

2020 CESR Report - and Steps forward for Academic Year 20-21

Having emerged from the 2019-2020 academic year in which the COVID-19 pandemic necessitated a pivot to on-line learning and a window into how foundational racial and socioeconomic disparities have life and death consequences for BIPOC communities, and a season in which the killings of George Floyd, Tony McDade, Dominique Fells, Breonna Taylor, Ahmaud Arbery, and countless others, have called a nation to action, we are filled with a deep appreciation of the importance of developing students' full capacity for effective and ethical leadership by including Civic Engagement and Social Responsibility as a key component of a Haverford education and as a valued and historically important element of the enterprise enacted by faculty, staff and administrators of Haverford College.

Executive Summary: [The Civic Engagement and Social Responsibility Council \(CESR\)](#) is a body of representatives that has been collaborating to centralize activities and articulate a cohesive story of Haverford College's commitment to ethical campus-community engagement since its formal establishment in 2017.

This report summarizes recent CESR work across the institution and near-term plans. In the context of the current period of institutional strategic planning, 2019-2022, it also offers some promising new directions and opportunities that we wish to present to the senior staff and the whole Haverford community as we collectively consider how Haverford will live out its mission over the next decade.

CESR Council's work is undertaken by staff, faculty, and students invested in programs and initiatives that support and sustain Haverford's investment through myriad centers, offices, and departments. These actors build strong interdependent relationships with civic and community-based organizations whose own missions are in alignment with that of the College. These relationships enable members of the campus community to hone the skills and practices that can foster robust and sustainable activities and result in strong and powerful civic networks.

There are many 2019-20 program highlights which we can celebrate, including some impressive pivots made after COVID-19 set upon our communities, both local and global. However, the hope is that this report will serve us well looking forward, beginning with a request for clarity to support our collective work. This year's report, rather than making recommendations to the Senior Staff, instead puts forth [New Goals and Aspirations](#) for the coming era of Haverford's evolution and thriving.

Request for Clarity and Affirmation: This report was organized by a working group composed of Emily Johnson, Eric Hartman, Janice Lion, Stephanie Keene, and Theresa Tensuan, and reflects the CESR Council's ongoing charge and activities. Our working group calls for increased clarity regarding the CESR hub that is staffed through collaboration among the Center for Peace and Global Citizenship (CPGC), the Office of Multicultural Affairs (OMA), and the Marilou Allen Office of Service and Community Collaboration (OSCC). Defining and affirming this staffing hub will have the effect of:

- **Formalizing the processes of CESR writing, reporting and conceptual leadership,** collaborative practices that coalesced in 2014 to ensure that partnerships span the essential learning that occurs in both student activities and academic affairs
- **Aligning with CPGC funding efforts to invest in CESR activities** through the Council leadership and facilitation efforts of CPGC's Associate Director **Janice Lion** and **Emily Johnson**, whose role as Coordinator for the OSCC is funded between the Dean's Office and the CPGC with a respective 70/30 split of a three-quarter time position.
- Integrating CPGC and College investment in **Stephanie Keene's role** as a role specifically dedicated to supporting **off-campus ethical engagement in collaboration with faculty** and connected with courses, and leveraging CPGC's staffing relating to communications and

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outreach to **support sustained, focused internal and external communications** regarding CESR opportunities at the College.

This proposed clarity in no way suggests a shrinking of the comprehensive CESR Council, nor does it suggest that CESR activities only occur at an OMA, OSCC, CPGC intersection. Rather, it recognizes that these offices and centers have been long-standing hubs of activity dedicated to CESR as one of their central purposes, if not their central purpose - and it proposes to provide a structure that better helps the College answer the question: **where should we turn for CESR support, insight, and programming?**

Specific predicted outcomes of this proposed strengthening include:

1. Ensuring that shared and collaborative projects that emerge because of CESR Council, such as the Civic Engagement Map, are formally and fully integrated into established College communication websites and outreach
2. Stabilizing structural innovations and internal grants made as long ago as 2016 (e.g. IEEL buyout of Janice Lion's time to support Blueprint Development) to formally recognize ongoing CESR leadership investment and therefore strengthen capacities to continue investing in this CESR leadership intersection
3. Formalizing co-thinking and collaborative leadership at the OMA-CPGC-OSCC intersection, therefore drawing in more faculty and funding co-thinking through CPGC Steering Committee.
4. Strengthening internal and external communications capacities by embedding CESR outreach across three primary pathways: (a) continuing internal communications through CESR Council as established practice, (b) continuing CPGC practice of sharing a breadth of CESR opportunities every week, but clarifying that this is intended as a College CESR sharing space, (c) cross-sharing or collaborating, however appropriate, with OSCC on duplicate internal sharing, or sharing specific sections, but ensuring that CESR activities also reach out through this student activities channel.
5. Strengthening shared reporting and data management efforts, as part of our efforts to take next steps in CESR integration and improvements across campus and beyond.

I. CESR 2019-20 Highlights: New Initiatives, Progress, and Pivots

A. New Initiatives

- CPGC connected community organizations' interests and campaigns with student groups' awareness and faculty collaboration for a year-long series: [Human Movement, Inclusivity, and Our Region](#).
- CESR sponsored a [mid-year retreat in January](#) which drew 20 faculty and staff that included a morning session for faculty members to reflect on successes and challenges of fall courses that incorporated significant civic engagement and an afternoon planning session in concert with overarching strategic planning efforts on campus
- OSCC mounted a [Spring Break program focused on supporting immigrant and refugee families in Southeast Philadelphia](#) in collaboration with [Mural Arts Program](#). Students spend spring break helping with small language tutoring groups, literacy, and self-care, after school homework programs, and art projects.
- CPGC created a Fellow for Community-based Learning appointment for language activist [Janet Chávez-Santiago](#), bolstering the collaborative project she leads with Brook Lillehaugen.

B. Ongoing Projects

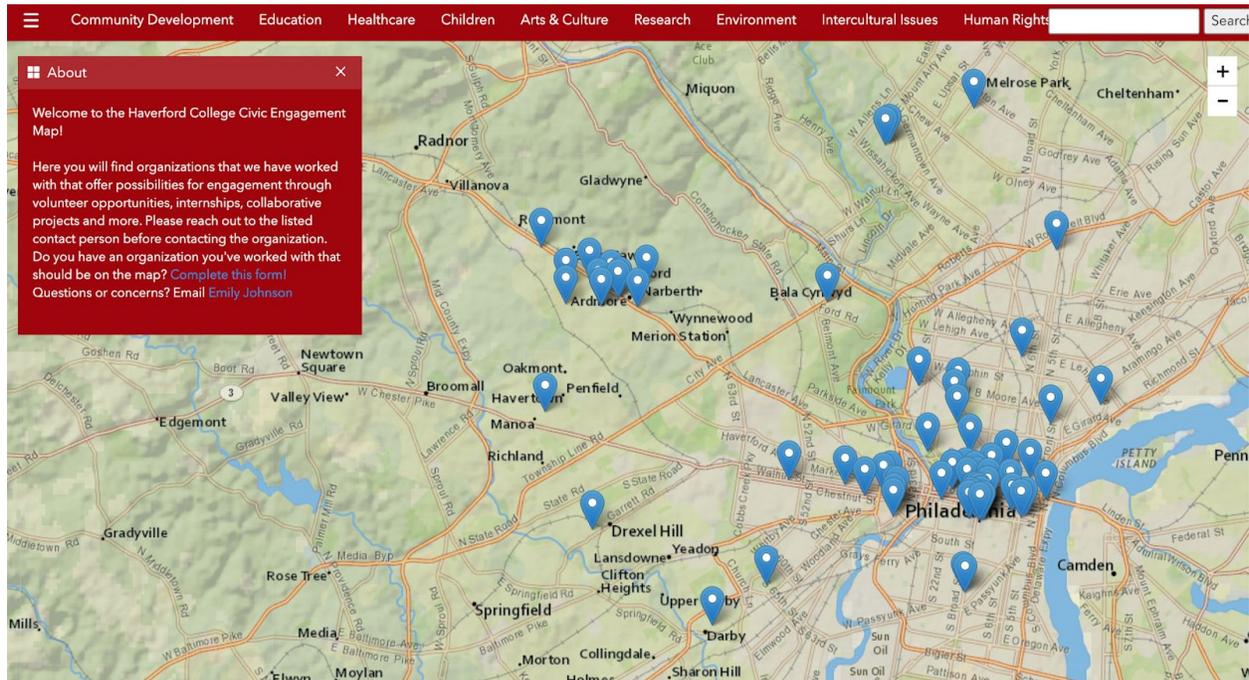
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For more details about goals and progress, please see the Appendix

- A working group made and advanced a plan for a [Community-based Work-Study](#) program to be implemented under the OSCC for 2020-21. COVID has delayed the launch. Historically, Haverford has not had any such program, and the development of one not only makes big strides for equity (allowing students to participate in such activities without sacrificing time that could be spent earning money), it also helps the institution fulfill financial aid requirements.
- The Hurford Center for the Arts and Humanities (HCAH) reorganized its programming this past year under six primary categories, the most immediately germane to the work of CESR being “Civic Engagement & Partnerships.” Building on many years of collaboration with Philadelphia arts, cultural, and nonprofit organizations through the work of the Center’s Cantor Fitzgerald Gallery exhibition program, Philly Partners student internship program, and other initiatives, the Center continued programming for its Philadelphia Area Creative Collaboratives (PACC) initiative during the 2019-20 academic year. Supported by a \$750,000 grant from the Andrew W. Mellon Foundation, PACC brought together nonprofit organizations, artists, faculty, students and other community members for collaborations that blended social change, art, and scholarship. Over a four-year period, the program developed creative alliances that paired local, regional, and international artists with students and faculty to work with community nonprofits and civic advocacy groups. 2019-20 projects included “Bodies Assembled,” “Fashioned Fast: (Re)forming the Textile Trade,” “Stories Build Worlds,” “Translation Through Time: Image, Text, and Language,” and “Through Conflict: Collective Capacity amidst Capitalist Crisis.” More information about these projects and the entire roster of PACC collaboratives can be found at <http://collaboratives.haverford.edu>.
- CPGC renewed The College’s Commitments to the Philadelphia Higher Education Network for Neighborhood Development (PHENND) and to Campus Compact.
- [Claudia Ojeda Rexach](#) ’21, a History major with a concentration in Latin American/Iberian Studies whose campus leadership includes her work with the Association of Latin American Students (ALAS) was named a 2019-2020 Newman Civic Fellow by Compact. CESR Council managed the selection process, and the nomination came from the president’s office.
- Through classes taught in Philadelphia, co-curricular activities, and grants for courses engaging with the city, the [Tri-Co Philly Program](#) facilitated civic and social responsibility in varying ways each semester.
 - The Spring 2020 program supported student placements at Project Safe, Prevention Point, and Kensington Storefront (until spring break) through the Community Engagement and Social Responsibility class focused on Philadelphia’s Opioid Epidemic taught in the program.
 - Philadelphia Engagement Grants supported the collaboration of on-campus classes with Philadelphia-based organizations and activists. A fall 2019 award to a Decolonizing Visual Anthropology course, for instance, facilitated connections with Philadelphia-based filmmakers, organizations, and festivals including the Philadelphia Latino Film Festival, Philadelphia Asian American Film Festival, and Scribe Video Center. Further, the program regularly connects participating students with the social justice organizations based at the [Friends Center](#).
- CPGC continued its unique partnership with Puentes de Salud, powered by a shared employee who co-taught engaged courses with faculty in the Spanish department and Health Studies and Education programs.
- Through CPGC-OMA-OSCC staffing and collaboration across the entire council, the College continued to make progress on advancing a clear map and related database of CESR

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Opportunities (pictured below). CESR Council members and their colleagues contributed new organizations and updated entries based on new activities.



C. Pivoting post-COVID

Strong partnerships and relationships with alumni and other committed friends allowed us to rise to COVID challenges, continuing internships and projects remotely, resulting in the quick creation of an online toolkit and an impressive number of learning opportunities for students and contributions to the missions of service and social justice organizations in the region, country and internationally. Several programs and events were necessarily canceled, including the Mentoring and Student Teaching (MAST) program, a Let's Circle Up restorative justice workshop, and visits of community partners and guest speakers to classrooms. Some internships were not able to proceed remotely, including the vast majority of those with partners outside of the U.S.

- After the spring pivot to remote instruction, students in the [Tri-Co Philly Program's](#) Behavioral Public Policy course provided a behavioral science critique of Philadelphia's main COVID response webpage and received a video thank you from the Director of the Mayor's Public Policy Office.
- The 2019 [Haverford House](#) cohort finished their year in June, working remotely from their shared residence, assisting their non-profits to address new and exacerbated needs in Philadelphia through direct service, advocacy, and activism. The April "Lunch and Learn" featuring The Center for Hunger-Free Communities proceeded online and was the best attended in the program's history. Six 2020 graduates began their positions remotely and navigated a complex move-in process, and currently live together working remotely.
- The [Summer Skills Accelerator](#), a new collaborative program, was launched by CCPA this summer to provide skill-building for students whose summer plans were derailed due to the pandemic. The curated free, non-credit bearing seminars were facilitated by alumni and campus colleagues and showed us how successful and creative virtual learning can be for students. The 37 seminar topics ranged from "Starting Your Own Non-Profit (or Startup...or Anything Really!)" to "Client Counseling

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and Representation in Family Defense Law" to "Haverford Community Documentary Series" to "Advocacy Communications: Moving Hearts & Minds." For example, the Haverford alum facilitator for AESOP Critical Skills Series: Data Analysis, Presentations, and Tableau led a 4-day training incorporating a variety of activities: the teaching of new material, students helping each other using the chatbox, small group discussions using breakout rooms, office hours between the formal seminar, many polls to make sure students were understanding the material, and group presentations to 'clients.'

- The Hurford Center for the Arts in Humanities piloted a new Summer Seminar for eight students whose summer plans had been disrupted by the COVID-19 crisis. Taking the theme "Remote Possibilities," the program asked students to reimagine the future of the arts and humanities by exploring the possibilities of artistic and humanistic modes of engagement in an evolving digital landscape through independent research, team-based projects, and professional development workshops. Student fellows variously explored the ways in which the pandemic has shaped and will continue to shape music, performance, film, exhibitions, the archive, video games, decolonial activism, and more.
- Jointly administered by VCAM and the Hurford Center for the Arts and Humanities, the Summer DocuLab Program successfully shifted online for its third year with "[Animating Grief: Incorporating Memories, Dreams, and Apparitions in Documentary Filmmaking.](#)" Led by animator/filmmaker Cybee Bloss and Haverford Mellon Post-Doctoral Fellow and Visiting Assistant Professor of Anthropology and Visual Studies Elena Guzman, student fellows explored grief, mental health, and intersectionality by conceptualizing, developing, and creating animated scenes for the film *Smile4Kime* in virtual collaboration with a team of local Philadelphia animators.
- The [Global Solidarity and Local Actions Toolkit](#) was launched by CPGC this summer to ensure student learning on critical topics preceding social justice work. The CPGC drew on [Community-based Global Learning Collaborative](#) partners to develop these remote learning pages on the topics of structural racism, sustainable development goals, and local actions to address global injustices, among others. The CPGC was able to utilize these pages during its orientation with 60 interns this summer and was also deliberate to develop the pages in a way that ensured open access. Due to this focus on collaboration and knowledge mobilization, the pages have already been utilized in courses at Dickinson College, The University of British Columbia, and the University of Pennsylvania.

II. New Goals and Aspirations

Building on the strengths of the programs, people and relationships with organizations, and cooperation we enjoy as colleagues college-wide, CESR Council Members welcome others to embark together with us on the following:

A. A more intentional articulation of the ways CESR works to strengthen and is related to Diversity, Equity, and Inclusion, and in support of anti-racist work that is led by and inclusive of Black, Indigenous People of Color.

- Together with Institutional Research, the Registrar and/or other appropriate College offices, gather demographic data about students engaged in CESR programs.
- Audit the Civic Engagement Map to identify who is involved with our partners and affiliated community-based and civic partners, both as leadership and as populations served.

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- We will clarify project and partnership aims and accomplishments, and work to change what is not serving values of Diversity, Equity, Inclusion, and anti-racism.

B. Supporting CPGC's pilot of two endeavors:

- **Global Solidarity, Local Actions course** created for the fall semester based on the [toolkit](#). Students enrolled will learn about social justice praxis from community-based educators in a course facilitated by CESR-involved staff, including Haverford House fellows.
- **Philadelphia Justice & Equity Fellowship** supporting and fully funding 4-5 students with City-based organizations advancing anti-racism work. The program will include professional development workshops, summer internships, and community-based work-study.

C. Support and engage faculty in their efforts to define and enact CESR in the curriculum

- Address proposals for the Civic Engagement requirement and other initiatives under consideration by the Educational Policy Committee. Continue to inform and resource groups of faculty/staff/administrators who are engaging in CESR-related efforts.
- Support communities of practice among faculty, responding to the new realities of teaching remotely, including, if desired, a mid-year retreat.
- Work with strategic planning processes and faculty-led initiatives that use rubrics/ best practices, or other research to inform the ways we undertake and evaluate CESR ethically and effectively, curricular and co-curricular.
- Support community-based collaborators working with faculty members, enriching curriculum and research, i.e. the recognition as Fellow for Community-based Learning.

D. Publicize and support active participation in the CESR relationships and networks in which we invest; community and professional networks emphasizing CESR.

- Support efforts to continue relationships, including appropriate reimbursement and recognition of community-based collaborators who share robust registers of expertise, garnered from ongoing engagement and wisdom developed outside of academic contexts.
- Signing on to [these ethical, critical, and aspirationally de-colonial community based learning and research aspirations](#) envisioned with Community-Based Global Learning Collaborative.
- Other specific efforts defined by offices or centers that maintain the membership affiliation, such as CCPA's engagement with Campus Philly, connecting partner schools' students to jobs, internships, and other social and cultural and economic opportunities in the region.

E. Support the work of the Campus Voter Engagement Committee to promote informed student voting and related community engagement. With the upcoming presidential election situated in the context of a global pandemic, the fall 2020 election cycle will require significant institutional attention to the following:

- Ensuring first-year voter registration without a typical in-person effort, and with the use of digital tools instead (for the entire student body, but particularly first-year students).
- Communicating widely about mail-in and absentee ballot options, and supporting student needs with regards to printing and mailing forms/ballots.
- Carefully considering COVID-19 implications/needs for those who will choose to vote in-person at the on-campus polling place.
- Promoting discourse and non-partisan engagement with key issues across federal, state, and local races.

III. Closing

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The Plan for Haverford 2020 highlighted the ways in which Civic Engagement and Social Responsibility (CESR) – a pedagogical approach in which faculty members and others collaborate to provide opportunities for students to partner with community-based organizations in order to confront ideas, issues, and aspirations through theory and practice – resonates strongly with Haverford’s emphasis on preparing students to create and apply knowledge for greater ethical purposes. Through an education that incorporates both rigorous theoretical preparation coupled with real-world opportunities for engagement and action, Haverford College students will be better equipped to thrive as citizens and as civically engaged ethical leaders to address the social inequalities and threats to the health of the planet.

Haverford College brings together incredibly dedicated students, staff, faculty and alumni with strong and varied relationships with civic and community partners nearby and across the world.

The CESR Council was formulated to unite these folks, and has made great progress de-siloing and coordinating efforts, and to better articulate Haverford’s commitment to ethical campus-community engagement.

We stand ready to respond to and support the various civic efforts of other institutional bodies, such as the Educational Policy Committee and Institutional Advancement. We are also here for individuals who have ideas, proposals, partnerships, or funding for civic engagement programs. We pledge to communicate better the resources we collectively provide and work to align resources in service of a whole that is greater than the sum of its parts.

To do this well, we are seeking clarity and affirmation from the College’s leadership, and welcome the opportunities to think together with other institutional representatives who would benefit from a receptive group of skilled and dedicated collaborators.

Appendix - 2018-19 CESR Report Recommendations and Progress

1. **In partnership with faculty and the Provost, [we recommend that] the College... put in place a plan to adopt a promotion and tenure policy that recognizes faculty’s engaged teaching and research to ensure the integration, sustainability, and scholarly promise of CESR at Haverford,**
 - a. If civic engagement and community learning are core to Haverford’s identity, faculty should be supported and rewarded for doing this work
 - b. There are useful precedents at other institutions and rich literature on these issues
 - c. Junior faculty should receive a clear message that CESR activities will be credited in tenure and promotion cases
 - d. The above steps will then foster a campus culture where CESR-related creative scholarship and teaching can flourish throughout the faculty careers

Progress: While the 2020-21 Academic Council has not developed a formal policy about civic engaged work in teaching and research (COVID-19 concerns consumed much of the Council’s bandwidth through the spring), in several personnel cases the faculty member’s pedagogy and/or scholarship related to civic engagement and community learning was recognized as very important work. Provost Fran Blase is conveying this concern and investment to incoming Provost Linda Strong-Leek with the hope that Council will be able to focus on this in the 2021-2022 academic year.

2. In partnership with the Educational Policy Committee and other interested stakeholders, continue to discuss a CESR requirement as part of the General Education Requirements for a Haverford degree.

Progress: In 2017, building on the Blueprint and other forms of faculty feedback, a position was created in CPGC in order to support curricular connections and faculty-community partnerships. That role, Program Manager for Ethical Global Learning, is staffed by Stephanie Keene and has had several specific moments of collaboration. During the preceding year, we focused on individual collaborations and faculty approaches to scholarship, hosting several specific conversations on the framework developed by Cornell University's Scott Peters in Democracy and Higher Education. This approach, pioneered by IUPUI Director of Faculty Development Mary Price, centers on faculty reflective practice to support linkages between scholarship and public goods. Individual conversations included working with Lindsay Reckson, Brook Lillehaugen, and Anne Montgomery, among others.

- a. The Provost's Office organized a group of faculty and staff to take part in the AAC&U sponsored Institute on General Education and Assessment begin to articulate a framework for an ethical engagement component of Haverford's general education requirements that would mobilize a full campus community dialogue around ethical engagement goals and rubrics that would draw from the insights and experiences of staff, students, faculty, and administrators in order to open out possibilities for educational opportunities and requirements that would complement our General Education requirements.
 - b. The 2019-2020 EPC (Chair: Marilyn Boltz/Psychology, with Anne McGuire/Religion and Karin Akerfeldt/Chemistry as faculty reps, student reps Logan Chin '23 and Guadalupe Torres '20, Provost Fran Blase, Associate Provost Rich Freedman, Dean Martha Denney, Registrar Jim Keane, Dean for Diversity and Community Engagement Theresa Tensuan) made the investigation of the possibilities for a Civic Engagement requirement program a central priority for the year given the committee's investment in the centrality of civic engagement and social responsibility to a holistic Haverford education; committee members were particularly intrigued by programs such as the Bonner Scholars program which is in place in 21 small liberal arts colleges including Berea, Davidson, Morehouse, Oberlin, and Spelman; while each school's program has unique features, shared expectations include the full documented need of the Bonner Scholar, with each scholar expected to engage in 10 hours/week of community service during the school year and 280 hours over the course of the summer.
 - c. In consultation with the CPGC 2019-20 Academic Director Anne Preston, Provost Fran Blase, and the Transnational Working Group (Jim Krippner, Tom Donahue, Ariana Huberman, and others), the CPGC is shifting leadership structure in the coming two years as part of a pilot program to focus more intently on curricular connections between Transnational / Global Inquiry and Civic and Experiential Learning. Tom Donahue will fill a new position, Associate Director for Curricular Connection and Innovation, dedicating CPGC's ongoing steering committee work (faculty members this year: Joshua Moses, Jim Krippner, and Juli Grigsby, in addition to Tom).
- 3. [Identify funding and recommend an administrative home for the establishment of Community-Based Work Study \(CBWS\) Program for 2020-2021 Academic Year.](#)**

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Progress: A CESR working group was formed, and significant progress was made. The Community Based Work Study program will fall under the MLA Office of Service & Community Collaboration. The following was decided:

- a. We will fund 3 work study eligible student workers to work at designated community organizations for up to 6 hours a week. These organizations will pay 25% of the students wages and the OSCC will cover the rest (organizations will be billed at the end of the semester). This funding will come from the OSCC student worker budget. We will continue to have 6 student workers in the office, and then an additional 3 CBWS students.
 - b. The OSCC will also fund all transportation costs to and from work for these students indirectly, through an increase in their pay to offset the costs.
 - c. The OSCC will reach out to local community partners in the Ardmore area and identify 3 where positions will be offered. Our goal was to have this started for fall 2020, but because of COVID-19, we are hoping for spring or fall 2021.
 - d. CBWS students will be supervised by the community partner, and the student will submit their hours via Workday which will then be approved by the partner and then the OSCC. CBWS students will have a monthly check in with the OSCC, and the OSCC will conduct a site visit at least once a year.
 - e. We have all necessary approvals and have a contract drafted by HR and the Controller's Office. We will identify partners when it seems appropriate to do so, and will then advertise to students.
- 4. Continue to research, define and disseminate appropriate safety, risk and liability policies**
- a. The College updated its Fleet Management Policy. This policy now provides the backbone for CESR advice regarding off-campus travel.
 - b. The College continues to meet and exceed Title IX expectations. The CESR Council should reiterate to campus stakeholders that the full set of expectations regarding inclusivity and harassment-free environments extends to off-campus locations of regular college business (e.g. locations of repeated volunteering that is College-sponsored).
 - c. In consultation with CESR colleagues working on defining partnership types, the Council should work with senior staff and legal counsel to ensure that appropriate advisement, notice, and release from liability (wherever appropriate) accompany all student activity off-campus (whether volunteering, interning, taking part in a course, or attending a march with College financial support).
 - d. The Council should collaborate with College Senior Staff to ensure appropriate methods of education and dissemination across the College, its students and its faculty, in respect to expectations regarding off-campus travel, risk mitigation, and release from liability where appropriate.

Progress: CESR Council collected and shared policy documents and templates, etc. in a Google Drive Folder called [CESR Resources](#).

- 5. The continuation of support for work to define partnerships, promote the use of CESR Map, and a clearer commitment to making engagement opportunities accessible.**
- o CESR Council recommends that campus actors work with community collaborators to create partnership agreements
 - i. to outline relationship between Haverford (or office/center) and organization
 - ii. to clarify expectations of individual program participants/volunteers

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- iii. to outline a program or project, such as for an alternative break project or course connected trip or project
 - iv. when money is exchanged, such as in instances where organizations are being compensated for their ongoing or significant engagement in Haverford programs
 - v. to outline project/scope of work for volunteer groups for alternative break community engagement, particularly when a student on an F1 visa is participating
 - vi. to outline learning and project goals and expectations when students engage with organizations for a course or to satisfy requirements of a major, minor or concentration, particularly when a student on an F1 visa is engaging in a course related placement or collaborating with an off-campus organization
- b. Peer institutions have numerous partnership agreement examples. The CESR Council should gather those examples and work with senior staff to establish appropriately adapted partnership agreements for Haverford's varied partnership types.
 - c. The EPC/Provost must decide and communicate policy and process for encouraging and vetting curricular engagement including forms, deadlines, timeline for approval processes
 - ii. Communication from the Dean's Office and the Provost's Office about the fact that students at Haverford with an F1 status are subject to additional scrutiny, and key concerns for developing courses and co-curricular programs that can be inclusive. The College must ensure that its core College experiences are accessible to all of its students.

Progress: CESR Council collected and shared policy documents and templates in a Google Drive Folder called [CESR Resources](#). CCPA's Jennifer Barr has taken leadership to enhance partnership documents pertaining to summer internships in her role coordinating College-sponsored internships.

6. Clarify relationships among funding streams, staffing, governance, civic engagement, and associated outcomes at the College.

Progress: Reflecting upon this recommendation prompted this report's authors to emphasize the request for clarity in organizational structure.

- a. CESR Council Convening, Writing, and Reporting has, as a matter of practice, grown from the intersection of CPGC and OMA, representing a broader constituency that meets approximately quarterly. The staffing reflects OMA and CPGC resource commitments, and opportunities for expansion also sit at that location, including consideration of how best to leverage CPGC staffing in service of these broader institutional goals. This is a particularly important opportunity as the COVID crisis reduces some of CPGC's regular activities, while in no way reducing the local and international community interests and desires that CESR works to sign with student and faculty capacities to contribute.
- b. Staffing - visioning, implementation
- c. Staffing - sharing information and co-supporting narratives

7. Develop campus-wide agreement on a shared framework for recognizing, assessing, and improving upon civic engagement efforts.

- a. Utilizing an established framework, such as The Carnegie Classification, will challenge us to be increasingly specific and systematic in clarifying what we define and count as engaged learning

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- b. If the Carnegie Classification is not something the College wishes to invest in at this moment, it should clarify some key questions triggered by the use of such a classification mechanism and assessment process, e.g.
 - i. How does the College define “engaged learning” or a “community-engaged course?” and understand the differences between “engaged scholarship” and “public service” or “community outreach.”
 - ii. What sets of activities should be counted for this type of report, and by whom, on what schedule?
 - iii. How will the College plan to support, improve, and assess those activities it deems most mission-aligned or important within the ambit of “civic engagement and social responsibility.”

Progress: Reflecting upon this recommendation prompted this report’s authors to emphasize the request for clarity at the beginning of this report. The authors look forward to receiving feedback from Senior Staff as they move forward to define shared framework for CESR.