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# UNIVERSITY FACULTY SENATE MEETING

**MAY 12, 2010**



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# 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)



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# **NOMINATIONS & ELECTIONS REPORT**

**FRED GOULDIN**

**May 12, 2010**



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**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)



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# **REPORT FROM LIBRARY BOARD**

**MARY BETH NORTON**

**May 12, 2010**



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# RESOLUTION ON ADVISING

**ABBY COHN**

**May 12, 2010**



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# 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)



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## 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



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# **APPROVAL OF MINUTES OF APRIL FACULTY SENATE MEETING**

**May 12, 2010**



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# **STUDENT CLIMATE REPORT**

**SUSAN MURPHY &  
JANET CORSON-RIKERT**

**May 12, 2010**

# Cornell University's Campus-Wide Approach to Student Mental Health

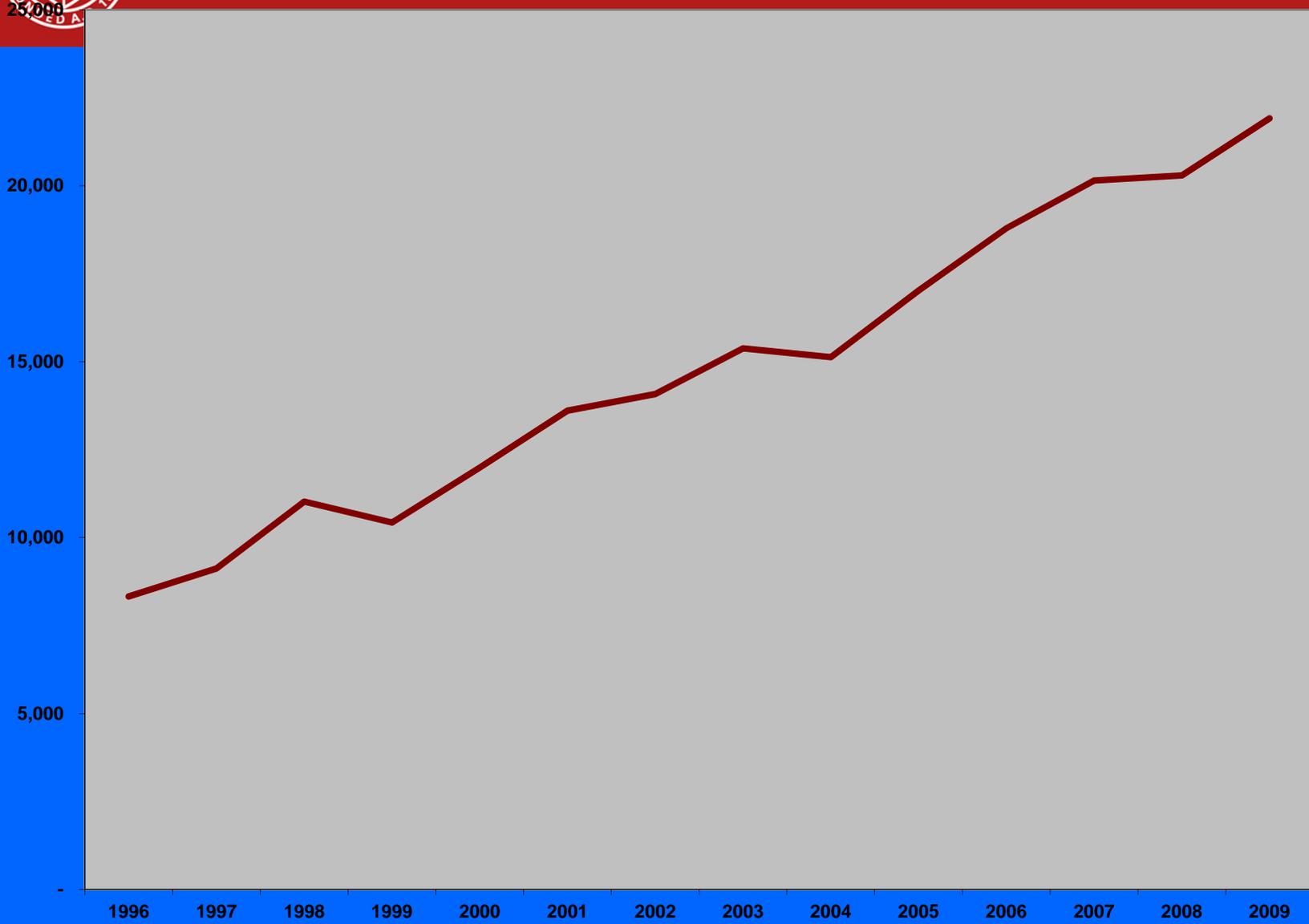
Cornell University Faculty Senate  
May 12, 2010



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Gannett Health Services



# Cornell University Counseling & Psychological Services Visits



## Annual percentage of students utilizing counseling services

- Cornell 14% '08-09
- Yale 23% '08-09
- Princeton 20% '07-08
- Dartmouth 19% '07-08
- MIT 17% '07-08



# 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)

+



Low

Moderate

High

Resulting Stress



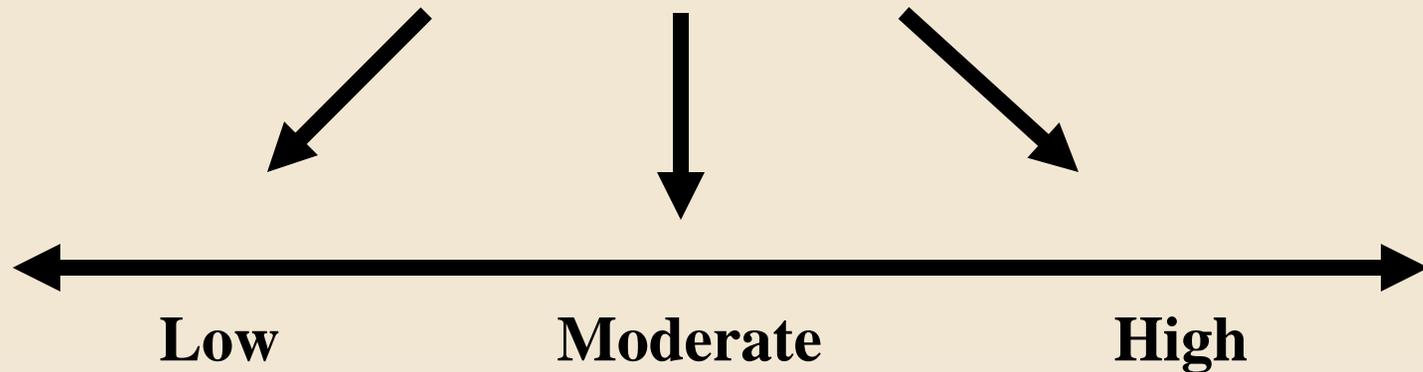
# Academic practices

(e.g., grading, scheduling, instruction, advising)

+

# Internal & external contextual factors

(e.g., expectations, resilience, mental health, support)



**Resulting Stress**





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# **REPORT FROM EDUCATIONAL POLICY COMMITTEE (EPC)**

## **DAVID DELCHAMPS**

### **May 12, 2010**



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**RESOLUTION ON ACADEMIC INTEGRITY  
(STATEMENT ON CORNELL APPLICATION  
FORMS)**

**CARL FRANCK**

**May 12, 2010**



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## 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.



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**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  
Ephraim Garcia  
Linda Nicholson  
Shawkat Toorawa



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# **RESOLUTION REGARDING ADMINISTRATIVE RESPONSE TO FACULTY RECOMMENDATIONS**

## **HARRY LAWLESS**

**May 12, 2010**



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## 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 and actions taken or not, and further



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**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



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**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



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# **REPORT FROM COMMITTEE ON ACADEMIC PROGRAMS (CAPP)**

**THOMAS CLELAND**

**May 12, 2010**



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# **REPORT FROM UNIVERSITY FACULTY COMMITTEE (UFC)**

## **DENNIS MILLER**

### **May 12, 2010**



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# DEAN OF FACULTY REPORT

**BILL FRY**

**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.”



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# GOOD AND WELFARE

May 12, 2010