

Faculty Senate

October 17, 2018

To promote the communication of opposing views and to serve as a free-speech-with-respect model for the rest of the campus, all discussion in the Faculty Senate must be conducted in a civil fashion that is free of any intimidation or personal attacks.

- *the University Faculty Committee*

Announcements

Charlie Van Loan
Dean of Faculty

The NTT Titleholder Representation Initiative (Update)

Need to change 12 words in the University Bylaws so that the University Faculty (i.e., tenured/tenure track faculty) can unambiguously decide two things:

- (a) who can serve in the Faculty Senate and vote
- (b) who can vote for Faculty Trustee.

Change in [Article XIII](#) to Allow for Expanded Representation in the Faculty Senate

Current

The nonvoting members of the University Faculty shall consist of the university professors, professors, associate professors and assistant professors in the Medical College, and those bearing the adjunct, visiting or acting title. The University Faculty may grant to any group of **nonvoting members** the right to vote on any question deemed by the University Faculty to be of interest to such group.

Proposed

The nonvoting members of the University Faculty shall consist of the university professors, professors, associate professors and assistant professors in the Medical College, and those bearing the adjunct, visiting or acting title. The University Faculty may grant to any group of **instructional and research staff** the right to vote on any question deemed by the University Faculty to be of interest to such group.

Change in [Article II](#) to give the University Faculty the right to choose who can vote for Trustee

Current

Two trustees shall be elected from among **and by the faculty of the University** at Ithaca and Geneva for terms of four years each, at least one being elected every second year.

Proposed

Two trustees shall be elected from among **the University Faculty** at Ithaca and Geneva for terms of four years each, at least one being elected every second year. **The University Faculty shall determine the electorate.**

Correct a Handy Typo in [Article XIII](#)

Current

There shall be a Dean of the University Faculty who shall be elected in such manner as the University Faculty may determine, for a term of not to exceed three years. The **University Faculty Senate** may extend the term of the Dean of the University Faculty for a period not to exceed two years.

Proposed

There shall be a Dean of the University Faculty who shall be elected in such manner as the University Faculty may determine, for a term of not to exceed three years. The **Faculty Senate** may extend the term of the Dean of the University Faculty for a period not to exceed two years.

Request Senate Permission to Propose these University Bylaw Changes

The Two-Step Approval Process:

Committee on Academic Affairs (November Meeting)

Full Board (January Meeting)

No problems anticipated. So while this is going on we will present a finished version of the [proposal](#) at the November meeting with voting in the December meeting.

We Mourn the Loss of these Faculty Members 2017-18

David J. BenDaniel
Michael Hugh Dickson
Donald Thorn Farley, Jr.
Roger Hamlin Farrell
Olan Forker
Carl F. Gortzig
Martin B. Harrison
John Hsu
Michael C. Kelley

Olaf Larson
Bonnie Graham MacDougall
Eugene Lewis Madsen
Jerrold Meinwald
Edward Carlos Melby, Jr.
Eleanore Mikus
Roy L. Millar
Arthur Ovaska
Nathan Hiram Peck, Sr.

Myron Rush
Sang J. Shin
Lynn Stout
Bud Christopher Tennant
James Shelby Thorp
Charles H. Uhl
Jaroslav Vanek
William J. Wasmuth
Robert H. Wasserman

Memorial statements written by colleagues and others can be found [here](#).

Proposed Policy 6.4 Procedures

John Silicaino (Deputy Provost)

Madelyn Wessel (University Counsel)

Laurie Johnston (Deputy Title IX Coordinator for Faculty and Staff)

SUMMARY OF CHANGES TO FACULTY PROCEDURES UNDER POLICY 6.4

- Procedures apply to complaints against Cornell employees related to prohibited bias, discrimination, harassment and sexual misconduct
- Follows the 2016 revision of Policy 6.4 governing such complaints against students
- Like that effort, the revised procedures seek to advance several key goals:
 - bring Cornell's procedures in line with contemporary federal and state requirements
 - enhance the procedural protections afforded to both parties
 - provide a single, uniform set of procedures for all Cornell employees, while at the same time maintaining some separate provisions for faculty when directly pertinent to their academic role
 - improve the basic clarity and completeness of procedures, primarily by drawing on the key successful features of the 2016 student procedures

Provision	Current Procedures	Proposed Procedures
Applies to:	Faculty (separate procedures for staff)	Combined general procedures for all employees (faculty and staff) with specific procedures where relevant to faculty role
Definitions-Sexual and Related Misconduct	Outdated definitions of prohibited conduct in the Title IX/ NY 129-b areas	Adopted current or required definitions from student procedures
Definition-other forms of Prohibited Discrimination	Covers other forms of prohibited discrimination (gender, age, disability, veteran status, etc.)	No change
Academic Freedom for Faculty	Provides for review of academic freedom issues only as form of appeal after finding of responsibility	Provides for up-front review when complaint under Policy 6.4 is submitted; determination by faculty panel that matter is protected by academic freedom cannot be appealed; uses definition of academic freedom adopted by University Faculty
Statute of Limitations	6 months	2 years
Right to Support and Advisors	Either party can have a support	No change

Provision	Current Procedures	Proposed Procedures
Investigation	No specific provision for exchange of information collected during investigation; practice of providing supporting information with final report	Adopted procedures from student procedures; complete transparency of information collected; opportunity to review during course of investigation and propose questions and topics for investigation; appendix provided before report written
Reviewer (Dean)	Final report provided to Dean with recommended finding	Final report and complete appendix provided to Dean with recommended finding
Opportunity to Comment	Parties have opportunity to comment on final report before Dean issues decision.	No change.
Right of Appeal of Dean's Decision	The Dean's decision may be appealed to Provost	The Dean's decision may be appealed to faculty panel who have received training on prohibited conduct under Policy 6.4
Additional Appeal of Sanction under University procedures	Faculty may challenge a sanction issued in the process under college and University procedures	No change.

Planned Review of Course Meeting Times

A review of when we teach and the associated rules.

Organization and Timeline

1. Identify key issues and assemble the right statistics.

Oct

2. Use the Web to display how students, faculty, and staff think about the issues. (Special outreach to Chairs, Degree-Program Directors, Deans, Offices of the Registrar and Vice Provost for Undergraduate Education, etc.)

Nov-Dec

3. The [Educational Policy Committee](#) produces a set of recommendations for Senate consideration.

Jan-Feb

4. The Senate puts together final recommendation to the Provost. Enactment date would depend on various Registrar-related deadlines.

Mar-Apr

Where are We Now?

Let's look at the rules, the constraints, and the problems.

Standard Meeting Times

50 minutes

8:00am-8:50am	Monday/Wednesday, Tuesday/Thursday, Friday
9:05am-9:55am	Monday/Wednesday, Tuesday/Thursday, Friday
10:10am-11:00am	Monday/Wednesday, Tuesday/Thursday, Friday
11:15am-12:05pm	Monday/Wednesday, Tuesday/Thursday, Friday
12:20pm-1:10pm	Monday/Wednesday, Tuesday/Thursday, Friday
1:25pm-2:15pm	Monday/Wednesday, Tuesday/Thursday, Friday
2:30pm-3:20pm	Monday/Wednesday, Tuesday/Thursday, Friday
3:35pm-4:25pm	Monday/Wednesday, Tuesday/Thursday, Friday
7:30pm-8:20pm	Monday, Wednesday
8:35pm-9:25pm	Monday, Wednesday

Established in 1950

Revised in 1981

75 minutes

8:40am-9:55am	Monday/Wednesday, Tuesday/Thursday
10:10am-11:25am	Tuesday/Thursday
11:40am-12:55pm	Tuesday/Thursday
1:25pm-2:40pm	Tuesday/Thursday
2:55pm-4:10pm	Monday/Wednesday, Tuesday/Thursday
7:30pm-8:45pm	Monday/Wednesday

Is MTW 10:10-11:00 a standard meeting time?

Standard Meeting Times

1 h 55m	8:00am-9:55am	Monday, Tuesday, Wednesday, Thursday, Friday
	10:10am-12:05pm	Monday, Tuesday, Wednesday, Thursday, Friday
	12:20pm-2:15pm	Monday, Tuesday, Wednesday, Thursday, Friday
	2:30pm-4:25pm	Monday, Tuesday, Wednesday, Thursday, Friday
	7:30pm-9:25pm	Monday, Wednesday
2 h 25m	7:30am-9:55am	Monday, Tuesday, Wednesday, Thursday, Friday
	10:10am-12:35pm	Monday, Tuesday, Wednesday, Thursday, Friday
	2:00pm-4:25pm	Monday, Tuesday, Wednesday, Thursday, Friday
	7:30pm-9:55pm	Monday, Wednesday
3 h	8:00am-11:00am	Monday, Tuesday, Wednesday, Thursday, Friday
	10:10am-1:10pm	Monday, Tuesday, Wednesday, Thursday, Friday
	1:25pm-4:25pm	Monday, Tuesday, Wednesday, Thursday, Friday
	7:30pm-10:30pm	Monday, Wednesday

Established in 1950

Revised in 1981

Exceptions are allowed, MTWRF 10:10-11, W 2:55-4:55, etc

Four Expectations

1. Must teach in a standard meeting time slot
2. No academics in the 4:25-7:30 pm interval
3. Evening Exams must be on Tuesday or Thursdays
4. No classes Tuesday or Thursday evening

The Free Zone

On Monday, Tuesday, Wednesday, and Thursday the hours of 4:25 p.m. to 7:30 p.m., on Fridays the hours after 4:25 p.m., on Saturday the hours after 12:05 p.m., and all day Sunday shall be free from all **formal** undergraduate classes or laboratory exercises.

What does “formal” mean?

Evening Prelims

Tuesday and Thursday evenings are reserved for evening examinations and therefore shall remain free from classes and laboratory exercises.

MW Evenings

On Monday and Wednesday evenings only regularly scheduled courses, and prelims previously approved by the Office of the University Faculty are permitted. Other evening academic activities commencing at or after 7:30 p.m. on Mondays and Wednesdays are not allowed.

The Instructional Space Scheduling Policy

This [policy](#) has three stated objectives:

1. Require adherence to **faculty-endorsed** meeting times, e.g., MTW 10:10-11 “illegal” because it knocks out TR 10:10-11 **and** MWF 10:10-11.
2. Distribute classes more evenly across the day.
3. Promote appropriate classroom utilization, eg., small classes in small rooms.

Students Enrolled in Conflicting Courses

	F11	F12	F13	F14	F15	F16	F17
Ugrad	2.9%	2.3%	2.2%	1.6%	1.9%	3.0%	2.3%
Grad	3.4%	2.8%	3.1%	2.8%	2.6%	3.1%	3.8%

E.g.

How do we
interpret these
percents?

TR 10:10–11:25
TR 11:15–12:05

How do we assess
the cost of a
CourseEnroll
override?

Let's Look at Some Numbers

How busy are the various meeting times?

50m and 75m Classes : Student Numbers

	8:00 8:50	9:05 9:55	10:10 11:00	11:15 12:05	12:20 1:10	1:25 2:15	2:30 3:20	3:35 4:25
MWF	389	3324	5708	5331	2671	1828	752	196
MW	0	734	908	1095	1169	470	741	187
F	30	1022	1459	1307	1417	1876	1164	300
TR	332	2509	2852	1295	1201	940	75	116

	8:40 9:55	10:10 11:25	11:40 12:55
MW	2873		
TR	1809	5927	6011

1:25 2:40	2:55 4:10
	5046
5820	4250

50m and 75m Classes : Count

	8 : 00 8 : 50	9 : 05 9 : 55	10 : 10 11 : 00	11 : 15 12 : 05	12 : 20 1 : 10	1 : 25 2 : 15	2 : 30 3 : 20	3 : 35 4 : 25
MWF	8	74	93	91	61	42	15	7
MW	1	13	20	21	17	15	12	7
F	1	33	73	67	69	68	51	17
TR	13	43	34	22	31	21	5	3

	8 : 40 9 : 55	10 : 10 11 : 25	11 : 40 12 : 55
MW	64		
TR	90	175	137

1 : 25 2 : 40	2 : 55 4 : 10
	121
147	145

Count = # classes

1h55m Classes : Student Numbers (Count)

	8 : 00 9 : 55	10 : 10 12 : 05	12 : 20 2 : 15	2 : 30 4 : 25
M	0 (0)	99 (7)	242 (17)	709 (28)
W	46 (3)	270 (17)	473 (24)	884 (51)
F	6 (1)	248 (11)	285 (12)	587 (27)
MW	1 (1)	96 (6)	117 (7)	89 (8)
T	0 (0)	115 (8)	361 (24)	365 (43)
R	36 (2)	130 (19)	327 (38)	848 (48)
TR	0 (0)	354 (10)	122 (5)	50 (5)

2h25m Classes : Student Numbers (Count)

	7:30 9:55	10:10 12:35	2:00 4:25
M	0 (0)	49 (2)	203 (12)
W	0 (0)	0 (0)	0 (0)
F	0 (0)	0 (0)	0 (0)
MW	0 (0)	0 (0)	0 (0)
T	0 (0)	0 (0)	0 (0)
R	0 (0)	0 (0)	0 (0)
TR	0 (0)	0 (0)	0 (0)

3h Classes : Student Numbers (Count)

	8 : 00 11 : 00	10 : 10 1 : 10	1 : 25 4 : 25
M	0 (0)	41 (2)	630 (29)
W	33 (2)	334 (8)	799 (43)
F	0 (0)	37 (1)	459 (21)
MW	63 (5)	0 (0)	127 (11)
T	44 (2)	204 (8)	896 (42)
R	33 (2)	58 (3)	800 (38)
Tr	97 (7)	245 (3)	221 (13)

Evening Classes : Student Numbers (Count)

	7:30 8:20	7:30 8:45	7:30 9:25	7:30 9:55	7:30 10:30	8:35 9:25
M	0 (0)	0 (0)	487 (21)	331 (7)	110 (4)	0 (0)
W	0 (0)	0 (0)	420 (19)	0 (0)	0 (0)	0 (0)
MW	150 (6)	635 (14)	1 (1)	0 (0)	0 (0)	81 (3)

T1: Class Length

Is there the right distribution of 50m, 75m, 1h55m, 2h25m, and 3h teaching opportunities?

How we might increase the # TR 75m meeting times:

8:40	10:10	11:40	1:25	2:55
9:55	11:25	12:55	2:40	4:10

8:00	9:30	11:00	12:30	2:00	3:30
9:15	10:45	12:15	1:45	3:15	4:45

Harvard's New (2018) Meeting Time Schedule

Cambridge Campus

9:00am – 10:15am

10:30am – 11:45am

12:00pm – 1:15pm

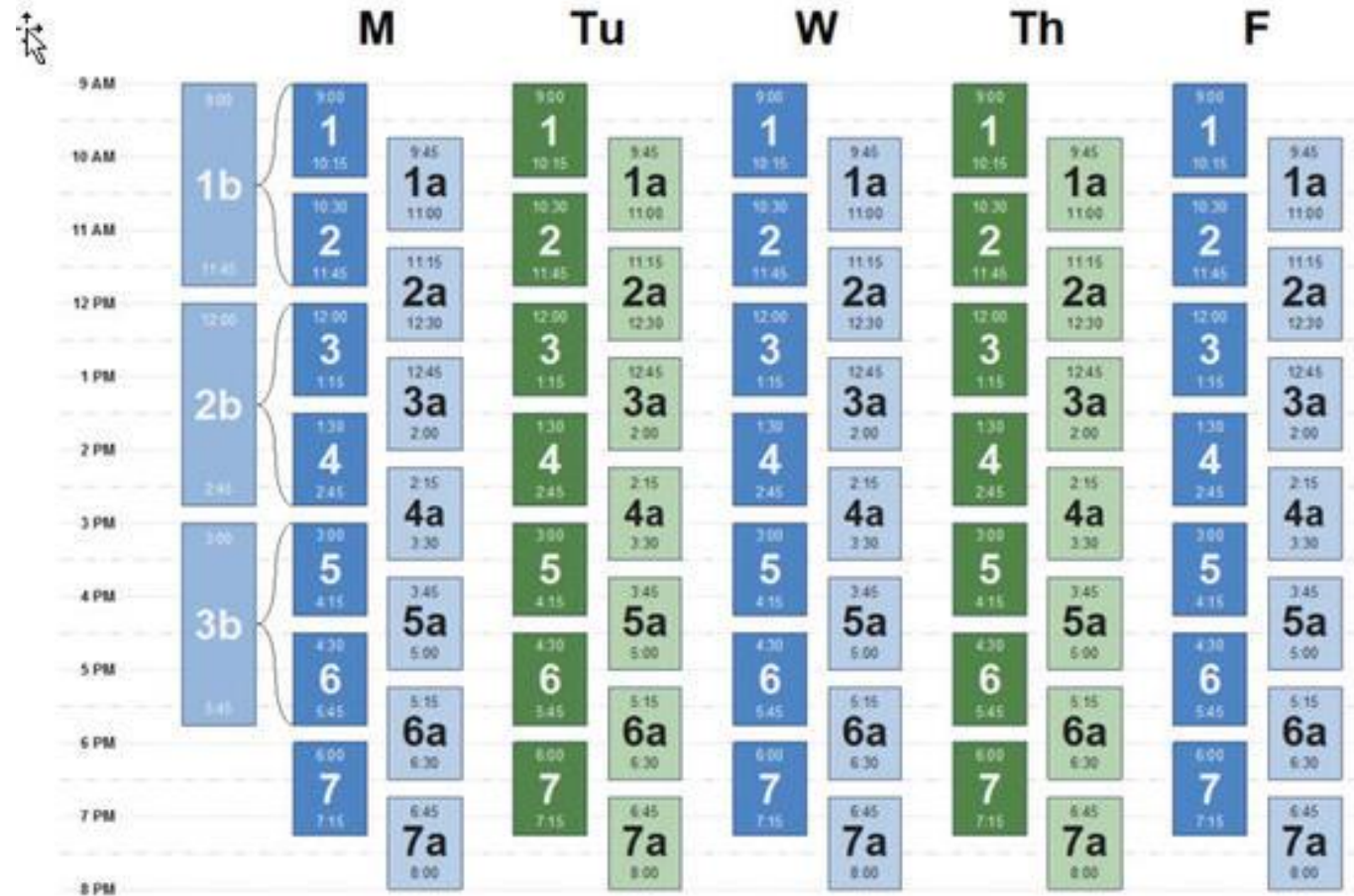
1:30pm – 2:45pm

3:00pm – 4:15pm

4:30pm – 5:45pm

6:00pm – 7:15pm

7:30pm – 8:45pm



Cambridge (L) and Allston (R)

T2: The 4:25-7:30pm Free Zone

Should the length of the Free Zone be shortened?

Should review sessions be allowed during the Free Zone?

What about “other” class-related activity?

Should there be clear exception rules for Free Zone courses ?

T3: Evening Prelims and Classes

Should there be exception rules for MW evening prelims?

Should there be exception rules for TR classes?

T4: Lifestyle

Does the system adequately take into account student sleep patterns? Attention span patterns?

Does the system adequately take into account child care concerns?

T5: Seminars and Graduate Courses

Does the system adequately support the offering of seminars and graduate level courses?

What about seminars for undergraduates?

T7: Special Situations

Does the system adequately support foreign language instruction and instruction in the performing arts?

Does the system adequately support laboratory and studio instruction?

T8: Getting-a-Room Concerns

To what extent does classroom availability and proximity limit what we want to do?

Justifying the need for the 20-30-30-20 policy:

Class Start Time	Enrollment Fraction
8 : 00 – 10 : 00	$\geq 20\%$
10 : 00 – 12 : 00	$\leq 30\%$
12 : 00 – 2 : 00	$\leq 30\%$
2 : 00 – 3 : 30	$\geq 20\%$

Summary

In the coming weeks, let's all participate in the discussion of T1-T8 and come up with something that is better for both students **and** faculty.

Facility constraints and “enforcement” overheads are important and must be carefully assessed.

Food Insecurity at Cornell University

Anke Wessels

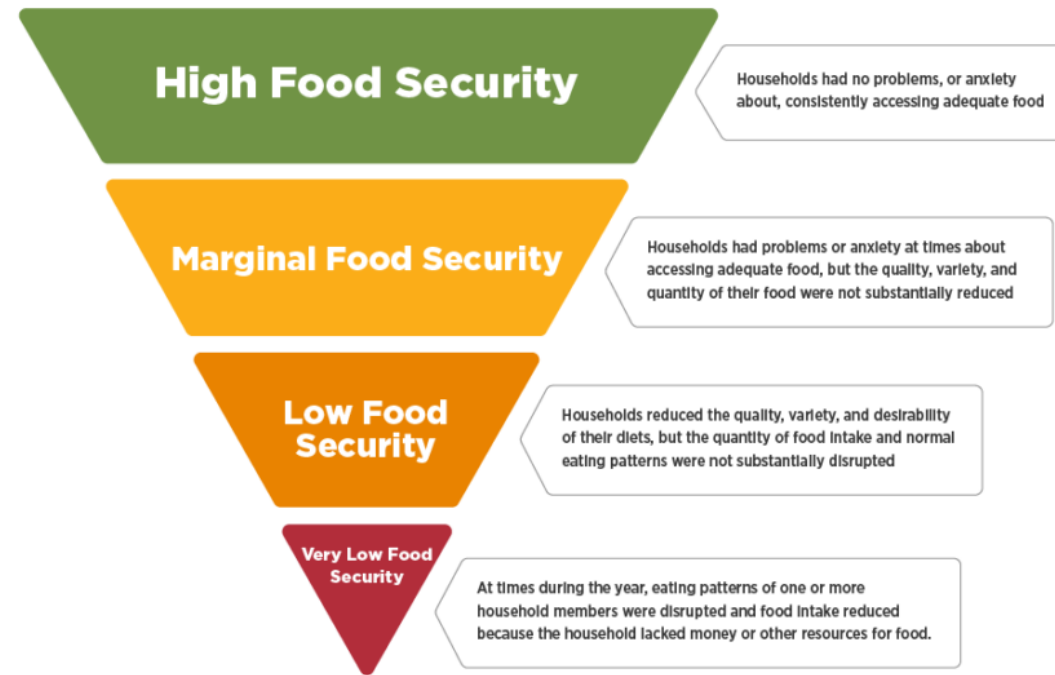
Executive Director, Center for Transformative Action

Visiting Lecturer, Dyson School

akw7@cornell.edu

Definition

Food insecurity is the limited or uncertain availability of nutritionally adequate and safe foods, or the ability to acquire such foods in a socially acceptable manner.



Source: Adapted from the USDA Economic Research S

Scale from USDA

Prevalence

The U.S.D.A estimates that **one out of every seven households** in the U.S. is food insecure (low and very low food security).

2015-17 studies estimate rates for **college students** range from **20 to 40 percent**, with higher rates reported in California and among community college students.

Cornell PULSE Survey

Frequency: Skipped meals or had not had enough to eat because of financial constraints

2015: n = 4,419

22% of respondents indicated they skipped meals to save money (occasionally, often, very often)

23% of Juniors (n= 1,116)
24% of Seniors (n= 1,088)
36% of Native American students (n =14)
29% of Black students (n= 191)
28% of Hispanic students (n=484)
27% of Multiracial students (n=141)
25% of International students (n=310)

2017: n = 4,616

28% of respondents indicated they skipped meals to save money (occasionally, often, very often)

30% of Juniors (n=1,051)
29% of Seniors (n=1,091)
73% of Native American students (n=11)
47% of Black students (n=230)
35% of Hispanic students (n=505)
47% of Multiracial students (n=97)
28% of International students (n=412)
50% of “another gender” (not male or female) students (n=129)

Cornell PULSE Survey

Skipped meals or had not had enough to eat because of financial constraints

2015: n = 4,419

22% of respondents indicated they skipped meals to save money

23% of CALS students (n=1,005)

31% of AA&P students (n=101)

24% of Hotel students (n=198)

23% of HumEc students (n=401)

29% of ILR students (n=288)

18% of Engineering students (n=1,067)

2017: n = 4,616

28% of respondents indicated they skipped meals to save money

33% of CALS students (n=943)

39% of AA&P students (n=114)

33% of Hotel students (n=224)

30% of HumEc students (n=386)

31% of ILR students (n=305)

21% of Engineering students (n=1,018)

30% of Dyson students (n=170)

Financial Aid covers the cost of a meal plan, so why does this problem exist?

Students may be opting out of meal plans to cover other costs, i.e., off-campus housing, books, transportation, mandatory health insurance, financial needs back home. **Food insecurity intersects with many other factors.**

- Graphic from 2017 study of Massachusetts Public Universities and Colleges (Wisconsin Hope Lab)

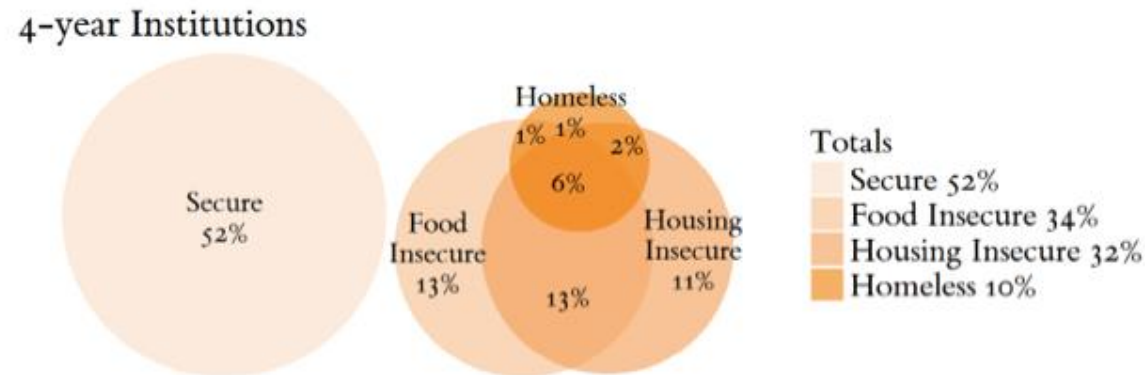
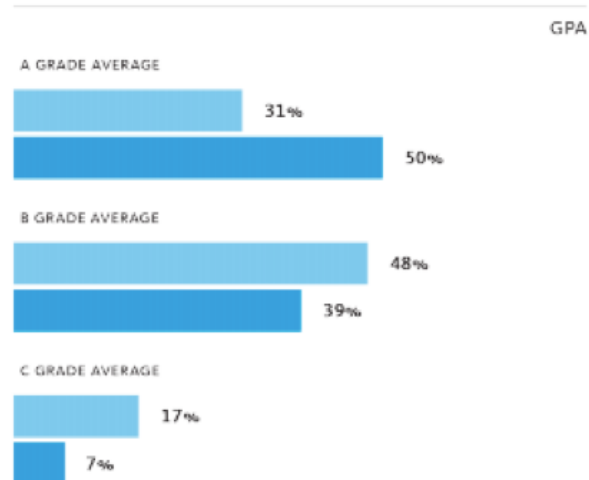


Figure 5. Intersections of Food Security, Housing Insecurity, and Homelessness

Ramifications

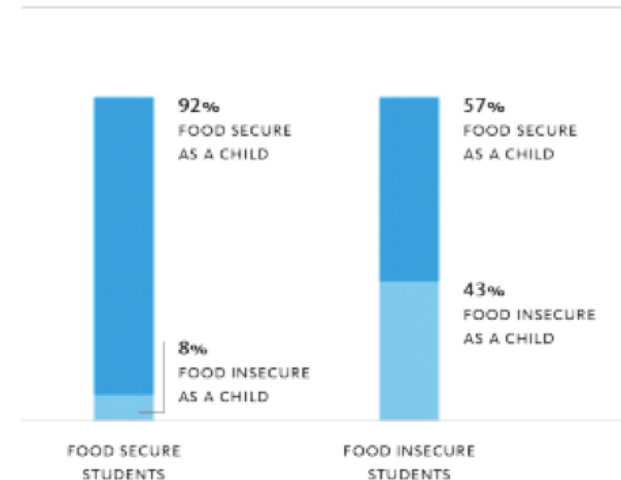
2016 University of California study showed food insecure students (light blue) more likely to have lower grades.

FIGURE 6



The 2016 UC study showed that 57% of food insecure students were food secure as a child.

FIGURE 4



Prevalence of childhood history of family food insecurity among food secure and food insecure students, including those experiencing reduced quality, variety or desirability of diet, UC systemwide.

Remedies

Cornell

- **Guest Meal Passes** for students in urgent need (by referral)
- Dining is considering a **meal swipe sharing option**
- New **Mobile Food Pantry** at Big Red Barn, *organized by the Health Student Alliance led by graduate student, Gloria Coicou*
- **Cornell Free Food GroupMe** sends message to students when food is left over at campus events (*student organized*)
- **Anabel's Grocery** aims to provide affordable and nutritious food for sale

Nationally

- **National Swipe Out Hunger** campaign has 50 partners (including UPenn & Ithaca College)
- **College and University Food Bank Alliance** has 641 members (including Columbia, Brown, NYU & Georgetown)
- UC's **multi-pronged approach** increases Meal Swipe Program, Food Pantries & access to CalFresh; expands awareness; enhances financial aid communication about cost of housing and food; includes food prep and food storage in new campus housing

What can faculty do?

- Be aware that student food insecurity exists at Cornell; pay attention to signs
- Consider the cost to all students of text books
- Consider the cost of printing readings and assignments
- Consider the cost of presentation materials
- Support efforts to collect data on food insecurity at Cornell and develop a more systemic approach to addressing this problem

Campus Partners

- Shakima Clency, Associate Dean of Students for Student Empowerment & Director of First-Generation & Low-Income Student Support: shakima.clency@cornell.edu
- Pat Wynn, Executive Director, Campus Life Enterprise Services: paw223@cornell.edu
- Jennifer Wickham, Senior Assistant Director of Financial Aid and Admissions: jfw74@cornell.edu

Faculty Advisory Committee on Athletics and Physical Education

Frank S. Rossi, Ph.D.
Committee Chair
CALS/SIPS-Horticulture



Overview

- ✓ **Oversight Role**

- ✓ **Academics**

 - Faculty Advisory Role**

 - Leave Policy**

 - Performance**

- ✓ **Physical Education Program**

- ✓ **Facilities**

- ✓ **Concussion Surveillance and Support**



FACAPE Charge



to provide **advice** on how the **programs** of the Department of Athletics and Physical Education can best complement and **support** the overall **educational objectives** of the University.

Leave Policy



FACULTY ADVISORY COMMITTEE ON ATHLETICS & PHYSICAL EDUCATION (FACAPE) ATHLETIC SCHEDULING AND MISSED CLASS TIME POLICY

Cornell has a longstanding policy whereby each sport's regular season competition schedule and its associated missed class time must be approved by the Faculty Advisory Committee on Athletics and Physical Education (FACAPE). This policy concurrently fulfills NCAA Bylaws (specifically 3.2.4.113) and Ivy rules (VI.G.2) and is regularly reviewed to ensure compliance with evolving NCAA and university policies. Unless otherwise outlined in this document, exceptions to scheduling and other requirements dictated by this policy must be in accordance with NCAA and Ivy rules and approved by the chairperson of FACAPE.

Department of
Athletics and Physical Education

Team Faculty Advisor Guide



Amy Foster

*Senior Associate Director of Athletics for
Compliance and Student Services*

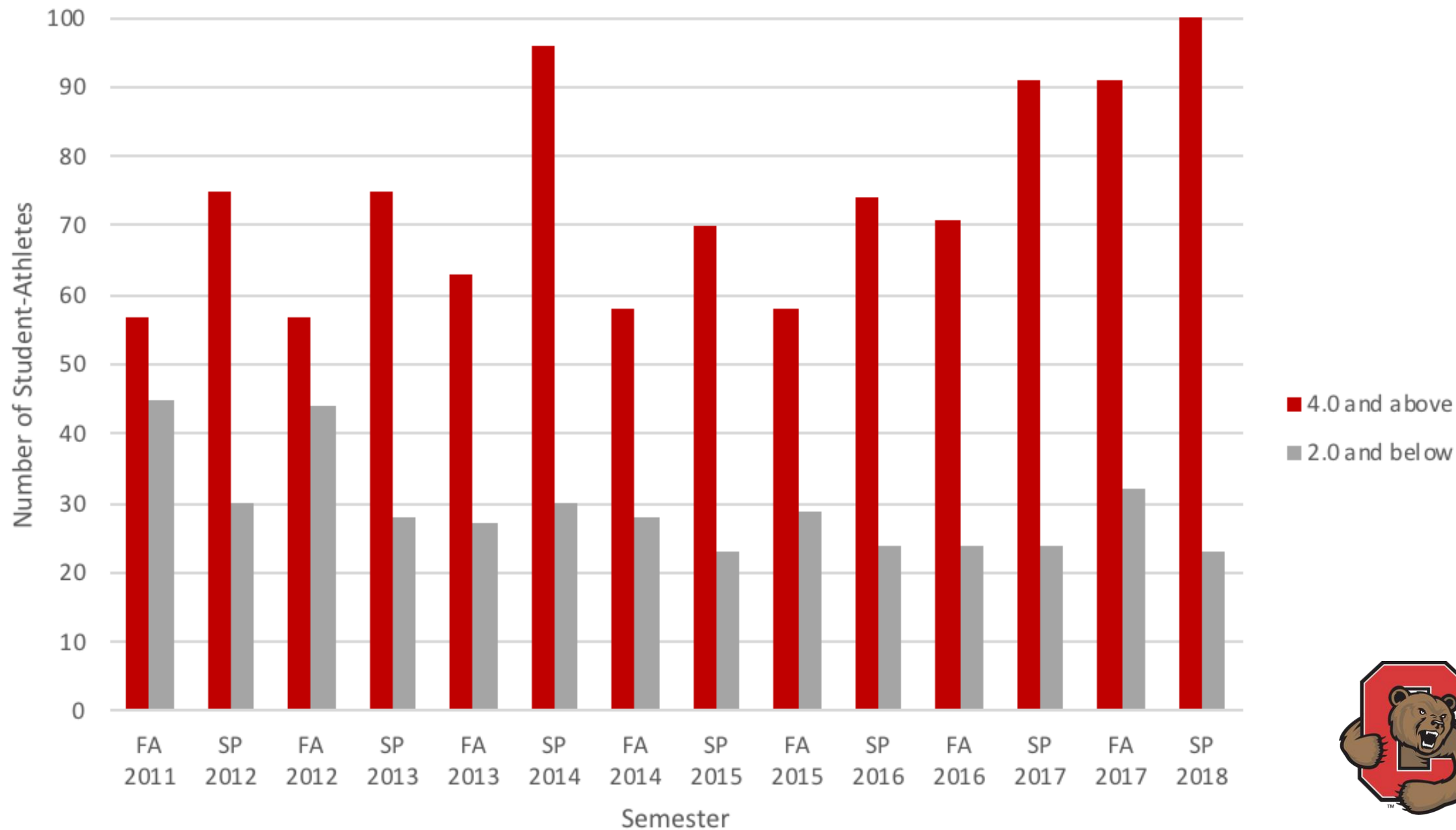


Carmen Rogers

*The Andrew '78 and Margaret Paul
Assistant Director of Athletics for
Student Services*

~ 1000 Student Athletes

Student-Athlete GPA



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Get Moving

Physical education has been a Cornell tradition since its founding—but Ezra could never have imagined the kaleidoscope of offerings on East Hill today

By Beth Saulnier & Alexandra Bond '12
March/April 2018

[Read CAM in print](#)

roughly **300** ways that Cornell students can earn physical education credit on the Hill—home to a large, vibrant, wildly varied program. Today's undergrads have to take two PE courses to graduate (though playing on a varsity or JV team qualifies), *making Cornell one of three Ivies, along with Dartmouth and Columbia, that have mandatory physical education.*



In 2016–17, roughly:

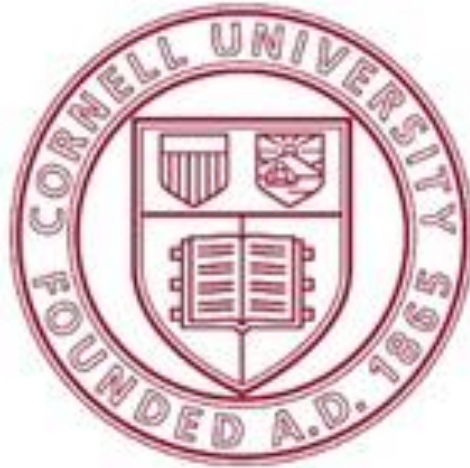
- ✓ 11,700 students were enrolled in PE**
- ✓ 11,000 had fitness center memberships**
- ✓ 3,800 did intramural sports**
- ✓ 5,000 participated through COE**
- ✓ 1400 took PE credit post-requirement**







Cornell University Sports Medicine Concussion Management Protocol



Concussion Policy, Procedures and Best Practices

Over the 2010-11 academic year the Ivy League presidents formed a committee to examine how the Ivy League could assume a leadership role in trying to limit concussive hits in the sport of football and propose any corresponding playing and practice limitations, and health and safety measures necessary to try to minimize concussion exposure, encourage concussion reporting and support concussion recovery. The Presidents adopted legislation regulating the playing and practice season as well as educational efforts aimed at accomplishing those goals.

As a result of the success of the football study, the Ivy League formed five additional committees to examine the issues surrounding concussions in women's and men's lacrosse, women and men's soccer, and women's and men's ice hockey. The Ivy League presidents adopted regulations modifying components of the playing and practice seasons and recommendations for enhancing existing educational resources.



CONCUSSION

A FACT SHEET FOR STUDENT-ATHLETES

WHAT IS A CONCUSSION?

A concussion is a brain injury that:

- Is caused by a blow to the head or body.
- From contact with another player, hitting a hard surface such as the ground, ice or floor, or being hit by a piece of equipment such as a bat, lacrosse stick or field hockey ball.
- Can change the way your brain normally works.
- Can range from mild to severe.
- Presents itself differently for each athlete.
- Can occur during practice or competition in ANY sport.
- Can happen even if you do not lose consciousness.

HOW CAN I PREVENT A CONCUSSION?

Basic steps you can take to protect yourself from concussions:

- Do not initiate contact with your head or helmet. You can still get a concussion if you are wearing a helmet.
- Avoid striking an opponent in the head. Undercutting, flying elbows, stepping on a head, checking an unprotected opponent, and sticks to the head all cause concussions.
- Follow your athletics department's rules for safety and the rules of the sport.
- Practice good sportsmanship at all times.
- Practice and perfect the skills of the sport.

WHAT ARE THE SYMPTOMS OF A CONCUSSION?

You can't see a concussion, but you might notice some of the symptoms right away. Other symptoms can show up hours or days after the injury. Concussion symptoms include:

- Amnesia.
- Confusion.
- Headache.
- Loss of consciousness.
- Balance problems or dizziness.
- Double or fuzzy vision.
- Sensitivity to light or noise.
- Nausea (feeling that you might vomit).
- Feeling sluggish, foggy or groggy.
- Feeling unusually irritable.
- Concentration or memory problems (forgetting game plays, facts, meeting times).
- Slowed reaction time.

Exercise or activities that involve a lot of concentration, such as studying, working on the computer, or playing video games may cause concussion symptoms (such as headache or tiredness) to reappear or get worse.

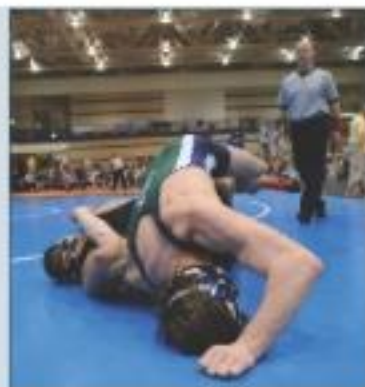
WHAT SHOULD I DO IF I THINK I HAVE A CONCUSSION?

Don't hide it. Tell your athletic trainer and coach. Never ignore a blow to the head. Also, tell your athletic trainer and coach if one of your teammates might have a concussion. Sports have injury timeouts and player substitutions so that you can get checked out.

Report it. Do not return to participation in a game, practice or other activity with symptoms. The sooner you get checked out, the sooner you may be able to return to play.

Get checked out. Your team physician, athletic trainer, or health care professional can tell you if you have had a concussion and when you are cleared to return to play. A concussion can affect your ability to perform everyday activities, your reaction time, balance, sleep and classroom performance.

Take time to recover. If you have had a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to have a repeat concussion. In rare cases, repeat concussions can cause permanent brain damage, and even death. Severe brain injury can change your whole life.



IT'S BETTER TO MISS ONE GAME THAN THE WHOLE SEASON. WHEN IN DOUBT, GET CHECKED OUT.

For more information and resources, visit www.NCAA.org/health-safety and www.CDC.gov/Concussion.



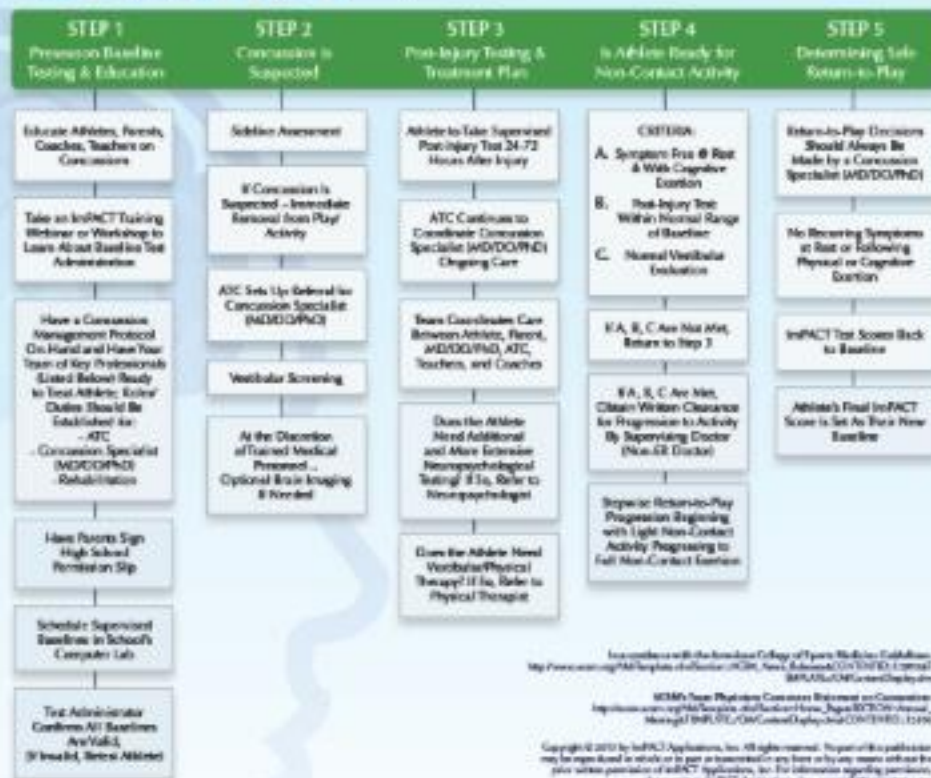
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BEST PRACTICES



ImPACT®

Concussion Management Model for Schools and Teams



In accordance with the American College of Sports Medicine Guidelines
http://www.acsm.org/Health/Concussion/ACSM_Parent_Athlete_Concussion_Screening.pdf
http://www.acsm.org/Health/Concussion/ACSM_Parent_Athlete_Concussion_Screening.pdf

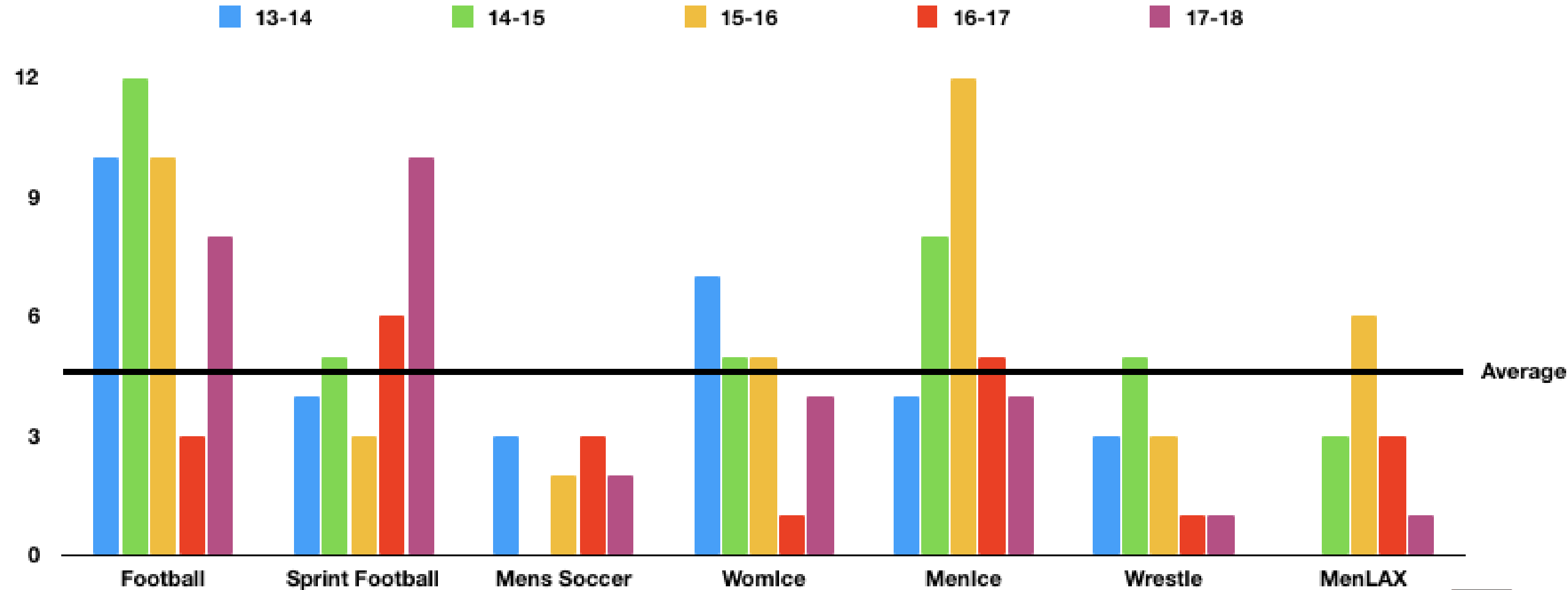
NCAA's New Physician Concussion Statement on Concussions
<http://www.ncaa.org/health-safety/2011/01/20/ncaa-new-physician-concussion-statement>
<http://www.ncaa.org/health-safety/2011/01/20/ncaa-new-physician-concussion-statement>

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Sport Related Concussions



October 1, 2018

Association Between the Experimental Kickoff Rule and Concussion Rates in Ivy League Football

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» [Author Affiliations](#) | [Article Information](#)

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The kickoff return in football, in which athletes run at speed toward each other over a long distance with the potential for significant impacts, has been associated with a substantial number of concussions.¹ In 2015 in the Ivy League, a Division 1 conference of 8 private universities in the National Collegiate Athletic Association (NCAA), kickoffs accounted for 6% of all plays but 21% of concussions.² In response, Ivy League

Faculty Advisory Committee on Athletics and Physical Education

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Committee Chair
CALS/SIPS-Horticulture



Good and Welfare



- The mission of our Community Foundation is to improve the quality of life in Tompkins County by inspiring and supporting enduring philanthropy.

● What CFTC does:

- Donor Advised Funds
- Field of Interest Funds
- Endowments
- Grants made: \$14m (since 2000)
- Assets: \$18.9m
- Gifts YTD: \$2m

● Cornell involvement:

- Susan Murphy, Board Chair
- Alan Mathios, Former Board Chair
- Steve Pope, Treasurer
- Jan Conrad, Sandy Dhimitri, Board members
- Former Board members: Rick Banks, Mary Berens, David Call, Samantha Castillo Davis, Francille Firebaugh, Ted Hullar, Risa Mish, Frank Robinson, Paul Velleman, Stephenie Wiles.



Cornell Matching Challenge

- An anonymous donor will match up to \$10,000 the total gifts in 2018 to any CFTC fund from first-time Cornell donors (faculty or staff, active or retired)
- Each gift matched up to \$1,000
- Gifts to date: \$6,200, 0.3% of all gifts received YTD
- ***Please help to get the word out!***
- **Contact information:**
 - Alan Mathios, adm5@cornell.edu
 - Steve Pope, s.b.pope@cornell.edu
 - George Ferrari, CEO, ('84), gferrari@cftompkins.org
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