graduate student research cohort network, inspired by the laboratory model of many of the natural sciences, where new students are mentored and guided by more senior students, and; 2) Sponsor a small grant competition fostering institutional or local collaborative research for students carrying out year-long publicly engaged research projects on a topic of concern.

Train and Mentor Faculty

One avenue to addressing the lack of young faculty openly pursuing engaged research lies in the guidelines for tenure and promotion. This report echoes others from Campus Compact, Community Campus Partnerships for Health, and the

Carnegie Foundation for the Advancement of Teaching in insisting that if institutions value public engagement as a foundation of their practice, they must reassess the particular components of rigor, relevance, and impact when reviewing an engaged scholars portfolio for tenure. A second important avenue to increase the vibrancy of public engagement among the professoriate is to provide increased train and support for faculty members, particularly tenured faculty, in publicly engaged methods and pedagogy practices.

Provide Classes

Graduate students would like to see an increase in course offerings that directly address publicly engaged research techniques, research methods, and pedagogy. While we understand that “engagement” isn't a methodology or method, but rather an approach to research, we advocate that EL+R sponsor at least one course that talks about differences between traditional/classic research and varied forms of publicly engaged research, with a particular focus on engaged research ethics. By integrating engaged research into curriculum/training of graduate students early on, EL+R can help to promote the idea that doing publicly engaged research can be an integral part of the work of the graduate school. These courses could serve to introduce students to the different kinds of challenges that emerge when one decides to actively create more ethically oriented, community based projects.

Bolster Graduate Students' Relationship with Extension

Our research indicates that graduate student connections with Extension (Cooperative and ILR) are currently limited and can and should be expanded. We recommend that the University begin to change the Extension financing model through a) actively seeking increased state and federal support for Extension; b) supporting Extension through centrally-funded graduate student assistantships and fellowships; and c) providing Extension associates the space, time, and financial resources

to enable them to be able to mentor graduate students. In addition to offering courses where students can learn about different approaches to engaged research and apply it to the early development of their own dissertation project, we think it would be useful to develop a “training module series” in which students and faculty could participate.

Invite a Deeper Graduate Student Relationship with Engaged Learning + Research

Nearly every student interviewed echoed our excitement about the possibilities that a more robustly funded EL+R would signal, not only for how research is done, but more importantly, for finding institutional support for nontraditional research projects which have the potential to increase the standing and visibility of engaged research while lessening a feeling of alienation from our peers and the public at large. We are extremely excited about the potential for EL+R to more fully integrate engaged scholarship programming and pedagogy across the University, expanding the objectives of Engaged Cornell. We recommend that graduate students’ work is emphasized and supported in the expansion of EL+R to create a strong bond between the work that graduate students are doing and the mission of EL+R to cultivate engaged research, practice, and pedagogy.

Concluding Thoughts

One crucial finding of this research, is that there clearly is no one magic bullet that would immediately ‘engage’ graduate students in Cornell’s public engagement goal and land grant mission. But through the process of this research we frequently encountered graduate students who were excited to be part of the public engagement conversation happening at Cornell, a conversation that many of them felt they had not yet been part of until our research kicked off. We recommend that

EL+R and University administrators do a better job of inviting graduate students to be active contributors to the future of public engagement at Cornell, rather than simply beneficiaries of funding and programs. Public engagement needs to start at home where we must practice and live the values to which we aspire.

The Ascendancy of Public Engagement

Universities across the United States are increasingly using the term “public engagement,” replacing older concepts of “outreach” and “service.” This discursive shift toward engagement has also come with increased resources being given to varied engagement efforts. Cornell University joins a long line of universities in this shift to prioritize public engagement (Checkoway, 2013; National Task Force on Civic Learning and Democratic Engagement, 2012; Saltmarsh & Hartley, 2011; Inman & Schutze, 2010; University at Albany, 2009; Princeton University, 2008; Tilghman & Eisgruber, 2007; Duke University, 2006). Public engagement appears as one of five university-wide goals in the 2010-2015 strategic plan and is listed as one of four fundamental pillars of the institution’s core values (Cornell University, 2010, p. 10). Alongside longstanding extension services, Cornell has added the Engaged Learning + Research office (EL+R) and Engaged Cornell initiative.

The Carnegie Foundation for the Advancement of Teaching is largely responsible for the increasing interest in “engagement” across institutions of higher education in the United States (Sandmann, et al., 2009). As a venerable organization for higher education research, the foundation serves as a trendsetter for U.S. colleges and universities. In 2010, it created a new classification, titled: “Institution of Community Engagement,” which it defined as “collaboration

between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (Carnegie Foundation, 2013).

Cornell’s strides toward fostering public engagement are evidenced by its receipt of the Carnegie Institution of Community Engagement classification in January 2011. As Susanne Bruyere, the ILR School’s Associate Dean of Outreach explained in an interview with us: “public engagement [entered the] vernacular [at Cornell] with our Carnegie classification application.” We see evidence of this shift in many ways: from the University’s 2010-2015 strategic plan, to a recent video featured on the CornellCast to ILR’s “Public Engagement” brochure, to a recent change on Cornell’s website homepage in which the “Land Grant” tab was replaced with one labeled “Public Engagement.”

Within this growing discourse, scholars of public engagement have found that little attention is given to graduate students’ role in publicly engaged research, especially when compared to the resources aimed at supporting undergraduate public engagement learning and service (Schnitzer & Stephenson, 2012; Bloomfield & Dubrow, 2006). As O’Meara and Jaeger argue,

“it is hard not to make inferences between undergraduate and graduate education, in that many of the outcomes examined [in undergraduate courses] would also be goals of graduate classrooms. On the other hand, there are specific skills, knowledge, and values that graduate programs are trying to develop as they train future scholars” (2006, p. 5).

As this report will demonstrate, there is a community of Cornell graduate students eager to participate in public engagement but they need support to acquire the necessary skills to carry out their work. Indeed, there is reason to believe that this excitement is longstanding, rather than a recent fad. A Pew Charitable Trusts study conducted over a decade ago found a majority of graduate students wanted to provide a public service through their scholarship. However, only 13.8 percent of students surveyed reported any scholarly preparation for this type of work (Golde & Dore, 2001, p.26).

Calls for reform in graduate education are on the rise. Given the rising cost of education, the fall in public funding, and the weak academic job market for PhDs, many have called for a re-envisioning of the purpose of graduate education for the 21st century (Semenza, 2005; Lee & Danby, 2012; Golde & Dore, 2001). But while the discussion of graduate education reform is concurrent to talk of institutionalizing public engagement, the confluence between these two discussions has been minimal (O’Meara & Jaeger, 2006).

Seeking to address this lack of dialogue around graduate students’ role in public engagement at Cornell University, four graduate student members of the Cornell Participatory Action Research Network (cPARN), in conjunction with Engaged Learning + Research, launched a study on which this report is based. In the pages that follow, we present findings on the current experience of graduate students with publicly engaged

research at Cornell, their connection to the University’s land grant mission and its new public engagement strategic goal.

Our study follows Engaged Learning + Research’s 2012 “Graduate Student Engagement Survey,” a survey of the Cornell graduate student population during the 2011-2012 academic year. The survey results indicated that many of the 272 graduate student respondents were “eager for more opportunities to explore [engaged research] in creative, collaborative, multidisciplinary settings” (2012b, p. 19). Although the survey indicated that a significant number of graduate students desire to be more involved in publicly engaged research, the instrument could not gather the nuance of various opportunities and barriers to conducting such research. As a follow-up to the 2012 survey, we considered the on-the-ground experience of students who are active as publicly engaged researchers or are exploring their interest in engaged scholarship.

Our study also investigates the discursive construction of the University goal of “Excellence in Public Engagement” as found in its current strategic plan (2010, p. 16). Even though this goal is relatively new, we explore its connection to the University’s responsibility as New York’s land grant university. The “One University” model, which advocates a reframing of the land grant mission as one shared by not only the University’s statutory colleges, but by all of Cornell as outlined in the strategic plan, also adds to our discussion of University official discourse of public engagement.

Research Methods and Report Roadmap

Methods employed in our study consisted of in-depth interviews and focus groups with 47 Cornell community members from January-June 2013. Of the 33 graduate students that participated in the study, 18 had home departments in College of Agriculture and Life Sciences, seven in Arts and Sciences, seven in Art, Architecture and Planning, and one in Industrial and Labor Relations. No graduate student from Human Ecology or Engineering participated although some key students were invited to attend the sessions. We conducted individual interviews with fourteen graduate students as well as six professorial faculty, two extension associates, and two administrators. These latter voices--all actively involved in Cornell's public engagement initiatives--were meant to complement graduate student voices by providing an administrative perspective on the issues discussed. We also conducted four focus groups with a total of twenty-three graduate student participants, who reflected on their collective experiences of publicly engaged research at Cornell. Lastly, we undertook a discourse analysis of approximately 12 recent university documents that related to public engagement.

Analyzing University discourse complemented our qualitative interviews with graduate students allowing these two routes of investigation to inform each other. Interview and focus group responses guided our lens in analyzing discourse. We often brought our understanding of the discourse into our interviews and focus groups which, provided opportunities

for participants to reflect and comment on the disparities between the discourse about engagement and their experiences navigating the institutional context. We joined these two streams of data to produce the following report.

Unlike the 2012 "Graduate Student Engagement Survey," which investigated the understanding of public engagement across the population of all Cornell graduate students, our study attempted to understand the experience of graduate students who self-identify as doing "engaged" research or are interested in such research. Since we did not intend to make claims about the entire graduate student population, we did not need to obtain a random sample of Cornell graduate students for this study. Instead, graduate student participants were recruited through email advertisements sent to departmental listserves, key student organizations that concern themselves with engagement as well as through flyers posted across campus inviting publicly-minded graduate students to participate. As our study progressed, we conducted respondent-driven sampling, asking interviewees about others they consider to be graduate students doing 'publicly engaged research' and requesting an interview with these individuals. The research team was able to interview any interested graduate who contacted a member of the research team.

By focusing on the above subset of graduate students, rather than the entire population of Cornell graduate students,

we sought to identify: 1) How graduate students interested in publicly engaged research conceptualize the meaning and purpose of public engagement in their own research and disciplines and, 2) The specific ways that Cornell's institutional context supports or constrains graduate students' publicly engaged research endeavors. Prior to this research, the way that institutional shifts have affected graduate student engaged research were not known. We focused on identifying what motivates students to do engaged research with the goal of building a set of recommendations for furthering Cornell's effort to foster public engagement across the university. Given the centrality of graduate students to producing new knowledge and conducting research, we are confident that our findings will be of great use to a diverse set of members of the Cornell community.

As our writing progressed we participated in various opportunities to validate and compare findings with others that self-identify as publicly engaged researchers. In June 2013 we attended an international doctoral student seminar on action research in Bristol, England, where we shared our findings and participated in interactive sessions with other graduate students, faculty, and practitioners. There we exchanged strategies, and resources, for doing publicly engaged research in an array of institutional contexts. We have presented our findings at a Cornell graduate seminar for Engaged Research in May 2013, as well as at a meeting of the newly established PUBLIC, a forum for graduate students pursuing engaged research at Cornell. In October 2013, we presented findings at Imagining America's annual conference held in Syracuse, New York. Imagining America, of which Cornell is a member, is a consortium of over 100 colleges and universities that promote democratic practice through the arts, humanities, and design. At this annual conference we were able to discuss regional efforts at building networks to support graduate students interested in publicly engaged research and



scholarship. These opportunities for sharing our findings and gauging graduate student experience from across the nation and globe enhanced our understanding of local efforts to support graduate students at Cornell. We refined our report after each presentation, incorporating input from participants. These opportunities also helped us to identify trends that go beyond the local context and are mirrored in other university graduate programs.

Report Roadmap

We now offer a brief map of what is to follow in this report. First, situate the current interest in public engagement in Cornell's history. We focus specifically on two key University resources for public engagement: EL+R, as well as Extension (both Cooperative and ILR). EL+R and Extension are Cornell's key institutional centers for publicly engaged research. We hope some historical background can set the context for further possibilities involving graduate student work. Next, we highlight animating concerns in debates of public engagement that are emerging across the United States, offering a working definition based on the responses of our participants. Then, we discuss the ways current graduate students navigate the terrain of publicly engaged research and the challenges they encounter. Based on our analysis of graduate student experiences, we end the report by recommending various ways Cornell University can better support engaged graduate students. In this effort we hope to further cement Cornell's reputation as a leader in public engagement as it approaches its sesquicentennial.

A History of Public Engagement and the Land Grant Mission in Cornell Graduate Education

As a land grant university chartered by New York State under the 1862 Morrill Act, Cornell has long been engaged in debates surrounding what we now know as “public engagement.” Cornell is mandated to “promote the liberal and practical education of the industrial classes in the several pursuits and professions in life” (Morrill Act of 1862, 2012). Echoing the words of Ruby Green Smith, we underscore that, from the start, Cornell’s land grant project was a *democratic* one that aimed to build “The People’s Colleges” (Smith, 2013 [1949]) by broadening the accessibility and relevance of higher education. The idea led Liberty Hyde Bailey to posit that the “Land Grant is the Magna Carta of education: from it in this country we shall date our liberties” (Bailey, 1904, p. 53). This radical spirit is a central component of a narrative that is at the very heart of the founding of Cornell, and is arguably at the heart of public engagement initiatives (Peters, 2013).

In recent official University publications, Cornell’s land grant spirit has been broadened in University official publications from the four statutory colleges it has long been synonymous with— the College of Agriculture and Life Sciences, the College of Veterinary Medicine, the School of Industrial and Labor Relations, and the College of Human Ecology - to include all colleges of the university. The idea of

the land grant mission is foregrounded by the “One Cornell” theme outlined in the University’s 2010-2015 strategic plan (2010, p. 7). Recently As Robert Harrison, Chairman of the Board of Trustees suggested, “some people think that we have land grant colleges and in fact that’s not true. Our university is a land grant university and every department, every discipline, every area, major and college, has the same obligation, the same public service mission” (Cornell University, 2012a). In material ways, this expanded land grant framing has resulted in new directions for non-contract colleges including the Law School’s Law Clinic program, and the Public Humanities Fellowship supported by the Society for the Humanities in collaboration with the New York Council for the Humanities (Cornell University 2012a).

few publicly engaged researchers understood their work as contributing to the land grant mission.

Although a historical review suggests that there are clear links between public engagement and the land grant mission, we were surprised to find that few publicly engaged researchers understood their work as contributing to the land grant mission. Several respondents equated the land-grant mission with outreach, particularly in the natural sciences. For these researchers, engaging with the land-grant mission meant fulfilling outreach requirements established by the National Science Foundation (NSF) and the National Institute of Health

(NIH) and not really doing engaged research. One interviewee noted the culture surrounding these outreach components associated with large-scale grants was mere formality. As she told us, it was essentially, “hand-waving – no one even does it.”

The general sense among interviewees was that funders such as NSF don’t value engagement as an integral part of the research process, but rather as a requirement to be checked off a list. Because students who participated in this study argued public engagement is not prioritized by funding organizations, we could see why it is difficult to make engagement a priority while competing for funding and establishing a project. Although NSF has grown more supportive of outreach in recent years, according to one graduate student, this approach ultimately is a superficial addendum that often requires only a small outreach component for NSF/NIH-funded projects.

We believe by foregrounding the land grant imperative of producing accessible and useful education for all, we might better situate current understandings of publicly engaged research. In so doing, we believe Cornell could produce a more hospitable environment for publicly engaged research. By linking past outreach efforts to current public engagement initiatives, Cornell could not only broaden historical memory of its role as a land-grant institution, it would also highlight the diverse approaches to public engagement that have presented themselves throughout Cornell’s almost 150-year history.

One approach that Cornell has taken to bridge this knowledge gap has been to hold intermittent seminars and guest speakers hosted by EL+R and the Public Service Center to better inform the Cornell community of their relevance to the public engagement mission. University Communications has made both public engagement and the land grant mission a priority in recent years, as evidenced by the 2012 CornellCast video, and a new public engagement portal on Cornell’s

website homepage. However, we found our constituents felt disconnected from this process. Almost all of the graduate students we interviewed felt that before our research, they had few opportunities to contribute to the conversation about publicly engaged research at Cornell.

This sense of disconnection has not always existed. From approximately 1920-1940, extension faculty taught courses both on and off campus, and graduate students were brought in to facilitate courses in the state alongside other instructors from various backgrounds (Smith 2013 [1949]). Indeed, integrating graduate students into extension work traces back to as early as 1886 when Cornell facilitated Farmers’ Institutes in which faculty, students, and citizens of New York State alike participated. In addition, after the School of Industrial and Labor Relations was founded, graduate students taught alongside citizen instructors with backgrounds in labor activism, federal labor boards, personnel departments, labor law, and arbitration (Smith 2013 [1949], p. 535–537). These dynamic interactions between resident faculty, extension faculty, New York State citizens, and graduate students provided a rich pedagogical environment that resonates with the current frame of public engagement as a “two way street.”

We would like to highlight an extension-graduate student relationship we think could serve as a model for new engagement efforts. Programs for Employment and Workplace Systems (PEWS) was an ILR Extension unit that operated from the 1980s until the mid-2000s. The program aimed at researching labor-management collaboration, participatory work practices, and organizational development and change through research, consulting, and facilitation. Although it was housed in the Extension Division of ILR, which is organizationally separated from ILR’s “resident” teaching departments, the program attempted to bridge the organizational gap that separates extension activities from

degree-granting programs and research activities in Cornell's statutory colleges. Graduate students were key to this effort as they served as a bridge between the Extension Division and resident-side departments.

An extension associate in ILR who worked with PEWS argued that for engagement to work we must recognize that, "Graduate students are the natural connection, they are the glue." Graduate students working with PEWS both in ILR's professional master's program, MILR, as well as its MS/PhD program were central partners in designing and conducting field research with partnering organizations. Graduate students kept faculty in the resident and Extension divisions informed, and encouraged involvement in PEWS projects from a broad spectrum of actors.

This high level of graduate student engagement in an extension-based program was due in large part to the financial commitment PEWS made to fund graduate students involved in its programs. The program fully funded one or two graduate students through a PEWS research assistantship that was designed deliberately with the needs of PhD students in mind.

Rather than serving as a research assistant for one faculty member, the RA-ship served all of PEWS, which meant the graduate student was treated as a full partner who attended staff meetings and participated in the unit's decision-making processes. The PEWS RA-ship quickly became a coveted assistantship for publicly engaged graduate students.

The excitement among graduate students who were awarded the PEWS RA-ship existed amidst rising tension regarding the merits of the assistantship. As one current ILR faculty member suggested, some resident faculty members were concerned that their graduate students who received PEWS funding were "not TA-ing and not working on their research projects." That is to say, the PEWS RA-ship was judged to be solely 'extension work' and therefore, not beneficial to students' academic development as researchers. As a published case study of the PEWS noted, in the mid 2000s ILR, "resident faculty moved aggressively to eliminate PEWS entirely, many of its key personnel left, and the rift between extension and research has grown even deeper" (Greenwood & Levin 2007, p. 50-51).

The PEWS experience shows us that although there is a great deal of potential interest in Extension-graduate student research collaboration, the pressure to be trained in traditional ways poses a challenge to enacting new models of engaged research. In the case of ILR, the web of roles and interests carried out by graduate students, resident faculty, and extension faculty must be dealt with in a transparent manner in order for such collaboration to succeed. Since the unit's closing,



ILR has been attempting to address the issues brought to light by PEWS by creating new organizational structures that link the school's resident and Extension divisions together (Cornell ILR, 2013). We applaud this move and argue that the discussion of how best to integrate graduate education with Extension needs to take more of a front seat at Cornell.

Like ILR Extension, the work of Cooperative Extension continues to engage the public on a daily basis. However, in our research we found the relationship between graduate students and Cooperative Extension is minimal, even in programs seem to be specifically dedicated to such collaboration, such as the CALS Land Grant Fellows program, which we discuss later in the report. Some graduate students we interviewed discussed working with Cooperative Extension on outreach materials, but none discussed being involved with more collaborative and dynamic approaches to extension and adult education consonant with the mission of public engagement. Indeed, Cooperative Extension has a wealth of knowledge and experience in these areas from which students could learn.

Cooperative Extension has a wealth of knowledge and experience in these areas from which students could learn.

Cooperative and ILR Extension are strategic assets that many of our peer universities cannot match. From recognizing people power in rust-belt cities to approaching institutional racism and bolstering the community arts, the institution of extension, as Ruby Green Smith argued, not only develops “better agriculture, industries, homes, and communities, but better colleges” (2013 [1949], p. xxxi). The success of Extension in providing institutional leadership to public engagement efforts over the course Cornell's history, should be leveraged more effectively connecting graduate students to the University's public engagement efforts and to involving them in the discussion about what those efforts can and should be.

The Extension Workers' Creed

by William Allison Lloyd

I love the out-of-doors; the smell of the soil; the touch of the rain; the smile of the sun; the kiss of the wind; the song of the birds, and the laughter of summer breezes in the trees.

I love the growing crops; the rustle of the corn; the golden billow of the ripening wheat; the fleecy cotton bursting from the boll; the musky odor of ripening fruit and the shimmer of the grass.

I love God's creatures, great and small, that minister to man's needs. They represent the response of service to kindness and care.

Because I love these things

I believe in the open country and the life of country people; in their hopes, their aspirations, and their faith; in their ability and power to enlarge their own lives and plan for the happiness of those they love.

I believe in the farmer as the Nation's surest defense; the reservoir of its prosperity; its haven of security from those who would despoil it, from within or without.

I believe in the farmers right to a comfortable living; to such recompense for his capital, labor and skill as will make him the peer of those who work in office, shop or mine; in his right to cooperate with his neighbors

for the security of his business life; and in the service science sends, as handmaid to his common sense.

I believe in the sacredness of the farmer's home; in the holiness of family love, and in the opportunity home should assure to culture, grace and power.

I believe in the country boy and girl; in their longings for opportunity; their right to trained minds, healthy bodies, and clean hearts, and in the country's call and claim to their service. I believe in my own work; in the opportunity it offers to be helpful; in its touch of human sympathy, and its joy of fellowship.

I believe in the public institutions of which I am a part; in their right to my loyalty and my enthusiasm in extending the established principles and ideals of those who seek for and find the truth.

I believe in humility. With sincerity and purpose, I offer to work with country man, woman and child, in making the farm prosperous, the country home comfortable and beautiful, the rural community satisfying; and my own life useful.

Because I believe these things,

I am an extension worker.

From Ruby Green Smith's 2013 (1949),
"The People's Colleges"

Publicly Engaged Research: Definitions, Discourses, Debates

In order to get a better sense of how students are doing engaged research, we asked interviewees to provide their own definition of engagement. On the whole, we found that there was a high level of confusion regarding the key intentions and message of “engaged research.” One student in anthropology displayed skepticism of the term’s open parameters. She quipped, “You know engagement is one of the most politically benign terms I can think of. I mean, what does it mean to engage something?” While her dismissal was uncharacteristically negative compared to our other respondents, most of our interviewees agreed that the term “engaged research” was too amorphous.

One positive outcome of this vagueness was that it created space for each individual to define it in her own way. This generated a very broad spectrum of ideas about engagement. Some students and faculty discussed engagement in terms of choosing more applied topics for their research, without necessarily thinking about the process of how that research was conducted. Others focused on process and making the relationships between ‘researcher’ and ‘researcher’ more co-generative and collaborative, no matter the subject of the research. For example, one student thought that the term articulates well with the stated objectives of scholarship that is accountable to communities. “When I think about engaged research, I think more about people being engaged first, rather than ideas being engaged – the engagement of ideas seems

to come second to the relationships between people...this is about human relationships – personal relationships and professional relationships.” Two others echoed this student’s claims, differentiating it from standard research objectives:

Engaged research would be relevant, practical, shaped by community needs and questions. It would not be basic research, bench science – that’s important but that’s different. It would value many sources of... both sources of knowledge and kinds of knowledge, and knowledge that’s been acquired in different ways – just an incredibly inclusive approach to who knows things that are useful and relevant to something.

I think of it as a different way of doing research that is engaging people at the very beginning of the process, and that’s something that is not at all encouraged or facilitated in the way we usually do research.

As is clear from the above quotes, many participants felt that inclusivity and collaboration with one’s constituency at all stages are the defining parameters of public engagement. There was a clear sense among our interviewees that this way of doing research was radically different from the way students traditionally are taught to undertake investigations. This difference and trend has been noted in other studies as well (see O’Meara & Jaeger, 2006, pp. 6-12 for review). One student offered a particularly astute observation of how he

believed engagement changes research, such that products of research are actually shaped by the iterative nature of the research process:

[There is an] early bifurcation between engaged or not engaged – even if you end up with the same product – the same type of wine or breed of corn or plan for a city. It might look the same but the process would have been different and so those side-effects, or results actually, that are connected to the process may or may not be there... [Who gets to frame the question is] probably the most important branch between engaged and not engaged because so much hinges on what the research questions are – how [they are] framed. But then after that I see it more as one of those phylogenetic trees where there are other moments to branch...since I didn't take the "right path" at the very beginning there are other branches. Sure I came up with my research question, but as far as thinking of my methods or for me it might just be thinking about my application – I want to do my application in an engaged way.

As this student underscores, engaged research is not just a re-branding, but potentially a radical reframing of the research endeavor that requires researchers to make publicly accountable choices at every stage of the research process and sharing control.

engaged research is not just a re-branding, but potentially a radical reframing of the research endeavor

While the above answers signal some positive understanding regarding the scope and nature of engagement, more often, we found that the ambiguity surrounding the term “engagement” made it more difficult for students and faculty to identify with the term. This fact frustrated students who were otherwise quite supportive of the University’s land grant mission and public engagement goal. For example,

many of our research participants preferred to describe their research as “collaborative”, “participatory”, “democratic”, “action research”, or “community-based” research rather than “publicly engaged research.” Study participants connected more, we found, with the terms above, but were interested nonetheless in exploring their work within the frame of “public engagement.”

Based on our findings, we advocate strongly for EL+R to continue to work with a wide range of graduate students as well other members of the Cornell community and our partners develop an inclusive working definition of public engagement. Such a definition could also help the University to continually self-assess progress toward supporting true public engagement and identify areas that require further development. Underscoring that any definition is a “working” definition and will remain so, will allow EL+R to underscore that it may not be possible nor desirable to ever reach a final, permanent, definition.

We found that there were many shared characteristics in the definitions articulated by students as well as faculty members we interviewed. The first characteristic is the importance of collaboration and creating the space to hear a range of voices throughout the research process, and outlining an ethic of

accountability to the community and individuals involved in the research no matter their role. According to many of our study’s participants,

engagement is about involving community members in the very framing of the research question, rather than having a question or questions already formulated at the beginning of the research process. Most participants argued that engaged research is an iterative practice. In it, the research problem, goals, objectives, and methods are likely to change and evolve through the collaborative processes and the formation of

relationships with research participants. And finally, we found graduate students who practice what can be considered publicly engaged research recognize and value different knowledge forms (including experiential or place-based knowledge) held by community members and institutions that extend beyond the academic knowledge most often privileged by universities. These findings support other scholars' assertions that graduate students seeking to do engaged work "must also be oriented toward sharing power and resources, appreciative of diversity, and prepared to assess the impacts of their work [which brings] new visions of what knowledge is, where and how it is created, and what should be done with it (O'Meara & Jaeger, 2006, p. 6)." These understandings are sensitive to the fact that knowledge is and can be acquired in different ways, held by a variety of people, and used towards different goals.

Graduate students and faculty interviewed for this project had much to say about the communities with whom they work and how they define "community." For the majority of students we spoke with, community refers to a direct connection between the student and research participants. Our interviewees' communities vary from dairy farms in Upstate New York, to the food community in Tompkins County, to farming villages in Ethiopia, and Malawi, to sites of neoliberal restructuring in Mexico City. Community is geographically proximate or else a place where the student had spent significant amounts of time, developing relationships of trust with her research participants and evolving in her understanding of how best to approach research in responsible and ethical ways.

Both personally and academically, Cornell graduate students and faculty members working in this area are grappling with questions of accountability and ethics when it comes to community engagement. Many are exploring what

it means to have an ethical and non-exploitative relationship with communities that are not their own. According to Rachel Bezner-Kerr, Associate Professor in Development Sociology, these are not questions often asked in "normal research." She argued "people go and do research in a given place, they collect data, and extract information, and they go and publish it and more often than not the place where that research was done is never informed about the basic results of that research. More often than not, the model of basic research is extractive," Bezner-Kerr comments.

Our participants generally believed that an integral part of publicly engaged scholarship is a dedication to doing ethical research that holds a researcher accountable to the people and communities involved in her research. One graduate

Many are exploring what it means to have an ethical and non-exploitative relationship with communities that are not their own.

student working on questions of immigrant labor reported a sense of responsibility to help her research participants deal with and overcome some of the obstacles they are facing in their everyday work and lives. Through her research, she has formed relationships of trust with her participants and understands that they have made many sacrifices to participate in her research; by participating in interviews or focus groups, they take time off of work and make their stories more visible even though the utmost care to protect confidentiality is taken. Because she is working with a community of vulnerable people, she has developed a sense of accountability to them and with them. Reciprocity between researcher and participant was felt by several of the people we interviewed; it is one way that the boundaries of traditional academic research, dividing "researcher" from her "participants" or "data" in the attempt to ensure objectivity in the research process, are complicated.

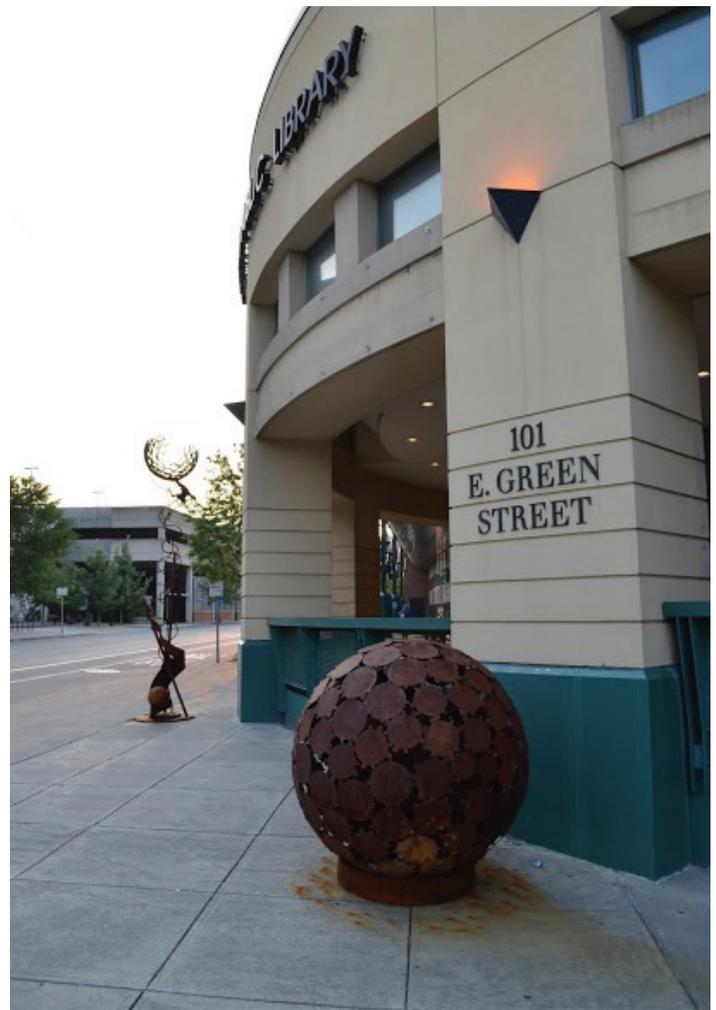
For several Cornell administrators, the move toward public engagement is not merely a reframing of earlier outreach efforts or of the land grant mission, but rather a conscious decision to view Cornell's role in the public sphere in new ways. Indeed, by placing public engagement at the center of the educational mission, the University indicates it favors a dialogic model, creating partnerships between the public and the research community. Senior Vice Provost, Ron Seeber, described the transition to publicly engaged research from the "old model" of outreach in the following way:

Outreach implies us at the center of all that is valuable and we push that out to the world. I think that is a 20th century view of extension...20 years ago it was just assumed [public engagement was] the business of the Extension services. They were completely separated. Over time they have been more integrated in the contract colleges.

Based on our research findings, we believe that publicly engaged graduate student researchers would approve of top University administrators' commitment to work in more participatory and openly communicative ways. It is clear from our research that many graduate students believe that public engagement can help shape their research to be more responsive and meaningful in the broader community. To add to the definitional conversation surrounding public engagement that is ongoing at Cornell, we have developed a working definition of publicly engaged research we think is most representative of the views of our study's participants.

Publicly engaged research:

- Involves members of a community and/or organization in generating new knowledge in a specific local context, with explicit goals of building community capacity, informing action, and promoting change to enhance community well-being;



- Requires that researchers and community members take time to build relationships of trust, credibility, fairness, mutual respect, and openness to learning;
- Embodies democratic decision-making, ideally at each stage of the research process, including framing goals and questions, collecting data, analyzing and interpreting results, and applying findings in practice and policy;
- Incorporates and respects multiple perspectives and types of knowledge (scientific, experiential, place-based, etc.) to inform research design and application;
- Addresses questions of practical importance to community members;

- Offers opportunities for participation in research activities that address researcher as well as participant goals for themselves and their communities;
- Contributes to community well-being by shaping practice and policy, thereby building meaningful relationships;
- Generates beneficial knowledge to society that is public, not proprietary.

When we reference publicly engaged research throughout the rest of the paper, we refer to this definition. While this working definition is more explicit than the definition of community engagement offered by the Carnegie Foundation, the graduate students we've interviewed feel that that the above aspects are necessary for doing research in "collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity" (Carnegie Foundation, 2013).

Publicly Engaged Research: Challenges Faced by Graduate Students

Every publicly engaged graduate student we interviewed can recall at least one story about his or her journey toward publicly engaged research. Collectively, these stories highlight the reality that many engaged graduate students face after they identify some problem in the world “out there.” In fact, many engaged graduate students came back to graduate school to explore their passions that were born and remain to be realized outside of academia. Sometimes these stories were unexpected, radical departures: a bike ride across the nation that convinced one out-of-work architect “that [while] plenty of people need architecture, it doesn’t need to be this materialistic profession that it’s turned into...there are lots of better ways to use our knowledge and skill-set to do better things.” Another student recalled a trip to his parents’ birth country Ecuador that piqued his interest in the Peace Corps. This brought him to Cornell to pursue a joint master’s program in international agriculture. This student decided eventually enrolled in a Cornell PhD program and is participating in NSF’s Integrative Graduate Education and Research Traineeship (IGERT) program. He has yet to go to the Peace Corps but his initial passion to engage local communities in practical problem solving still fuels his work. In another example, a student we interviewed had worked as a political researcher and speechwriter prior to enrolling in graduate school. While working in a parliamentary office, he found that although the politicians he interacted with claimed to be interested in “evidence-based policy, [they were] really asking [his group] to produce policy-based evidence.”

He decided that a life in politics was not for him and is now in graduate school in hopes of activating policy change through research and relationships with non-academic partners.

Through our research, we noted that asking students about publicly engaged research brought up deep questions regarding research ethics and accountability, the various identities of the researcher and the researched, and the structures of power and privilege in which they are embedded. While students’ differing understandings of engagement complicate our understanding of “engagement” or “engaged research”, we were encouraged by the passion and interest the graduate students we interviewed brought to Cornell. Our guiding question in this part of our inquiry was: what do graduate students with an interest in publicly engaged research do at Cornell? How do (or don’t) they find their way?

The graduate students we interviewed provided ample advice on how to navigate Cornell, often framing their responses as advice they wish they had received during their first year. Their comments reflected a sense that there are inadequate resources to guide students developing their program of study in publicly engaged scholarship. Their advice often coincided with the universal graduate student experience, highlighting the vital role that committee and chair selection played in their success as well as encouraging students to stay involved in informal social networks. However, their experience was

unique in important ways because engaged graduate students had to become adept at navigating a curriculum that did not facilitate, and often ran counter to, the interdisciplinary and holistic approach of engagement. Overall, their answers reflected a repository of often-unshared practical knowledge that graduate students use to successfully navigate the opportunities and barriers to doing publicly engaged research at Cornell.

As one interviewee noted, “most of the valuable advice [I have received] has been from graduate students.”

Informal academic networks, graduate student organizations, and social circles were vital for learning about publicly engaged research. These networks were useful for learning about active professors, new literature, and upcoming conferences. Additionally, as another interviewee argued, graduate students are useful in counteracting problematic assumptions that incoming students often bring to engaged work:

The broader network of graduate students that I'm familiar with that think [about engaged research] can help establish that context. They are able to have more continued dialogue about engagement, because you know the danger is that [entering] students might have the 'Oh I want to help people' [mentality]...That's what I'd want to head off at the pass and say look here are some resources I know for pointing people in certain directions or texts or fellow graduate students that are having these conversations.

These supportive though often-informal networks assist students in thinking critically about the vast terrain of public engagement as well as the practical day-to-day necessities of finding supportive committee members, thought provoking courses, and funding. Below we've outlined student experiences with each of these three practical necessities in mind.

i. Finding Faculty

For graduate students at Cornell interested in doing engaged research, finding faculty members who are preferably knowledgeable, or at least supportive of such research projects was key. Graduate students need mentors trained in the theories and methodologies that inform engaged research, not only for training but also to sit on thesis and dissertation

Graduate students need mentors trained in the theories and methodologies that inform engaged research

committees. Students in our study identified a small subset of the overall faculty to be knowledgeable about publicly engaged research. In searching for faculty advisors and committee members, a combination of disciplinary knowledge and a passion for publicly engaged research is often necessary for a student wishing to pursue publicly engaged research. Faculty members with deep knowledge of democratic practice, participatory action research, and translational research are highly sought after by engaged graduate students. A long-time action researcher in the Anthropology department told us that he has sat on one hundred-forty dissertation committees. Recounting his knowledge of institutional history around the subject of publicly engaged research advising, he mentioned that committees “were cobbled together from a network of faculty that the students had created by their own process of networking and [there] was an understood division of labor” among them. [...] Certain committee chairs would not tolerate [more engaged approaches] and so people didn't do that, and other committee chairs didn't mind as long as they didn't have to do it.” This professor described his role as filling the need to have a committee member steeped in engaged theory and practice, but believes that the number of faculty that can serve such a role has “really diminished....the network of faculty is so small.” With numerous faculty members retiring, leaving



Cornell, or simply “giving up” as one professor put it, there are “fewer faculty that are doing this kind of work...who are aware of each other [though] there may be people out there who are not aware of each other.”

As the respondent above notes, being a faculty advisor for a graduate students pursuing engaged research requires its own set of skills. A recent study by Jaeger, Sandmann, & Kim (2011) highlighted the approaches needed for advising graduate students interested in publicly engaged research. The study notes that prescriptive advising often “used in undergraduate education suggesting that advisors provide detailed, specific information to advisees regarding their academic programs. Advising at the doctoral level can be prescriptive at times [but in

engaged research situations] their relationships were more like journeys to build equitable bonds or connections characterized by trust, sharing of expertise, and mutual support” (2011, p. 17). Rather than normal prescriptive advising, faculty/student relationships in publicly engaged settings typified a “mutual mentoring” relationship where both parties were learners and advisors. In commenting on the needs of one graduate student a faculty member in the mentioned study noted,

I help [her] navigate within the university structure the practices that either enable or constrain her from accomplishing her goals. And that is, in some cases, sort of running guard for students who are doing good constructive [community-engaged] work that will take a long time because you have to develop strong relationships. Practically that means . . . many times explaining to colleagues about this work and account for a graduate student's actions or what appears to be inaction in terms of the length of time it takes to do this [community- engaged] research (Jaeger, Sandmann, & Kim 2011, p. 13).

Despite the challenges for faculty wishing to advise students, it's important to note that individual faculty in specific departments or schools can truly influence that community's ability to foster engaged research. For instance, in ILR, faculty and staff interviewees frequently mentioned the role of William Foote Whyte as a leader in action research at ILR. “He invited you to challenge what research was understood to be,” recounted a former Associate Dean of Extension at the school. The leadership of key individuals is a major factor in securing institutional support for public engagement; several ILR interviewees commented that after Whyte's retirement from the University, other faculty in the school were unable to fill his shoes as a mentor for action researchers.

The idea that there are currently few public engagement leaders among the faculty at Cornell came up in one a focus

group with participants from City and Regional Planning. They told us that many publicly engaged faculty members who were in the department have since moved to other institutions. Students also noted that newly hired faculty were pushed to focus their first six years on achieving tenure. In practice, this means they are not able to focus on community-based research or advise students in public engagement, as current tenure policy doesn't adequately reward deep engagement with communities outside of the university in its promotion process. Focus group participants highlighted two recent hires that had established long-term publicly engaged research projects in developing countries in which students were eager to participate. Neither professor received tenure. Though the University does not make public the reasons for denying tenure, there seems to be a correlation between disparaging attitudes toward engagement and their inability to secure tenure.

Stories recounting the risks of doing more publicly engaged research are not isolated trends. Several respondents highlighted the danger of doing publicly engaged work as a young faculty member. Because public engagement is seen to have negligible impact on tenure, it is often looked down upon by departmental leaders. In fact, many professors described their reticence to pursue it or to not divulge their participation in the University's broader public engagement efforts. One graduate student mentioned coming across such a faculty member's "hidden coolness." The professor had very long-standing relationships with local communities and was involved in a great deal of participatory research but the professor's website had "no mention of it at all." While this doesn't hold true for all professors and departments, the reticence professors have to highlight community engaged work and research suggests that the University must critically examine the institutional environment that facilitates such responses. If it chooses to do so, we believe Cornell will be able to foster stronger faculty support, incentive, and reward

structures as well as begin to change the institutional culture around public engagement, and in so doing, work toward fulfilling its strategic goal.

One avenue to addressing the lack of faculty openly pursuing engaged research lies in the University's guidelines for tenure. In 2008 *Imagining America's Tenure Team Initiative* reported that universities wanting to support publicly engaged scholarship would have to revisit tenure and promotion guidelines often inimical to the practice (Ellison & Eatman, 2008). This report echoes others from *Campus Compact* (Connecticut Campus Compact Engaged Scholarship Advisory Committee, 2012), *Community Campus Partnerships for Health* (Jordan, 2007), and the *Carnegie Foundation for the Advancement of Teaching* (Glassick et al., 1997) in insisting that if institutions value public engagement as a foundation of their practice, they must reassess how rigor, relevance, and impact are established when reviewing an engaged scholars' portfolio for tenure. As a member of *Imagining America*, and *Campus Compact*, Cornell is well equipped to revise tenure and promotion guidelines to permit early-career faculty to more easily pursue and be recognized for publicly engaged work.

A second, and often overlooked avenue to increase the vibrancy of public engagement among professors is to further train tenured faculty in engaged learning and research practices. One tenured faculty interviewee described an interaction he had with a past Vice President of Human Resources. The VP confided to be "ashamed of the way we treat tenured faculty [at Cornell]...this is one of the only organizations that I know of where somebody is put on trial for six years and then told to go have a nice life." Opportunities to pick new directions in research are rare for tenured faculty members, and according to this professor, boredom among senior tenured faculty is commonplace. Although such professional

development opportunities are often available in other professions, they are surprisingly absent for tenured faculty members who may want to take their work in more publicly engaged directions. A number of the faculty we interviewed only became knowledgeable of publicly engaged research practices after tenure, and few research opportunities exist to diversify their academic careers. The potential for more associate and full professors to gain a passion for publicly engaged research alongside



their like-minded graduate and undergraduate students is an exciting possibility that the Engaged Cornell initiative may be able to support through structured professional development activities.

We asked publicly engaged scholars at Cornell what their colleagues needed to know in order to be advisors on publicly engaged research projects—and also inquired about what interested faculty would need as far as training in publicly engaged research. Some of the input was applicable across disciplines: a background in participatory/democratic research theory, experience doing cross-disciplinary work, and ways to approach the Institutional Review Board with non-traditional projects. As one interviewee noted, it's ideal to have cross-disciplinary venues where faculty are encouraged to “collegial[ly] explore these topics and themes and see that [publicly engaged research] is not such a great reach or departure from who [they are] or what [they] do...That changes the conversation, because then its not just about [individuals]...but it's about the faculty at large being able to think about scholarship in this way.” However faculty in their respective departments must also be supported in building their disciplinary knowledge of

publicly engaged research. The Engaged Cornell initiative's support of such a program would undoubtedly raise the profile of publicly engaged research across the institution.

Faculty are key to the development of engaged graduate students and furthermore to the development of engaged future faculty. Echoing the need for more engaged faculty, Kerry Ann O'Meara (2008) has developed a four-stage model for embedding engagement into the socialization of future faculty. We have republished the model as an appendix to this report. Faculty plays a crucial role in the development of future engaged scholars. On the positive side, Cornell is in the midst of a hiring initiative. In support of the University's public engagement mission, Engaged Cornell, with the support of students and faculty, should stress the need to hire new faculty at Cornell with training and expertise in publicly engaged research.

ii. Finding Classes

Many graduate students have been attracted to publicly engaged research through various course offerings. There are

dozens of courses that spend a small portion of their class time discussing engaged research theory or methodology, but very few which make these topics the primary focus of the course, or offer methodological training or direct experience. Some courses of note include Davydd Greenwood's course on Democratizing Research, Scott Peters' course in Community Development and Education, and Terry Tucker's course on Farmer-Centered Research and Extension.

Many graduate students interviewed noted that they were largely self-taught in matters of participatory theory and methods. By reading texts and attending webinars, students piece together their education in engaged research, often with little support from university faculty. There simply aren't enough courses that speak to the diverse needs of students and disciplines in this very particular type of scholarship. In the past, the Cornell Participatory Action Research Network (cPARN) has sponsored student-taught courses in an array of action research methodologies that were not being addressed in the official Cornell curriculum.

Many graduate students interviewed noted that they were largely self-taught in matters of participatory theory and methods.

Other institutions across the United States have begun to support such innovative courses in their course catalogues. Below are a few examples.

Harvard University: Civic Education and Civic Action – Theory Research and Practice

This module is designed to equip researchers and practitioners with critical and technical skills and will address the following questions: What do we understand by the terms “civic engagement,” “civic action,” and “civic

education,” and how do we justify our definitions? [...] The module explores how questions about participation relate to concepts of democracy, rights, globalization, national identity, and definitions of citizenship. [...] The module critically consider(s) both methods and data on civic engagement internationally. [...] Students will explore curricular materials, media, school and classroom climate and culture, and activity programs. In addition, students will generate research questions; design studies, curricula, and action programs; and produce educational material using multimedia. (Harvard University, 2014)

Vanderbilt University: Ethics of Community Research and Action

“This course is intended to develop the ability to analyze situations encountered by action-researchers in community psychology, community development, prevention and community health/mental health, organizational change, community studies, and related community-based professional activities from the perspectives of (1) practice ethics, (2) research ethics, (3) policy ethics, and (4) the ethical/value issues entailed in conceptualizing the ‘ideal’ community or society.” (Vanderbilt University, 2014)

Yale University: Introduction to the Public Humanities

“Introduction to the various media, topics, debates, and issues framing public humanities. The relationship between knowledge produced in the university and the circulation of ideas among a broader public, including modes of inquiry, interpretation, and presentation. Public history, museum studies, oral and community history, public

art, documentary film and photography, public writing and educational outreach, and the socially conscious performing arts.” (Yale University, 2014)

University of Toronto: Research Knowledge for Social Justice

“This course explores the role of the researcher in promoting social justice and diversity in social work practice and explores models of research with, rather than on communities. Learners will become familiar with methodologies that are developed to challenge the social inequalities underlying the production and dissemination of knowledge...Central to this course are methodologies that seek to redress power dynamics between researcher and those being ‘researched’. We will examine the strengths and challenges of Participatory Action Research, Community-Based Research, Feminist Research, and Anti-Oppressive Research. [...] (University of Toronto, 2014)

Cornell and the Engaged Cornell initiative could seed classes much like these by offering course development fellowships to interested faculty and graduate students. These course development fellowships should be awarded in close consultation with graduate students, undergraduate students, extension staff, and citizens of New York State. In light of the number of graduate students we have met during the course of this research, we feel confident that such courses would have high enrollments.

iii. Securing Funding

Cornell’s motto is “Any person, any study” but as was quipped in the Cornell Daily Sun after the shutdown of the Education Department, that motto could be lengthened to say, “Any person, any study—as long as it pays the bill” (Okani, 2012). Publicly engaged graduate students were often cynical

about the reception of engaged research. As one graduate student noted “sure [as a professor] you have the freedom to explore whatever you want to explore, but if you want a grad student or a technician you somehow have to bring in the money to pay for that.” While some students secure the necessary funding to pursue engaged research, this is the exception rather than the rule. As such, a barrier to publicly engaged research is funding. One interviewee noted, “the things that bring in money may not always be the best way to extend the knowledge of the University.” Work that is validated by funders often perpetuates the status quo rather than democratizing access to academic institutions by breaking down the hierarchy between researcher and researched.

In our analysis of Cornell’s strategic plan and recent land grant reports we found evidence that plans for the University to seed publicly engaged work will depend upon a given project’s potential for generating a financial return for the University. For example, in the 2003 Land Grant Mission Review Report, the administration expressed interest in building better bridges between the public, private and academic sectors. The executive summary highlighted key dimensions of that project: facilitate small business start-ups, encouraging researchers to develop intellectual property (e.g. patents) which was then described as “the need for increased connectivity” between the public, industry and academic realms (2003, pp. 1-5).

The major themes of the 2003 report are similar to those found in the 2010-2015 strategic plan. Entrepreneurial skills are now being used to frame the objectives fostering more “public engagement” at the university. We see evidence that this move is linked to Cornell’s mission of bringing together practical and foundational knowledge in the world at large, but are concerned that a focus on entrepreneurial engagement privileges profitable research over projects that are deeply engaged in the public mission of the university. This framing

ignores that funding is often difficult to secure when one's research partners are marginalized themselves.

Cornell's 2010-2015 strategic plan calls for greater connectivity among many of the disparate programs and activities that may be thought of as publicly engaged. At the same time, the institution is not keen to develop new central administrative structures, processes the plan deems to be "...constraining [to] academic entrepreneurialism. The administration of public engagement should be as lean as possible in order to enable a 'bottom-up' entrepreneurial spirit to blossom" (2010, p. 31). Although this sense of being hands-off to the evolution of public engagement potentially frees up faculty and graduate students to take the lead in developing publicly engaged research projects, the University's focus on

cost recovery in public engagement may not provide sufficient support for community-based publicly engaged research and thus allow only a limited "entrepreneurial" kind of public engagement to flourish at Cornell.

For example, one of the actions proposed in the strategic plan is to connect on-campus research initiatives to public engagement. We fully support this objective. However, the route to achieve such connections is problematic. The institution proposes to "Invest in and build on public engagement programs... particularly those that can be funded by external grants, and reduce focus and resources directed at programs without such ties or the potential for external grants" (2010, p. 32). If Cornell truly wants to make public engagement a central priority for the university at large, allowances must be made for disparities in external funding across disciplinary boundaries. Public engagement and the land grant mission of the University cannot solely be funded by public and private external grants, and "entrepreneurial" faculty and graduate students, but instead must also have a stable and significant source of funding from the University's endowment.

iv. Maintaining Purpose

Throughout this research, interviewees detailed the daily struggle to maintain their purpose within a university culture based on the dictates of publish or perish, soft money, and limited job prospects. Exit surveys of graduating Cornell PhD candidates align with the views we frequently heard in our interviews and focus groups. When asked the question, "To what extent has your experience in your graduate program at Cornell contributed to your knowledge and proficiency in the following areas?" the area where nearly all disciplines reported very little to no gained knowledge and proficiency was the University's public engagement learning outcome for graduate students (Knuth 2014, pp. 15-17).



Graduate students frequently suggested that there is a notable power hierarchy that values traditional scholarship over publicly engaged scholarship. According to one interviewee, universities as institutions find it difficult to do research that “studies the problems as they are, rather than according to the way academic activity is divided up.” Another active student noted, “The struggle [for me] was really to answer the question, rather than to address something in the literature... I wanted to answer the question [coming from the field].” Moving to discuss the perceived disconnect between career advancement and publicly engaged research, this interviewee noted, “Career success would privilege methodological advances or answering questions that address gaps in the literature. This is what journals privilege.” Another graduate student interviewee commented on the choices PhD students face when deciding where to put their energies in graduate school. “I’m not going to get a job from outreach hours. I need publications. I have absorbed the Cornell and academic ‘publish or perish’ [mentality] and it’s now inside me.” A graduate student participating in one of our focus groups summarized the institutional tension graduate students find themselves navigating this way:

There is an identity crisis [around engaged work], not only at the individual level but at the institutional level...we see the struggle at Cornell...we see a certain administrator saying we encourage this we encourage that, but the departments have their autonomy and they can decide what they want: publish in [the best] journals and you get a higher ranking, you get more funding, and you get better students...The objectives are very different: rankings and engagement. Sometimes overlapping, but other times diverging.

We found graduate students in graduate fields of the College of Arts and Sciences who participated in our study to have a relatively loose association of their work to the institution’s broader land grant mission when compared to students in

fields in Cornell’s other colleges. Students in anthropology, for example, suggested that engaged research is denigrated, since their department considers itself to be more interested in theoretical debates that applied concerns.

There was also a sense that doing publicly engaged research was not useful if one aspires to become a university professor. Although one faculty member in the anthropology department, Davydd Greenwood, is well known as a leading scholar in the field of action research, one student noted the fact that her advisor explicitly discouraged her from participating in his class or in the methods of publicly engaged research. A Professor of English discussed what she believed to be Arts and Sciences elitist attitudes. “My feeling that people in Arts and Sciences think it’s a more prestigious place and want to maintain that distinction.” There is a “perception that you are getting your hands dirty” if you stray too far from academic research norms.

v. The Structure of Graduate Education and Publicly Engaged Research

Our interviewees commonly felt that eradicating the different statuses of traditional and engaged research would require a radical restructuring of graduate education. To take publicly engaged scholarship seriously, we have to re-imagine the way courses are taught, when and how scholars enter the field, and who can be a graduate committee member. On the surface, these possible changes may seem inconceivable. However, Cornell has recently created a new graduate course of study to address similar barriers: the new M.Eng in Computer Science offered by Cornell NYC Tech.

Cornell NYC Tech has incorporated graduate studies that pair masters students with corporate mentors (Kaminer, 2013). Students are in the ‘field,’ throughout the duration of

their program, and courses are taught in ways that traverse the distinction that is often made between applied and basic research. While many of our interviewees derided the corporate partnership and proprietary orientation of this endeavor, many were also curious as to why their own publicly engaged graduate education couldn't operate in a similar fashion. What would publicly engaged graduate research look like if we were able to explore relationships with community partners at the outset of our studies? How might community partners be fully included? How might

curriculum change to accompany a greater community voice in teaching, research, and mentorship?

Ultimately, getting serious about public engagement will require innovative measures on the part of the Graduate School and Cornell as a whole.

Ultimately, getting serious about public engagement will require innovative measures on the part of the Graduate School and Cornell as a whole. Changing the structures of education is difficult especially when many are concerned about how to measure the return on their investment, financial or otherwise. But, Cornell's work on the NYC Tech Campus gives us hope that such new models for public engagement and curricular experimentation can find their way to Ithaca.



Recommended Solutions

All participants in our study felt that public engagement should occupy a greater role in graduate education at Cornell. We offer the following recommendations regarding the direction University administrators and Cornell's Public Engagement Council could take to profit from current levels of support for it. Although each recommendation has merit individually, the more they are considered as an interconnected whole, the more likely we will see long-lasting and sustainable models of publicly engaged research. Bolded headings reflect overarching needs, and italicized sub-headings are our specific recommendations to address them.

i. Increase Funding Opportunities

Graduate students' interest and enthusiasm for conducting publicly engaged research was tempered by a lack of time to dedicate to said projects, as well as a paucity of financial resources to participate in engaged initiatives. Researchers outside the Cornell context have also echoed this problem. As O'Meara and Jaeger (2006, p. 11) point out "research universities have long paid graduate students as teaching assistants, but few opportunities have existed for graduate students to apprentice within the service mission of their institutions, except through individual engaged faculty mentors." In order to create institutional space and support for graduate students in this area, we suggest that Engaged Learning + Research sponsor two types of funding streams to be available to students on

a competitive, university-wide basis: Engaged Learning + Research Assistantships and Extension Assistantships.

Create EL+R Assistantships

We recommend that EL+R offer fully funded, semester-long assistantships that include a tuition waiver, health insurance, and living stipend. An EL+R assistantship would not replace any funding already guaranteed by a student's graduate field but would extend her or his original departmental funding package. During this period, awardees would be expected to work 10-15 hours a week to develop EL+R programs while growing their own community relationships. Should the aforementioned terms be incorporated into the stipulations of the award, this assistantship would help both student to develop a strong foundation for their engaged research project while raising awareness and the status of EL+R among the graduate student body. We imagine that these would be highly sought-after assistantships and that their competitiveness would help to increase the standing of publicly engaged research.

Create Extension Assistantships

Allocating a certain number of fully funded research assistantships to both Cooperative and ILR Extension each semester that would be administered by Extension, but funded through the Engaged Cornell initiative, would facilitate a more stable working relationship between Extension and

graduate students. In so doing, extension associates would have access to graduate researchers without placing a burden on their precarious funding streams. As we outlined earlier in this report, one model for developing assistantships with Extension lies in our own institutional history. We believe that ILR Extension's PEWS graduate assistantship program provides a model of public engagement that can be built in collaboration with graduate students and the already existing extension unit. Using this model on an institution-wide scale would be an extremely effective way to address one of the most common barriers to publicly engaged research, and would allow graduate students from all fields and colleges to be involved directly in the work of Engaged Cornell and Extension.

Expand the Land Grant Fellows Program

Given Cornell's status as a land grant university, not just a university with land grant colleges, we recommend that the two-year Land Grant Fellows program be expanded beyond CALS fields. A newly expanded fellows program should reflect this one-university model by selecting at least one graduate student fellow from each college of the university. We also propose that the cohort be provided with opportunities to network with one another and be awarded a budget to organize a yearly symposium on a topic related to Cornell's land grant mission.

Sponsor a Small Grant Competition Fostering Collaborative Research

We encourage creation of a small grant program to be used for graduate students to carry out a year-long engaged research project on a topic of concern, either at the institutional level or at the local level. The participants should be a group of four to five graduate students who are based in different fields of study. Offering incentives for students to develop small collaborative, problem-based research projects would be an inviting way to expand graduate student understanding of public engagement.

At Cornell, The Society for Humanities and The Institute for Comparative Modernities support collaborative learning through their Bret de Bary Writing Groups and their Graduate Student Reading Group Grant Program respectively. Although both groups are based on the traditional academic arenas of reading and writing, they promote interdisciplinarity by requiring that participants in a given group come from a range of fields. In the case of ICM, reading groups interact with one another twice a year, informally meeting each other at the start of the semester and giving formal presentations to all those associated with the program at the end of each semester. These exchanges not only foster conversations that transcend disciplinary boundaries, they encourage collaborative thinking and networking. Should EL+R have a fund for collaborative publicly engaged projects and offer modest grants for people to do small-scale participatory projects in the local community, it could facilitate such exchanges across the school and in the wider Ithaca community.

Create a Professional Masters Student Scholarship Program

We also suggest that Cornell offer modest tuition credit and funding for professional students who are actively involved in publicly engaged research projects. An example of a successful program that does just that is, Syracuse University's Engagement Scholars and Fellows Program (Syracuse University, n.d.). It is a fifth year scholarship program for undergraduates who want to spend an additional year in Syracuse in order to prepare to enter the job market as an engaged practitioner in the Central New York area. It offers a tuition scholarship of 24 credits to those accepted to the program. There are two-track lines: Imagining America Engagement Scholars and Kauffman Entrepreneurship Engagement Fellows. In the former, they prepare for joining the ranks of other publicly engaged practitioners, while in the latter, they develop new businesses that will promote sustainability in the region. Syracuse's program is a good model because it seeks to strengthen the

relationship between the local community and the institution by encouraging newly trained scholars who are invested in public engagement to stay in Syracuse.

Create Engaged Learning + Research Conference Travel Fund

We propose that EL+R develop a conference travel fund for students to participate in interdisciplinary, and/or practice based publicly engaged research conferences. Conferences are central components of graduate education, especially for PhD students. But in many departments graduate students receive little or no financial assistance to attend conferences. Consequently, students often prioritize their use of the annual Graduate School conference travel fund for major disciplinary conferences. By creating an EL+R publicly engaged conference travel fund, graduate students would be able to stay connected to key public engagement happenings throughout their program of study.

Fund off-campus training opportunities

We advocate that EL+R create a fund for students to apply to attend practical, training meetings and seminars which would supplement their learning in this area as well as to bring back new methods and ideas to Cornell. For example, as part of our research conducted for this report, our team attended an international doctoral training seminar on ethics and action research at the University of Bristol in the UK in June 2013. This four-day seminar offered training in action research methods that are not currently offered at Cornell and provided an opportunity to learn from PhD students and faculty from universities from the United States, the United Kingdom, Norway, Denmark, Greenland, and Sweden.

ii. Grow Graduate Student Networks

As our study findings demonstrate, graduate students committed to publicly engaged research can experience alienation and often have little opportunities to meet like-

minded peers at Cornell. Although we were impressed by graduate students' resourcefulness in navigating an often-unwelcome environment for publicly engaged researchers, we believe Cornell could do much more to facilitate such encounters. In so doing, we expect to see publicly engaged research projects proliferate across the institution.

Institute a Public Engagement Cohort Program

EL+R can help to support students invested in publicly engaged research early on by establishing a public engagement cohort program, facilitating resource sharing and network building among peers. On the whole, students interviewed in the sciences have had more success in doing publicly engaged research because they have the cohort model which promotes consistent contact with senior colleagues and other entering students in their lab. Admissions to a cohort-based program would involve a simple application process. We recommend that it be open to students who are in their second year of graduate study and beyond. In the application process, students should explain what problem(s) they are interested in solving and why they are invested in a publicly engaged research design. In addition, they should state how they have prepared to do the work they set out to do. Once students are admitted, there should be one networking social at the beginning of the year so that they meet others involved in the program irrespective of year, discipline, etc. In addition, EL+R should host monthly meetings for cohorts, providing space and a modest budget for snacks. The topics of discussion and organization of the same would be run by respective cohorts dependent on their needs.

One example of student-to-student support that has proven useful is Imagining America's Publicly Active Graduate Education (PAGE) Fellowship. Yearly cohorts are admitted in groups of roughly 15, brought to an inducting summit, and supported through quarterly webinars. Past fellows oversee the admissions process of incoming fellows and stay attached to the fellowship as learners, and advisors. We believe that having

a place-based cohort of engaged researchers would likely prove even more successful. EL+R's new PUBLIC graduate student group could serve as a source of support for cohorts.

Pilot a Publicly Engaged Research Mentorship Program

In order to facilitate the problem-centered approach of publicly engaged research, we propose that EL+R pilot a mentorship program that connects two students who are working on the same social problem irrespective of discipline. Ideally for PhD students, the relationship would be between a post-A Exam student and a pre-A Exam student and the commitment would be to work together for two years. All that EL+R would have to do is to design an agreement form to be signed by participants and to periodically survey their progress.

Strengthen Relationship with Imagining America and Join Engagement Scholarship Consortium

In addition to building on-campus networks, we propose that Cornell join the Engagement Scholarship Consortium (Engagement Scholarship Consortium, 2013). We encourage EL+R to continue University support for Imagining America by continuing to financially support and encourage participation in the Publicly Active Graduate Education (PAGE) Fellows program. We also recommend that the University separately fund participation in Imagining America's new Central New York PAGE program. It is an initiative that seeks to promote regional connections between graduate students at Syracuse University, Cornell University, and Binghamton University among others and support regional programming and mentoring.

iii. Strengthen Institutional Support and Networks

Despite increased interest in and support for publicly engaged research, current structures for recognition and support of such initiatives are lacking. These issues are wide-ranging: increased investment in extension, revision of faculty

promotion processes, and increased availability of courses related to engaging research. As such, we advocate that Cornell commit to making practical changes to ground the call for public engagement found in the University's strategic plan into the institutional culture of the university.

Bolster Graduate Students' Relationship with Extension

Although many students know Extension exists, there are few established ways for graduate students to work with extension associates or vice versa. Therefore, we recommend the University change the extension financing model by a) actively seeking increased state and federal support for Extension; b) supporting Extension through centrally-funded graduate student assistantships and fellowships, as we discussed earlier; and c) providing extension associates the space, time, and financial resources from the University's endowment enabling them to mentor graduate students. We also recommend the graduate faculty investigate ways extension associates could serve as minor members on graduate student special committees.

Increase Faculty Strength and Coursework in Publicly Engaged Research

We advocate the University and its colleges develop tenure and promotion guidelines that incorporate excellence in public engagement through research, teaching, and service. By integrating engaged research into promotion guidelines, the university can begin to develop an expanded understanding of academic rigor, eradicating the disparity that currently exists between publicly engaged research and the "real" work of traditional academic research. Imagining America's report on tenure policy for the arts, humanities, and design fields at publicly engaged universities (Imagining America, 2013) as well as Syracuse University's publicly engaged research tenure criteria (Syracuse University, 2013) can serve as models for this effort.

We also advocate that EL+R sponsor at least one “research ethics” course that focuses on the differences between traditional research and the varied forms of publicly engaged research. This course could serve to introduce students to the ethical quandaries that emerge when one decides to actively create publicly engaged research projects. Ideally, such a course would identify how participatory action research and other publicly engaged approaches both mitigate and work through differences in power within their research designs.

We were inspired by several ongoing projects at other institutions in making this recommendation. For example, at the University of Cincinnati, Mary Brydon-Miller, Director of its Action Research Center and Miriam Raider-Roth have developed a “structured ethical reflection” exercise for doctoral students in education, asking them to articulate their own values in the research process in order to identify potential problems of practice in the research process as a whole (Brydon-Miller, 2012). At the June 2013 doctoral seminar at the University of Bristol, we learned that several doctoral students who participated in Brydon-Miller and Raider-Roth’s felt that it had deepened their understanding of the stakes of engaged research and were consequently able to develop stronger projects that cohered with their own values.

While we found some limits to Virginia Tech’s “Citizen Scholar Engagement” program (Virginia Tech Graduate School, 2013), its introductory graduate seminar is an example of a course that helps to raise visibility of publicly engaged research. Its course description reads, “The seminar focuses on understanding the value of being a citizen scholar, elucidating the connection between scholarship and citizenship in contemporary global society, and encouraging engagement in public scholarship in service to the community, the state, the nation, and the world.” We consider this to be a way of attracting students less familiar with the practices and philosophies of publicly engaged research into the conversation.

In addition to the above, we propose Cornell develop a “training module series” for students and faculty. These focused modules would help engaged researchers to respond to questions about ethical quandaries. Vanderbilt University’s Institute for Clinical and Translational Research (Vanderbilt Research Institute for Clinical and Translational Research, 2013) has developed an interesting set of modules—including building sustainable partnerships, evidence-based advocacy, using community assets in research, and conducting focus groups—which may serve as a resource for Cornell.

Invite a Deeper Graduate Student Relationship with Engaged Learning + Research

In order to ensure graduate students’ voices are incorporated into efforts to shape public engagement at Cornell, we recommend adding one graduate student representative from PUBLIC and one from cPARN to the University’s Public Engagement Council to serve single non-renewable academic year terms. We also recommend EL+R staff set up regular meetings with PUBLIC and cPARN to share information and ideas. We are confident that structural efforts to enact the two-way sharing of ideas with administrators and the graduate students responsible for carrying out publicly engaged research would make official structures for promoting public engagement more just and effective.

Concluding Thoughts

We applaud the University and its donors for recently creating a permanent endowment for EL+R. Such an endowment signals a strong commitment of the University to fulfill its own strategic goal, but it also could provide dedicated, long-term institutional support for nontraditional research projects that our study participants believe have the potential to increase the standing of publicly engaged research. There clearly is no one single solution that would immediately ‘engage’ graduate students in Cornell’s public engagement goal and land grant mission. But through the process of our research we frequently encountered graduate students who were excited to learn of ongoing public engagement conversations happening at Cornell who desired to be more actively included in these efforts. We hope this report will guide the University to increase graduate student active participation in Cornell’s land grant mission as well as conversations about the future direction of public engagement. We believe a top-down model of “public engagement” is antithetical to the term’s core meaning. In this spirit, we recommend that EL+R and University administrators strive to more actively and systematically include a broad spectrum of graduate students in conversations about the future of public engagement at Cornell. Including graduate students in these important conversations and giving them power to help steer the University’s efforts will ultimately make the University’s public engagement work inordinately stronger and more sustainable. Our recommendations offer some direction as to how to better support graduate students

efforts to undertake engaged research but these suggestions do not preclude the need for further ongoing conversations between administrators and graduate students on the future of the Engaged Cornell initiative.

In order for public engagement to thrive, it needs to start at home where we must practice and live the values to which we aspire. We believe creating the space for broad participation in this conversation in the critical months and sesquicentennial year ahead will be essential to shaping the brightest possible future for graduate education, public engagement, and the university community’s work to fulfill Cornell’s land grant mission.

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Appendix: Four Stages in Preparing Publicly Engaged Scholars

From: “Embedding Community Engagement in the Socialization and Preparation of Future Faculty”
(O’Meara, 2008, pp. 32-33)

Time period	Related Socialization Concepts	Understanding and Skills	Critical Experiences
Orientation to the program: recruitment and first six months	Anticipatory stage	Understanding engagement as a way of learning and teaching within a discipline.	<p>Recruiting students who have been involved in engagement; showcasing the work</p> <p>Connecting engaged faculty mentors and student protégés</p> <p>Securing community engagement related graduate assistant positions</p>
Taking core courses: first three years	Formal stage and knowledge acquisition	<p>Understanding the history of engagement in the discipline</p> <p>Skills in designing and facilitating high- quality service-learning</p> <p>Skills in framing research questions toward public purposes</p> <p>Learning research methods appropriate for engaged work in the discipline</p> <p>Skills in communicating results to multiple venues</p> <p>Appreciation for ethical behavior and a sense of responsiveness to community partners</p> <p>Interpersonal skills in dialogue, teamwork, and collaboration</p>	<p>Embedding engagement in coursework</p> <p>Exposure to philosophical background ground of experiential education and social theories of education</p> <p>Experience as a teaching assistant for a course where service-learning is integrated</p> <p>Courses, concentration, and certificate programs in participatory action research</p> <p>Course assignments such as mock grant proposals, news releases, newsletter accounts, grant reporting, and presentations before boards</p> <p>Opportunities to work with community partners on grant projects, designing the questions and activities collaboratively</p>

<p>Developing mastery (finishing coursework, taking comprehensive exams, working on dissertation)</p>	<p>Informal stage and involvement</p>	<p>Institutional savvy and management skills</p> <p>Understanding of reward systems and how colleges work</p> <p>Entrepreneurial spirit and ability to garner resources</p> <p>Finding, creating, and participating in professional communities within and outside academe Integrative skills</p>	<p>Role modeling and personal conversations</p> <p>Serving on university committees on outreach</p> <p>Exposure to human resource challenges of managing a staff, practice developing budgets, grant-writing, and advocating for projects to campus and to external stakeholders</p> <p>Invitations to co-present at disciplinary and engagement conferences, introduction to other engaged scholars</p>
<p>Making commitments (last six to twelve months, finishing dissertation, job searching, and beginning new faculty role)</p>	<p>Personal stage and investment</p>	<p>Understanding how engagement fits into the student's life as a scholar</p>	<p>Active participation in professional communities</p> <p>Sharing one's dissertation with other engaged scholars</p> <p>Making connections between personal, political, and social commitments and engagement</p> <p>Assistance by faculty mentor in researching different institutional types and the implications for engaged work</p> <p>Mentorship in finding a faculty position and in orientation to early career</p>