UNIVERSITY FACULTY
SENATE MEETING

MAY 12, 2010
AGENDA

- Call to Order
- Report from Nominations and Elections (Fred Gouldin) (3 minutes)
- Report from Library Board (Mary Beth Norton) (5 minutes)
- Resolution on Advising (10 minutes)
- Approval of Minutes of April Faculty Senate Meeting (2 minutes)
- Report from Susan Murphy and Janet Corson-Rikert regarding student climate (20 minutes)
- Report from EPC (academic integrity) (10 minutes)
- Resolution on Academic Integrity (statement on Cornell application forms) (10 minutes)
- Resolution regarding administrative response to Faculty recommendations (10 minutes)
- Report from CAPP (5 minutes)
- Report from UFC (5 minutes)
- Update from the Dean of Faculty (5 minutes)
- Good and Welfare (5 minutes)
FACULTY ELECTION RESULTS:
Faculty Trustee – Nelson Hairston, Ecology & Evolutionary Biology
Nominations & Elections Committee – S. Kay Obendorf, Fiber Science & Apparel Design & John Sipple, Education
University Faculty Committee – Clare Fewtrell, Molecular Medicine, David Delchamps, Electrical & Computer Engineering, Donald Hartill, Physics & Kent Goetz, Theatre, Film & Dance

AD White Professors at Large Members:
Maria Fernandez, History of Art
David Feldshuh, Theater, Film and Dance
Natalie Mahowald, Earth & Atmospheric Sciences

Library Board Committee:
Mary Beth Norton appointed for one more year
Ileen Devault (replace Clete Daniel)
REPORT FROM LIBRARY BOARD
MARY BETH NORTON
May 12, 2010
RESOLUTION ON ADVISING

ABBY COHN

May 12, 2010
RESOLUTION ON ADVISING

WHEREAS the faculty are deeply concerned about recent events, both as events in and of themselves and as indications of how we are functioning as an educational community

WHEREAS a critical part of the undergraduate experience is academic advising and the most effective advising takes place in face to face meetings at least once a semester

WHEREAS recent changes have resulted in faculty advisors not having mechanisms to compel advisees to visit them before pre-enrolling and before making other changes to their schedules (such as take over-hours)
BE IT RESOLVED THAT:

The Senate ask the vice provost for undergraduate education working together with the university registrar and the associate deans for undergraduate education of each college to establish shared advising expectations and mechanisms to support effective faculty advising including face to face meetings.

Submitted by:

Klaus Werner
Eric Cheyfitz
Abby Cohn
Jane Fajans
Clare Fewtrell
Kathy Gleason
Ellis Loew
Marilyn Migiel
Satya Mohanty
Elizabeth Sanders
Michael Tomlan
Shawkat Toorawa
Charles Van Loan
APPROVAL OF MINUTES OF APRIL FACULTY SENATE MEETING

May 12, 2010
Cornell University’s Campus-Wide Approach to Student Mental Health

Cornell University Faculty Senate
May 12, 2010
<table>
<thead>
<tr>
<th>College</th>
<th>Percentage</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cornell</td>
<td>14%</td>
<td>’08-09</td>
</tr>
<tr>
<td>Yale</td>
<td>23%</td>
<td>’08-09</td>
</tr>
<tr>
<td>Princeton</td>
<td>20%</td>
<td>’07-08</td>
</tr>
<tr>
<td>Dartmouth</td>
<td>19%</td>
<td>’07-08</td>
</tr>
<tr>
<td>MIT</td>
<td>17%</td>
<td>’07-08</td>
</tr>
</tbody>
</table>
Mental health & academic functioning

Was unable to function academically (e.g., missing classes, unable to study or complete homework) for at least a week due to depression, stress or anxiety

- 39% overall
- 54% of URM

- Enrolled Students Survey, 2005
- (n=4,790 undergraduate responses; response rate 37%)
Suicide

• 1 in 10 seriously considered suicide in past year*
• Cornell reputation vs. data
• Current: cluster & contagion

* National College Health Assessment, Cornell 2006
N = 1,906, RR = 38%
Public Health Approach to MH

- Clinical services (vital but not sufficient)
- Campus-wide network of support
- An educated, caring community
  - Notice and Respond
  - Faculty Handbook
Academic practices
(e.g., grading, scheduling, instruction, advising)

+ 

Resulting Stress

Low Moderate High
Academic practices
(e.g., grading, scheduling, instruction, advising)

+ 

Internal & external contextual factors
(e.g., expectations, resilience, mental health, support)

Low Moderate High

Resulting Stress
REPORT FROM EDUCATIONAL POLICY COMMITTEE (EPC)

DAVID DELCHAMPS

May 12, 2010
RESOLUTION ON ACADEMIC INTEGRITY
(STATEMENT ON CORNELL APPLICATION FORMS)

CARL FRANCK

May 12, 2010
RESOLUTION TO MODIFY CORNELL APPLICATION FORMS BY ADDING A QUESTION ON THE ACADEMIC INTEGRITY CODE

WHEREAS, as a center of learning and inquiry, Cornell is proud of its Code of Academic Integrity.

WHEREAS, violations of the Code reduce the intellectual vitality of the University by deflecting instructors away from teaching and sow distrust in teacher-student relationships. (For example, Robert Lieberman, a Senior Lecturer in Physics, recalls that as an undergraduate here in 1958, exams were not necessarily proctored – that is, a proctor was free to step out of the exam room. By contrast, instructors now need to watch students take exams after checking their identify.)

WHEREAS, in an effort to strengthen academic integrity at Cornell, the following proposed resolution for the Faculty Senate to consider has emerged from discussions with the office of advising and admissions of the College of Arts and Sciences and faculty and graduate students of the Physics Department.
THEREFORE, The Senate resolves that the following question should be added to the application forms for Cornell’s various undergraduate degree programs:

If you attend Cornell do you agree to abide by Cornell’s Code of Academic Integrity as given at:

http://cuinfo.cornell.edu/Academic/AIC.html

Submitted by:

Carl Franck
Terrill Cool
Ephrahim Garcia
Linda Nicholson
Shawkat Toorawa
RESOLUTION REGARDING ADMINISTRATIVE RESPONSE TO FACULTY RECOMMENDATIONS

HARRY LAWLESS

May 12, 2010
MOTION TO REQUEST FORMAL RESPONSE TO FACULTY STANDING COMMITTEE RECOMMENDATIONS
CALS FACULTY SENATE

WHEREAS all of Cornell University is undergoing a profound reimagining process which requires the full informed commitment of all the university community, and

WHEREAS the Organizational Stewardship Task Force report emphasizes the importance of shared governance and collaborative decision making with a commitment to open communication and transparency, and

RECOGNIZING that the feedback loop from faculty to the several levels of administration remain unclear to the extent that there is no evident mandate for an administration response to faculty standing committee resolutions and recommendations nor is there a readily accessible source for follow-up information on recommendations made an actions taken or not, and further
RECOGNIZING that the final decision making authority at Cornell University resides with the Board of Trustees, the President, the Provost and the deans and their designees as delineated in the University charter and other applicable documents, and moreover

RECOGNIZING that standing faculty committees’ decisions and recommendations are to be interpreted as recommendations to the University or college level administrators as indicated by the nature of the recommendation, then let it be
RESOLVED that when a representative faculty committee (such as the Faculty Senate of the University or a College) makes a recommendation they will identify the recipient who is expected to respond (such as the official who constituted a committee). The recipient individual or his/her designee should send a formal response within 30 days indicating whether the recommendation was accepted or rejected in whole or in part, with a justification for the decision reached. The recommendations, responses and explanations should be posted within 30 days to a newly-created web page accessible by the university community to contain all committee recommendations submitted, together with the decisions made and justifications for those decisions.

Submitted by:

Harry Lawless
Elizabeth Earle
Tim Mount
Robert Masson
Greg Poe
REPORT FROM COMMITTEE ON ACADEMIC PROGRAMS (CAPP)

THOMAS CLELAND

May 12, 2010
Response to Sun Editorial: 6 May “Teach Your Students Well”
⇒ the faculty need to respond to suicides

- ‘reach out via e-mail, class discussion’
  - some did, (some did not)
  - Dept mtgs with Gannett (lots of interest)

- ‘advising needs to be reviewed’
  - see comments of 14 April and 12 May mtg

- ‘academic calendar needs to be reviewed’
  - the committee is being formed and the charge clarified.
Annual Report  (University Faculty)

**Teaching:** 4472 courses, 437,000 cr hrs.

**Scholarship:**
- >7000 articles
- $480,000,000 research expenditure (09)
- new sponsored (30 April): >$280,000,000
- 8 new members (NAS, AAA&S, NAE, or APS)

**Faculty Governance:**
- Senate (105 Senators)
- Committees (320, 26 committees)
  - (esp EPC, FPC, UFC, AFPS, LB, LAC, IRB, IBC, FACTA, …..)

**Strategic Planning** – 29 faculty

**Reimagining** - 140 faculty

**Reaccreditation** - 29 faculty

**Response to suicides**
ByLaws (Article XIII.1.)
“The functions of the University Faculty shall be to consider questions of educational policy which concern more than one college, school or separate academic unit, or are general in nature; and to recommend to the Board of Trustees, with the approval of the appropriate college or school faculty, the establishment, modification or discontinuance of degrees.”

CAPP:
“1. Concern itself with academic programs and policies which are independent of or extend beyond the single or joint jurisdiction of a school or college faculty except those delegated to other committees by the University Faculty or the Faculty Senate
2. Conduct an initial screening of formal proposals for new academic programs or policies including proposals for substantial modification or discontinuance of existing programs or policies. If, after an initial screening of a policy or program, the Committee concludes that further study is desirable, it shall so report to the Faculty Senate. It shall proceed further only after authorization from the Faculty Senate.
3. Examine policies governing the use of, and plans for, University-wide academic facilities and services, such as libraries, classrooms and computers.
4. Provide an initial review of proposals from all sources for new degrees and for the combination, modification or abandonment of old degrees.”
GOOD AND WELFARE

May 12, 2010