Pathways to Engagement Handbook

How to Take Action *With* Community

This is a working draft therefore some of the information may be out-of-date or incorrect. Contact engagedleadership@cornell.edu with your edits.

About this Handbook

The *2017-2018 Pathways to Engagement Handbook* was developed by Engaged Ambassadors Jaylexia Clark ILR '19, Imani Majied ILR '19, and Melania Mora Tomas IARD '17. The ambassadors are a cohort of student with one focus: supporting you with your community-engagement goals.

About Engaged Cornell

Engaged Cornell is:

- championing research, curricula and co-curricular activities that are identified, designed and implemented with partner communities
- contributing to solutions that overcome some of the world's biggest challenges
- preparing students to become global citizens leading social change
- inspiring a new generation of teaching and research at Cornell and beyond

About Engaged Leadership

Engaged leadership animates student leadership development within the Engaged Cornell framework, and stands at the intersection of student leadership development, community engagement, and knowledge with a public purpose.

Engaged Leadership foundations:
- Any student can develop their leadership capacity.
- Leadership is a group process and collective attribute.
- Leaders build the capacity of groups, and strengthen agency and self-determination within communities.
- Leaders cultivate new leadership.
- Leaders are lifelong learners, and critical reflection is a prerequisite to lifelong learning.

Engaged Cornell Hub
3rd Floor, Kennedy Hall

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engaged.cornell.edu/leadership
facebook.com/EngagedLeadershipatCornellUniversity

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Discover Your Pathway to Community Engagement!

Want to be a community leader? Have you felt the need to join with others in collective action to challenge an issue facing your community? Trying to find ways to make your Cornell experience more fulfilling?

Finding ways to get engaged at Cornell can be a challenge, but it is more than possible to find the opportunity that works for you! This guide was created by Engaged Ambassadors from the Office of Engagement Initiatives with the belief that everyone is capable of becoming a community organizer. In this guide you will find information about different types of engagement from advocacy to activism, as well as organizations on and off campus that are doing great work to address various social issues in hopes that you will become the community organizer you have the potential to be.

Hold on, what *is* community organizing? What does it mean to be a community leader?

Community Engagement: describes the collaboration between Cornell and our larger communities (local, region/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Community Leader: accepting responsibility for enabling others to achieve purpose in the face of uncertainty.

Community Organizing: is leadership that enables people to turn the resources they have into the power they need to make the change they want.[1]

If you care about an issue and think other people care about it too, you may want to consider community organizing. As a community organizer it would be your job to get people together to address a specific issue that you believe people in your community care about. It includes getting involved in your local community, building relationships, and mobilizing people to either fight a power structure or create plans for community development or some other impactful action.

Got lost or confused during any of those steps? The *Pathways to Engagement Handbook* will help to define, translate, and transform all of what is community organizing in the pages to follow! Just keep reading.

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[1] Dr. Marshall Ganz. Organizing: People, Power, Change. The Leading Change Network, and the New Organizing Institute.

Engaged Ambassadors at Work

Jaylexia Clark '19
Industrial and Labor Relations
High Road Fellowship

City officials who did not even know my name were content to let me attend a high school that was failing. Already packed with minority students from my section 8 housing neighborhood, I knew that my education was not a concern for the people who were elected to represent me. My experience, and the experiences of people who share my identity as a low-income, first-generation student of color, is what propels me towards community engagement.

In my first year at Cornell, I was grateful to find the High Road Fellowship, a program wherein Cornell students receive a project from a community partner in Buffalo, New York. Students in the program are tasked to solve a problem that the community has identified. This was the first time that I worked with a community that I did not grow up in. I had to realize that the first step in engaging in a new community is learning, a lot, about the history of Buffalo, the people I was engaging with, and the systemic issues that led to the call for the project I was working on.

And I did learn. By the end of the program I worked with my community partner, Learning Disabilities Association of Western New York, to create self-empowering toolkits to help students who have a disability advocate for themselves and create conferences for parents to understand their rights and the rights of their children who have a mental or physical disability.

For myself, I created a confidence in my ability to be a part of any community and truly make a positive impact. If you believe in any systematic issue or love positive change, then getting involved in these types of programs allows you to develop the skills needed to successfully address the systematic issues that bother you the most. At least, that is what the High Road Fellowship did for me.

Cornell in Buffalo | High Roads Fellowship website
https://www.ilr.cornell.edu/buffalo/high-road-fellowships

Melania Mora Tomas '17
International Agriculture
and Rural Development
Cornell Farmworker Program

In high school, I participated in "A Roof for My Country" program. An organization that identifies the most disadvantaged neighborhoods and then works to build homes, revise education institutions, organize community members, and teach individuals about environmental sustainability. Because of my experience with this organization, I came to Cornell to study economic equality or inequality in urban areas. I admit, I was scared that my education would be removed from my career goals of economic social justice. But I ended up finding the Office of Engagement Initiatives (formerly the Center for Engaged Learning and Research) through my participation in the Cornell Farmworker Program.

Through the Cornell Farmworker Program, we were responsible for conducting interviews on farmworkers' experiences on coming to the United States and why they came. We taught English classes and held workshops on chemical safety, what to do if you are stopped by an immigration resource officer – what are your rights.

Through this program, I saw the relationship between political and economic forces that create scenarios in which people are leaving their homes to work in unsafe jobs. I saw the way in which economics drives so many of the social justice issues we see today. Additionally, I firmly believe there has to be a connection between what I learn (academics) and what I do (community action).

Thus, community engagement has always been important to me and is what inspired me to apply to the Farmworker Program. There is a huge amount of privilege that comes with being a Cornell student. I can not be a part of all the social justice movements, but I can address economic development in rural communities and that will be the area I mobilize by using the education I have learned and my experiences in community engagement during my undergraduate time at Cornell.

Cornell Farmworker Program website https://cardi.cals.cornell.edu/programs/farmworker

STEP 1
How to Best Serve Your Community

There are many ways to have community-engaged experiences and many platforms on which to build community organizing.

Deliberative Dialogue – exchanging and weighing different ideas, perspectives, and approaches around a particular issue in a public setting.

Examples: Intergroup Dialogue Project, Social Justice Roundtable series

Philanthropy – donating money to increase the well-being of humankind or advance another social good.

Examples: A sorority raising money for St. Jude Children's Research Hospital

Social Entrepreneurship – creating a new venture or using entrepreneurial principles to change and existing one.

Examples: eHub, Cornell University Sustainable Design

Advocacy – supporting an idea or cause through public and private communications, and collecting evidence to support one's position.

Examples: Community-engaged learning courses

Charitable Volunteerism – addressing immediate needs, most often through social service agencies, churches, or schools.

Examples: Ithaca Loaves and Fishes, Ithaca Peer Tutors

Protests and Demonstrations – expressing public disagreement with a situation or policy in a visible non-violent way.

Examples: Black Lives Matter Protest, Fight for $15 Protest

Community-Based Participatory Research – conducting research in partnership with members of a community with an intention to benefit the community

Examples: SMART Program

Community Economic Development – acting to provide economic opportunities and improve social conditions in a sustainable way.
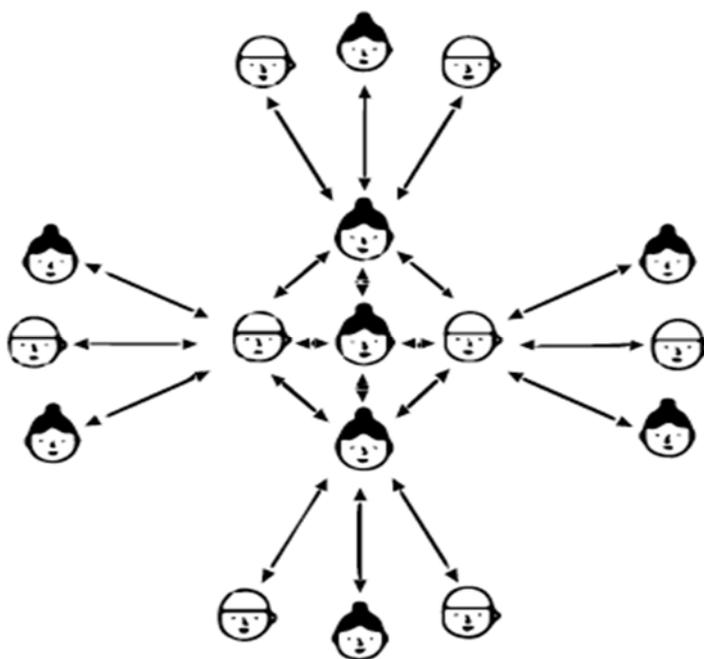
Examples: ILR School High Road Fellowship Program

STEP 2
Who are your people?

Consider "who are my people?" not "what is the social issue?" Relationship building is key to having a strong foundation in community organizing. "Organizing is not about solving a community's problems or advocating on its behalf. It is about enabling the people with the problem to mobilize their own resources to solve it (and keep it solved)."[2]

In order to build strong relationships that will lead to successful community organizing **consider the snowflake model[3] as a method for distributed leadership:**

You may or may not be the initial person that brings people together, but it is important to take advantage of the relationships other people will bring to the table as well. The snowflake model (image above) allows for all members to identify how they are connected and to feel equal to each other. Within the model, you would start in the middle. Then you begin to identify the individuals who are connected to the issue, or most affected by the issue, or have something in common with you and so on. The more arrows you create, the more connections you have identified between yourself and the individuals who will work together with you as a community in order to solve the issue at hand.

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[2] Dr. Marshall Ganz. Organizing: People, Power, Change. The Leading Change Network, and the New Organizing Institute.

[3] Dr. Marshall Ganz. Organizing: People, Power, Change. The Leading Change Network, and the New Organizing Institute.

BUILDING RELATIONSHIPS

Once you've answered "who are my people?," it's time to begin building relationships. Below are some tips and strategies to help you figure out how to build these relationships:

Dos:

- Schedule meetings with community members, including one-on-one meetings
- Share experiences and motivations
- Find time to articulate a shared vision for change
- Be clear about your next steps and how they include individual community members
- Take into account other people's culture and cultural values
- Respect the individual and the knowledge they have about the community

Don'ts:

- Don't be unclear and intentionally hide your purpose
- Don't try to persuade rather than ask questions and listen
- Don't discuss your interests during every meeting
- Don't miss opportunities to exchange ideas about how things can change or how to change things
- Don't end the conversation without a clear plan for next steps
- Don't use judging statements or "you're wrong" statements

OUTCOME GOALS

1. Be able to identify potential allies and partners for change. Who will be on your team?
2. Recognize potential resources.

STEP 3
Critical Reflection and Community Engagement

Although our intentions may be the best, sometimes our attempt to support community development can do more harm than good. In order to ensure your community-engaged experience has a sustainable and positive impact on the community, it is important to incorporate critical reflection throughout your work! You want to think of *why* you want to get involved in a particular issue before you decide on *what* it is you want to do.

What can you critically reflect upon?

1. What values do you share with this community?
"Suddenly, I realized that we all have strong value for education and the impact that a quality education can have on one's life. From there, we started creating educational programs that represented our shared value of equality and..." - Student example

2. What experiences have had the greatest impact on this community? What challenges has it faced?
"I had no idea that Buffalo used to be the center of the industrial revolution. In fact, the World Expo was once held in Buffalo, New York in the 1900s. Learning about Buffalo's steaming industrial history changes the way I look at economic development in Buffalo..." – Community-Engaged Student Travel Grantee

3. What change does this community hope for and why? Does your ultimate goal align with this?[4]
Always keep in mind the reason why you are doing what you are doing. Ideally, your work should have sustainable results and stem from specific, concrete, significant goals. No matter the kind of project you work on, there should be a benefit to the community.

4. Are you engaging in "Asset Based Community Development (ABCD)?"
ABCD is a model for sustainable community development that encourages us to learn about the assets the community already has that are seen as its strengths, and use those strengths to the community's advantage. Look at the assets individuals can bring to the table.

Example: A team of students is going to Singapore for a sustainable farming project in a small village. Instead of looking at the community for the lack of resources that are available, they look to the traditions of the rice farmers to learn about the ways they have been able to sustain themselves for centuries.

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[4] Organizing: People, Power Change.

STEP 4
Creating a Strategy for Impact

Now that you have your **people**, your **problem**, and your **goal**, it's time for you to get to work.

THEORY OF CHANGE[5]

You can use Theory of Change statements to understand how your strategy will work.

> **If** we do (TACTICS)
> **then** (STRATEGIC GOAL or CHANGE)
> **Because** (REASON)

If African Americans in Montgomery boycott the bus system
then the bus company will desegregate the buses
because the decrease in ridership will significantly impact their profits.

Your action plan must involve **tactics** and **timeline**. Your tactics should aim to be the most **effective** way to reach your goal. It should contain **measurable progress**, **attract new members** to participate in achieving the goal, and **develop the leadership potential** of your teammates.

In order for your strategy to be effective, you must be able to motivate your people and ensure commitment.

There are three characteristics of a **motivational action**[6]:
1. **Meaningful**: the person can see that the action is significant and makes a difference towards achieving a meaningful goal.
2. **Autonomy**: people are given levels of responsibility according to their skills and abilities to achieve a particular outcome connected to the overall project goal.
3. **Feedback and Learning:** People can see the progress of their work, measure success, and receive coaching and support from more experienced leaders so they can learn and grow.

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[5] Adapted from the Organizer's Handbook
[6] Adapted from the Organizer's Handbook

STEP 5
Gaining Financial Support

Here are a few sources of funding you can access:

Use the link below to find Cornell funding sources that meet your engagement and organizing needs. Also check out Engaged Leadership's Student Funding handbook for additional resources: http://engaged.cornell.edu/grants/funding-for-students/

On-Campus Funding Opportunities
• Community Partnership Funding Board Grants • Engaged Cornell's Office of Engagement Initiatives • Public Service Center • Student Assembly Special Projects • ALANA Funding Board • Office of Academic Diversity Initiatives (OADI) • Student Assembly Diversity Innovation Fund • Student Diversity Development Initiatives (SDDI) • Women's Resource Center • Atkinson Center for a Sustainable Future • Community Partnership Funding Board Grants (PSC) • Cornell Environmental Committee (ECO) • Ewing Family Service Award

HOW DO I WRITE A FUNDING LETTER?

If you're applying to an outside source, here are some tips for writing a letter to request funding.

I. Cover Letter
II. Executive Summary
III. Need Statement
IV. Goals and Objectives
V. Methods, Strategies, or Program Design
VI. Budget
VII. Evaluation

I. **Cover Letter:** Use a cover letter for proposals to corporations and foundations, but not on federal or state grant applications. Your cover letter should be brief and to the point, and should tell the reader how well you understand their organization. Make sure the cover letter addresses the organization that you are applying for funding for core issues.

II. **Executive Summary:** It helps the grantor to understand at a glance what you are asking. The summary can be as short as a couple of sentences, but no longer than one page.

III. **Need Statement:** Presents the facts and evidence to support the need for the project (program) you are proposing. It helps to conduct an analysis to determine the nature and the extent of the problem or the need you are trying to address so that people understand.

IV. **Goals and Objectives**: The goals of your program should describe and discuss the potential benefits to the population/community being served. Your program will serve as a means to an end.

V. **Methods, Strategies, or Program Design:** This section discusses in detail the project activities and how, by whom, and when they will be carried out during the project.

VI. **Budget:** The budget should be a realistic estimate of all costs involved in implementing and operating the project. Costs estimates should be broken down into logical categories (line items) such as: salaries; supplies and materials; equipment; travel and per diem; rent; telephone.

VII. **Evaluation:** This section describes how the progress and success of the program will be measured. Evaluation strategies will depend in part on an individual foundation's requirements as well as on the nature of the project's objectives.

You can also take a look at these resources for more detailed instructions.
- Grant Writing Tip - Developing Your Goals:
    - http://www.dhs.state.il.us/page.aspx?item=18097
- Making a Budget:
    - http://cec.vcn.bc.ca/cmp/modules/res-prp.htm#SBud

STEP 6
Taking Action With Campus Support

There are many ways to take action on campus. Listed here are several opportunities you can take part in to start your journey toward community engagement. For every category, there are a lot more opportunities. Thus, you're encouraged to do further research.

Engaged Cornell Hub

The Engaged Cornell Hub, opened in January 2017, is the university's central location for community engagement. The Hub houses programs and units from across the university that serve a range of needs related to public engagement, community service, and engaged learning.

The Engaged Cornell Hub is the home for Community Learning and Service Partnership (CLASP), The Cornell Commitment, Cornell in Washington, Cornell Prison Education Program, Cornell Public Service Center, Education Minor, New York Agricultural Outreach and Education, the Office of Undergraduate Research and the Office of Engagement Initiatives.

> Website: engaged.cornell.edu/engaged-cornell-hub
> Location: Kennedy Hall, 3rd Floor
> Phone: (607) 255-6006

Community Learning and Service Program (CLASP)
The Community Learning and Service Partnership (CLASP) is a participatory adult literacy program designed to create and support reciprocal educational experiences between Cornell students and Cornell employees. CLASP provides both students and employees with the opportunity to develop a variety of individually determined learning goals, encourages critical reflection, and creates an empowering environment to support social change on an individual and societal level.
> **Website:** http://clasp.education.cornell.edu/
> Location: 3rd Floor Kennedy Hall

The Cornell Commitment
The Cornell Tradition, Hunter R. Rawlings III Cornell Presidential Research Scholars, and Meinig Family Cornell National Scholars programs constitute The Cornell Commitment. These programs recognize, reward, and encourage further development of a select group of students who exemplify Cornell's commitment to academic excellence, work and

service, research and discovery, and leadership and learning, to enrich their experience at Cornell and beyond.

>**Website:** http://commitment.cornell.edu/
>Location: 3rd Floor Kennedy Hall

Cornell Prison Education Program

The Cornell Prison Education Program's work supports a regional collaboration that brings together Cornell faculty and graduate students to teach a free college-level liberal arts curriculum to a select group of inmates at Auburn Correctional Facility and Cayuga Correctional Facility. The Cornell Prison Education Program is dedicated to supporting incarcerated persons' academic ambitions and preparation for successful re-entry. The program believes that Cornell faculty and student engagement as instructors at correctional facilities manifests Ezra Cornell's commitment to founding an institution where "any person can find instruction in any study."

>**Website:** http://cpep.cornell.edu/about-us/
>Location: 3rd Floor Kennedy Hall
>Phone: (607) 255-9091

Office of Engagement Initiatives

Engaged Leadership programs empower and support students to take action in communities (on and off campus). We do this by supporting existing service-learning and community-engaged programs open to all undergraduate, graduate, and professional students. Additionally, we offer internal community engagement programming to further guide students pursuing the Certificate in Engaged Leadership. Some of the programs include the Community-Engaged Student Travel Grant, Be The Change Workshops and more.

>**Website**: http://engaged.cornell.edu/student-leadership-and-programs/
>Location: 3rd Floor, Kennedy Hall
>Email: engagedleadership@cornell.edu

Public Service Center

The mission of the Public Service Center is to champion the conviction that the Cornell University experience confirms service as essential to active citizenship. PSC volunteer projects, student organizations, school programs, and related service-learning courses work throughout the year to form community partnerships that exemplify the service-learning philosophy. Three of their major programs are the Public Service Center Scholars, Upward Bound, and the POST Leaders.

>**Website**: http://psc.cornell.edu/about-us
>Location: 3rd Floor, Kennedy Hall
>Email: cupsc@cornell.edu

II. Student Support Centers

Office of Academic Diversity Initiatives

The Office of Academic Diversity Initiatives—OADI—is all about inclusion and achievement across the Cornell campus so that students of all backgrounds excel in reaching their academic goals. Our students come from backgrounds that have been historically under-represented. OADI provides individual and group support for academic pursuits and organizations, a place of lively discussion and interchange, a family environment in which to feel at home and speak openly, and a strong voice of advocacy across the institution.

> **Website:** https://oadi.cornell.edu/about/about.html
> Location: Suite 200 Computing and Communications Center (CCC)
> Phone: 607.255.3841 (P) 607.255.6384
> Email: OADI@Cornell.edu

Center for Transformative Action

An education-based independent non-profit organization, helps to create communities that work for everyone. CTA does this by providing fiscal sponsorship to innovative, non-profit social entrepreneurs in New York State. An affiliation between CTA and Cornell allows collaboration to address the global need for a new generation of change makers. Corresponding class: AEM 3380 – Social Entrepreneurs, Innovators, and Problem Solvers.

> **Website:** http://www.centerfortransformativeaction.org/cta-and-cornell.html
> Location: 119 Anabel Taylor Hall
> Phone: 607-255-6202

Cornell Cooperative Extension

Cornell Cooperative Extension (CCE) puts knowledge to work in pursuit of economic vitality, ecological sustainability and social well-being. We bring local experience and research based solutions together, helping New York State families and communities thrive in our rapidly changing world. CCE's association in Ithaca, part of the statewide Cornell Cooperative Extension system, is currently engaged in multiple projects (over 100!) to enhance the social well-being of Tompkins County residents. CCE's mission is to work for the whole community across spectrums of diversity, closing the distance with "local strangers," and enhancing the social well-being of Tompkins County residents. CCE projects and leadership development opportunities include: community health, environmental protection, climate change, strengthening just local food systems, food entrepreneurship, nutrition education, consumer finance, parenting, early childhood development, incarceration and re-entry, justice and equity issues around diversity, transportation, urban and rural after-school programs, 4-H, positive youth development (including at-risk youth)…and many more.

> **Website:**http://ccetompkins.org/internships
> Location: 615 Willow Avenue, Ithaca, NY 14850
> Phone: 607-272-2292

Einaudi Center for International Studies

The Einaudi Center is a major hub of international activity on campus, and strives to make Cornell the exemplary transnational university in an increasingly interconnected world. It focuses on global issues such as economic development, agricultural and rural development, environmental sustainability, food security and nutrition, peace studies, nuclear proliferation, gender politics, tourism, immigration, and globalization.

Website: http://einaudi.cornell.edu/programs
Location: 170 Uris Hall
Phone: (607) 255-6370
Email: einaudi_center@einaudi.cornell.edu

Intergroup Dialogue Center

Our mission is to support students in their social, identity and cultural organizations as we build bridges across communities. We focus on issues of: social justice, intersectionality, and identity. We encourage our students to strengthen their communities while developing cross-cultural skills and competencies. We are home to resource centers, program areas, and student organizations that host meetings, activities and events, build community and enjoy the informal, student-friendly environment.

Website: https://dos.cornell.edu/intercultural-dialogue
Location: 119 Computing and Communications Center (CCC)
Phone: (607) 255-3693
Email: interculturalcenter@cornell.edu

Community-Engaged Learning Courses

Cornell offers more than 200 courses that directly engage students with local, national, and global communities. Courses are considered engaged if they include the following criteria:

● Organized community engagement outside of the classroom
● Focused on a problem that was identified in collaboration with the community
● Has a reflective exercise (journal, blog, states critical engagement, ePortfolio)
● Connected to an academic component

Use this link to find more: http://engaged.cornell.edu/courses/

Engaged Leadership Landscape

Engaged Leadership *is* leadership with a public purpose.

Consider these opportunities for leadership development through community engagement experiences.

Cornell Engineering Leadership Program

The mission of the Engineering Leadership Program is to grow powerful leaders who take on our world's biggest challenges with knowledge, skill, insight, and courage. The program achieves this through classes and seminars, supplemental instruction in design courses, the Engineering Leadership Certificate Program, and other means. Because the program believes great leadership development engages the heart and the mind, it emphasizes empirically derived knowledge combined with personal inquiry and growth.

Department: College of Engineering
Contact Email: coe_leader@cornell.edu
Website: https://www.engineering.cornell.edu/resources/leadership_program/

Big Red Leadership Institute

The Big Red Leadership Institute (BRLI) is Cornell's student-athlete leadership development program. Our mission is to empower our student-athletes to confidently assume roles as both team leaders, and teammates, for the betterment of their Big Red teams, the Cornell community, and their lives beyond the Hill. Over 500 student-athletes, from across all 37 teams and all four classes, participate in BRLI.

Department: Cornell Athletics
Contact Email: jenbaker@cornell.edu
Website: http://cornellbigred.com/index.aspx?path=brli

Upward Bound

Upward Bound serves high school students from low-income families and high school students from families in which neither parent holds a bachelor's degree. Through Upward Bound, students develop the skills and motivation necessary to ensure their high school graduation, college enrollment, and success in pursuing a higher education. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

Department: Public Service Center (PSC)
Contact Email: upwardbound@cornell.edu
Website: https://psc.cornell.edu/upward-bound

Biology Service Leaders

The Biology Service Leaders Program (BSL) is a collaboration between the OUB and the Public Service Center which allows members to develop leadership within the major and gain a deeper understanding of the relationship between science and the world at large. Through BSL, students use their extensive scientific knowledge to implement innovative solutions for community needs. Members engage in long term projects designed to develop partnerships with key community members to generate a lasting impact on Cornell and the Ithaca area.

Department: Office of Undergraduate Biology
Contact Email: gsa8@cornell.edu ; cmk4@cornell.edu
Website: https://biology.cornell.edu/diversity/biology-service-leaders

Hotel Leadership Development Program

The Hotel Leadership Development Program (HLDP) offers students professional growth through experiential learning within the framework of an academic environment. Students will gain valuable management experience at the Statler Hotel while concurrently attending school. Exposure to hotel operations offers meaningful learning opportunities, challenging a student's ability to apply critical thinking and management theory to personal experience.

Department: School of Hotel Management
Contact Email: mrk248@cornell.edu
Website:https://sha.cornell.edu/admissionsprograms/undergraduate/acamics/extended-academic-opportunities/hldp.html

Student Assembly City and Local Affairs Committee

Advocates on behalf of student interest at the city and county government levels; organizes events that foster a sense of engagement in the Ithaca community for Cornell students

Department: Student Assembly
Contact Email: oa-sa-local-affairs-l@cornell.edu
Website:https://dashboard.assembly.cornell.edu/committees

STUDENT ORGANIZATIONS

Cornell has over 1,000 student organizations. The list below includes student organizations that focus on community-engagement, leadership development and social justice issues. Contact information for these organizations can be found on OrgSync:

https://orgsync.com/login/cornell-university-school-of-hotel-administration

Anabel's Grocery

Anabel's Programming, a registered student organization, hosts cooking classes, nutrition education events, and more food-related programming on campus. The Anabel's Programming team recognizes the importance of educating students on healthy eating and cooking techniques while creating a community that passionately supports food insecure students and their unique stories.

ALANA Intercultural Board

The ALANA Intercultural Board is an intercultural umbrella student organization that seeks to provide funding for the Cornell community with programming that fosters awareness of and appreciation for a variety of perspectives and the ability to engage inter-culturally.

Alpha Phi Omega-Gamma Chapter

Alpha Phi Omega is a national co-ed community service fraternity for college students. APO strives to help each member develop leadership skills, secure lasting friendships, and provide service to others.

Alternative Breaks

Alternative Breaks is a student-led program that facilitates service learning spring break trips across the country. Join one of the teams of students this spring break to engage in a service-learning trip that addresses various social justice issues such as poverty, food insecurity, affordable housing, domestic violence, LGBTQIA+, homeless, commercial sexual exploitation, opportunity gaps, and therapeutic horsemanship.

Bigs at Cornell

CU Bigs works with Big Brothers, Big Sisters of Ithaca to mentor at-risk children in the Ithaca community between the ages of 6 and 14. Members volunteer at Saturday Programs at the Northside Community Center and help to run activities including sports, science projects, reading days, and much more.

Black Students United

BSU is a political and service orientated organization that works to empower students from the African Diaspora. This organization's hosts multiple multi-cultural and educational movements from teach-ins to rallies in addition to working to serve the minority community through Ithaca centers such as GIAC and Southside.

Community Partnership Funding Board

The Community Partnership Funding Board (CPFB), is a student-run board that seeks to foster student leadership and social responsibility by encouraging students to take action against social problems. The CPFB assists students in developing grassroots community action projects and administers grants made possible by the Student Activities Fee via the Student Assembly.

Cornell Food Recovery Network

A student group on campus also works with Cornell Dining to facilitate recovery of prepared meals that would otherwise be composted. The Cornell Food Recovery Network recovers leftovers from RPCC and Okenshield. The recovered food is donated to the Friendship Donations Network, where it is redistributed to various operations serving the hungry in the greater Ithaca community.

Cornell Organization for Labor Action

Student-labor solidarity action group that focuses on supporting the efforts of workers on campus and around the world to organize and fight for better working conditions. We use our strategic leverage over our universities to compel employers and companies to uphold the rights of workers. We have been involved with campaigns to unionize and secure contracts for workers in several different organizations, and were instrumental in moving Cornell toward the adoption of a socially responsible purchasing policy.

Cornell Students for Hunger Relief

We work throughout the year to achieve the following goals: (1) Organize projects such as our annual Thanksgiving Turkey Donation Drive and Big Red Food Drive. (2) Learn more about local food security issues. (3) Empower the general Cornell population with the knowledge of pressing hunger issues and the wastage of unspent BRBs. (4) Volunteer in our local community through agencies such as the Food Bank.

Cornell University Sustainable Design

A student-led initiative that promotes education through action, empowerment, and innovation with design-build projects while utilizing an interdisciplinary, research-based approach to create resilient structures in the built environment and realize a future of ecological, social, and economic sustainability"

Friends of Farmworkers

Friends of Farmworkers provides consistent ESL instruction to area farmworkers who know little or no English. Furthermore, the group aims to raise student awareness of the conditions and experience of farm workers in the upstate New York region.

Global Awareness Program

The aim of this organization, Cornell Global Awareness Program, is to educate and inspire young adults to become aware and engaged global citizens. A brand new student initiative, we aim to partner with local high schools and community youth organizations to create a curriculum for teens, taught by Cornell students, that concentrates on different aspects of cultural awareness.

MEChA

As the official voice of Chicano students at Cornell University, MEChA's main objective is to provide a sense of community and security, building bridges between other Latino and Non-Latino organizations, and increasing the recruitment and retention of Cornell Chicans. MEChA also intends to help the Chicano community develop an understanding of Chicano history, as well as an involvement in current political issues.

MEDLIFE

Medicine, Education and Development for Low-Income Families Everywhere is a student group initiated in 2009 that provides medical and dental services for patients with limited means of obtaining health care. MEDLIFE is raising funds to build a permanent clinic to provide low-cost care in Cebadas, Ecuador.

Social Business Consulting

Social Business Consulting (SBC) is a student-run nonprofit organization headquartered at Cornell University that provides pro-bono consulting services to social entrepreneurs around the world. We connect our consultants with meaningful projects to enhance the impact of social and environmental ventures.

Sustainability Hub

The Sustainability Hub is a student organization with the mission of outreaching about campus sustainability, reducing Cornell University's environmental impact, and uniting other campus organizations to collaborate on different projects.

ENGAGED HOUSING, SCHOLARSHIP AND LEARNING OPPORTUNITIES

I. HOUSING

Akwe:kon: American Indian and Indigenous Studies Program

The American Indian and Indigenous Studies Program (AIISP) at Cornell University is here to support our students throughout their academic careers. Since 1975, we have helped hundreds of Native American Students reach their educational goals. We are also a source of education about the cultures of North American Indians, enabling both Native and non-Native students to develop respect for and an understanding of Indigenous world views through our curriculum in American Indian and Indigenous Studies (AIIS). The program extends Cornell resources to American Indian and Indigenous communities and creates forums to educate others about American Indian and Indigenous issues.

   North Campus. (607) 255-0652 or email akwe:kon@cornell.edu.

Becker/Keeton Active Citizens (Carl Becker House, William Keeton House)

An active citizen is a generally awesome returning Becker/Keeton resident who adds to the community through informal engagement and as a fun neighbor. Active Citizens (ACs) make great things happen around them and are committed to making Becker/Keeton an awesome place to live.

   West Campus. Carl Becker: 607-255-8495. William Keeton: (607) 255-5001

Ecology House

The Ecology House is a living-learning community focused on environmental education and awareness. Residents work hard every day to help save the planet, and our five house committees (Steering Committee, EcoEats, EcoAdventures, EcoCreates, and Project Greenhouse) keep residents engaged through house retreats to the Adirondacks, composting, gorge adventuring, mural painting in the hall, building a greenhouse from scratch, and more!

   North Campus. (607) 255-1094 or email ecologyhouse@cornell.edu.

Holland International Living Center

Students from all over the world form a global community at the Jerome H. Holland International Living Center. One hundred forty-four international and American students - all with an interest in international issues - share their cultures and traditions at HILC, and provide support and assistance to Cornell's international undergraduate students.

   North Campus. (607) 255-5299 or email hilc@cornell.edu.

Latino Living Center

Latino Living Center's 55 residents represent a wide variety of heritages and backgrounds, but all share a common interest in Latino/a culture, history, and current events. The Café Con Leche weekly discussion series, annual retreats, community dinners, intramural sports clubs, and Latino Heritage Month festivities are traditional LLC events, in addition, dances, movie nights, faculty dinners, and various celebrations are scattered throughout each semester.

North Campus. Phone: (607) 254-511. Email: llcinfo@cornell.edu.

Multicultural Living Learning Unit

Cornell University is proudly built on a framework of supporting "a diverse and inclusive campus." The Multicultural Living Learning Unit, known as McLLU (pronounced McClue) celebrates this foundation by providing opportunities to recognize and value our cultural differences.

North Campus. (607) 255-5306 or email McLLU@cornell.edu

Rose Scholars Program (Flora Rose House)

The Rose Scholars program is an opportunity for residents to participate regularly in the academic and civic activities of Flora Rose House. The program is designed to address the needs of students who want to be part of the House living-learning model, but find it difficult to divert time from class study. The Scholars program eliminates that problem by making life in Flora Rose House a class of its own.

West Campus. 607-255-7752

Ujamaa

Ujamaa celebrates the rich and diverse heritage of Black people in the United States, Africa, the Caribbean, and other regions of the world. Since its founding in 1972, Ujamaa has supported its mission through a variety of activities and events such as lectures by internationally renowned speakers, dinners hosted by affiliated faculty members, celebrating Black History Month, and hosting the State of Black America Conference, the annual Festival of Black Gospel, and the weekly student-organized forum Unity Hour.

North Campus. Phone: (607) 255-4922. Email: ujamaa@cornell.edu.

II. SCHOLARSHIP OPPORTUNITIES

Hunter R. Rawlings III Cornell Presidential Research Scholars

The Hunter R. Rawlings III Cornell Presidential Research Scholars (RCPRS) program supports a select group of undergraduate students, from all colleges and many disciplines, by providing resources for and promoting sustained engagement in research in close relationship with faculty and other mentors. Scholars collaborate with faculty mentors—of their choosing—in designing and carrying out an individualized program of research. Magnifying the power of this dynamic student-faculty partnership, the

program provides each scholar with a generous research support account and an annual need-based loan replacement.

McNair Scholars Program

The prestige of being a Cornell McNair Scholar is shared by only a dozen students or so each year. The program is designed to prepare undergraduate scholars for doctoral studies through involvement in research and other scholarly activities. McNair participants are either first-generation college students with financial need, or members of a group that is traditionally underrepresented in graduate education and have demonstrated strong academic potential. The goal of the McNair Scholars Program is to increase graduate degree awards for students from underrepresented segments of society.

Posse Program

Founded in 1989, the Posse Foundation is a student opportunities and youth leadership program that matches promising high school students with top-tier colleges and universities across the United States. Each year these students enter college in a multicultural cohort (Posses) of 10. The Posse Foundation helps colleges and universities diversify their student body and create an inclusive, welcoming campus. Additionally, the Posse program empowers the scholars to excel in their academic pursuits while being active leaders on their respective campuses.

The Gates Millennium Scholars Program

The Gates Millennium Scholars (GMS) Program, funded by a grant from the Bill & Melinda Gates Foundation, was established in 1999 to provide outstanding underrepresented students with an opportunity to complete an undergraduate college education in any discipline area of interest. Continuing Gates Millennium Scholars may request funding for a graduate degree program in one of the following discipline areas: computer science, education, engineering, library science, mathematics, public health or science.

Public Service Center Scholars

Public Service Center Scholars (PSCS) is an integrative program that combines service, leadership, academic, internship, and employment opportunities based at the Public Service Center. The program is designed to promote scholarship and service that is responsive to the concerns of the community and contributes to the common good.

III. ENGAGED-LEARNING PROGRAMS

Agua Clara

AguaClara is a multi-disciplinary program at Cornell University that designs sustainable water treatment systems. Our gravity-powered, affordable technologies currently provide clean water to over 30,000 people in communities around the world every day. The research, invention, and design project courses specific to AguaClara are focused on developing technology that can be used to improve the drinking water quality of surface water sources in the Global South.

The Cornell Farmworker Program

Seeks to improve the living and working conditions of farmworkers and their families. The Cornell Farmworker Program conducts research as well as offers outreach services and workshops to farmworkers and their employers. Paid summer internships are offered to students.

Engineers Without Borders

Engineers Without Borders is a registered Project Team at Cornell University dedicated to the sustainable development of developing countries in culturally appropriate ways. Our chapter develops this goal by partnering with communities in developing countries for three to five years and engineering solutions to the basic problems identified by the community

GlobeMED Cornell

GlobeMed at Cornell University aims to support three projects with AMMID: The first is to provide ecological water filters to help prevent severe gastrointestinal issues that local children suffer from as a result of contaminated water. The second is to provide families in the area with functioning stoves and improve sanitary cooking conditions. The third is to support family gardens to combat the malnutrition that 78% of children in the area suffer from.

High Roads Fellowship

Since 2009 this fellowship program has provided opportunities for ILR students to participate as a group in research, active learning, and service in community-based economic development in Buffalo. Various opportunities and organizations are partnered with this program.