Performance Improvement Plan 2015-16
College of Agriculture and Life Sciences
College of Human Ecology
College of Veterinary Medicine
School of Industrial and Labor Relations

Section 1: Campus Alignment with SUNY Excels

Introduction: Cornell is a private, Ivy League university founded in 1865 and the land grant university for New York State. Cornell's mission is to discover, preserve, and disseminate knowledge; produce creative work; and promote a culture of broad inquiry throughout and beyond the Cornell community. Cornell also aims, through public service, to enhance the lives and livelihoods of our students, the people of New York, and others around the world.

The statutory colleges of Cornell University are located on the main campus in Ithaca, New York. Two undergraduate colleges, one undergraduate school (hereafter referred to as a college for simplicity), and one professional college provide education at the undergraduate, professional, and graduate levels in disciplines that fall largely within the social, natural, and veterinary medical sciences.

Cornell’s statutory colleges currently serve 5,700 undergraduate, 400 veterinary, and 1,500 graduate students. The statutory colleges award BS and DVM degrees. Master’s and PhD degrees for students studying in the statutory colleges are awarded by Cornell’s Graduate School. Our students come from across the state, the country, and the world, and our graduates have won national and international honors, including Truman Scholarships and Rhodes Scholarships.

3,000 faculty and staff execute the mission of the statutory colleges in education, research, and extension. Faculty members in the statutory colleges are recognized for their research, professional accomplishments, and achievement in the following ways: serving as editors of leading journals; being named fellows or being selected for awards by professional societies, including numerous lifetime achievement awards; selection for national teaching awards; winning NIH Director’s and Pioneer awards; and selection as Pew and Sloan Scholars. The statutory colleges are home to several AAAS fellows.

Mission / Standing: Each of the statutory colleges embraces the university mission of discovery and dissemination of knowledge. Brief mission statements for each college are:

- **College of Agriculture and Life Sciences (CALS)** – To lead science and education toward a resilient future by imparting a world-class education, furthering agricultural systems to ensure food and nutrition security, human health, and sustainability, advancing knowledge in the life sciences, fostering understanding of the economy and society, and stewarding environmental resources and sustainable energy solutions.

- **College of Human Ecology (CHE)** – To improve lives by exploring and shaping human connections to natural, social, and built environments in the areas of nutrition and health, design and technology, human development, and public policy.
- **College of Veterinary Medicine (CVM)** – Working at the interface of discovery and application, to prepare veterinarians and scientists to serve society in clinical and diagnostic veterinary medicine, public health, and scientific inquiry.
- **School of Industrial and Labor Relations (ILR)** – To prepare leaders, inform national and international employment and labor policy, and improve working lives.

Cornell University is ranked among the top 20 universities in the country and in the world. Cornell’s statutory colleges are distinguished among their peers in their strong emphasis on undergraduate education, innovative pedagogy, highly competitive research and scholarship, and their emphasis on public engagement in education and research. Among their peer colleges, CALS and CVM are consistently recognized as first or second in national rankings. ILR and CHE are more difficult to compare to peer colleges, as there are no other institutions that replicate their organization and composition. In department level comparisons, these units are very competitive and are home to numerous distinguished faculty members.

To lead in higher education, the colleges must excel and innovate in teaching and research. Success depends upon our ability to recruit top tier faculty members and provide them with the core resources needed to realize excellence. We are in the midst of an unprecedented wave of faculty retirements, making faculty renewal the highest priority for the statutory colleges and for the university.

In our local and regional communities, the staff and faculty of Cornell’s statutory colleges are recognized for being accessible, expert, and collaborative. This reputation extends to the global community and our international partnerships are growing in number. We are committed to partnering with communities in developing creative and effective solutions to the problems that face them.

**Program Mix / Centers / Distinct Programs or Activities:** Our academic profile includes programs designed to meet state needs such as veterinary medicine, biology/pre-medicine, nutrition, agriculture, and business; programs designed to foster a strong foundation in the social sciences such as policy, human development, and economics; and programs in emerging and impactful fields such as applied genomics and the social, economic and environmental impacts of climate change.

We are currently developing plans for several advanced certificates in response to local industry needs. There is significant demand for professional development that is being addressed by ILR (in executive education), CALS (in agriculture and food systems), and CVM (in advanced veterinary education).

Online learning is central to the executive education programs provided by ILR. A campus-wide strategic planning initiative is being launched by the university provost around online learning.

The statutory colleges are home to numerous centers and organizations that serve the public good. For example, Cornell Cooperative Extension, which has offices in every county of New York State, is overseen by CALS and CHE. In addition, CALS is home to two Agricultural Experiment Stations (Cornell University and NYS in Geneva), Cornell Plantations, and Cornell’s Lab of Ornithology. CVM hosts the Cornell University Hospital for Animals, Animal Health Diagnostic Center, Baker Institute for Animal Health, and Feline Health Center. CHE oversees the Cooperative Extension office in New York City and supports the Bronfenbrenner Center for Translational Research. ILR hosts 12 centers and institutes as well as executive education programs in Ithaca and New York City.
Cornell’s statutory colleges are committed to community-engaged learning, with strong support from the university’s Engaged Cornell initiative, launched in September 2015. We have an active Educational Opportunity Program, which proposes to leverage our Cooperative Extension program in a proposal to the Investment Fund (described below).

**Post-Graduation Success:** The university conducts annual student surveys. The following data represent the Class of 2014 (85% response rate; consistent with prior years). In CALS, 52% of graduating seniors are employed, 21% are pursuing graduate or professional degrees, and 28% are seeking employment or ‘other.’ In CHE, 67% are employed and 33% are pursuing graduate school. In ILR, surveys indicate 80% employment, 14% graduate/professional school, and 6% seeking/other. In addition, 66% of jobs were found through the career services office, the ILR Credit Internship Program, and faculty referrals. Survey data from CVM indicate a rate of 85% of students committed to employment, internship or graduate study at the time of graduation.

**Alumni/Philanthropy:** Cornell alumni are loyal, involved, and generous. They support the campus in service on college advisory boards, by providing internships and referrals for our students and graduates, and by making financial contributions to their colleges. In 2015, the statutory colleges reported 67,595 alumni and a giving rate of 18.4%.

**Strategic Plan/Excels Goals:** The statutory colleges of Cornell University are at various stages of the strategic planning process. CALS has just completed their plan, ILR began a strategic planning process this August and expects to be done next fall, and CHE and CVM are executing their strategic plans. In addition, the university is launching a new planning process this fall, after completing our most recent strategic plan (2010-15) last spring.

The plans align appropriately with the six big ideas of the Power of SUNY. Generally, we perform well in access, completion, success, inquiry, and engagement, although within each priority we see opportunities for improvement. Our shared goals include:

- Increasing diversity
- Expanding access
- Strengthening research and scholarship

Consistent with the information above, Cornell’s statutory colleges have priority areas of focus that include: growth in sponsored research activity; increased diversity among faculty and staff; and extending community-engaged learning experiences across all undergraduate programs. Section 2 of this report describes how we intend to grow and improve in these areas.

**Environmental Factors:** Continued success and improvement are highly dependent upon capital renewal projects. Our statutory colleges, particularly CALS, but also CHE, occupy space that was constructed in the early to mid portion of the last century. These buildings do not meet the needs of our students or our faculties.

**Investment Fund:** Cornell’s statutory colleges submitted five proposals for SUNY’s Investment Fund as follows:

- CALS seeks to recruit a leading computational biologist (and SUNY Stony Brook alum) to serve as the next chair of the department of Biological Statistics and Computational Biology. This hire would strengthen the BSCB department, which has many ties with CALS’ applied units and thus will have a multiplicative impact.
• ILR seeks to support faculty renewal in labor economics, the strongest sub-field of economics at Cornell. The new faculty will make important contributions to SUNY goals through their work and engagement in Ithaca, NYC, and Buffalo.

• CHE seeks to recruit two leading scholars to the Division of Nutritional Sciences and the Department of Design and Environmental Analysis, respectively. The nutrition hire will allow the college to create opportunities for applied student learning in the area of public health intervention. The DEA hire will lend breadth and depth to the department at the interface of computing, design, and cognitive science. Both hires will enhance inquiry and engagement through new resources and partnerships for people in New York and beyond.

• The Educational Opportunity Program (EOP) at Cornell seeks to support staffing and programming for EOP transfers to Cornell as well as statewide rural student EOP recruitment through 4-H to all SUNY programs. This would strengthen cross-institution student advising, and potentially transform the demographics of EOP statewide by including many more talented, low-income rural students in higher education, bringing the state closer to the 2020 goals.

Our proposals align with our strategic priorities for faculty renewal as outlined in this Performance Improvement Plan (Inquiry) and to increase the economic diversity of our NYS resident students (Access). In addition, CALS partnered with Cobleskill on an Investment Fund application to support a Farm and Food Entrepreneurship certificate program at Cobleskill.

Section 2: Specific SUNY Excels Priority Areas and Metrics

2.1 Access

Full Enrollment Picture: As will be described in more detail below in Response 5 (Completion), due to physical capacity constraints, the statutory colleges of Cornell University anticipate modest increases in enrollment over the next five years, mostly from new professional degree programs.

1. NYS Residents Served by SUNY - Our goal for 2020 is to restore the NYS resident student population to a majority across the DVM and undergraduate programs. Admission to Cornell is need-blind and financial aid is need-based, with full need being met for all
admitted students. We do not award financial aid based on merit. We recognize that the sticker price for a Cornell education is a deterrent to some prospective students. The cost of the education for those with financial need is discounted on average by 65%. One of our goals is to improve our communication with prospective applicants about the real cost of a Cornell education.

Cornell's statutory colleges are committed to serving the state while recognizing the value of diversity to the academic and cultural climate of the institution. Currently, international students account for 7% of the enrollments in the undergraduate statutory colleges. While we are addressing international learning opportunities for our students, at Cornell and abroad, we do not anticipate a dramatic increase in the number of international students in the next five years. International students are represented at a much higher level in the graduate programs (34%) where they make important contributions to the richly diverse research culture of the university.

Enrollment information reported in SUNY data submissions does not include the NYS residents enrolled in Cornell's endowed colleges who take courses offered in the statutory colleges. 22% of students in our endowed colleges are NYS residents and they occupy 5% of the seats in courses offered in the statutory colleges (2,600 of 49,000 course enrollments). In this way, we educate NYS residents beyond the headcounts documented in the statutory college enrollments.

Cornell serves many additional NYS residents through outreach, training, applied research activities, customized programs, and online courses. Our recent NCIA report shows that the statutory colleges support 4,029 non-credit instructional activities. Of these, 70% are assigned to Business and Industry. Cornell Cooperative Extension accounts for 109,048 NCIA units. In these ways, our programs make substantial contributions to public education. In specific examples, we reach more than 150,000 residents annually through USDA-funded nutrition education programs led by researchers and staff in the College of Human Ecology. In FY15, ILR offered on-site training programs in New York State to 5,588 professionals, in-person continuing education that reached 1,316 residents (52% of all registrations), and online training to 3,262 NYS residents. This is in addition to customized training programs and eCornell courses authored by ILR faculty. CVM hosts the annual upstate meeting of the New York State Veterinary Medical Society, providing continuing education and career development to 622 attendees in 2014.

2. Diversity – We recognize the charge to SUNY in its statutory mission to serve a population reflective of the residents of New York State. To do so, in light of the state’s changing demographics, Cornell’s statutory colleges will continue to work to diversify students, faculty and staff.

According to the data provided in Table 5, since 2009 the statutory colleges have increased the representation of URMs among undergraduate students by 100% to 21.2%. Although we were below the average for our sector in 2009, our efforts in recruitment have yielded a strong surge in this area and we are now nearly 4% above the sector value. We will continue to strive to include underrepresented groups in our student bodies and have plans to direct greater attention to academic success among these students as well as cultural competency across all groups.

Students in the statutory colleges take advantage of university-wide programs for diverse groups, located in our Office of Academic Diversity Initiatives. Student success programming
is available for at-risk students and non-traditional students (e.g., transfers, veterans). The Office of the Dean of Students hosts the LGBTQ Resource center, supporting LGBTQIA students with programming venues for activism to advance understanding and create a safe and welcoming environment in the community, workplace, and classroom.

With respect to faculty, our URM representation is strong within our sector; however, as we have learned, we must pay constant attention to this issue in our recruitment and retention strategies. Our greatest challenge in faculty hiring is presented by dual career candidates and this is amplified for URMs by our relatively isolated location. The university is adopting new policies of cross-college collaboration, supported by modest central resources, in an attempt to better address the need for dual faculty hires.

Staff diversity continues challenge us. Although Table 7 indicates an improvement of 44% over the past five years, this reflects a small number of employees and we must continue to apply ourselves to this issue (see examples, below).

**Advancement of diversity** at Cornell is led by a university-wide initiative, [Toward New Destinations](#) (TND). TND is overseen by the University Diversity Council and requires that each college and administrative unit annually identify five diversity initiatives in support of four core principles (composition, engagement, inclusion, achievement) for the full student population as well as faculty, staff, and others in the campus community.

**Examples of successes and goals of the statutory colleges include:**
CALS aims to increase socio-economic and ethnic diversity of its students through transfer, exchange, and visiting student programs. An Intercultural and International Management Certificate Program for undergraduates has been launched in CALS’ Dyson School of Applied Economics and Management.

CHE plans to increase the diversity of the staff population through work with local agencies and organizations to build an internship program that will develop a pipeline of diverse candidates qualified for staff openings in the college.

ILR aims to increase economic diversity of students by recruiting more first-generation college students; adopting programs and techniques to encourage more participation among FGC and URM students in one-on-one research opportunities with faculty; and building a pipeline of URM applicants for faculty positions by encouraging workshop presentations across the school.

CVM has had success in recruiting URM students into the DVM program. In a field of study in which some veterinary colleges report 0% diversity, in recent years, Cornell’s representation has ranged between 10-20% and we rank fourth, nationally. Some of this success is attributable to the creation of the student organization VOICE. Originating at Cornell, VOICE chapters are established or in process at 18 of 30 veterinary colleges across the country.

3. **Capacity** - Undergraduate enrollment is managed across the endowed and statutory units of Cornell by the university provost. Enrollment of entering freshmen is limited by available housing. All freshmen must live on campus.

Cornell is exploring a number of opportunities to expand online courses. CVM has established an Educational Technology Task Force to improve the use of technology to
meet learning objectives in existing courses and to continue development of online educational materials to meet continuing education needs for veterinarians and technicians. CALS is offering more courses online for on-campus students to increase capacity in popular classes, such as the Sustainable Development course (BEE 3299) that is web-based and each spring fills to the capacity of 350 students from all over campus. ILR is revising and expanding eCornell courses, and a required Statistics course (which has an online section) will be part of the Flexible Semester project designed to enable students to complete required courses while off campus or even before they arrive as transfer students.

2.2 Completion

4. Completions - Both graduation and retention rates in the statutory colleges vary across a narrow range between 93-99%. Thus, improving completion or retention rates is not a tool that we can use to significantly increase the number of degrees awarded.

We are able to project modest increases in enrollments of undergraduate, transfer, professional, and graduate students. We are exploring ways to optimize our enrollments with a flexible first semester and backfill for students studying off campus.

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<thead>
<tr>
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<th>Estimated Increase in Degrees Granted</th>
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<td>2013-14</td>
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<tr>
<td>Undergraduate</td>
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<tr>
<td>Degrees</td>
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<tr>
<td>Graduate Degrees</td>
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<tr>
<td>Certificates</td>
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In addition, several departments are exploring new programming and online opportunities, which would further increase enrollment. Specific goals that underlie these numbers, in part, are:

- CVM, CHE, and CALS are developing a new program that will lead to the Master of Public Health (MPH) degree.
- CALS plans to add MPS programs in Applied Economics and Management with concentrations in Technology Management, Applied Behavioral Economics and Individual Choice, which would increase degrees awarded by 50 per year. A Professional Science Master in Bioinformatics and Biotechnology is under evaluation, with research on demand and marketability underway. An estimated enrollment of this program is 40 additional master’s students.
- ILR is expanding its new Executive Master in Human Resource Management. It was introduced this year and is expected to increase to an annual enrollment of at least 50 students.
- CHE’s Sloan Master of Health Administration and Cornell Institute for Public Affairs (CIPA) Master of Public Affairs programs are planning increases totaling 30 students in the next two years. Planning is underway for two new master’s programs in the Division of Nutritional Sciences with initial anticipated enrollment of 20-30 students as well as an MA degree in Fashion Design, based in New York City, with about 35 students per year.

Student Achievement / Success (SAM) – Cornell submitted data to SAM for the first time last year. Each of the measures in SAM (graduation rate, transfer out, persistence) can provide a more accurate picture of student success. We anticipate that over the next five years, our graduation and completion data will remain very strong. For our professional veterinary students, outcome measures are very strong, including retention and graduation (approximately 95% graduating within four years), licensing examination passage (typically
100% at time of graduation), and post-graduate employment (95% by the fall after graduation).

5. **Graduation Rates** – See above. Even with these high overall graduation rates, there are modest differences between URM and non-URM students. The statutory colleges are working to address this issue. Cornell’s [Prefreshman Summer Program](#) helps to prepare admitted students for the rigors of undergraduate study. Students enrolled in EOP or HEOP are required to attend.

CALS has measured consistent six-year graduation rates for URMs of 90% since the incoming cohort of 2005. Because this rate is equal or higher than the university's graduation rate for the same population, in 2012 the college shifted focus to enhancing graduation rates to enhancing student achievement throughout college. Specifically, our goal is to increase the number of underrepresented students with a grade point average greater than 3.0, which opens the door to more internship, externship and research opportunities. The histogram below demonstrates our progress in the last six years.

At ILR, graduation rates between URM and non-URM differ only slightly. The school is focused on reducing gaps in student achievement and participation in various programs, such as credit internships, study abroad/exchange programs, Honor’s program, independent study, and Global Scholars. CHE’s six-year graduation rate for URM’s averages 95% over the past 5 years.

Some best practices at Cornell for student achievement improvement include:

- **Biology Scholars Program** - an undergraduate CALS program housed in the Office of Undergraduate Biology. The program is designed to support academic excellence for underrepresented students majoring in biological sciences, primarily interested in pursuing advanced degrees in science and medicine.
- **Maximizing Individual Success Class (ALS 4940)** – A pilot class designed for new first-generation students at CALS. This class helps create networks, instill habits of successful students, and build the sense of strength and belonging for a population that often feels that they are missing something.
- **The Peer Partnership program in CHE** supports students’ personal growth and academic success by facilitating relationships and information sharing among new students, upper-class students, and faculty. Participants in the program meet weekly in small groups for planned academic and social activities.
6. **Time to Degree** – Given the high percentage of undergraduate students that complete degrees in five or six years, this metric is not a priority goal for Cornell’s statutory colleges at this time. In CALS, one-third of undergraduates are transfer students and the college has articulation agreements with a number of SUNY institutions. In 2014, the average time to degree completion for transfer students in the statutory colleges was 2.56 years.

The DVM degree requires four academic years of study in addition to undergraduate education. Because student debt is an important concern for the veterinary profession, CVM and CALS are working together on a program to decrease time to complete undergraduate prerequisites prior to beginning the DVM program.

Graduate student (PhD and research master’s) selection, enrollment, attrition, and completion are monitored and reported by Cornell’s Graduate School (see comments in Section 2.4).

### 2.3 Success

7. **SUNY Advantage** – Experiential learning is a key feature of a Cornell education. Opportunities to work individually with faculty in labs and research programs allow students to experience research first hand and help them to focus their attention on future career options. In addition, all of the statutory colleges host internship programs.

Engaged Cornell is a 10-year, university-wide initiative that was launched September 1, 2015. A central goal of Engaged Cornell is to afford every Cornell student with the opportunity to learn in a community-engaged setting. Our strategies leverage our community-based strength in Cornell Extension and we anticipate that the statutory colleges will be creative leaders in community engagement. The statutory colleges already have been awarded nine grants to support the development of community-engaged curricula in nine different majors, minors, professional and graduate programs. This fall, we will announce additional opportunities for community-engaged undergraduate research grants, graduate student grants, and faculty recognition.

In alignment with the university’s strategic plan, the statutory colleges seek to increase student participation in international experiences. Marketing strategies for education abroad are being expanded in CALS, for example, and departments will be encouraged to feature major-specific international opportunities on their websites. ILR and CHE have vibrant study abroad opportunities, and CVM has two specialized programs that allow students to work overseas. The *Expanding Horizons Program* provides grants to students interested in experiencing veterinary medicine in a developing country, and *Field Techniques in International Wildlife* teaches students about local cultures and enables work with wildlife sanctuaries, refuges, and bioparks in developing nations.

**Financial Literacy** – Cornell student default rate is estimated to be 1%. The average debt of undergraduate students with college loans is just under $20,000. Cornell provides a variety of resources to increase student financial literacy, from presentations and specialty training to courses on personal financial management (Household Finance 101).
Debt is an important concern for DVM students (see figure above). The median debt of our students approximates that of the national average at $150,000 and is a significant burden due to the fact that starting salaries for veterinarians average around $65,000. CVM offers presentations on debt management and loan consolidation, income-based repayment and loan forgiveness plans, the impact of internships and specialty training on career earnings, practice ownership, and skills for effective contract negotiation. Individual, confidential financial counseling meetings and web-based resources provide information related to cost of attendance, sources of funding, and employment options.

In an attempt to address the issue in the long term, CVM and CALS are collaborating on a BS/DVM program that would shorten the total years to degree from eight to six or seven.

2.4 Inquiry

8. **Total Sponsored Activity** – Total research expenditures in the statutory colleges in 2014 were $277.9M and externally sponsored funds were estimated to be $148M. Federal funding derives from DHHS, NSF, USDA and other agencies. Foundation support, from Gates and numerous other organizations, has grown dramatically in recent years. CHE, CALS, and CVM have established college-level support for grant submissions, a structure that provides efficiency and expertise in grant preparation and submission.

Cornell’s Office of the Vice President for Research has created dashboards that report research expenditures, grant submissions, and awards by department. This allows the deans and department chairs to track success and activity over time. For example, between 2012 and 2014, CALS submitted 2,625 proposals and received 1,224 awards, yielding a success rate of 46%, on par with the average across Cornell’s campus. Between 2010-2013, CHE submitted 574 proposals with a success rate of 42%; it also saw a 23% increase in the number of proposals submitted.
In CVM, a drop in research funding from NIH prompted an increase in grant submissions by 25%. Recently, the downward trend in federal funding and sponsored activities seemed to turn with several newly funded proposals awarded in 2015. Faculty also responded to the challenging research environment by seeking new funding resources, by building research centers of excellence and core programs at the college and across campus, and by establishing collaborations and multi-center research programs with other institutions. Examples of these include various basic science programs like the Stem Cell Core, the Comparative Cancer Biology Program which includes a recent collaborative initiative between CVM and Weill Cornell on hematological malignancy, or the Center of Comparative and Population Genomics.

ILR has had important success in establishing the Yang Tan Institute on Employment and Disability, the Labor Dynamics Institute, the Cornell Institute for Higher Education Research and others.

Over the past five years, the statutory colleges were responsible for 414 patents and 631 licenses.

All four colleges are strengthening their efforts in corporate and foundation relations in order to identify and further develop research collaborations with industry. We anticipate that these efforts will yield increases in funding and new directions for research over the next five years.

9. Student hands-on research, entrepreneurship, etc.

Undergraduate Research – Undergraduate research experience is a signature of a Cornell degree. The statutory colleges support undergraduate research in a variety of ways. For example, during the 2014-15 academic year, 739 CALS students received course credit for independent research projects with a faculty mentor. Each year about 90 to 100 students complete the CALS Research Honors Program and graduate with distinction in research. In CHE, 70% of undergraduate students conduct research with faculty, working directly on projects that support human health and community wellbeing.

Students also participate in the prestigious, university-wide Rawlings Cornell Presidential Research Scholars Program (RCPRS). Many more work part time for pay or volunteer to work on a research project. The most significant source of funding for undergraduate research is faculty research grants.

Professional student research - Between 2010-2015, 251 DVM students participated in two summer research programs. The Veterinary Investigator Program (VIP) provides incoming, first and second year veterinary students with a first experience in hands-on research. The Veterinary Leadership Program targets more advanced students with a comprehensive summer training experience that includes bench work as well as workshops, events, and discussions to prepare students for a science-based career in veterinary medicine.

Graduate student research (MS, PhD) - Currently, the statutory colleges host 1553 graduate students in 47 graduate fields. (Graduate fields at Cornell are not housed in academic departments, and faculty from statutory and endowed colleges are often mixed in fields.)
In 2015, 71 graduate students in the statutory colleges held NSF fellowships. Success with applications was enhanced when the Graduate School began hosting workshops in September 2012, offering technical information and advice from successful NSF recipients, as well as insight into the NSF application and review process, how to write a competitive fellowship application, and consultation and reviews of application drafts. Many of Cornell’s graduate fields also host fellowship writing seminars, and graduate field faculty members assist students by giving feedback on their application essays.

**Entrepreneurship:**  **Entrepreneurship at Cornell,** a university-wide initiative that is supported in part by the statutory colleges, currently supports over 70 entrepreneurship related courses across campus with 3,500+ students taking courses each year. Two annual events, Celebration and Summit, attract hundreds of students. Approximately 15 student teams participate in an annual business accelerator eLab Demo Day.

With a projected opening of Spring 2016, eHub will be a place where Cornell students gather to execute their ideas. eHub, with 14,000 square feet in two locations, is designed to serve every student who is interested in experiencing entrepreneurship. eHub will house eLab, PopShop, Student Agencies, Entrepreneurship at Cornell and, ultimately, other organizations that support Cornell student entrepreneurship and experiential business learning.

Entrepreneurship at Cornell hosts an online platform with over 400 Cornell startups listed. This platform illustrates the vibrancy of Cornell’s startup environment and the keen interest in its students and alumni in startups.

**Scholarship, Discovery and Innovation** – We use Academic Analytics as one tool for peer comparisons of our colleges and departments. Although this tool does not work well for the arts and humanities, it is useful for most of the disciplines within the statutory colleges. In addition, Academic Analytics can be used to track progress of departments and colleges over time. Deans are required to review and interpret their college data in their annual reports to the provost.

**Reporting**
Annual activity reports and performance reviews of faculty provide information on scholarly activities in the colleges. The statutory colleges use different tools for this purpose. CALS and ILR use the Activity Insight platform to collect data on faculty scholarly activities (research, teaching, and extension/outreach activities). The value of Activity Insight is its capability for reporting progress over time and making comparisons across departments. The disadvantage is that the program is cumbersome to use and compliance is an issue. CHE and CVM draw information from in-house tools, such as CHE’s online faculty annual report.

## 2.5 Engagement

### 10. **START-UP New York and beyond**
Cornell’s past president, David Skorton, co-chaired the Southern Tier Regional Economic Development Council. Going forward, President Elizabeth Garrett will be representing Cornell on the Council, along with the CALS Dean who has served continuously on the Council representing “agriculture” since the program’s inception in 2011.
Since joining the START-UP NY program, Cornell has sponsored two companies that project to create 64 full-time jobs and invest $12.4 million in the local community by 2019. Companies sponsored in the program have strong academic alignment and their products are based on research from the Department of Material Science and Engineering and the Department of Electrical and Computer Engineering. Neither of these departments is housed in a statutory college.

Our connections to industry are strong, through advisory boards, internship programs, research collaborations, and outreach/extension. The NYS Agricultural Experiment Station in Geneva provides an important link to the upstate economy. Recently, CALS hosted 165 leaders in food, farming, and policy at a NY Loves Food Conference at the Geneva campus. The program focused on the challenges and opportunities created by a changing climate and anticipated increases in food demand, and was designed to attract the attention of significant entrepreneurs and state officials to discuss what the State of New York, and Cornell, with its land grant mission, can do to catalyze economic growth in this sector.

In CHE, the Advanced Functional Fabrics of America proposal led by MIT and joined by CHE stands to greatly boost NY fiber and textiles industries if funded by the U.S. Department of Defense. The new Institute for Healthy Futures integrates health care, hospitality, and design fields, involving collaboration between the health care and hospitality industries and our top scholars in those areas.

**Student learning opportunities:** According to self-reported data from our students, more than 700 internships are completed annually by CALS undergraduate students. CALS has several college-sponsored internship programs in addition to many individual internship opportunities, e.g., with companies, that are announced on our website. The NY State Internship Program has strengthened CALS’ relationships with numerous NYS businesses and business start-ups, including: Beech-Nut Nutrition Corporation, Amsterdam; Chobani, LLC Norwich; Sysco Syracuse, LLC Syracuse; and StartFast Venture Accelerator, Syracuse.

ILR supports 15 or more students to work in Buffalo each summer with local nonprofits in the “High Roads” program, as well as 10-15 students working in NYC. A group of ILR faculty is working with that program and with Engaged Cornell to develop meaningful classroom opportunities to complement the field experiences.

The CVM places students in clinical units providing service to New York’s dairy and equine industries, as well as the pet owning public. The SUCF-supported Class Expansion project for CVM is updating the physical plant in order to support growth of the DVM classes as a means to address shortages in the supply of large animal veterinarians for New York State.

CHE supports undergraduate student interns who work with faculty on applied research projects at Cornell Cooperative Extension offices throughout the state. The College’s 250 professional master’s students take part in a wide range of internships and applied research opportunities, including working in local governments, hospitals, and businesses. Additionally, the Division of Nutritional Sciences’ new Global and Public Health Sciences major requires an experiential learning component for all students.
11. **Alumni / Philanthropic Support** – Alumni giving and philanthropy have been a major focus of effort at Cornell for many years and the statutory colleges are key contributors in this regard. With the departure of President David Skorton and the close out of our sesquicentennial year, Cornell’s most recent campaign is winding down. President Elizabeth Garrett is developing a fundraising strategy for her tenure.

All statutory colleges work within Cornell University’s Alumni Affairs and Development (AA&D) hybrid structure, which clearly assigns fundraising responsibility to each college with support from the university’s center. The colleges work with central AA&D to establish annual fundraising goals and to create and execute effective alumni engagement events, alumni advisory boards, and other strategies designed to build and sustain a culture of lifelong philanthropy. Shared fundraising priorities for the statutory colleges are support for endowed professorships and financial aid for students. These efforts support our strategic goal for faculty renewal and excellence together with Cornell’s 150-year commitment to access to higher education for all (‘any person, any study’).

In addition to shared approaches and priorities, each of the statutory colleges has unique opportunities for development. While alumni comprise the majority of donors and the sponsors of major gifts to the university, in CVM, the largest philanthropic gifts come from grateful clients and individuals committed to animal health and well-being who are not necessarily alumni. In another example, ILR alumni are key supporters of student experiences including internships and winter intersession programs. CHE alumni in recent years have donated funds supporting several endowed professorships, which are crucial to recruiting and retaining top faculty.

12. **Civic Engagement** – Cornell’s statutory colleges have strong research, service, and teaching traditions in civic and community engagement. Counting and describing these activities occurs in a variety of contexts, including annual reports of each college, annual reports of Cornell Cooperative Extension, our campus Economic Impact Report, and survey data from faculty, staff, and students. Aggregating this information and establishing metrics is a challenge. We have recently established a code for community-engaged courses that allows the courses to be identified in the university’s Courses of Study. This will enable measurement of enrollments. Establishing metrics and measuring impacts for civic and community engagement are a major goal for the Engaged Cornell initiative.

13. **Economic Impact** – Cornell completed its most recent survey in October 2014 for FY13. “A conservative assessment of fiscal year 2013 employment, purchasing, and construction by the Ithaca and WCMC campuses accounted for an economic impact of $3.2 billion in New York State.” ([Economic Impact Report, p.3](#)).

The economic impact of the statutory colleges cannot be readily dissected from the rest of the university; however, the economic impact of Cornell Cooperative Extension can be attributed entirely to the statutory colleges and was estimated at $450 million in the state. This impact derives only from the county-based Cornell Cooperative Extension program, which is one segment of Cornell’s large and comprehensive extension effort.
Section 3: Conclusion and Expected Campus Impact

Overview of Cornell performance improvement plan

Diversity, faculty renewal, and expanding access to community engagement will be Cornell’s focal points in the next five years. Advancing these opportunities will support the university’s goals as well as our 150-year land grant mission to serve our students, the residents of New York State, and others around the world.

Diversity
Cornell’s statutory colleges will continue to work to diversify its students, faculty, and staff through college-specific programs as well as the university’s Toward New Destinations initiative. Whether through EOP expansion and recruitment of more first-generation students to increase student diversity, efforts to increase the faculty’s diversity during the faculty renewal process, or worker training programs to create a pipeline of diverse staff, Cornell will use multiple routes to meet our diversity goal.

Cornell will work to restore the numbers of NYS resident students to a majority across the DVM and undergraduate programs. While Cornell has a need-blind admissions policy and offers need-based financial aid, more can be done to communicate the real costs and value of a Cornell education to our prospective students.

Faculty Renewal
With the unprecedented number of expected faculty retirements in the next decade, Cornell must prioritize faculty renewal to position the university for continued and increased excellence. The statutory colleges are facing incredible challenges in this regard.

Access to Community Engagement
We will continue to embrace our founding mission in extension and outreach. Over the next five years, we will work to provide community-engaged learning and research opportunities for all of our students. Engaged Cornell will be a vehicle for enabling and strengthening student participation in Cornell’s commitment to extending knowledge beyond the borders of the campus.