AGENDA

• Call to Order – Interim Speaker Charlie Walcott (2 min)
• *Consent Items – Speaker Walcott (2 min)
  • Approval of Minutes from 12/11/13 Senate Meeting
• Dean’s Report –
  Dean of the University Faculty Joe Burns (11 min)

• Report from the Financial Policies Committee –
  Lawrence Blume, FPC Chair (15 min)

• Report from the Ad-Hoc Distance Learning Committee
  Introductory Remarks Richard Miller,
  DLC Committee member (15 min)
  Discussion (35 min)
• General Good and Welfare (10 min)

*These matters will be brought for vote by consent unless, prior to the meeting, a Senator asks for their discussion; then time will be taken form General Good and Welfare.
CONSENT VOTE BY SENATORS

• APPROVAL OF MINUTES FROM DECEMBER 11, 2013 FACULTY SENATE MEETING
Announcements
Activities
WEISS FELLOWS

Congratulations to the new Weiss Fellows

Ashim Datta  Melissa Hines  David Sherwyn

Nominations please !!  7 March 2014
ACTIVITIES

• 1. UA Resolution to Clarify Responsible Free Expression in the Campus Code of Conduct
• 2. President Skorton’s Response to FS Resolution “Cornell Investment & Divestment Strategies…”
• 3. Faculty Forum: “Cornell’s International Programs and Partnerships”
• 4. Shared Governance Representation for Non-Faculty Academics?
• 5. Distance-Learning Committee Report Release
UA RESOLUTION TO CLARIFY RESPONSIBLE
FREE EXPRESSION IN THE
CAMPUS CODE OF CONDUCT

• Palestinian/Israeli meeting on Ho Plaza  11/19/12
• Faculty Committee Report on Ho Plaza    5/13
• Considered simultaneously by UA’s CJC  Spr ‘13

• Faculty and UFC discussion with UA  9/13
• CJC Activity
• UA Discussion of Proposed Resolution  1/28/14
• Resolution Posted for Comment Thru  3/8/14
• UA Vote  coming
• Will accelerate Cornell moving to carbon-neutrality by 2035. Has asked for a joint faculty/staff committee to develop strategy, timetable, targets.

• Will **not** recommend divestment. Argues that this is symbolic gesture that will hurt CU.

• Plans to discuss at March FS meeting.
Examples of Cornell’s global ventures: Medical School in Qatar; Technion @ NYC Tech; Dual degrees in Canada, China, Singapore; Poverty and Agriculture Programs in Africa; Water/housing in Central America

Some of these countries do not share our academic and ethical principles.

Who/how are decisions made? What faculty involvement?
SHARED GOVERNANCE REPRESENTATION FOR NON-FACULTY ACADEMICS?

- Faculty: 1628
- Academic Professionals: 1033
  - Instruction: 324
  - Research: 377
  - Library: 112
  - Extension: 220

SHOULD THEY HAVE A SENATE, OR JOIN ONE?
Committee on Financial Policies

Charge to the Committee

• Undertake a continuing and comprehensive analysis of the financial condition and policies of the University and develop priorities, based on educational considerations, which should be reflected in the budgets of the endowed and statutory units.

• Participate, with the cooperation of appropriate administrative officers, in the endowed and statutory budget-planning process.
Committee on Financial Policies

Charge to the Committee

• Consider the financial implications of all issues for which responsibility is also assigned to other Faculty Senate Committees (e.g. financial aid and retirement policies).

• Examine and make recommendations concerning issues and considerations that affect the economic status of the faculty. Such examinations shall include, but are not limited to, the improvement of the conditions of employment including salary levels, fringe benefits, leaves, consultation and interdepartmental compensation.
Issues

1. Divestiture
2. StartUp NY
3. Faculty Salaries
4. New Budget Model
MEMBERSHIP OF DLC:
Joseph Burns, Professor, Mechanical & Aerospace Engineering and Astronomy, Dean of Faculty
Jeff Cowie, Professor, ILR, History
David Delchamps, Associate Professor, Electrical and Computer Engineering
Michael Fontaine, Associate Professor, Classics, Associate Dean of Faculty
Susan Fussell, Associate Professor, Communication
Thorsten Joachims, Professor, Computer Science
Richard Miller, Professor, Philosophy
Erich Mueller, Professor, Physics
Christina Stark, Senior Extension Associate, Nutritional Sciences
Laura Brown, Vice Provost for Undergraduate Education, English; chair
Ted Dodds, Vice President for Information Technology
Patricia McClary, Corporation Section Head, University Counsel; non-voting
Theresa Pettit, Director, Center for Teaching Excellence
Oya Rieger, Associate University Librarian

CONSULTANTS:
Bob Buhrman, Senior Vice Provost for Research, Applied & Engineering Physics
John Siliciano, Senior Vice Provost for Academic Affairs, Law
• The DLC will identify broad educational policy issues raised by the electronic delivery of Cornell courses … the DLC should summarize the perceived benefits and pitfalls, for both the University and individual faculty, of Cornell’s participation in MOOCs … [and] should be conscious of other developments in distance learning, such that the policies are relevant in other contexts.
THE LIFE OF THE DLC

• May 14: First Meeting
• May 21: Cornell edX Contract Announced
• Sixteen meetings in all, with reports from working groups on resource allocation, credentialing and credit, educational quality, administrative structures, and intellectual property rights
• February 3: Final Report Approved
THE DIVERSITY OF DISTANCE LEARNING: CONSORTIUM MOOCS

Massive Open Online Courses, offered by edX, Coursera and other consortia, with

- massive enrollments (median around 33K, about 6% completion)
- primary aim at students in institutions of higher education or prospective students (but most enrollees seem outside this target)
- production values, formatting and interaction to increase viewing and engagement
• high production costs, relatively low cost per enrollee
• a special concern: faculty time in production and maintenance
• potential for exclusive use for credit, through massive online discussion and grading
• reputational benefits
• educational benefits in different disciplines
A QUESTION ABOUT CONSORTIUM MOOCS

- What are the prospects of improving the fit between consortium MOOCs and teaching goals in areas, such as the humanities, where it is now widely perceived as less than good?
DIVERSITY OF DISTANCE LEARNING: OTHER TYPES

- Extension and professional development online courses (at Cornell, often large, sometimes viewable for free)
- Summer and winter session courses (at Cornell, kept small, to facilitate instructor-student interaction)
- Open Courses
- Online Learning Modules
- Hybrid vs. exclusively online
Continued expansion of support, with balance between edX MOOCs and other types, concern for resources for classroom teaching

"Cornell should proceed strategically and carefully in considering whether, and at what rate, Cornell edX offerings should occur after our current two-year commitment of eight courses ends."

Question: Does this show too little enthusiasm / too little caution about edX MOOCs?
• Recommendation: enhance outreach, including consideration of a new Cornell portal
• Question: What sort of Cornell portal would be most effective? How comprehensive should it be?
CREDITS

• At Cornell: recommendation of no credit for exclusively MOOC-based courses in any Cornell degree program.

• Endorsement of currently established bases for credit through online courses, such as Summer Session

The prospect of licensing for credit elsewhere:

• Evidence of inferior outcomes

• Cost-cutting in the expansion of higher education

• Questions: What should Cornell do? What should the prerogatives of MOOC instructors be? What role is there for the faculty in the candidate for licensing?
MONITORING AND IMPROVING QUALITY

• The potential of MOOCs for data and classroom-teaching improvement

• Quantitative metrics, consultation and mentoring: the need for balance
The need to encourage experimentation and inter-university cooperation

The helpfulness of current practice

Questions: what are faculty concerns?
ORGANIZATIONAL STRUCTURE

A three-part structure for collaboration:

• Distance Learning Committee, mainly faculty, with a faculty chair, shaping policies and best practices and guiding selection for targeted funding

• Distance Learning Administrative Group, with administrators, leaders of support, and the Dean of Faculty, with final authority over initiatives using central funds, allocation of university-wide facilities and over-all direction of future plans

• Distance Learning Implementation Team, designing and managing support for distance learning

Question: Enough independent faculty voice? Too much for effective collaboration? Other, new groups needed?