

Faculty Senate

March 8, 2017

DoF Announcements

1. Uniform laptop policy
2. Ideological diversity of the faculty
3. Calendar Committee end game
4. The April Senate meeting
5. Upcoming Elections

S.A. Resolution 19: Uniform Laptop Policy

The Student Assembly recommends that professors and instructors allow students to use laptops in lectures and discussion sections where note-taking is necessary and/or the reading materials can be accessed online.

Response:

1. Referred to Educational Policy Committee for consideration.
2. Sent note to sponsors thanking them for generating interest in the general topic of devices in the classroom.

S.A. Res 25: Ideological Diversity of Faculty

(did not pass 10-to-11)

The Student Assembly requests the Faculty Senate create an ad-hoc committee to investigate ways to increase and improve faculty ideological diversity

Response:

1. Extended an invitation to chat to all S.A. members. Met with several.
2. Talking to Bias Assessment and Review Team about “political bias” and and the online bias reporting form that they oversee.

The Academic Calendar Endgame

March 1-17	Community input via website and online survey
March/April	Committee figures it out
April	Recommendations to Senate and other Assemblies
May	Senate and other Assemblies vote

Strongly
encourage
your
colleagues
to respond!

Report with recommendations to the Provost who decides.

New calendar (probably) takes effect 2018-19.

April Senate Meeting

Delayed one week: April 19 instead of April 12.

Why:

President Pollack starts April 17 and can swing by for a chat.

Spring break (April 3-7) makes it harder to set the stage for an effective meeting

We can try out a new venue and style: Statler Ballroom with post-meeting reception.

Upcoming Elections

UFC

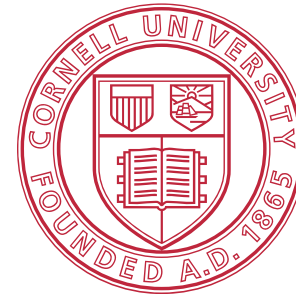
Sets Senate agendas, regularly meets with President and Provost
3-year term, 3 slots for current senators, 2 slots for non-senators

Nominations and Elections

Identifies candidates to serve on various committees
3-year term, 3 slots

At-large Senators

3-year term, 4 tenured slots, 3 non-tenured slots



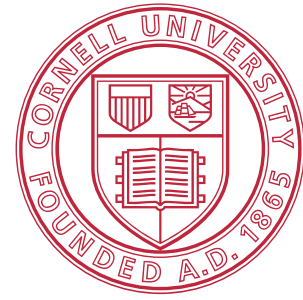
Evaluation of Cornell's Learning Management System (LMS)

Julia Thom-Levy, Physics

Provost's Fellow for Pedagogical Innovation

Faculty Senate Meeting, March 8th, 2017

Cornell's LMS: Blackboard Learn



- Last evaluated in 2007. License up for renewal June 2018
- Major educational technology tool at Cornell*- important that it meets faculty needs now and in the future
- Chance to evaluate experience for teachers and students, look at alternatives
- Chance to widen/unify use across campus, and use of effective pedagogical technology in the classroom

*Roughly 2/3 of CU courses use Blackboard. Exceptions: CIS, CVM, Weill, individual instructors. Reasons: Blackboard not best fit, or reluctance to use any LMS



(Course has been unavailable to students since Friday, December 18, 2015) > Course Information



Edit Mode is: **OFF**



▼ **PHYS 1112**
**Physics I:
Mechanics & Heat
- Fall 2015
(6258_2015FA_CO
MBINED)**

Home Page

Course Information

iClicker

Registration

Contacts

Extra Help

Reading

Assignments

Reading Quizzes

HW Assignments

Old Exams

External Web Links

COURSE MANAGEMENT

▼ **Control Panel**

► **Content Collection** →

► **Course Tools**

► **Evaluation** →

► **Grade Center** →

► **Users and Groups**

► **Customization** →

► **Packages and
Utilities** →

► **Help**

Course Information



Course Information

Attached Files: **P1112 Course Info Fall 2015.pdf** (119.04 KB)

This document outlines course procedures and policies and your responsibilities for classes and outside work.



Syllabus

Attached Files: **P1112 Fall 2015 Syllabus.pdf** (85.362 KB)

Our schedule of topics, assignments, and activities for the semester.

LMS evaluation plan- overview

Achieve broad faculty/students/staff participation in the review process to ensure that Cornell's needs are met as best we can

Who is conducting the review:

- Team from Academic Technologies, led by Todd Maniscalco, J.P. Brannan, Rob Vanderlan
- Academic Liaison: Julia Thom-Levy

Outcome of the Review:

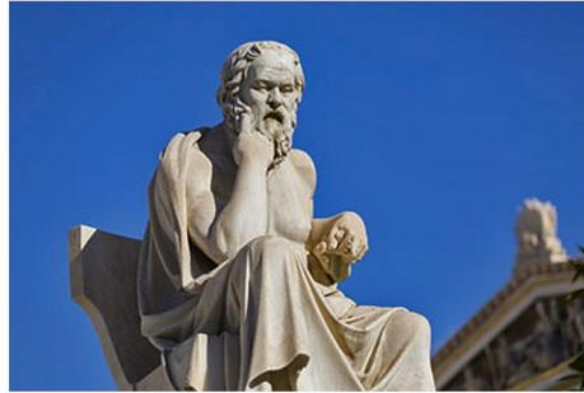
- Report to the Faculty Senate and to the Provost

Review content:

- Feedback and data about current Blackboard system (and support service)
- In-depth feedback about 3 alternative products: Canvas, Brightspace, Blackboard Ultra

[Account](#)[Admin](#)[Dashboard](#)[Courses](#)[Calendar](#)[Inbox](#)[Commons](#)[Help](#)[Announcements](#)[Syllabus](#)[Modules](#)[Assignments](#)[Discussions](#)[Grades](#)[People](#)[Pages](#)[Files](#)[Outcomes](#)[Quizzes](#)[Conferences](#)[Collaborations](#)[Chat](#)[Attendance](#)[Settings](#)

Canvas Demo Course Home Page



ABOUT OUR COURSE

You have the option to create a dedicated 'Home Page' or select the preferred entry point for your course (e.g., the default 'Activity Stream' page, 'Modules' etc.). A dedicated landing page is a useful tool to help students effectively navigate online materials. For example, consider providing the following information:

Getting Started

Please visit the navigation links on the left to get started. Become familiar with the layout and navigation of the course and review the syllabus carefully.

Questions

Remember to check the syllabus, announcements, and the Course Information Module before asking questions. **You may also want to create a FAQ Discussion Board as a central question/answer site. For example,** "Please post questions on the content, assignments, and/or schedule in the FAQ Discussion Board."

Guided Tour for Navigating the Course (video)

Insert video tour here.

Instructors, learn how to create a home page

[HERE](#)



LMS evaluation- timeline

- Short faculty survey (March '17)
- In-depth interviews with 30-40 faculty/staff across colleges (March, April, '17)
- Pilot testing of 3 alternative products in courses (Fall Semester '17)
 - Identified faculty users representing all groups of Blackboard users
 - Expert tech support provided for pilot study
- Focus groups, using “sandbox” access to the 3 alternative systems, access to sandbox also by request (Fall '17)
- Collection of student feedback

You will hear from us, and you can email us if you'd like to participate (see also <https://it.cornell.edu/lmseval>).

- More information:<https://it.cornell.edu/lmseval>
(also linked through the Faculty Senate web page)

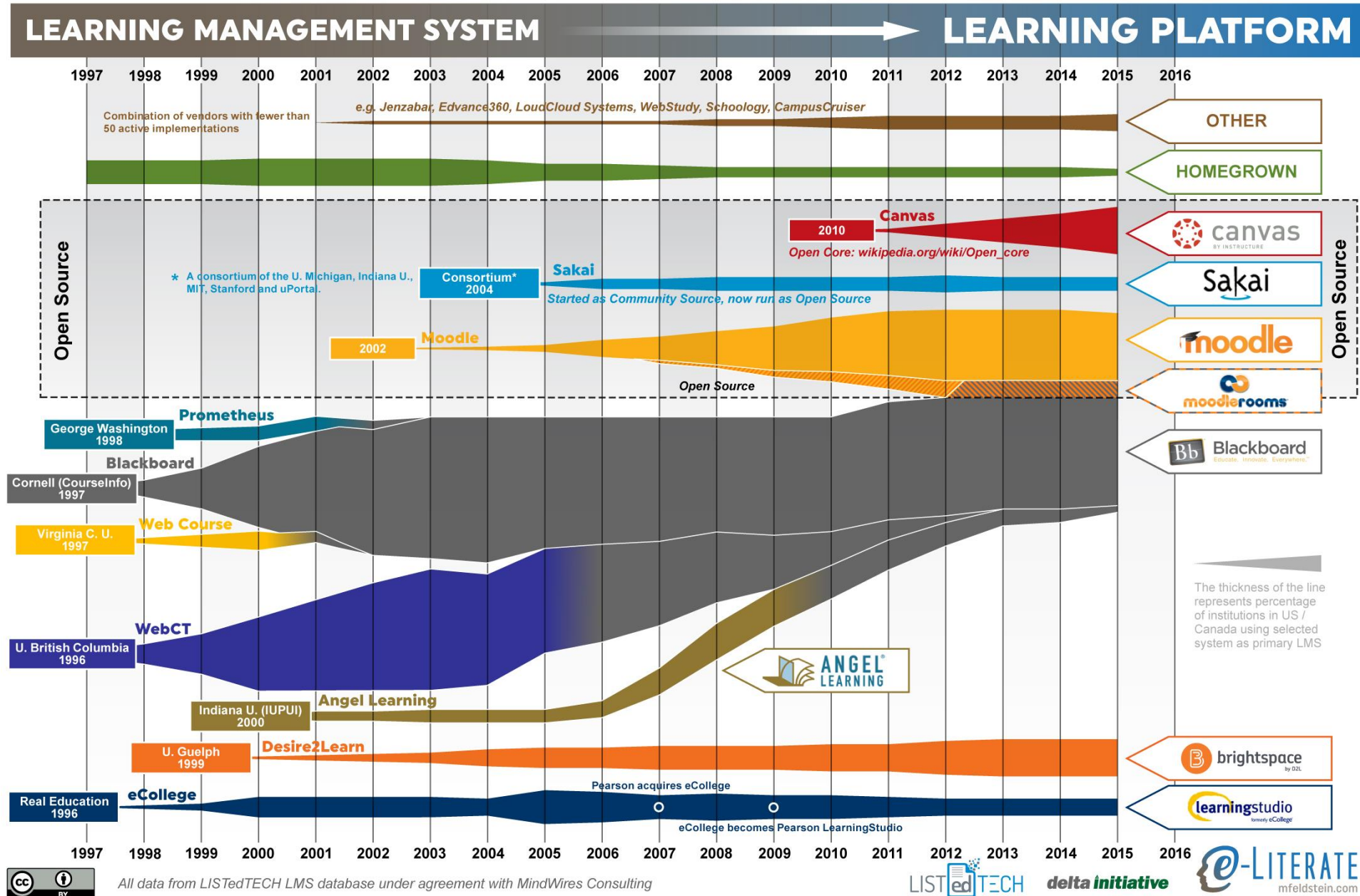
Comments:

jt297@cornell.edu

lmseval@cornell.edu

LMS Market Share For US & Canadian Higher Ed Institutions

SPRING 2016
VERSION



Team Members

Name	Unit	Project Role(s)
Julia Thom-Levy	Provost	Project Sponsor, Executive Committee
Todd Maniscalco	AT	Project Director, Executive Committee
J.P. Brannan	AT	Project Manager, Executive Committee
Marina Tokman	AT	Technical Lead, Survey Development, Testing, User Support
Liz Balko	AT	Communications, Surveys, Testing, User Support
Amy Cheadle	AT	Communications, Interview Analysis, Surveys, Focus Groups, Testing, User Support
Chloe DeShong	AT	Business Analyst, Surveys, Interviews, Focus Groups
Danica Fisher	CIT	Communications Specialist
Patrick Graham	AT	Technical Team, Testing, User Support
Roberta Militello	AT	Testing
Benjamin Moss	AT	Technical Team, Testing, User Support
John Udall	AT	Technical Team, Testing, User Support
Rob Vanderlan	CTE	Communications, Interviews, Surveys, Testing



Central Syllabi

Office of the Vice Provost for Undergraduate Education

Office of the University Registrar

Student Services IT



Central Syllabi – Origin

November 2014: SA Resolution 29

April 2015: Provost Katz approves action on topic

February 2016: SA Resolution 42:

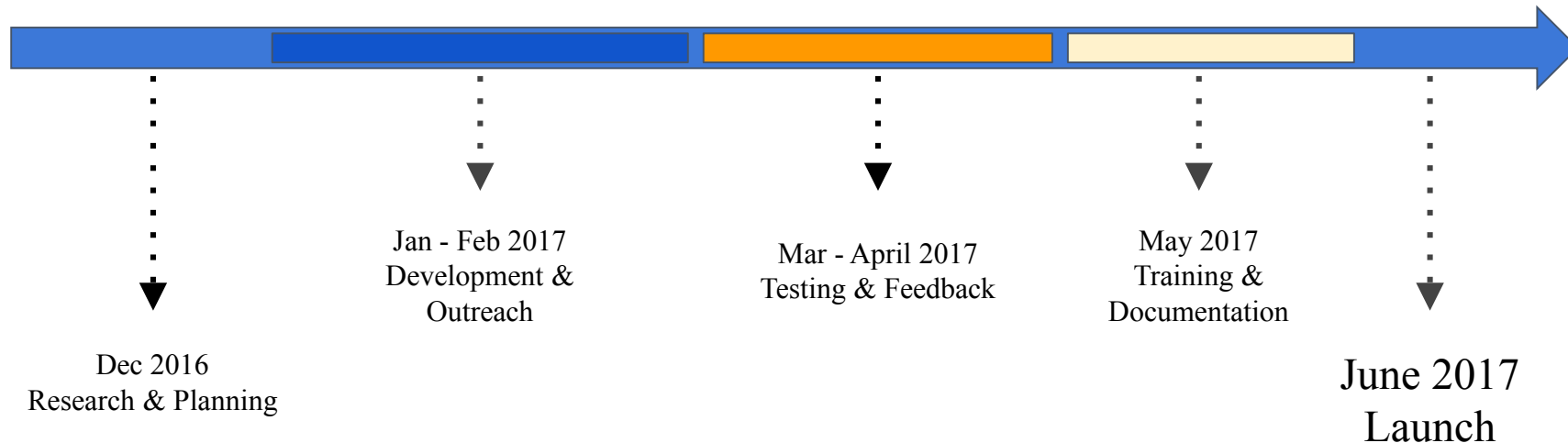
“Be it therefore resolved, that the Student Assembly recommends that where practical and appropriate, professors upload a digital copy of the syllabus to the information section of the official Class Roster Website (classes.cornell.edu) before pre-enroll period begins.”

September 2016: Provost Kotlikoff approves project

September 2016: Academic deans discuss and approve project

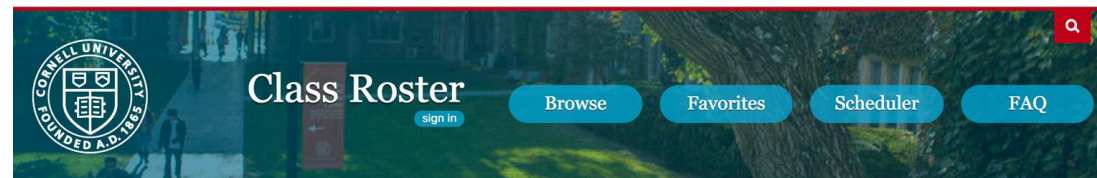
Central Syllabi – Project Timeline

- Development & Outreach
- Faculty, Student, and Staff Testing & Feedback
- Training & Documentation
- Launch



Central Syllabi – Features

Integrated into the Class Roster (classes.cornell.edu)



Browse

Subjects 160		Academic Groups 13	
AAS	Asian American Studies	IM	Independent Major
AEM	Applied Economics & Management	INDO	Indonesian
AEP	Applied & Engineering Physics	INFO	Information Science
AGSCI	Agricultural Sciences	ITAL	Italian
AIIS	American Indian and Indigenous Studies	JAPAN	Japanese
AIRS	Aerospace Studies	JPLIT	Japanese Literature
ALS	Agriculture & Life Sciences	JWST	Jewish Studies
AMST	American Studies	KHMER	Khmer
ANSC	Animal Science	KOREA	Korean
ANTHR	Anthropology	LA	Landscape Architecture
ARCH	Architecture	LATA	Latin American Studies
ARKEO	Archaeology	LATIN	Latin
ART	Art	LAW	Law
ARTH	History of Art	LGBT	Lesbian, Gay, Bisexual & Transgender Studies
AS	Arts & Sciences	LING	Linguistics
ASIAN	Asian Studies	LSP	Latino Studies Program
ASRC	Africana Studies & Research Center	MAE	Mechanical & Aerospace Engineering
ASTRO	Astronomy	MATH	Mathematics
BEE	Biological & Environmental Engineering	MEDVL	Medieval Studies
BENGL	Bengali	MILS	Military Science
BIOAP	Animal Physiology & Anatomy	MSE	Materials Science & Engineering
BIOEE	Ecology & Evolutionary Biology	MUSIC	Music
BIOG	Biology: General Courses	NAVS	Naval Science
BIOMG	Molecular Biology and Genetics	NBA	Graduate Management Business Admin
BIOMI	Microbiology	NBAY	Graduate Management Business Admin NYT
BIOMS	Biomedical Sciences	NCC	Graduate Management Common Core
BIONB	Neurobiology & Behavior	NEPAL	Nepali

Spring 2017 ▼

Search

keyword, catalog nbr



- ☐ Include course description
☐ Show open sections only

Subjects ▼

Academic Career ▼

Academic Group ▼

Class Level ▼

Credits ▼

Day of the Week ▼

Time Offered ▼

Location ▼

Course Attributes ▼

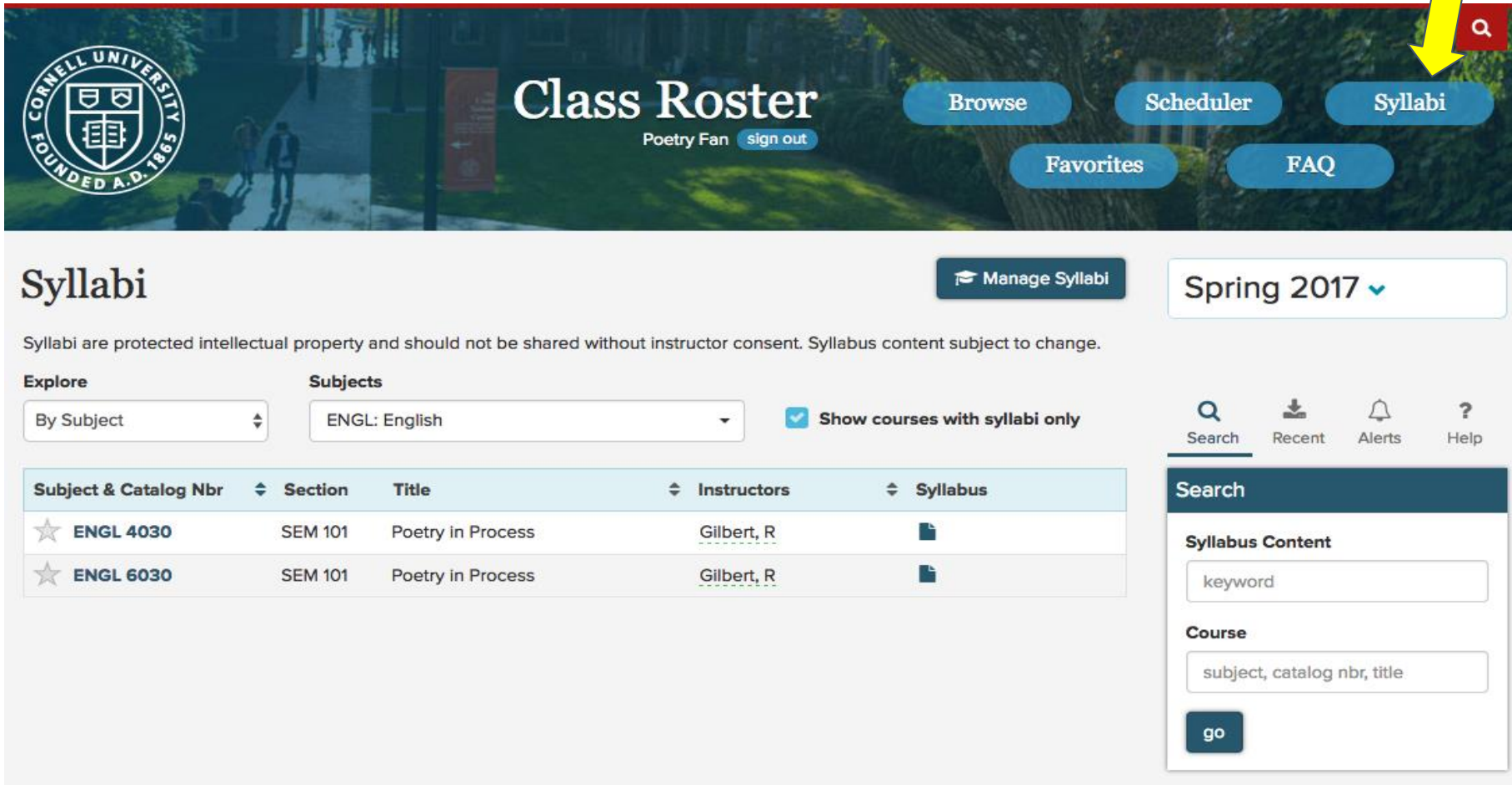
Breadth/Distribution ▼

Session ▼

Instructor ▼

Central Syllabi – Features

Students can access published syllabi from new “Syllabi” page.



The screenshot shows the Cornell University Class Roster website. The top navigation bar includes the Cornell University logo, the text "Class Roster" with a "Poetry Fan" link and a "sign out" button, and buttons for "Browse", "Scheduler", "Syllabi", "Favorites", and "FAQ". A yellow arrow points to the "Syllabi" button. Below the navigation bar, the "Syllabi" page is displayed. It features a "Manage Syllabi" button, a "Spring 2017" dropdown menu, and a disclaimer: "Syllabi are protected intellectual property and should not be shared without instructor consent. Syllabus content subject to change." The "Explore" section includes a "By Subject" dropdown, a "Subjects" dropdown set to "ENGL: English", and a checkbox for "Show courses with syllabi only". A table lists two courses: ENGL 4030 and ENGL 6030, both in SEM 101, titled "Poetry in Process", taught by Gilbert, R. The right sidebar contains a "Search" section with a "Syllabus Content" search box (placeholder: "keyword") and a "Course" search box (placeholder: "subject, catalog nbr, title"), with a "go" button at the bottom.

Class Roster
Poetry Fan [sign out](#)

[Browse](#) [Scheduler](#) [Syllabi](#) [Favorites](#) [FAQ](#)



Syllabi

[Manage Syllabi](#) Spring 2017 ▼

Syllabi are protected intellectual property and should not be shared without instructor consent. Syllabus content subject to change.

Explore **Subjects**

By Subject ▾ ENGL: English ▾ ☒ Show courses with syllabi only

Subject & Catalog Nbr	Section	Title	Instructors	Syllabus
★ ENGL 4030	SEM 101	Poetry in Process	Gilbert, R	
★ ENGL 6030	SEM 101	Poetry in Process	Gilbert, R	

Search

Syllabus Content

keyword

Course

subject, catalog nbr, title

go

Central Syllabi – Features

New “search within syllabus content” feature allows students to find classes by keywords present within published syllabi.

The screenshot shows the Central Syllabi web application. At the top is a banner with the Cornell University logo and the text "Class Roster" with a "sign out" link. Navigation buttons include "Browse", "Scheduler", "Syllabi", "Favorites", and "FAQ". Below the banner, the "Syllabi" section is active, showing a "Manage Syllabi" button and a "Spring 2017" dropdown. A disclaimer states: "Syllabi are protected intellectual property and should not be shared without instructor consent. Syllabus content subject to change." The "Explore" section has a "By Subject" dropdown and a "Subjects" dropdown set to "ENGL: English". A checkbox "Show courses with syllabi only" is checked. A table lists two courses:

Subject & Catalog Nbr	Section	Title	Instructors	Syllabus
★ ENGL 4030	SEM 101	Poetry in Process	Gilbert, R	
★ ENGL 6030	SEM 101	Poetry in Process	Gilbert, R	

A yellow arrow points from the syllabus icon in the second row to a search sidebar on the right. The sidebar has tabs for "Search", "Recent", "Alerts", and "Help". The "Search" tab is active, showing a "Syllabus Content" search box with the placeholder "keyword" and a "Course" search box with the placeholder "subject, catalog nbr, title". A "go" button is at the bottom of the sidebar.

Central Syllabi – Key elements for faculty

- Each undergraduate college, in a manner determined by the college dean, will establish requirements regarding faculty providing syllabi.
- Prominently displayed on class roster will be (a) notices that syllabi are the intellectual property of faculty members and (b) disclaimers that syllabi are subject to change.
- The uploaded syllabus is meant to be instructive and as accurate as possible, but is not a binding contract with students; faculty are free to alter the syllabus as their instructional needs dictate.

ENGLISH 102 -- LITERARY ANALYSIS I: PROSE FICTION
SECTIONS 02 & 06
FALL '94

INSTRUCTOR: David F. Wallace
OFFICE: 420C Stevenson Hall
OFFICE PHONE: 438-7508
OFFICE HOURS: Tuesdays and Thursdays from 11:00am to 12:00pm, and by appointment.
CLASS LOGISTICS: 102-02 -- Tuesdays and Thursdays at 9:35, 348 Stevenson
102-06 -- Tuesdays and Thursdays at 12:35, 123 Williams

BOOKS YOU HAVE TO BUY

- (1) Mary Higgins Clark, Where Are the Children?
- (2) Jackie Collins, Rock Star
- (3) James Ellroy, The Big Nowhere
- (4) Thomas Harris, Black Sunday
- (5) Thomas Harris, The Silence of the Lambs
- (6) Stephen King, Carrie
- (7) C.S. Lewis, The Lion, the Witch and the Wardrobe
- (8) Larry McMurtry, Lonesome Dove

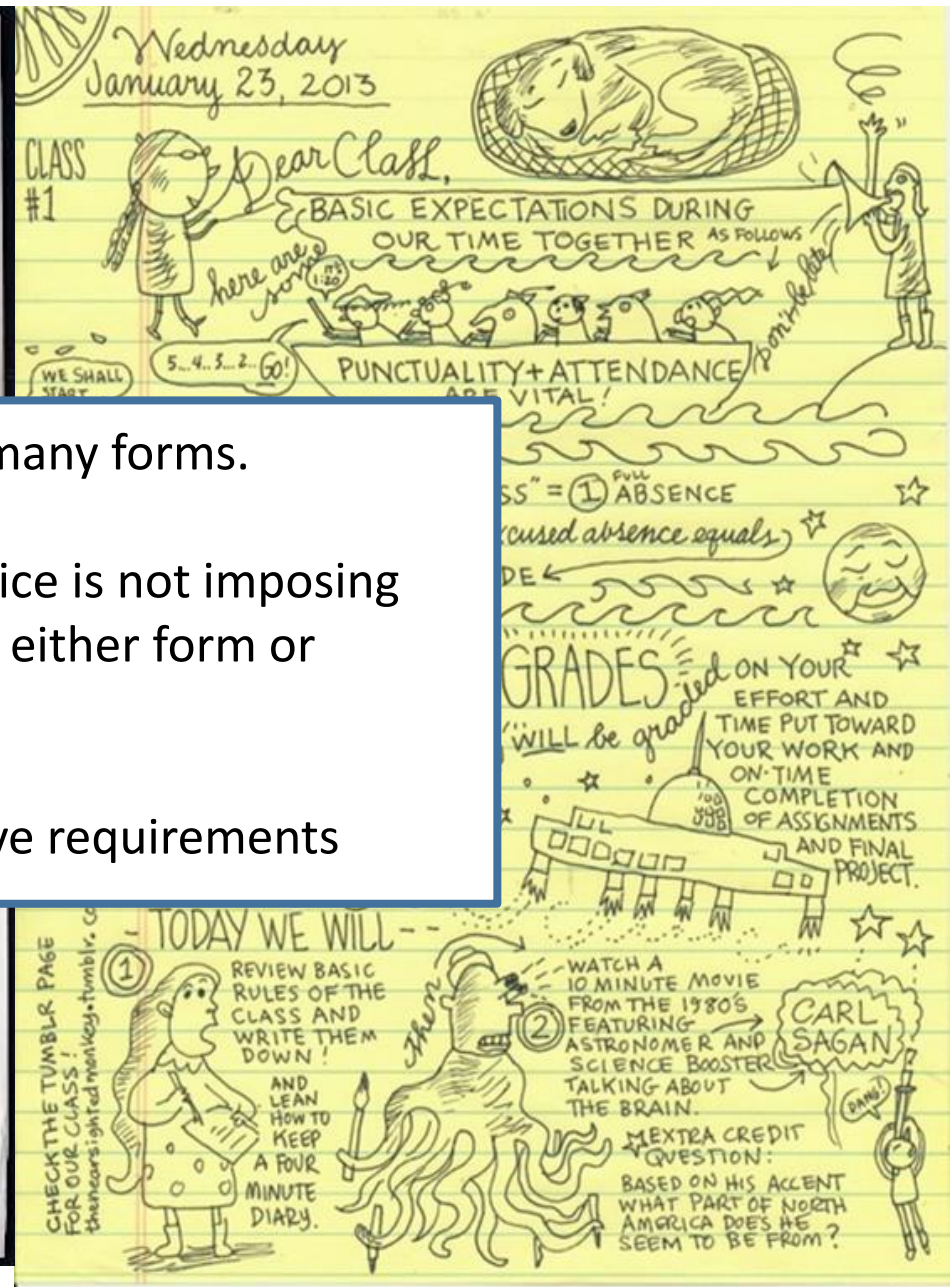
All these books are cheap, mass-market paperbacks. 40 copies of each North St., Normal, 454-7393; Babbitt's has both new and used copies. Identify yourselves as members of "Wallace Reading Group 1," students Reading Group 2" -- these are the course-titles the books are stocked in. Additional reading assignments will be made available on hand-outs.

AIMS OF COURSE

"To provide competence in critical reading, knowledge of formal characteristics including their development as genres" -- ISU Catalogue. In less narrow some ways to read fiction more deeply, to come up with more interestingly informed, intelligent reasons for liking or disliking a piece of fiction above all interestingly -- about stuff you've read. We'll use the basic point of view, tone, theme, symbol, etc., to take the books apart, rather than to read them as they are. For the most part, we'll be reading what's considered popular or commercial fiction, and from a variety of genres, including mystery, horror, cop, western, noir, and fantasy. If the course works, we'll end up being able to locate some rather sophisticated techniques and/or themes lurking below the surface of novels that, on a quick read on airplane or beach, look like nothing but entertainment, all surface.

WARNING

Don't let any potential lightweightish-looking qualities of the texts delude you into thinking that this will be a blow-off-type class. These "popular" texts will end up being harder than more conventionally "literary" works to unpack and read critically. You'll end up doing more work in here than in other sections of 102, probably.



Syllabi can take many forms.

The provost's office is not imposing requirements on either form or content.

Colleges may have requirements

Central Syllabi – Features for faculty

Instructors can easily upload a PDF of their syllabi.

Class Roster
Roger Gilbert [sign out](#)

[Browse](#) [Scheduler](#) [Syllabi](#)
[Favorites](#) [FAQ](#)

Manage Syllabi

[Reports](#) [Student View](#) Spring 2017

Manage syllabi on classes for which you are listed as an instructor. For more information, see [Using Syllabi for Faculty](#).

My Classes
All

Subject & Catalog Nbr	Section	Title	Instructors	Syllabus
AMST 4030	SEM 101	Poetry in Process	rsg2	Attach
ENGL 4030	SEM 101	Poetry in Process	rsg2	Attach
ENGL 6030	SEM 101	Poetry in Process	rsg2	Attach
ENGL 7950	SEM 115	Group Study	rsg2	Attach

All changes saved

[My Library](#) [Alerts](#) [Help](#)

[Upload](#) [Import](#)

Files
Attached

File
Doc2.pdf

Central Syllabi – Features for faculty

The screenshot displays the Cornell University Class Roster interface. At the top, the Cornell University logo is on the left, and the text 'Class Roster' is centered, with 'Roger Gilbert' and a 'sign out' link below it. Navigation buttons for 'Browse', 'Scheduler', and 'Syllabi' are on the right. A modal window titled 'Attach Syllabus - ENGL 7950 SEM 115' is open in the center. The modal has a progress bar with three steps: 'Step 1: Choose a File' (active), 'Step 2: Link to Classes', and 'Step 3: Publish Options'. Below the progress bar, it says 'Upload a new file or select a file from your library to continue.' There are two tabs: 'Upload File' (selected) and 'Select File - My Library'. The main area of the modal is a light blue box with the text 'CLICK TO BROWSE, OR DRAG SYLLABUS PDF HERE'. A yellow arrow points to this text. At the bottom right of the modal is a red 'Cancel' button. In the background, on the left, is a 'Manage' sidebar with 'My Classes' and a list of classes including 'AMST 4030', 'ENGL 4030', 'ENGL 6030', and 'ENGL 7950'. On the right, there are buttons for 'Import' and 'Help'.

Class Roster

Roger Gilbert sign out

Browse Scheduler Syllabi

Attach Syllabus - ENGL 7950 SEM 115

Step 1: Choose a File Step 2: Link to Classes Step 3: Publish Options

Upload a new file or select a file from your library to continue.

Upload File Select File - My Library

CLICK TO BROWSE, OR DRAG SYLLABUS PDF HERE

Cancel

Central Syllabi – Features for faculty

Multiple files can be uploaded, and then attached to classes.

The screenshot shows the 'Class Roster' page of the Central Syllabi system. The header features the Cornell University logo, the title 'Class Roster' by Roger Gilbert, and navigation buttons for 'Browse', 'Scheduler', 'Syllabi', 'Favorites', and 'FAQ'. Below the header, the 'Manage Syllabi' section includes a 'My Classes' dropdown menu set to 'All'. A table lists four classes: AMST 4030, ENGL 4030, ENGL 6030, and ENGL 7950, each with a syllabus icon and an 'Attach' button. A yellow arrow points to the 'Upload' button in the right-hand sidebar. The sidebar also contains an 'Import' dropdown, a 'Files' section with a dropdown menu set to 'Attached', and a list of files including 'Doc2.pdf'. A status message 'All changes saved' is visible at the top of the sidebar.

Class Roster
Roger Gilbert [sign out](#)

[Browse](#) [Scheduler](#) [Syllabi](#)
[Favorites](#) [FAQ](#)

Manage Syllabi [Reports](#) [Student View](#) **Spring 2017**

Manage syllabi on classes for which you are listed as an instructor. For more information, see [Using Syllabi for Faculty](#).

My Classes
All

Subject & Catalog Nbr	Section	Title	Instructors	Syllabus
AMST 4030	SEM 101	Poetry in Process	rsg2	Attach
ENGL 4030	SEM 101	Poetry in Process	rsg2	Attach
ENGL 6030	SEM 101	Poetry in Process	rsg2	Attach
ENGL 7950	SEM 115	Group Study	rsg2	Attach

All changes saved

[My Library](#) [Alerts](#) [Help](#)

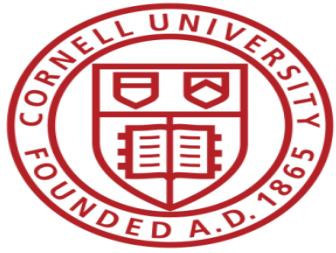
[Upload](#) [Import](#)

Files
Attached

File
 Doc2.pdf

Important dates for faculty

- Students will be most active on Class Roster during pre-enrollment and add/drop periods.
 - 7/10-18: Fall 17 incoming first-year pre-enrollment
 - 8/15: Fall 17 add/drop period begins
 - 10/25: Spring 18 pre-enrollment begins
- Faculty may choose to upload a previous year's or draft syllabi for pre-enrollment and can easily upload additional drafts of syllabi when available.



Central Syllabi – Next Steps

Call for Testers

Contact Casey Washburn, Associate University Registrar,
[@ \[cw559@cornell.edu\]\(mailto:cw559@cornell.edu\)](mailto:cw559@cornell.edu)



Stand-Up For Truth

Faculty Senate Resolution on Cornell Leadership in Honesty and Reliable Knowledge

The New York Times | <https://nyti.ms/2kMuAzH>

The Opinion Pages

American Universities Must Take a Stand

Leon Botstein

ON CAMPUS FEB. 8, 2017

How can the university turn a blind eye to ... the capacity to dress falsehood up as truth and reject the fruits of reasoned argument, evidence and rigorous verification?

*Standing up for the truth — which is, after all, higher education's business — might appear to be an act of political partisanship. But this is not about political parties. It is about **the proper role of the academy in a troubling time.***

https://www.nytimes.com/2017/02/08/opinion/american-universities-must-take-a-stand.html?_r=0

Filippo Menczer (Computer Science & Informatics, Indiana U. Bloomington)

Time Magazine 11/28/16

We need all hands on deck: Computer scientists, social scientists, economists, journalists and industry partners must work together to stand firm against the spread of misinformation.

http://time.com/4583475/fake-news-effective/?utm_medium=email&utm_source=flipboard

Robert Reich (Public Policy, UC Berkeley)

Newsweek 3/2/17

Be vigilant. Know the truth and spread it. The media should stop mincing words.

<http://www.newsweek.com/robert-reich-how-trump-lies-about-his-many-lies-562520?rx=us>

Concrete leadership actions by Cornell

Off-campus education and outreach

- Instructional materials on discriminating fact from opinion, validating facts, and establishing what is reliable knowledge: K – college, free.
- Instructional materials to explain how scholars seek the truth in different fields.
- “Popular” videos on reliable knowledge: scientific method, efforts to undermine reliable knowledge (tobacco & cancer, etc.), fake news, etc.

On-campus education

- Encourage teaching explicitly in individual classes: how do we gain reliable knowledge in this domain?
- Campus-wide: weekly seminars, forums.

Public structures

- Web pages (at Cornell Libraries?) providing links to reliable information on socially relevant current questions (“reference librarians to the world”).
- Create standards for online journalism to provide links to supporting information and primary sources.
- Support partnerships between academia and public communication professionals, on digital communications challenges in a democratic society.

Cornell Leadership in Honesty and Reliable Knowledge

Whereas dishonesty, falsehoods, and the distortion or suppression of reliable knowledge have become critical public issues of particular urgency;

Whereas a central mission of colleges and universities is the discovery, validation, communication, and preservation of reliable knowledge;

Whereas social media, the internet, and other forms of digital communication are dramatically changing the patterns of our communication in a manner that “blurs the distinction between fact and fiction” and creates conditions where reliable knowledge is often drowned out by large volumes of false information;

Whereas Cornell University has a unique position as both a private and land-grant university with an official “...mission to discover, preserve, and disseminate knowledge; [to] produce creative work; and [to] promote a culture of broad inquiry throughout and beyond the Cornell community,” and “...through public service, to enhance the lives and livelihoods of our students, the people of New York, and others around the world”;

Therefore be it resolved that Cornell university leadership and faculty should expand and initiate educational activities, both on- and off-campus, to explain established academic practices for discriminating between fact and opinion, validating facts, establishing what is reliable knowledge, and exposing the communication practices that distort, confuse, and seek to repress or censor reliable knowledge.

Be it further resolved that Cornell faculty and leadership should work with communication experts, journalists, and other relevant groups to develop innovative means, appropriate to the changing technology of communicating reliable knowledge with the public.

Be it further resolved that the Cornell leadership should collaborate with other colleges and universities to forward these objectives.

Next steps

Any Senators who would like to co-sponsor, or participate with the group preparing this resolution, please contact me asap: spe2@cornell.edu

Final resolution submitted by March 12; Dean of Faculty website opens a web page for faculty comment.

Appendix to the Resolution (to be posted) will list suggestions for specific concrete actions.

Resolution is brought to the Senate on April 12

Joel Malina

Vice President for University Relations

Cross-College Major in Environment and Sustainability

Discussion and Vote

Proposed Cross-College Major in Environment and Sustainability

Overview

- Starting point: Existing major in Environmental and Sustainability Sciences in CALS.
- Key change #1: Make it a cross-college major open to both CALS and A&S students.

Note: This required changes in structure of major to fit within A&S curriculum.

- Key change #2: Broaden scope of major to include environmental humanities.

Proposed Cross-College Major in Environment and Sustainability

Widely vetted by faculty from both colleges:

- 2014: Two A&S committees studied possibility of Environmental Studies major in A&S
- Fall 2015: A&S-CALS cross-college committee studied possibility of a cross-college major (Feb 2016 proposal)
- Spring 2016: Proposal widely distributed, feedback collected (via fora and written comments)
- Summer 2016: A second A&S-CALS cross-college committee reviewed feedback (Aug 2016 proposal)
- Fall 2016: Further feedback solicited from all faculty in both colleges
- Fall 2016: Second cross-college committee reviewed feedback and prepared final proposal.
- Jan 2017: Votes taken in both colleges—cross-college major approved in both colleges.

Proposed Cross-College Major in Environment and Sustainability

Five documents provided:

- a cover letter from Max and me
- the final proposal (from Nov 2016)
- a statement of commitments from the deans (from Nov 2016)
- the report of a first committee (from Feb 2016)
- the report of a second committee (from Aug 2016)

There are still many details to be worked out, including:

- revised learning objectives
- modifications to governance structure
- design of new courses
- developing MOUs between participating departments and with faculty participants

If the Faculty Senate and Provost approve this proposal, we'll start working on details while this goes through the review process with the state.

- possible implementation for Fall 2018 entering class?

Indigenous Peoples' Day Resolution

Discussion and Vote

Resolution on Indigenous Peoples' Day

Basically the same as Student Assembly Resolution 46 (2016):

*Be it therefore resolved that the Faculty Senate, in concurrence with the Student Assembly, recommends that the Provost **amends** Cornell University's Academic Calendar to annually **recognize** Indigenous Peoples' Day on the second Monday of October.*

Sponsored by the University Faculty Committee (UFC).

The Resolution provides advice to the Provost and the Academic Calendar Committee, which is charged to make a recommendation on I.P.D.

“Amend-and-Recognize” ?

What the Current Fall Calendar Looks Like

Residence Halls Open	Friday	August 19
Instruction Begins	Tuesday	August 23
Labor Day-No Classes	Monday	September 5
Fall Break begins	Saturday	October 8
Instruction Resumes	Wednesday	October 12
Thanksgiving Recess Begins	Wednesday	November 23
Instruction Resumes	Monday	November 28
Last Day of Classes	Friday	December 2
Study Period	Saturday-Tuesday	December 3-6
Scheduled Exams	Wednesday-Thursday	December 7-15

"Amend-and-Recognize"?

What an Amended Calendar Might Look Like

Residence Halls Open	Friday	August 19
First Day of Classes	Tuesday	August 23
Labor Day—no classes	Monday	September 5
Fall Break	Monday-Tuesday	October 10-11
Indigenous Peoples Day	Monday	October 10
Veteran's Day—classes held	Friday	November 11
Thanksgiving Break	Wednesday-Friday	November 23-25
Last Day of Classes	Friday	December 2
Study Period	Saturday-Tuesday	December 3-6
Scheduled Exams	Wednesday-Thursday	December 7-15