

President's Visioning Committee on Cornell in New York City
Preliminary Report
May 1, 2018

Executive Summary:

The President's Visioning Committee on Cornell in New York City recommends that by academic year 2029 Cornell in NYC should be a fully operational urban campus that supports year-round undergraduate, graduate, and non-degree educational programs, scholarly research, and public engagement. This urban campus should not duplicate or supplant successful Ithaca-based activities, but it should instead enhance and extend Cornell's many core strengths and distinctive capabilities. Ideally, Cornell faculty, staff, and students will be able to seamlessly traverse geographies to take advantage of opportunities and resources as needed. A robust presence in one of the world's greatest cities will enable Cornell to create and sustain exciting new synergies with its established Ithaca home, making each campus complementary, interdependent, and mutually beneficial to one another and more effectively positioning the university to solve critical global problems and train future leaders. The 10-year path to achieve this vision that is outlined in this document should be pursued in a spirit of experimentation combined with evidence-based decision-making.

Background:

In fall 2017, President Martha Pollack charged the NYC Visioning Committee with imagining Cornell's future in New York City over the next decade in one-, five-, and ten-year increments (see Appendix C). We were asked to seek significant input from faculty and staff and to be bold in our recommendations. With this in mind, the committee collected information from university colleagues through a variety of methods. Begun in late 2017, foundational work featured meetings with deans to accumulate a repository of current activities, followed by a two-day visit to selected programs and locations in NYC. An official website and email account were established to solicit information and ideas from faculty, staff, students, researchers, leadership, and alumni. In spring 2018, we collected information via a campus survey sent to 2,685 faculty and staff (see Appendix A), hosted meetings with department chairs across colleges, held an open forum in Ithaca with a livestream to NYC campuses, continued gathering responses via the email account, and hosted five focus groups with 40 faculty and staff in NYC and Ithaca (see Appendix B). Based on this information, and thorough committee deliberations, we make the following recommendations.

Recommendations and Rationales:

The university should set a bold path to create an urban campus in New York City over the next decade. This report details what such an effort would consist of at years one, five, and ten; in sum, the committee believes Cornell's further expansion into NYC offers the following benefits:

- increased collaborative teaching and research across colleges and schools,
- opportunities for new and unique degrees, certificates, and executive education,
- support for university-wide faculty and staff recruitment and retention efforts,
- closer ties with industry partners and alumni based in NYC,
- stronger research and service ties with urban K-12 schools,
- an opportunity for career services to grow its relationship with NYC-based industries and employers,
- opportunities for more and varied collaborations with cultural and artistic organizations,
- expansion of Cornell's rural/urban applied agricultural research,
- greater opportunities for revenue enhancement initiatives in colleges, schools, and departments,
- and increased community engagement, service learning and civic and public service efforts.

These are all achievable, but the committee strongly believes that a robust “home base” in New York City is required to achieve maximum impact in the shortest amount of time.

Committee members are enthusiastic about our overall recommendation that Cornell broaden its footprint in NYC, but we do not endorse the duplication of Ithaca programming in NYC nor the creation of new undergraduate degree programs that begin and end in New York City. Rather, we encourage the university to build upon its unique strengths, such as its rural-urban footprint, to create cross-college and interdisciplinary educational and research experiences that move fluidly between Ithaca and New York City. One specific example we heard and endorse for further exploration is the creation of combined B.A./M.A. and B.S./M.S. degrees where students graduate with a dual degree after three years in Ithaca and one to two years in NYC.

Inspired by the survey responses, the committee began to identify possible program areas for development in New York City and held small discussion groups in early April to further explore these programmatic ideas: Collaborations between NYC and Ithaca; Engaged Cornell in NYC; Research and Educational Partnerships with Schools, Governmental Agencies, and Non-Profits; Arts and Cultural Collaborations and Research; and Professional Programs in NYC. Threaded through these conversations was an emphasis from faculty, staff, and administrators for the committee to explore and consider topical areas such as:

- The Future of Work
- Fashion and Technology
- Ethical and Sustainable Arts and Citizenship
- Health Equity
- Rural/Urban Agriculture, Ecology and Horticulture
- Urban Semester
- Executive Education

- A Research Institute for cross-college research based in NYC or research that spans Ithaca-NYC

The committee received specific program recommendations to advance extension services, deepen ties with K-12 schools and enhance STEM education programs, extend horticulture as the heart of the built environment in urban ecosystems in New York City, and consider a PhD program in computational biology. These reports should be shared with the Cornell in NYC Implementation Committee (described in Year 1 Outcomes) for further consideration.

A number of challenges and concerns surfaced over the course of our discovery, most of which are rooted in logistics and operations. Transportation and housing limitations and the associated expenses with the physical distance between Ithaca and NYC was unanimous across all conversations. Use of different systems was identified as a barrier to crossing campuses, particularly when research requires shared administrative data. Additionally, some faculty and staff worry that expansion into NYC could siphon much-needed funds from the Ithaca campus. Nonetheless, survey data made clear that an overwhelming majority (73 percent of faculty, chairs, extension associates, researchers, and staff surveyed in both Ithaca and NYC) are interested in opportunities for academic research and educational collaboration between the Ithaca campus and New York City.

A long-term effort to create a New York City operation that builds towards an urban campus should include a supportive operational and administrative structure for Ithaca faculty and staff who seek to extend their research and teaching to NYC, and for the existing programs in NYC. We met several faculty and staff running notable programs in NYC that were not affiliated with either Cornell Tech or Weill Cornell Medicine. While they are connected with a home college in Ithaca, they “float” in New York City without sufficient support or cohesiveness. Building stronger ties among the existing NYC-based units could be the foundation for a future urban campus. Further, there is a lack of awareness among Ithaca faculty and staff about Cornell programs currently in NYC and the potential value to their work. Lastly, we frequently heard laments about troubles that faculty, staff, and researchers in Ithaca have in accessing units in NYC where a Cornell ID card means little.

Accordingly, a top-level recommendation for year one is the creation of a robust website to collect, amplify, and house information about the full extent of Cornell’s footprint in NYC, as well as adapting existing technology like navigate.cornell.edu as a first step to creating greater transparency and collaboration.

If done well, we believe planning for a NYC urban campus can help the university move away from inefficient and often duplicative one-off agreements and individualized NYC strategies specific to colleges and schools, and toward a more institutionally coherent and comprehensive approach. There is an urgent need to address the silo-ing and fragmentation of programming that currently exists across the university (upstate and downstate) in relation to NYC. As a committee, we were struck by the frequency with which we heard from staff, faculty,

researchers, and extension associates about limited opportunities for them to interact with, or in some instances even know about, colleagues, projects, research agendas, and opportunities in their area of expertise because of the figurative, yet formidable, walls separating colleges, schools, and departments depending on their location.

As a result, we strongly encourage broad and comprehensive thinking about cross-college collaborative opportunities, as well as administrative oversight and support that begins to dismantle such walls. In that way, this initiative can both transform and succeed. We urge the administration to steward this effort sufficiently so as to move from a general plan to a game-changing reality, and to invest heavily in building the “connective tissue” that will make innovation and collaboration most successful. This will require professional staff, administrative infrastructure, and enthusiastic faculty leadership.

Though not part of the initial charge, we recommend that the administration advance an approach that allows for the possibility of students and faculty based primarily in New York City to travel more freely to Ithaca as part of their educational and research opportunities. We heard an interest in moving in both directions and encourage that this important aspect of fluidity is not lost.

Finally, in the course of our information gathering we uncovered a number of relevant and synergistic efforts being tackled by other campus groups and committees.¹ We hope that the future efforts to chart the path for Cornell in NYC will leverage this current and ongoing work.

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- ¹ A committee to create a corporate and foundation relations database and prioritize NYC-based relationships.
 - A working group established by Vice Provost Judith Appleton to understand Cornell’s K-12 outreach activities in and around Tompkins County and NY state.
 - The Provost’s Public and Global Working Group to enhance and support opportunities for educational experiences that are international and/or community engaged.
 - The Extension Leadership Group that brings together the leaders of outreach and extension across the four contract colleges and the cooperative extension system. Efforts could be made to strengthen the connections between NYC extension/outreach activities and the rest of the university.
 - The Engaged Cornell Domestic Logistics Working Group, which is developing tools and processes to improve travel and housing for community-engaged teaching and research across the state. These tools and processes, particularly those relevant to NYC, should be more broadly useful and applicable.
 - University Relations NYC storytelling campaign. Writers and reporters could do more to facilitate connections and relationships across the currently siloed activities.

Recommended Timelines and Activities

YEAR 1 (AY19)	By YEAR 5 (AY24)	By YEAR 10 (AY29)
<p>Communication</p> <ul style="list-style-type: none"> ● Create a central, information-based website repository for navigating NYC <ul style="list-style-type: none"> ○ Physical locations ○ Contact information ○ Travel resources ○ Research and outreach opportunities <p>Travel Logistics</p> <ul style="list-style-type: none"> ● Transportation <ul style="list-style-type: none"> ○ Increase C2C trips – specifically a midnight return from NYC ○ Develop a Cornell ride-share or car-share system ● Housing <ul style="list-style-type: none"> ○ Increase hotel options with Cornell-contracted rates ○ Define expectations for use of Weill Cornell and Cornell Tech student housing ○ Establish partnership agreements with other colleges and universities <p>Access to Physical Space for Research and Teaching</p> <ul style="list-style-type: none"> ● Create systems for Cornellians to reserve and use facilities and resources in existing locations ● Publicize the office and classroom space that will be available to Ithaca and NYC faculty and staff on Lexington Ave. in January 2019 <p>Collaboration Opportunities</p> <ul style="list-style-type: none"> ● Establish regular networking opportunities for faculty across colleges and in Ithaca and NYC as a catalyst for research-themed working groups ● Host monthly “meet and greets” in NYC for Ithaca/NYC faculty to connect and develop collaborative opportunities 	<p>Faculty and Staff Support</p> <ul style="list-style-type: none"> ● Implement a one-stop “concierge service” as the first point of contact for faculty traveling between NYC and Ithaca <p>Housing</p> <ul style="list-style-type: none"> ● Housing available for faculty and students traveling to both Ithaca and NYC ● Faculty-in-Residence NYC Program initiated <p>Working/Teaching in NYC</p> <ul style="list-style-type: none"> ● 570 Lexington urban campus prototype up and running: <ul style="list-style-type: none"> ○ Dedicated office space and classrooms for faculty ○ Dedicated staff and career services unit ● Expand Urban Summer/Semester model beyond medical focus and ensure availability to multiple colleges and schools ● Leverage existing programs to build new programs ● Launch at least one Master’s Program ● Community Labs set up to provide research support to non-profit groups and schools 	<p>Urban campus constructed to include:</p> <ul style="list-style-type: none"> ● Dedicated staff ● Housing ● Faculty ● Office space ● Classrooms ● Performance spaces ● Lab and research spaces <p>Graduate and Undergraduate Student Programs:</p> <ul style="list-style-type: none"> ● NYC-based graduate degree programs ● 3/2 BA/MA Programs launched – 3 years in Ithaca, 2 years in NYC ● Non-degree executive education programs ● Establish a School of Professional Studies that leverages ILR NYC Extension faculty and standard courses applicable to all areas of professional studies <ul style="list-style-type: none"> ○ Program Format: <ul style="list-style-type: none"> ● Residential ● Executive ● Distance Education ● Part-Time ○ Course format features standard courses, internship, weekly alumni panel ● Establish a set of core classes that many undergraduate programs could leverage to create semester immersion courses for students <p>Cross-college faculty representation with appointments that are:</p>

<ul style="list-style-type: none"> Build working groups based on topical themes generated from the “meet and greets” <p>NYC Contacts and Connections</p> <ul style="list-style-type: none"> Develop mechanisms to reach out to alumni, trustees, and corporate contacts 		<ul style="list-style-type: none"> Permanent Rotating Visiting <p>Establish a robust Faculty-in-Residence opportunity</p>
OUTCOMES		
YEAR 1 (AY19)	By YEAR 5 (AY24)	By YEAR 10 (AY29)
<p>A Cornell in NYC implementation committee is created. The administrative oversight of the effort/committee is:</p> <ul style="list-style-type: none"> Charged and funded Retains “bottom-up” faculty involvement Receives dedicated staff support <p>Pilot Programs Initiated:</p> <ul style="list-style-type: none"> Host AY19 pilot symposia and classes in NYC (i.e., during winter session) with two tracks <ul style="list-style-type: none"> Cross-college collaborative (i.e., the future of work) interdisciplinary research Cross-college teaching content derived from the Working Group themes (i.e., Fashion, Technology and Science and Technology Studies) <p>More Defined Vision</p> <ul style="list-style-type: none"> By end of Y1, committee will present more detailed vision for Y5 & Y10 	<p>Dramatically increase visibility, salience, and definition of Cornell that is inclusive of NYC:</p> <ul style="list-style-type: none"> At least 5% of Cornell faculty and students have an experience in NYC 570 Lexington functions as an urban campus prototype Housing solutions for faculty, staff, and students 	<ul style="list-style-type: none"> At least 25% of faculty and students have an experience in NYC (300-500 students/semester) More efficient travel options that include high-speed rail travel and possibly helicopter or plane travel

Appendices

Appendix A: Cornell in NYC Survey Results: Benefits and Barriers

Appendix B: Visioning Committee Process Overview

Appendix C: Committee Members and Charge

Appendix A

Cornell in NYC Survey Results: Benefits and Barriers

Summary

649 NYC visioning surveys were completed.

Respondents identifying as “faculty” were the most prevalent (nearly 75%), followed by those identifying as “researchers” (nearly 26%). Respondents could select more than one role.

The majority of survey respondents (nearly 91%), indicated Ithaca/Geneva as their primary work location.

The largest number of respondents were from the College of Agriculture and Life Sciences (27%), followed by Arts & Sciences (23%).

Asked if they expect to have collaborations between Ithaca/Geneva and New York City over the next decade, about 73% of respondents indicated they expect to have at least “some,” with nearly 33% of respondents indicating they expect to have “constant and ongoing” collaborations. All respondents (N=30) with a primary work location in NYC expected to have at least “some” collaborations over the next decade.

Perspective	% of Total Respondents*	Count
Faculty	74.45%	478
Researcher	25.55%	164
Extension	13.24%	85
Student Services/Support	6.85%	44
Department Chair	3.43%	22
Center Director	7.17%	46
Academic Leadership/Administration	10.75%	69
Other	7.63%	49

Benefits for expanding Cornell in NYC

Top reported “benefits” of collaboration for those primarily located in Ithaca/Geneva include 1) multiple reported collaborations with WCM, 2) student engaged learning opportunities, 3) faculty/research collaborations and grant-funded collaborative projects, 4) expanded communities (in NYC) for outreach activities, 5) having an urban environment for studies, teaching, and subjects, and 6) connections to corporate and industry representatives.

Top five “benefits” for those in NYC include 1) resources/scope in Ithaca, 2) access to many experts, 3) strong potential collaborators, 4) access to students (undergraduates), and 5) a stronger connection to Cornell as an institution.

When asked what could help increase collaborations between NYC and Ithaca the most, ideas include 1) expanding the focus on Cornell’s NYC presence well beyond technology, 2) making improvements to housing/transportation options, 3) setting up channels to facilitate communications and connections between locations and potential collaborators, 4) creating venues for more conferences, symposia, events, and visitor sites, and 5) increased funding to better incentivize and support collaborations.

Key Themes	Percentage of Respondents*
Weill Cornell Medicine/Medical Collaborations	13%
Cornell Student/Graduate Student Engaged Learning Opportunities	11%
Faculty/Research Collaborations and Grant-Funded Collaborative Projects (in and outside of Cornell network)	7%
Expanded Communities for Outreach	6%
Urban Environment for Studies, Teaching and Subjects	5%
Corporate Relations/Industry Representative Connections	5%
Cultural Resources: Museums, Theatre, Music, Dance, etc.	4%
Diverse Environment/Communities for Studies, Teaching and Subjects	4%

Survey examples discussing the benefits

1. Programmatic Opportunities

Weill Cornell Medicine/Medical Collaborations

- *I am in BME. It will be tremendous to have a stronger tie with the medical school. 1- education on what is really needed clinically. 2- makes our program more relevant to the real world. 3- makes our research more competitive at NIH and other federal agencies. 4. makes the educational experience of our students and postdocs more rewarding to see how their research is benefiting real people.*
- *Weill Cornell Medicine can offer undergraduates an opportunity to gain clinical exposure and research experience prior to applying to medical school.*

Cornell Student/Graduate Student Engaged Learning/Opportunities

- *Cornell Cooperative Extension in NYC provides a wealth of resources, support and networks needed for internship opportunities for students. An opportunity for students to continue their community engagement work in a different context, from Ithaca to summer in NYC. Cornell Urban Semester is a great connection.*
- *The opportunity to expose students to the many facets of the food service industry through exposure to and engagement with alumni and their companies.*

Cultural Resources: Museums, Theatre, Music, Dance, Etc.

- As a faculty in AAP, NYC has been vital to links and associations with museums, galleries, artists and many other institutions important to our practice.
- NYC is a center of artistic production, particularly the theater arts, and also includes a number of valuable archives that could be productively integrated into undergraduate and graduate education as well as faculty research.

Bridging Theory (Ithaca) and Practice/Clinical/Policy-makers (NYC)

- Real-world application impacts of my research on transportation systems modeling, air quality impacts, and public health improvement.
- Parlaying some of the work we are doing on community and youth engagement, climate change, and livable cities would provide a huge "testing ground" in NYC.

International Perspective and Access

- Partnerships with organizations and individuals engaged in interesting research and advocacy work - Engagement with United Nations actors and international partners visiting the UN - Rich experiential learning and professional networking opportunities for students - Access to broader audiences for NYC-based events - Easier for international visitors to fly to NYC than to Ithaca.
- Finding global solutions on a world stage.

2. Staff and Faculty Recruitment

Key Themes	Percentage of Respondents*
Expanded presence in NYC would support faculty recruitment/retention	21%
Helpful in recruitment/retention of professionals (including younger professionals) who want to work in an urban/less isolated area	20%
The draw of NYC to support research and/or collaboration	8%
No impact/negative impact on the Ithaca campus	3%

Expanded Presence in NYC Would Support Faculty Recruitment/Retention

- NYC offers exciting possibilities for work that would be attractive to individuals from a wide variety of disciplines. Having a foot in both Ithaca and NYC might allow one to experience the best of both worlds.

Helpful in Recruitment/Retention of Professionals (Including Younger Professionals) who Want to Work in an Urban/Less Isolated Area

- The NYC campus is attractive to candidates who want to live in an urban setting. Ithaca can feel very remote to people who want the noise, density and accessibility of a big city. So the second campus gives the university the ability to appeal to both those who want an urban and a more rural lifestyle.

The Draw of NYC to Support Research and/or Collaboration

- The research, teaching and collaborative possibilities are endless in NYC.

No Impact/Negative Impact on the Ithaca Campus

- Makes it easier to recruit faculty, but those faculty do not necessarily have any connection to Ithaca, nor do they necessarily view Ithaca campus and themselves as part of the same organization.

3. Collaboration between Ithaca/Geneva and NYC on Teaching, Research, and Outreach

Key Themes	Percentage of Respondents*
Expanding the Focus Beyond Technology	19%
Improvements to Housing, Parking, and/or Transportation	15%
Facilitating Communication Between Campuses	13%
Conferences, Symposia, Events and Visits	11%
Funding	9%
Collaborative Technology	6%
Mutual Buy-In	6%
Access to Offices, Classrooms, Facilities, and Support Services on Other Campuses	5%

Inter-Campus Liaison

- *A designated office or set of staff to help facilitate collaborations, and a clear system for knowing what resources and collaborators are available.*

Mutual Buy-in

- *How do we indicate a willingness to engage with Cornell Tech? Whom do we talk to? Emailing them doesn't seem to do the trick and I haven't seen any outreach on the Ithaca campus to talk about synergies.*

Establishing Short- or Long-Term Residencies, Faculty Appointments on Other Campuses

- *Some form of exchange program that allows faculty to rotate between the campuses on a semester basis. (Like the Rome program offered in AAP)*

Expanding Opportunities for Students

- *It could be interesting to devise 1/2 semester modules so that students (and possible faculty) in Ithaca and NYC could switch positions within the semester, taking half the course in each location. For example, a course in urban theory could mix a more classroom-based module with a more site/field-trip based module. Students could, in theory, also switch living accommodations between the two venues.*
- *We might also think about ways to more fully integrate technology into our curricula and to design hybrid classes that include live and virtual modes of instruction as well as students from Ithaca and NYC campuses.*

Protocols to Facilitate Collaboration/Streamlining

- *Better attention to the structural differences between the two campuses: indirect costs, how faculty salaries are charged on grants, ease of billing accounts.*
- *Protocols for spanning the physical distance - who needs to know or approve travel, how to travel (Fleet vehicles, buses, rentals? what are the options, are there discounts, does CU fund some of it?) overnight accommodations (options, funding), logistics on far end - how to reserve classroom space, process for connecting with alumni and industry (is there a single contact at Cornell who facilitates or do we just reach out to alums we know?)*

Mandates and/or Incentives for Collaboration

- *Leadership initiatives are essential to facilitate collaboration between Ithaca and NYC.*
- *Sessions to facilitate / initiate collaborations, including a description of support available to incentivize these collaborations, messaging from university senior leadership that these collaborations are valued (as they take additional time) and encouraged.*

Access to Offices, Classrooms, Facilities, and Support Services on Other Campuses

- *Cornell teaching space in NYC (not necessarily on Roosevelt Island) with classrooms and seminar rooms, accommodations for faculty and participants who travel to NYC for programs.*
- *It would be great to have a hub for current students with a support staff member. This would be a way that students can connect in NYC and offices can utilize those students studying in NYC for the semester.*

Expanding the Focus Beyond Technology

- *At present, the emphasis has been on “Cornell Tech”— attention to business collaboration has been promoted. Significant attention to the “moving parts” of the university, including social sciences, humanities, and “hard science” research, possibly allowing for and encouraging conversations among them, possibly in the form of “city retreats,” could be exciting. Including the possible futures of all faces of the university would be welcome.*

Current barriers for Cornell in NYC

Top five “challenges” of NYC collaborations for those primarily located in Ithaca/Geneva include 1) housing and/or transportation access and cost, 2) challenges with distant collaborations, 3) mutual “buy-in” to collaborating, 4) communications/connections between campuses, and 5) differing policies, processes, and systems.

Top “challenges” for those primarily located in NYC include 1) distance, 2) funding, 3) communication/connections between campuses, 4) mutual “buy-in” to collaborating, 5) collaborative technologies, and 6) challenges with housing and/or transportation (access and cost).

Key Themes	Percentage of Respondents*
Challenges with Housing and/or Transportation	41%
Distance	12%
Mutual, Inclusive Buy-In	9%
Communication/Knowledge/Connections Between Campuses	8%
Different or Lacking Processes/Policies/Practices/Systems	6%
Access to Offices, Classrooms, Facilities and Support Services on Other Campuses	5%
NYC as More Complex, Logistically Challenging and Expensive for Activities/Operations	5%
Other	5%

Survey examples discussing the barriers

1. One Cornell Mindset

Mutual, Inclusive Buy-In

- *Cornell Tech is pretty exclusive - it's not a very welcoming environment for Ithaca-based employees and students. At times, it feels like they go out of their way to separate themselves from the core Cornell mission, vision and values.*
- *Resistance by NYC-based units, especially who have no interest or incentive in collaborating with folks in Ithaca/Geneva.*

Different Organizational Cultures/Values/Priorities

- *Weill Cornell Medicine has a very different "culture."*
- *Administrative and bureaucratic costs associated with collaborative projects. Conflicting priorities between NYC and Ithaca-based programs.*

2. Infrastructure

Access to Offices, Classrooms, Facilities, and Support Services on Other Campuses

- *Cornell Tech needs dedicated library staff to help facilitate research instruction, provide course support for faculty, research instruction for faculty and students, facilitate access to print material and to online resources, especially Cornell subscriptions to databases and journal packages. It's frustrating and confusing not to have staff in place for this.*
- *We need classroom spaces and temporary, long-term accommodations for faculty, appropriately involved staff, and students.*

Supporting Student Expanded Collaborations in NYC

- *Trying to facilitate access for students with disabilities. There are unique access concerns that arise from being in the city and on a decentralized campus and without having a main SDS office. It relies on the Ithaca office to help facilitate and that's hard to do from a distance. Not impossible, just harder. Communication and having adequate on the ground student service staff in NYC will be important.*

3. Communication

Communication/Knowledge/Connections Between Campuses

- *Is there a single website where expertise at all NYC facilities can be researched? We probably need to know much more about each other before going forward and expanding collaborations.*
- *I am not always sure of the appropriate contacts or what existing/ongoing activities are being carried out by our NYC programs. It would help to know if my interest aligns well with an existing program of if I can offer any support to a program in a meaningful manner.*

Different or No Processes/Policies/Practices/Systems

- *Dual parallel processes are a challenge. No single unified set of forms or procedures in some areas. Administratively burdensome at times.*
- *Financial transactions and sponsored funds management are still somewhat cumbersome, although better than they have been in the past.*

4. Logistics

Challenges with Housing and/or Transportation

- *Logistics seems to be the biggest problem. Getting to NYC is still difficult; C2C bus is often full. Additionally, the accommodations in NYC are expensive.*

Distance

- *In a joint federal grant application, a reviewer commented: "Weaknesses: Cornell University and Weill Cornell Medical College research campuses are relatively far apart, which might complicate interaction between the investigators and complicate logistics of the study." Not sure how this problem can be solved though...*
- *It can be difficult to communicate and collaborate long distance, and schedules often conflict.*

Collaborative Technology

- *We need to focus on the operational aspects/logistics of how to actually run virtual events that can span both campuses, so they are easier. Right now, it's a mess on both ends -- and neither end wants to take ownership to solve those issues. If we could solve that, we could rise above other campuses with no city footprints (like Dartmouth or UVA) as well as those with only city footprints (like Columbia & NYU) to offer students a fantastic dual rural-city educational experience -- but you need a technological/operational plan to support this -- and currently, it's not being done.*

NYC More Complex, Logistically Challenging and Expensive for all Activities/Operations

- *NYC is large and complex with many moving parts, and provides considerable challenges due to the need for increased funding to cover expenses and personnel time to work effectively.*
- *Logistics can be a challenge - physically moving around the metropolitan area, especially with project equipment, requires extra time and resources.*

Facilitating Communication Between Campuses

- *1. Having a centralized database that lists potential projects or areas of interest--with contact information so we can reach out to someone. 2. If someone could do a one-on-one mapping to identify who has similar jobs in Ithaca/Geneva and NYC.*
- *On teaching: Identify a handful of faculty from the NYC campuses and bring them up to Ithaca to visit Ithaca departments/programs not yet involved with NYC activities. On those visits have them brainstorm potential teaching collaborations ranging from guest lectures (via distance learning) to course cross listing to development of new courses. For outreach: Ask the Ithaca departments to brainstorm some ideas for collaborative outreach activities with NYC. Ask the NYC faculty to do the same. Pick a few people from each site who are well networked with a wide range of colleagues at their campus, and bring them together to sort through the ideas. Then have them facilitate meetings (via Skype, etc.) between Ithaca and NYC faculty with compatible or synergistic ideas. For departments which have seminars for graduate students to discuss their work, provide incentives to the departments to bring in a couple of NYC graduate students to give talks, and to send a couple of Ithaca graduate students to NYC to give talks. Even if the talks are not entirely on topic for their audience, they will provide points of contact and perspectives on what goes on at the other campus.*

Conferences, Symposia, Events and Visits

- *Connecting NYC-based staff with those of us in the rest of the state: meet and greets, conferences and project collaboration.*

Appendix B

Cornell in NYC President's Visioning Committee Process Overview

1. Foundational work: November – December 2017

- a. Committee members met with deans to review current activities in NYC
- b. Results were compiled and shared with committee
- c. Developed a listing of current Ithaca-NYC programs
<http://president.cornell.edu/initiatives/cornell-in-nyc/ithaca-nyc-program-overview/>
- d. University Relations announced the charge and membership of the committee and website that:
 - i. Lists charge and committee members
 - ii. Describes current NYC programs and activities
 - iii. Offers an email to provide ideas and suggestions to the committee

2. NYC visit and brainstorming: December 13 and 14, 2017

- a. Two-day visit to NYC in early December
 - i. Day 1 - visited selected sites in NYC to learn about programs and tour spaces
 - ii. Day 2 – Committee brainstormed next steps:
 1. Key areas for further consideration:
 - a. Cornell in NYC Program (similar to Cornell in Washington)
 - b. Internships and other student programs
 - c. Educational program collaborations with other NYC universities
 - d. Collaborations (back and forth between NYC and Ithaca)
 - e. Internationalization and public policy
 - f. Infrastructure improvements:
communications/video/technology, transportation, lodging
 2. Defined strategy for investigating areas for further consideration:
 - a. Committee members formed teams to address issues
 - b. Devised input strategies for the campus:
 - i. Campus survey
 - ii. Open forum
 - iii. Follow-up small group conversations
- b. Met with President and Provost to review plan – December 20, 2018
 - a. Received feedback on interim report

3. Strategy implementation: January – April 2018

- a. Committee members met with deans, department chairs, and faculty: **January 2018**
 - i. CALS, A&S, AAP, Cornell SC Johnson, ENG, CVM, CHE, ILR, Law, WCM
- b. Campus Survey – Survey was sent to faculty on the Ithaca campus and staff and faculty working in NYC. 2,685 surveys were sent, 642 responses were received: **February 2018**
- c. Open campus forum to review progress: **March 27, 2018**
- d. Five follow-up small group conversations held with faculty: **April 5 – 13, 2018**

- i. April 5 – Collaborating between Ithaca and NYC (hosted in NYC)
- ii. April 9 – Engaged Cornell in NYC (hosted in Ithaca)
- iii. April 11 – Research and Educational Partnerships with Schools, Governmental Agencies, and Non-Profits (hosted in Ithaca)
- iv. April 11 – Arts and Cultural Collaborations and Research (hosted in Ithaca)
- v. April 13 – Professional Programs in NYC (hosted in Ithaca)

4. Develop committee report: April 15 – May 1, 2018

- a. Committee retreat to review findings and input
- b. Met with VP Alumni Affairs and Development to review overall concept
- c. Final report submitted to President and Provost: **May 1, 2018**

Appendix C

NYC Visioning Committee Members and Charge

Noliwe Rooks, Committee Chair, Associate Professor of Africana Studies and of Feminist, Gender, and Sexuality Studies, College of Arts and Sciences

Kaushik Basu, C. Marks Professor of International Studies and Professor of Economics, College of Arts and Sciences

Diane Burton, Associate Professor of Human Resources Studies, School of Industrial and Labor Relations

Thomas Campanella, Associate Professor of City and Regional Planning, College of Architecture, Art, and Planning

Paulette Clancy, Samuel W. and M. Diane Bodman Professor of Chemical and Biomolecular Engineering, College of Engineering

Jintu Fan, Vincent V.C. Woo Professor and Chair of Fiber Science and Apparel Design, College of Human Ecology

Jason Mezey, Professor of Biological Statistics and Computational Biology, College of Agriculture and Life Sciences, and Professor of Genetic Medicine, Weill Cornell Medicine

Nick Salvato, Professor and Chair of Performing and Media Arts, College of Arts and Sciences

Doug Stayman, Associate Professor of Marketing, Cornell SC Johnson College of Business, and Associate Dean, Cornell Tech

Michael Stewart, M.D., Vice Dean, Weill Cornell Medicine, and Professor and Chair of the Department of Otolaryngology – Head and Neck Surgery

Chantal Thomas, Professor of Law, Cornell Law School

Committee Charge

For more than a century Cornell has operated in New York City, dating to the opening of what is now Weill Cornell Medicine in 1898. In addition to the medical college, numerous schools and colleges, including Engineering, Industrial and Labor Relations (ILR), Human Ecology, Architecture, Art, and Planning (AAP), and several others currently maintain academic programs based in the city. Cornell Tech, which opened its campus on Roosevelt Island in fall 2017, represents an enormous expansion of Cornell's NYC presence.

Our ability to operate academic programs in NYC creates unprecedented opportunities for the entire university. These include:

- Direct access by Cornell students and faculty to the cultural opportunities of one of the world's greatest cities.
- Connections to industry and educational and cultural institutions that can offer collaborative research possibilities and internships.
- Pathways for Cornell students and faculty to engage firsthand in defining problems and developing solutions to meet the needs of city environments in a world that is increasingly urban.
- Potential ways to address dual-career needs for faculty and staff; for example, through "hybrid" jobs that might include part-time telecommuting.

And, of course, there are exciting possibilities that come from rich collaborations across our three main campuses: Ithaca, Cornell Tech, and Weill Cornell Medicine.

At the same time, we are not and do not seek to be an urban university. A distinctive feature of Cornell is its Ithaca campus, the basis for the university's core culture. Thus, as we explore how to capitalize on our expanding NYC footprint, we must first and foremost look to ideas that complement, enhance, and enrich work done in Ithaca.

The goal of this committee is to envision what Cornell's presence in NYC might look like over the next decade. This is intentionally a "visioning" committee, with no guarantee for the resources to implement the specific vision that arises. However, only by giving voice to the imagination of our faculty can we chart a path, determine what is desirable and feasible, and identify or generate resources to execute the vision.

Notably, the visioning group has not been asked to address Cornell Tech's or Weill Cornell Medicine's future plans. Planning for the next phase of Cornell Tech (Phase II) is underway, and those plans must be developed under clear guidelines specified in our agreement with the City of New York. Similarly, Weill Cornell Medicine, like all of Cornell's individual schools and colleges, conducts long-range planning. The visioning committee is encouraged to learn about the evolving plans for Cornell Tech and Weill Cornell Medicine, and to take those plans into account. However, the focus of the visioning committee is on activities in NYC more broadly. Some of these activities might be situated on Roosevelt Island or the Weill Cornell Medicine campus, but this would be a secondary consideration.

By definition, visioning exercises are wide-ranging; nevertheless, the committee should, at a minimum, consider the following questions:

- Are the opportunities listed above the right ones? How might they be refined (e.g., are there particular cultural opportunities on which we should focus)? Are there other opportunities that should be added?
- What specific types of programs—educational, research, outreach/public engagement—should we consider locating in NYC? Should we focus on one of these areas (educational versus research versus outreach/public engagement)? How do the recommended programs complement and enhance our work in Ithaca?
- How should we be thinking about our physical presence in the city? For example, should we focus on programs where students and faculty spend extended periods of time (e.g., a semester) in NYC, or is it better to focus on short-term visits? If additional space in NYC is needed for our programs, is it essential that it be in Manhattan, or might it make sense to consider the other boroughs, especially the western part of Queens and the South Bronx?
- Are there opportunities to enhance the stature of our professional and graduate programs through the establishment of complementary NYC-based experiences?
- Are there programs that we should consider that would bring people from NYC to Ithaca for short- or long-term visits?
- How might we use our relative proximity to NYC to address dual-career issues that arise in faculty recruitment and retention?

Again, these are starting points; one of the committee’s key responsibilities is to think broadly and creatively about possibilities.

The other responsibility of the committee is to solicit input from the wider university community, especially the faculty, using whatever approach they feel best (e.g., town halls, attendance at faculty meetings, or email or web surveys). The committee is encouraged to meet directly with the vice president for alumni affairs and development and the vice president for university relations and their staff, who can also arrange meetings with other key stakeholders (e.g., alumni).

The committee should meet with the president and provost at least once before the end of the 2017 fall semester to provide an interim report and should produce a final report by May 1, 2018. The president and the provost are available to meet with the committee additionally as needed, and will also request that academic deans, including at Cornell Tech and Weill Cornell Medicine, make themselves available. Administrative staff support will be provided.