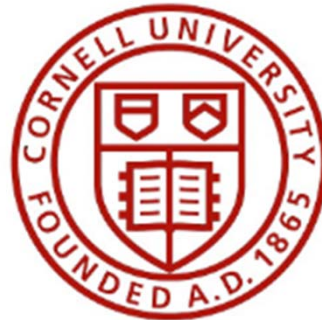


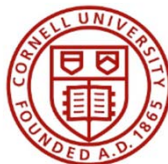
UNIVERSITY FACULTY SENATE MEETING

FEBRUARY 9, 2011



AGENDA

- Call to Order
- Report from the Dean of Faculty (Bill Fry)
- Approval of Minutes from December Meeting (Steve Beer)
- Report from Nominations and Elections (Fred Gouldin)
- Resolution on senate protocols (Abby Cohn)
- Resolution from the Educational Policy Committee on “academic work during breaks” (Bruce Levitt)
- Discussion of University and Department Rankings (Marin Clarkberg, Institutional Planning)
- Good and Welfare



DEAN OF FACULTY REPORT BILL FRY

FEBRUARY 9, 2011

- 2010 Weiss Fellows
 - Congratulations
 - Please nominate your colleague
- Response to Resolutions:
 - website
 - Responses Integrity and Matriculation
- UFC meeting with Provost
- Calendar Committee





Paul Sawyer, English
“legendary course in Politics and
Culture



Robert Thorne, Physics
curricular innovations



Robert Smith , ILR
brilliant teacher and mentor



Harry Greene,
EEB, Non-majors Bio,
“ with passion and joy”

Nominations due: 4 March 2011

**STATUS OF FACULTY SENATE RESOLUTIONS
2010-2011**

1. CHILD CARE RESOLUTION	
DATE PASSED	9/28/2010
REFERRED TO	PRESIDENT DAVID SKORTON
RECOMMENDATION DUE	11/1/2010
RECOMMENDATION MADE	11/8/2010
CHILD CARE RESOLUTION RESPONSE	http://www.theuniversityfaculty.cornell.edu/pdfs/childcardec.pdf
2. ACADEMIC INTEGRITY AND CU MATRICULATION	
DATE PASSED	10/13/2010
REFERRED TO	VICE PROVOST BARBARA KNUTH
RECOMMENDATION DUE	12/17/2010
RECOMMENDATION MADE	12/20/2010
ACAD. INT. & CU. MATRICULATION RESPONSE	http://www.theuniversityfaculty.cornell.edu/pdfs/RESDECISION122010.pdf
3. FACULTY LUNCH RESOLUTION	
DATE PASSED	11/10/2010
REFERRED TO	PROVOST KENT FUCHS
RECOMMENDATION DUE	12/24/2010
RECOMMENDATION MADE	1/19/2011
FACULTY LUNCH RESOLUTION RESPONSE	http://www.theuniversityfaculty.cornell.edu/pdfs/FACULTYLUNCHRES-PROVOSTRESPONSE.pdf
4. INITIATIVE TO DEVELOP APPROACHES TO A CLIMATE OF ACADEMIC INTEGRITY	
DATE PASSED	12/8/2010
REFERRED TO	VICE PROVOST LAURA BROWN
RECOMMENDATION DUE	2/1/2011
RECOMMENDATION MADE	1/26/2011
CLIMATE ON ACADEMIC INTEGRITY RESPONSE	http://www.theuniversityfaculty.cornell.edu/pdfs/CLIMATEAI.pdf
5. RESOLUTION ON CORNELL PURCHASING A UNIVERSITY-WIDE LICENSE FOR TURNITIN	
DATE PASSED	12/8/2010
REFERRED TO	VICE PROVOST LAURA BROWN
RECOMMENDATION DUE	2/1/2011
RECOMMENDATION MADE	1/26/2011
TURNITIN RESOLUTION RESPONSE	http://www.theuniversityfaculty.cornell.edu/pdfs/TURNITINRESPONSE.pdf

From: Barbara A Knuth
Sent: Monday, December 20, 2010 10:49 PM
To: William Earl Fry
Cc: Jason C. Locke; Sarah S Hale; Stephanie Beery; Nelson E Roth
Subject: FW: Academic Integrity & CU Matriculation resolution
Attachments: 2011 EDP ACCEPT FR BK.docx; EDP welcome ltr 11 BK.docx; 2011 TR SPRING ACCEPT BK.docx

Dear Bill,

As requested, I am writing to report on the response to the Faculty Senate's resolution on Academic Integrity and Cornell matriculation.

At the undergraduate level, which was the focus of the resolution, we have added new wording to each of the following types of documents, as shown in highlighting on the attached:

- Early Decision Admission Letter
- Early Decision Welcome Letter – Freshman
- Spring 2011 Transfer Admission Letter

We will replicate this process for Regular Decision and Fall 2011 Transfer letters and beyond.

At the graduate level, not addressed in the resolution, we added new wording of "Please note that by accepting our offer of admission, you are acknowledging that you will adhere to Cornell University's Code of Academic Integrity" to the online response-to-admission form, and in field-specific letters offering admission.

Please let me know if you have any questions.

Thanks, and happy holidays,

Barb

Early Decision Freshman Admission Letter

December 9, 2010

«Effdt_Primary_First_Name» «Middle_Initial». «Effdt_Primary_Last_Name»
«Effdt_Primary_Name_Suffix»
«Address1»
«Address2»
«Address3»
«City», «State» «Postal» «Country1»

Dear «Effdt_Primary_First_Name»:

Congratulations! The admissions selection committee in the «Admit_Prog» has approved your early decision application to Cornell University for the fall of 2011. I am delighted to share this wonderful news with you and to welcome you to the Cornell community.

Cornell's admission selection process was especially competitive this year given the academic strength and outstanding personal qualities of the students who applied for primary and alternate choice admission. Thus we are particularly pleased to extend this offer of admission to you. Even more, we are excited to welcome you to Cornell's Sesquicentennial Class.

Cornell University marks its Sesquicentennial in 2015. As a member of the Class of 2015, you will join us in celebrating 150 years of rich heritage shaped by Ezra Cornell's revolutionary vision: "I would found an institution where any person can find instruction in any study." Further, you will become part of a dynamic living and learning community committed to fostering personal discovery and growth, nurturing scholarship and creativity, and engaging and enriching the human spirit of women and men from around the world. I look forward to having you join with the students and faculty here who, together, contribute to the tradition of excellence, intellectual ingenuity, and diversity that has always distinguished Cornell University.

We will reserve a place in the class for you when we receive your completed acceptance coupon and enrollment deposit. Please note that by accepting our offer of admission, you are acknowledging that you will adhere to Cornell University's Code of Academic Integrity. Our offer of admission is also continuing to uphold high standards of character in activities outside the classroom.

I also am pleased to let you know that you will be invited to join us for Cornell Days, a program in mid-April designed specifically for students who have been admitted to Cornell. Additional information about this program will be mailed to you in the spring.

Congratulations again on your admission to Cornell University. I trust that your Cornell experience will be academically rewarding and personally enriching.

With best regards,

I write in response to the Faculty Senate resolution from November 10, 2010 which states

The Senate strongly urges the Cornell Administration, and in particular, the Provost, to reverse the decision to close the current faculty luncheon facility and keep it open until a suitable replacement is found, and recommends that a serious planning effort be undertaken, with Administration support and involvement, to ensure a sustainable faculty center that includes a luncheon facility.

The Statler Faculty Club and the associated lunch have accumulated an unresolved deficit of over \$700,000, despite an annual subsidy by the provost's office of \$60,000/year. Cornell's Vice President for Finance and Chief Financial Officer has requested that the deficit spending end and funds be transferred to balance the account.

I will work this fiscal year to resolve the current \$700,000 deficit. However, I am unable to allow another deficit for the faculty lunch to recur in the future. Thus, effective this academic year, I have transferred the \$60,000/year lunch subsidy from the provost's office to the dean of faculty office. I have asked Dean Fry to utilize the funds to help achieve the strategic plan objective referenced in the resolution, namely "Objective 6: Foster an exciting intellectual environment by providing opportunities for more dialogue and engagement." (page 19). Dean Fry and I will also investigate whether the academic deans are willing to contribute funds from their budgets to sustain an economically viable faculty lunch.

Although I personally support the request for a faculty center facility, serious planning for a faculty center is not feasible until we have met the critical need for new and renovated academic facilities in Cornell's colleges and schools.

I am writing in response to the two December 8, 2010, resolutions of the Faculty Senate regarding academic integrity. The first resolution is entitled **“Educational Policy Committee Resolution Calling for Cornell University to Create an Initiative to Develop Approaches to a Climate of Academic Integrity,”** and the second is entitled **“EPC Resolution on Cornell Purchasing a University-wide License for Turnitin.”**

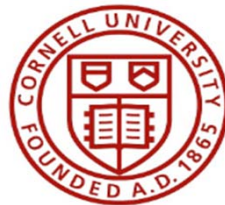
First, I would like to thank the Educational Policy Committee and the Faculty Senate for their consideration of the issues around academic integrity and for their formulation of these approaches. I agree that academic dishonesty presents a significant challenge at Cornell and at other colleges and universities across the U.S. and that the most effective response begins with a proactive, educational initiative, and includes a means of detection and deterrence.

Thus, I have charged Vice Provost Laura Brown to create an initiative to promote academic integrity, and to pursue the additional option of providing access to the web-based detection tool, Turnitin. We will begin planning for this initiative immediately and will expect to initiate programming during 2011-12.

- 2010 Weiss Fellows
 - Congratulations
 - Please nominate your colleague
- Response to Resolutions:
 - website
 - Responses Integrity and Matriculation
- UFC meeting with Provost
- Calendar Committee

**APPROVAL OF MINUTES OF
DECEMBER 8, 2010 - FACULTY SENATE MEETING**

FEBRUARY 9, 2011



NOMINATIONS & ELECTION REPORT
FRED GOULDIN
FEBRUARY 9, 2011

- **FINANCIAL POLICIES COMMITTEE**

- Ronald Ehrenberg, Chair, School of Industrial and Labor Relations

- **JOINT ASSEMBLY FINANCIAL AID REVIEW COMMITTEE**

- Kent Hubbell, Dean of Students

- **UNIVERSITY-ROTC RELATIONSHIPS COMMITTEE**

- Christopher Barrett, College of Agriculture and Life Sciences

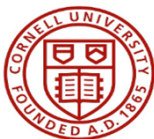


RESOLUTION ON PROTOCOLS TO ENSURE FACULTY GOVERNANCE

ABBY COHN

FEBRUARY 9, 2011

- WHEREAS**, the Organization and Procedures of the University Faculty (OPUF) recognizes that “University leadership functions best when it is derived from the consent of the governed and is able to strike the delicate balance between the twin needs for broad consultation and decisive, timely decision-making,” and that “[t]he appropriate role of faculty governance is to facilitate communication between the faculty and the administration, ensuring a full consideration of faculty views, thereby building a faculty-administration partnership that will serve as a firm foundation for effective leadership,” and
- WHEREAS**, OPUF further provides that the Faculty Senate carries out the functions of the University Faculty “to consider questions of educational policy which concern more than one college, school or separate academic unit, or are general in nature,” and
- WHEREAS**, the Faculty Senate, on May 10, 2000, ratified the document titled "Principles of Cooperation and Consultation between the President and Faculty Senate," which includes the agreement between the President and the Faculty Senate that: “Meaningful faculty governance requires adequate time for consideration of issues and development of recommendations. To that end, the President or other members of the Administration will not reach final conclusions or take action on major multi-college educational policy issues until the normal steps for securing faculty input, including a reasonable period for relevant Faculty Senate Committees to act and for subsequent deliberations by the Faculty Senate to occur, have been completed,” and



RESOLUTION ON PROTOCOLS TO ENSURE FACULTY GOVERNANCE (CONTINUED)

- **WHEREAS**, the report by Faculty Senate Committee to Review Faculty Governance in 2007 concluded that “the problem of a lack of early and adequate consultation has persisted” since the “Principles of Cooperation and Consultation” were ratified in 2000, and
- **WHEREAS**, the Committee to Review Faculty Governance made recommendations that “focus on openness and meaningful consultation between faculty and the administration and the trustees, toward a goal of consensus as decisions are made,” including the recommendation that “issues for faculty consultation ...shall be raised early enough to provide time for meaningful consideration by appropriate Faculty Senate committees, *ad hoc* faculty committees, or joint faculty/administration committees,” and
- **WHEREAS**, the Cornell administration did not engage in early or meaningful consultation with the faculty prior to reaching its recent decisions to close the Department of Education and to relocate the Africana Studies and Research Center to the College of Arts and Sciences, which affect faculty in those units and in other departments and colleges, and
- **WHEREAS**, issues concerning restructuring of academic departments are likely to be raised again in upcoming years as part of university strategic planning initiatives,



RESOLUTION ON PROTOCOLS TO ENSURE FACULTY GOVERNANCE (CONTINUED)

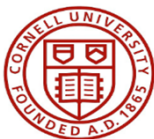
•**THEREFORE BE IT RESOLVED** that the Faculty Senate calls upon the Provost and President to follow agreed upon faculty governance procedures, including OPUF and "Principles of Cooperation and Consultation between the President and Faculty Senate," and

•**BE IT FURTHER RESOLVED** that the University Faculty Committee (UFC) shall negotiate with the Provost and President to clarify faculty governance procedures, including: reaching a clear definition of consultation; creating protocols for the administration and the faculty to ensure early and meaningful consultation with academic departments and the Faculty Senate on issues affecting the faculty, such as restructuring academic departments; and defining as narrowly as possible the restriction of information based on confidentiality.

•**BE IT FURTHER RESOLVED** that the UFC shall report back to the Faculty Senate with the results of the negotiations about faculty governance procedures, including submitting principles and/or procedures to the Faculty Senate for ratification.

Cosponsors:

Eric Cheyfitz, Senator, UFC member, English; Abby Cohn, Senator, Linguistics; Carole Boyce Davies, Senator, Africana Studies & Research Center; Carl Franck, Senator, Physics; David A. Levitsky, Senator, Nutritional Sciences; Risa Lieberwitz, ILR; Ellis Loew, Senator, Biomedical Sciences; Satya Mohanty, Senator, English; Elizabeth Sanders, Senator, Government, John Sipple, Alternate, Education; Shawkat Toorawa, Senator, Near Eastern Studies; Sofia Villenas, Education, Vicki N. Meyers-Wallen, Senator, Biomedical Sciences, Shelley Feldman, Development Sociology



**RESOLUTION FROM EDUCATIONAL POLICY COMMITTEE ON
“ACADEMIC WORK DURING BREAKS” - BRUCE LEVITT, CHAIR, EPC
FEBRUARY 9, 2011**

- **WHEREAS** student workloads have become an increasing cause of concern in relation to student mental health; and
- **WHEREAS** short breaks from academic requirements are generally regarded as healthy,
- **BE IT RESOLVED** that framing assignments in such a way that necessitates academic work for students over Fall Break, Thanksgiving Break or Spring Break is strongly discouraged. Students should have sufficient time to carry out the assignment without having to work during the break.



Ranking the University

February 9, 2011

Marin Clarkberg, Director
Institutional Research & Planning

Overview

- Proliferation of rankings
 - Great breadth in what is measured
 - Different rankings emphasize widely different attributes
- Brief analysis of USN&WR rankings
- What rankings miss
- Measurement that is most useful to Cornell

An Aspiration

“ The plan puts forth an overarching aspiration for the university: **to be widely recognized as a top-ten research university in the world**, and a model university for the interweaving of liberal education and fundamental knowledge with practical education and impact on societal and world problems. ”

A sampling of ranking efforts

In the United States:

- USN&WR's America's Best Colleges: 1983 -
- Washington Monthly: 2005 -
- Newsweek: 2006 -
- Forbes College Rankings: 2008 -
- NRC Rankings: 1982,1995
- Faculty Scholarly Productivity Index (Academic Analytics): 2006
- Am. Council of Trustees & Alumni (WhatWillTheyLearn.com): 2010
- Wall Street Journal: 2010

International:

- THE-QS World University Ranking: 2004 - 2009
 - Times Higher Education (THE) World University: 2010 -
 - QS World University: 2010 -
- Academic Ranking of World Universities (Shanghai Jiao Tong University), 2003 -
- USN&WR: World's Best Univ's
- Global Inst'l Profiles Project (Thomson Reuters), 2009 -
- Higher Education Evaluation and Accreditation Council of Taiwan, 2006 -

Differently emphasized

- Undergraduate selectivity (e.g. SAT scores)
- Undergraduates' views of faculty as reported on ratemyprofessor.com
- Outcomes for recent grads: jobs, service
- Time-to-degree for PhD students
- Faculty scholarly productivity/citations/impact
- Faculty compensation
- Results from surveys asking about a school's academic reputation
- Evaluation of quality/volume of web-based materials

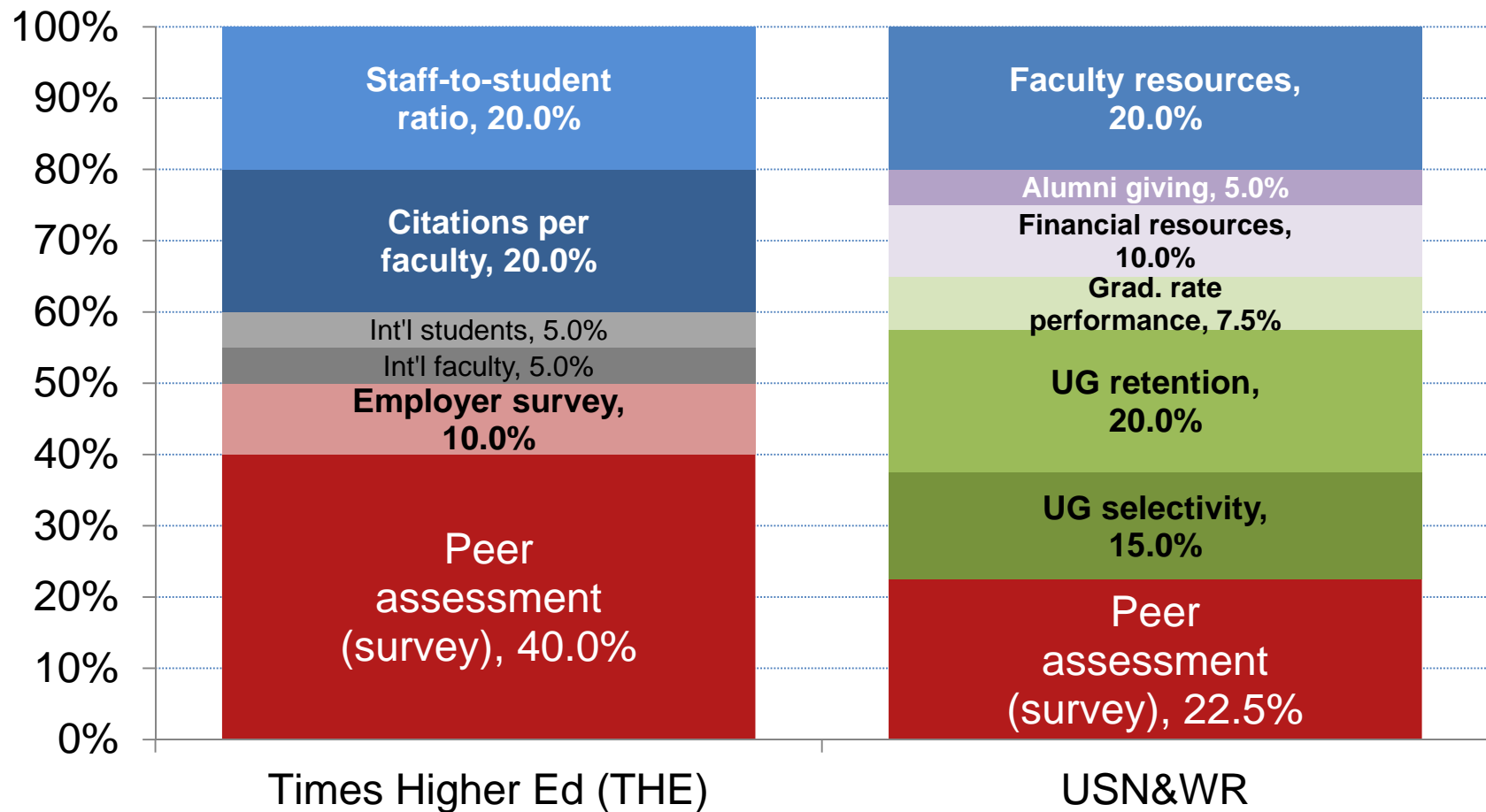
2011 USN&WR Best Colleges

- | | | | |
|----|-----------|--------------------|------------------|
| 1. | Harvard | 9. | U of Chicago |
| 2. | Princeton | 12. | Northwestern |
| 3. | Yale | 13. | Johns Hopkins |
| 4. | Columbia | 13. | Wash Univ-St. L. |
| 5. | Stanford | 15. | Brown |
| 5. | Penn | 15. Cornell | |
| 7. | Caltech | 17. | Rice |
| 7. | MIT | 17. | Vanderbilt |
| 9. | Dartmouth | 19. | Notre Dame |
| 9. | Duke | 20. | Emory |

Times Higher Ed Supplement

1. Harvard
2. Caltech
3. MIT
4. Stanford
5. Princeton
6. Cambridge
6. Oxford
8. Berkeley
9. Imperial College
10. Yale
11. UCLA
12. Chicago
13. Johns Hopkins
- 14. Cornell**
15. Eth Zurich
15. Michigan
17. Toronto
17. Columbia
19. Penn
20. Carnegie Mellon

Methodology: THE and USN&WR



Highlights of methodologies

Ranking	Emphases	Absences	CU rank
US News & World Report's Best Colleges	<ul style="list-style-type: none"> ✓ Peer assessment ✓ UG persistence ✓ Class size 	<ul style="list-style-type: none"> ✗ Research ✗ Employment outcomes for grads 	15
Times Higher Education	<ul style="list-style-type: none"> ✓ Peer assessment ✓ Research impact (citations) ✓ Int'l population 	<ul style="list-style-type: none"> ✗ Any measures of student outcomes 	14
Shanghai: Academic Ranking of World Universities	<ul style="list-style-type: none"> ✓ Research impact (prizes, citations) 	<ul style="list-style-type: none"> ✗ Anything relating to students 	12
Wall Street Journal	<ul style="list-style-type: none"> ✓ Employer survey 	<ul style="list-style-type: none"> ✗ Everything else 	14
Forbes	<ul style="list-style-type: none"> ✓ ratemyprofessor.com ✓ Debt level at graduation 	<ul style="list-style-type: none"> ✗ Research 	70

A closer look at USN&WR

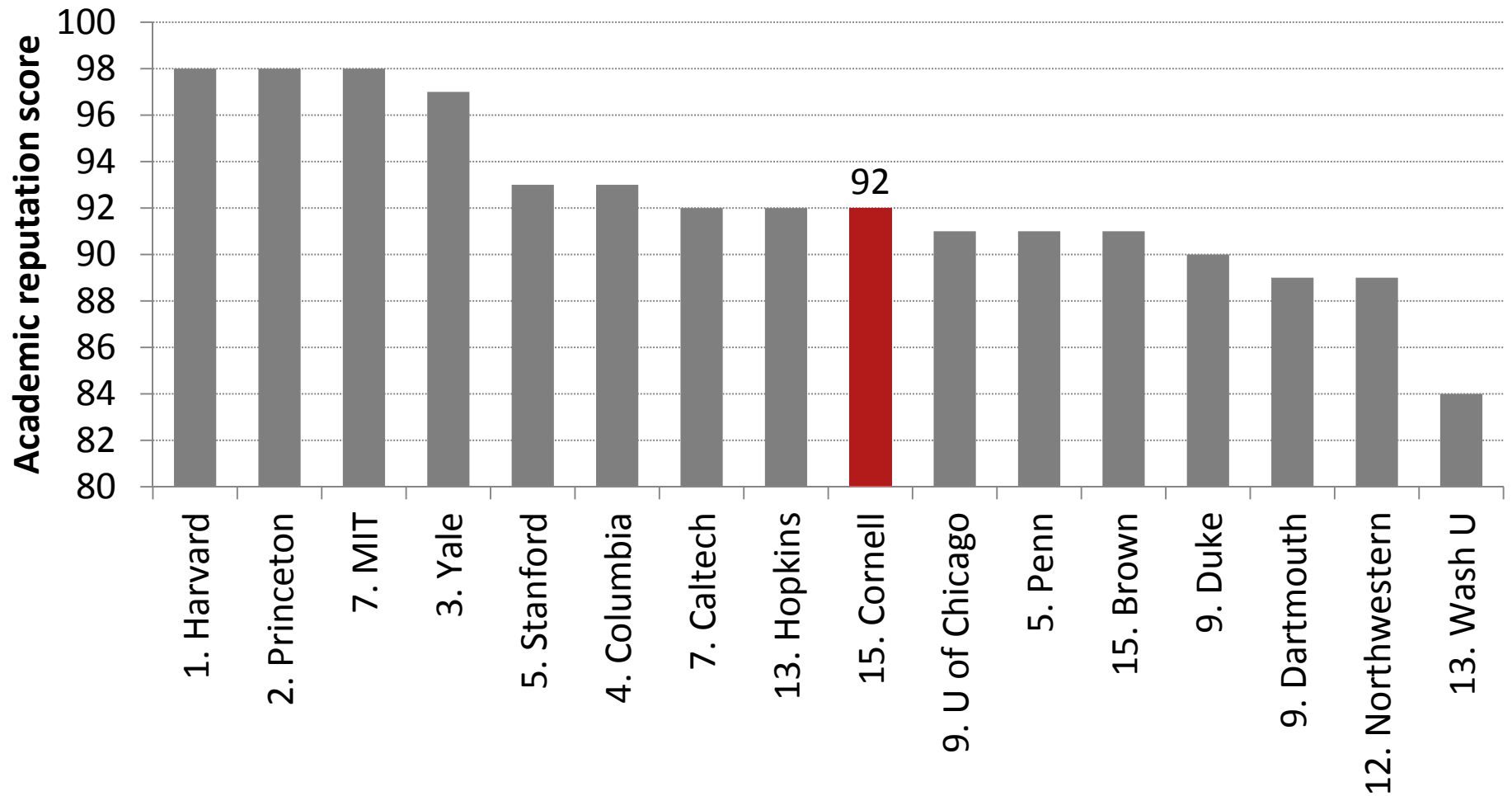
Cornell ranked 15th overall

Factor	Weighting	CU rank
Peer assessment	22.5%	8 th
Faculty resources	20%	16 th
Retention	20%	15 th
Student selectivity	15%	20 th
Financial resources	10%	18 th
Alumni giving	5%	20 th
Grad. rate performance	7.5%	20 th *

* Out of top 50 schools overall

Peer assessment (22.5%)

Cornell tied for 8th



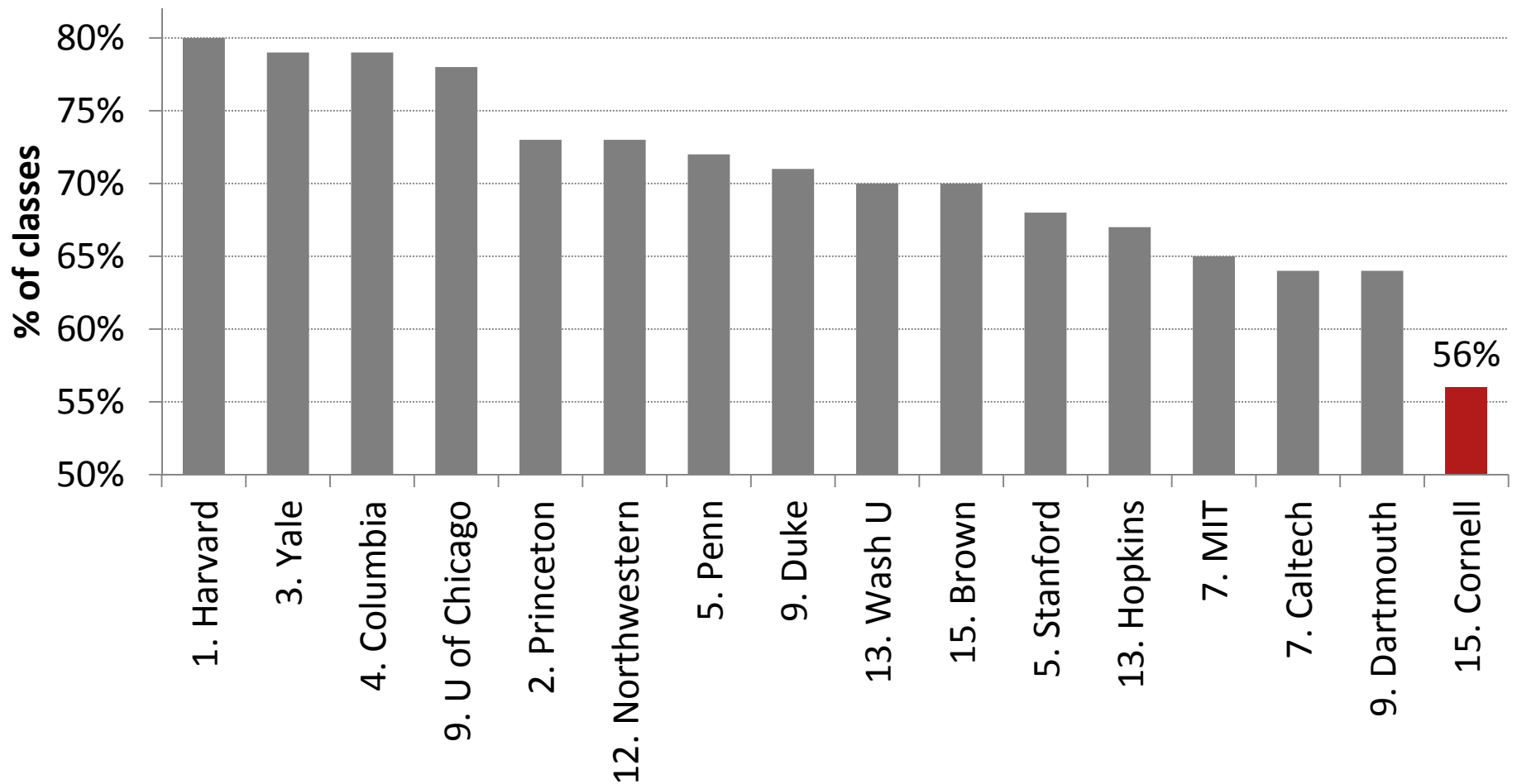
Faculty resources (20%)

Six sub-factors: Cornell ranked 16th

- Faculty compensation (7%)
- % of faculty with the highest degree (3%)
- % of the faculty who are full time (1%)
- Student-faculty ratio (1%)
- Proportion of classes < 20 students (6%)
- Proportion of classes > 50 students (2%)

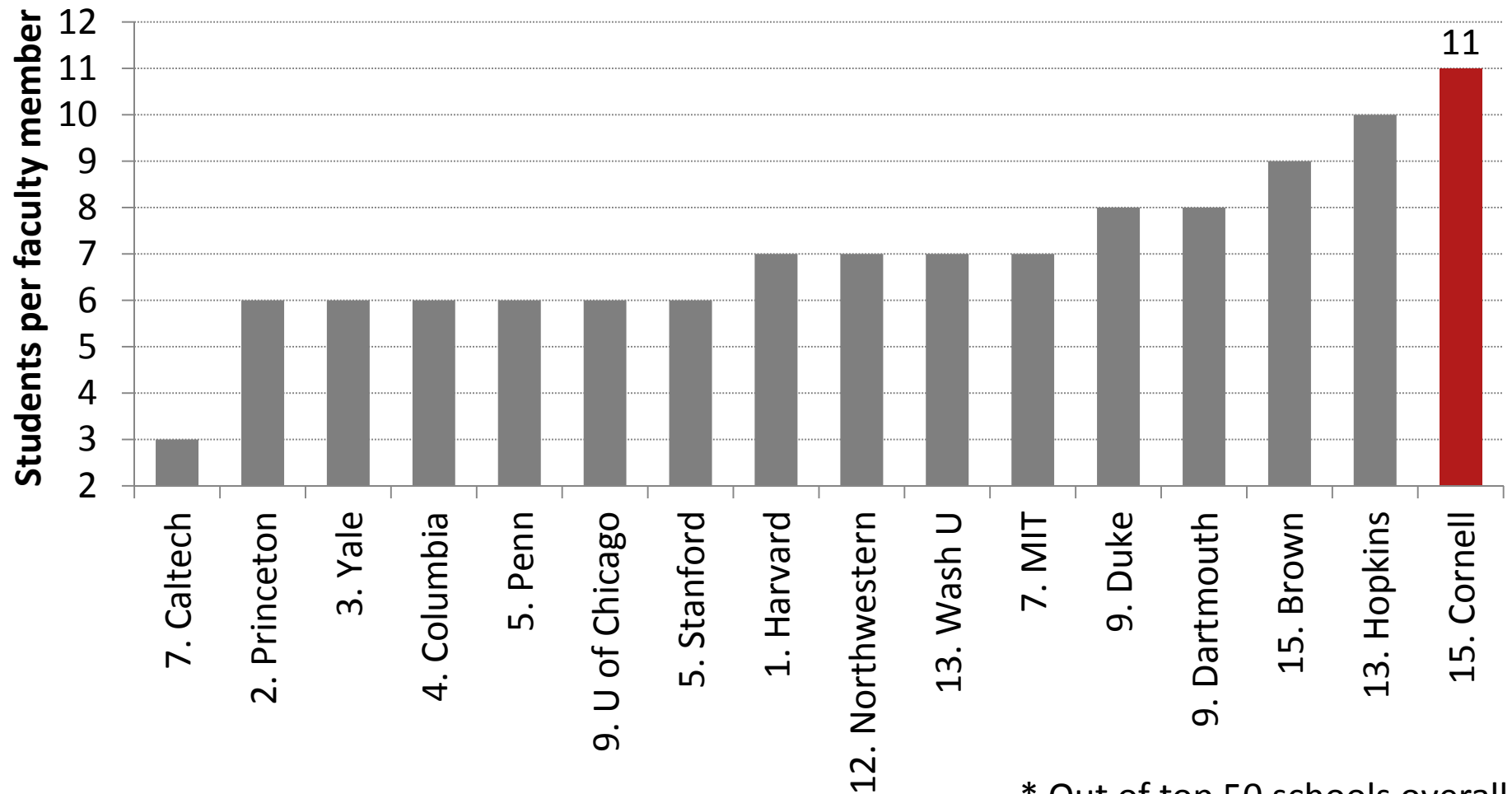
% of classes < 20 students

Cornell ranked 54th



Student-faculty ratio

Cornell ranked 27th *



* Out of top 50 schools overall

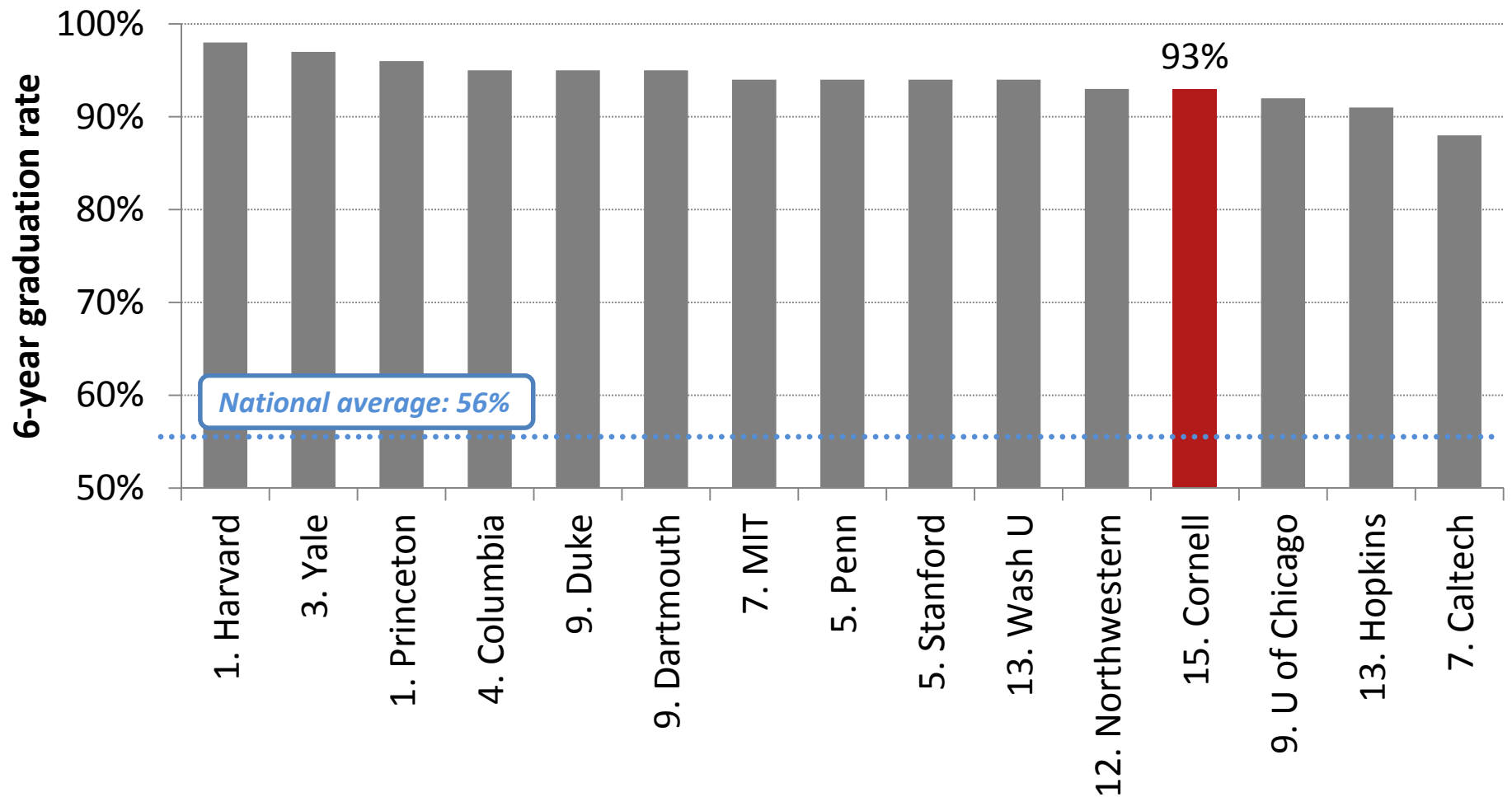
Retention (20%)

Cornell ranked 15th

- 6-year graduation rate of first-time freshmen (16%)
- Freshman-to-sophomore retention (4%)

6-year graduation rate

Cornell ranked 16th

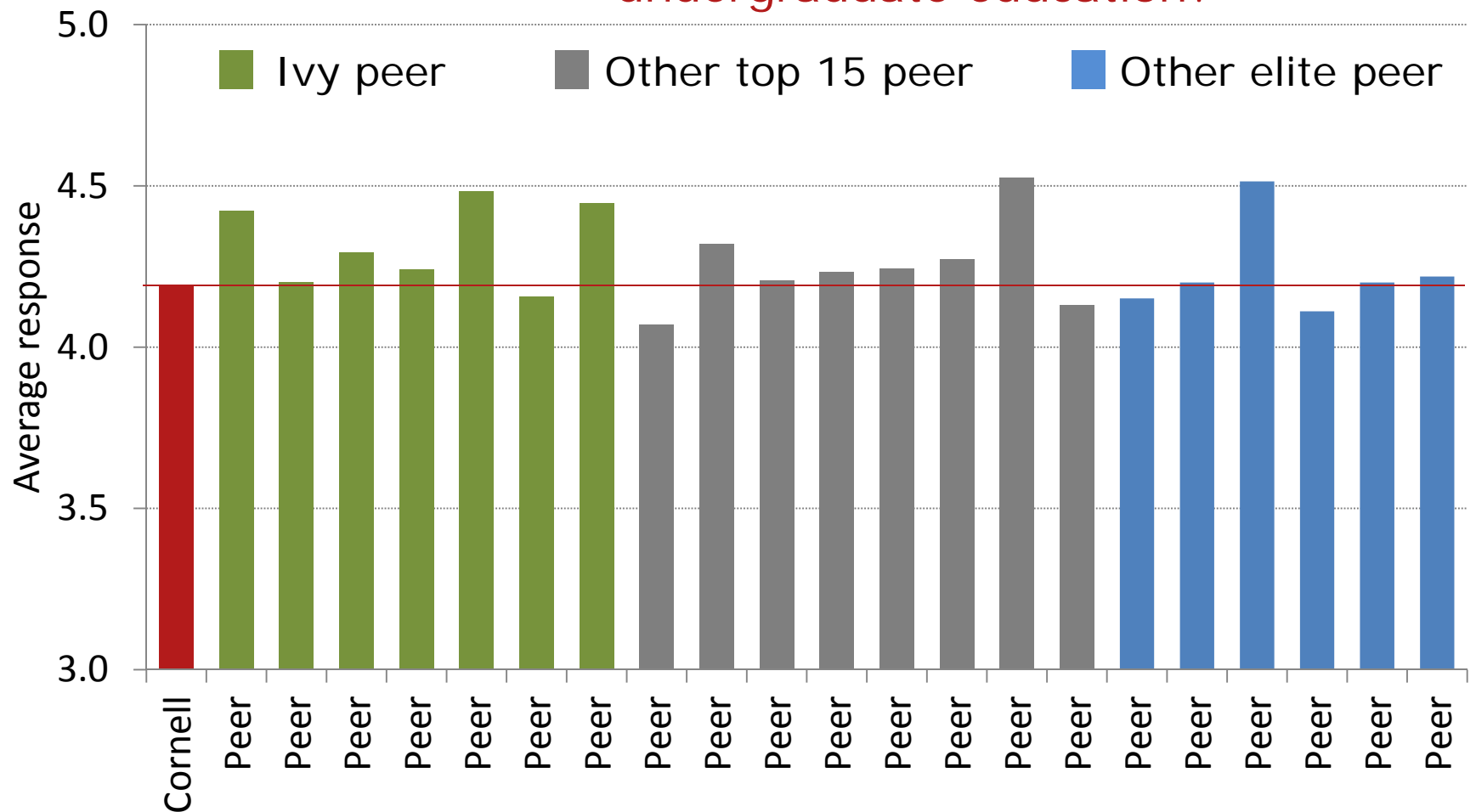


Not captured in any rankings

- Breadth of offerings
- Quality of the classroom experience
- Quality of student experience outside the classroom

2010 Senior Survey results

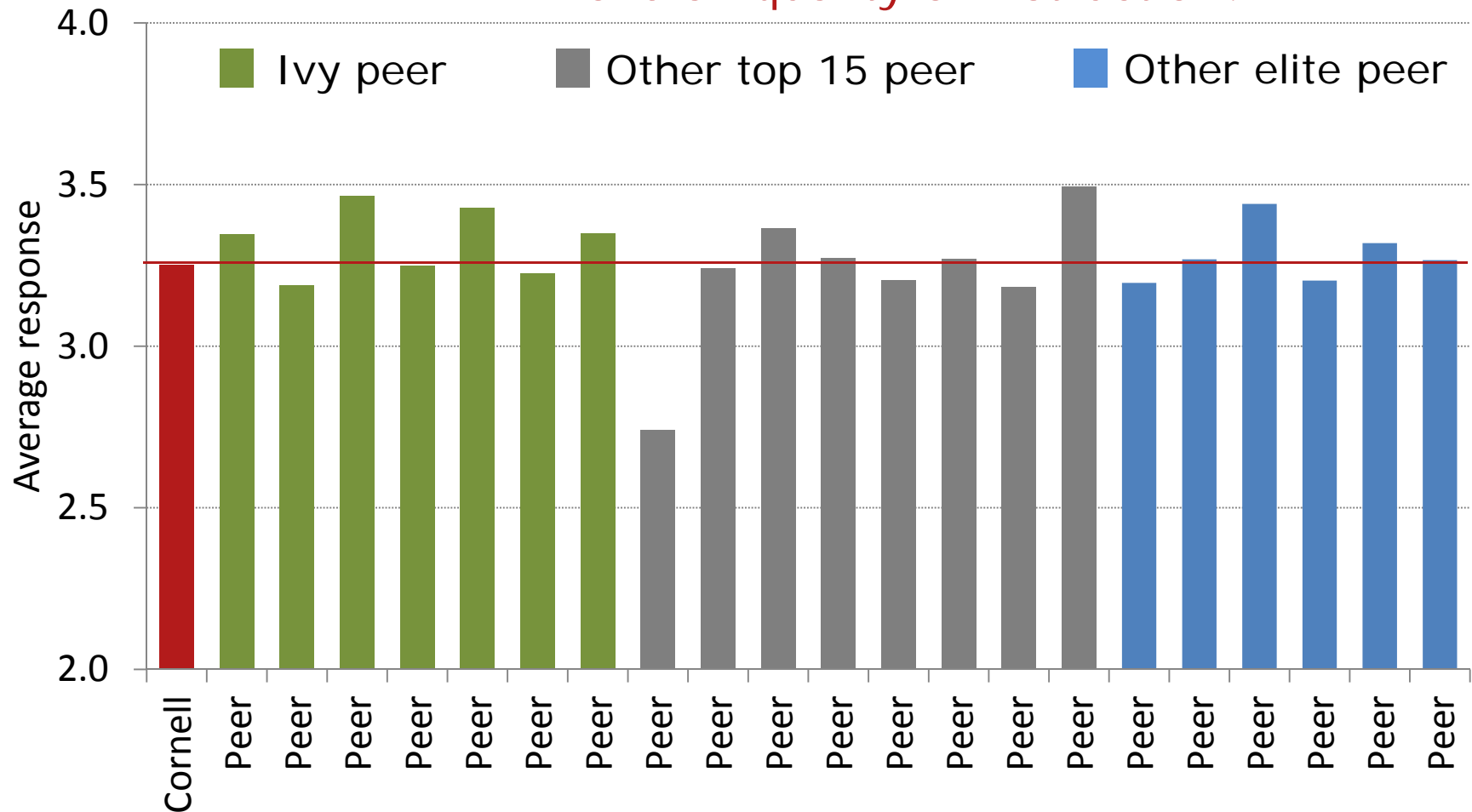
Overall, how satisfied have you been with your undergraduate education?



1 = Very dissatisfied, 2 = Somewhat dissatisfied, 3 = Ambivalent, 4 = Very satisfied, 5 = Very satisfied

2010 Senior Survey results

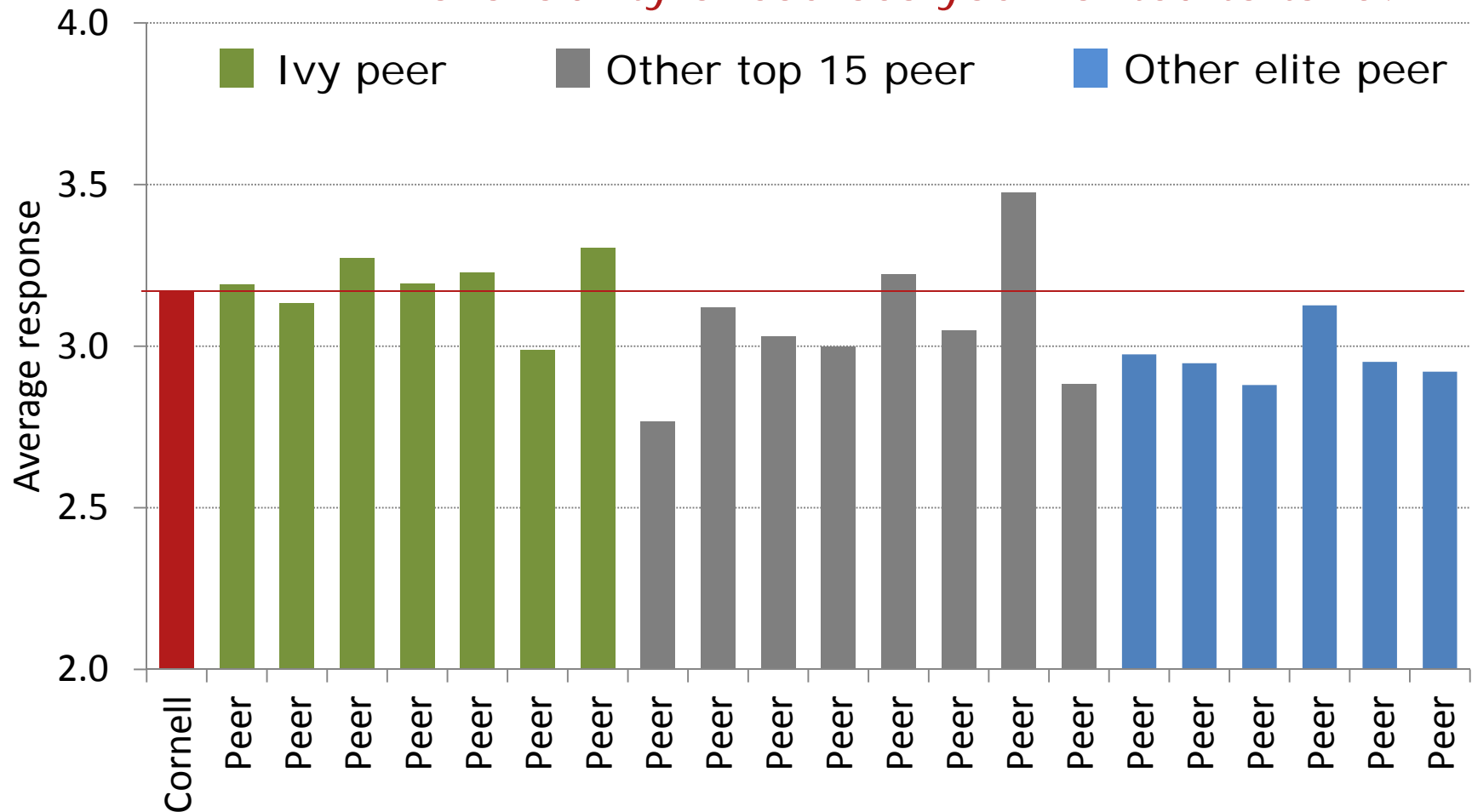
How satisfied are you with...
overall quality of instruction?



1 = Very dissatisfied, 2 = Somewhat dissatisfied, 3 = Very satisfied, 4 = Very satisfied

2010 Senior Survey results

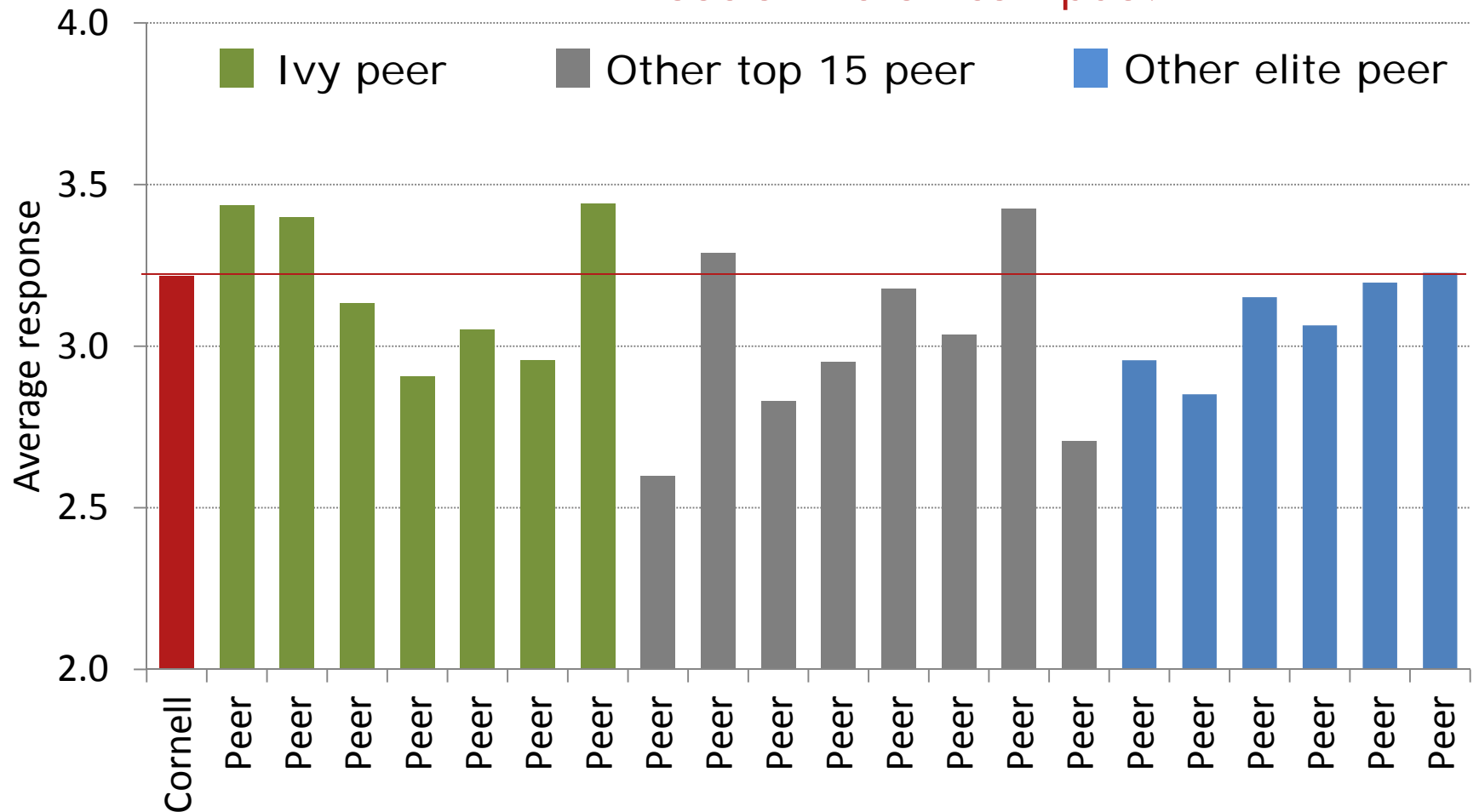
How satisfied are you with...
availability of courses you wanted to take?



1 = Very dissatisfied, 2 = Somewhat dissatisfied, 3 = Very satisfied, 4 = Very satisfied

2010 Senior Survey results

How satisfied are you with...
social life on campus?



1 = Very dissatisfied, 2 = Somewhat dissatisfied, 3 = Very satisfied, 4 = Very satisfied

Data useful for improvement

- Institution-wide comparisons mask important differences within institutions
- The best data should support the evaluation of colleges, departments, programs... and even individual faculty members

Data on faculty excellence

Journal articles

Journal articles per author
Journal articles per faculty
Number of faculty with a journal article
Percentage of faculty with a journal article
Total number of journal articles

Books

Book publications per faculty
Number of faculty who have published a book
Percentage of faculty with a book publication
Total number of books

Grants

Dollars per grant
Grant dollars per faculty
Number of faculty with grant
Percentage of faculty with grant
Total grant dollars
Total number of grants

Citations

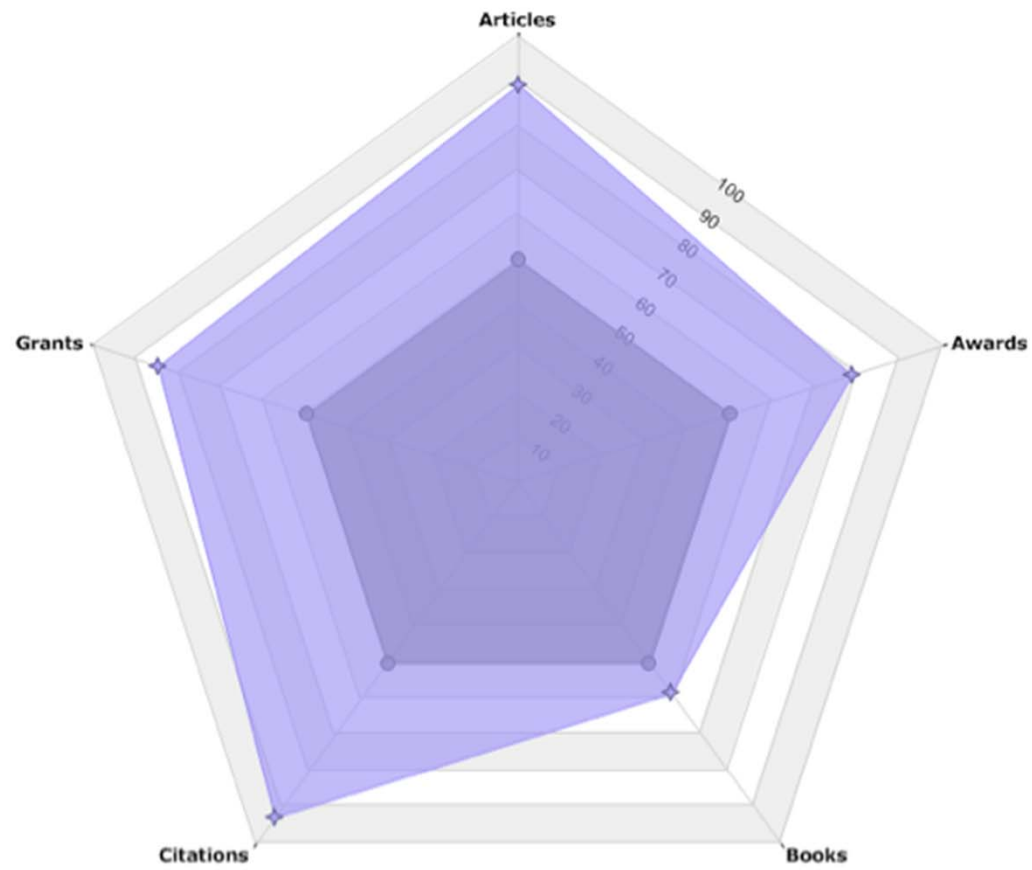
Citations per faculty member
Citations per journal article
Citations per journal article author
Number of faculty with a citation
Percentage of authors with a citation
Percentage of faculty with a citation
Total number of citations

Honorific Awards

Awards per faculty member
Number of faculty with an award
Percentage of faculty with an award
Total number of awards

Program-specific comparisons

All measures are national percentile rank in this discipline



Program-specific comparisons

Program:

Discipline: Anthropology

	Rank		Percentile		Z-Score
Citations per Faculty Member	7	Citations per Faculty Member	95%	Grants per Faculty Member	1.85
Grants per Faculty Member	8	Articles per Faculty Member	94%	Articles per Faculty Member	1.64
Articles per Faculty Member	8	Grants per Faculty Member	94%	Percentage of Faculty With a Citation	1.42
Percentage of Faculty With a Citation	9	Percentage of Faculty With a Citation	93%	Citations per Faculty Member	1.3
Percentage of Faculty With a Grant	16	Percentage of Faculty With a Grant	86%	Percentage of Faculty With a Grant	1.11
Citations per Publication	17	Citations per Publication	85%	Citations per Publication	0.94
Percentage of Faculty With an Article	20	Percentage of Faculty With an Article	83%	Percentage of Faculty With an Article	0.89
Grant Dollars per Faculty Member	21	Grant Dollars per Faculty Member	82%	Percentage of Faculty With an Award	0.5
Percentage of Faculty With an Award	28	Percentage of Faculty With an Award	75%	Grant Dollars per Faculty Member	0.41
Awards per Faculty Member	29	Awards per Faculty Member	74%	Awards per Faculty Member	0.29
Dollars per Grant	42	Dollars per Grant	62%	Book Publications per Faculty	0.2
Book Publications per Faculty	43	Book Publications per Faculty	61%	Dollars per Grant	-0.14
Percentage of Faculty With a Book Publication	74	Percentage of Faculty With a Book Publication	33%	Percentage of Faculty With a Book Publication	-0.37

Marin Clarkberg
Institutional Research & Planning
mec30@cornell.edu

GOOD AND WELFARE

FEBRUARY 9, 2011

