

# Faculty Senate

April 10, 2024

ALL IN-PERSON ATTENDEES PLEASE SIGN-IN ON ONE OF THE SHEETS

ALL ZOOM ATTENDEES PLEASE SIGN-IN VIA THE CHAT

SENATORS: Name and Department

FACULTY GUESTS: Name and Department

NON-FACULTY GUESTS: Name and Affiliation

PRESS: Name and Affiliation

# Gayogó:hó:nq' Land Acknowledgement

Cornell University is located on the traditional homelands of the Gayogó:hó:nq' (the Cayuga Nation). The Gayogó:hó:nq' are members of the Haudenosaunee Confederacy, an alliance of six sovereign Nations with a historic and contemporary presence on this land. The Confederacy precedes the establishment of Cornell University, New York state, and the United States of America. We acknowledge the painful history of Gayogó:hó:nq' dispossession and honor the ongoing connection of Gayogó:hó:nq' people, past and present, to these lands and waters.

This land acknowledgment has been reviewed and approved by the traditional Gayogó:hó:nq' leadership.

## HYBRID FORMAT

In-person and remote attendance

## ZOOM CAPTIONING

Choose “Live Transcription” in the Zoom menu

## TO SPEAK

2 minutes to pose a question or make a statement

Identify yourself: First name, Last name and Department

Zoom first (Muted until called)

Floor next (to allow Senators to come up to the microphone)

Back to Zoom

Back to Floor

## CHAT

Want to attend to statements on the floor; set to everyone

Do not want to disadvantage in-person attendees; 2 minutes

Please limit chat to sharing resources with each other

Will be published ‘as is’ publicly on DoF website after meeting

## RECORDING

Started at 3:30PM

Audio and chat will be posted on agenda webpage after meeting

# **Approval of Zoom Transcription Minutes**

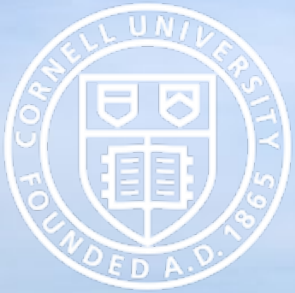
March 13, 2024

Unanimous consent requested

Raise hand (in-person or remote) for corrections only

**Update:** Resolution 181: Prospective Part-time  
Bachelor's Degree for Non-Traditional Students

Mary Loeffelholz, Dean, School of Continuing Education



# Proposed part-time, online bachelor's degree in SCE: Update

Mary Loeffelholz, Dean

# Responses to Faculty Senate concerns

- Distinguishing the Degrees
- Pace of development
- Tuition in new degree
- Faculty effort models
- Governance structure

# Differentiating PT degree from residential BA and BS

“...the part time bachelor’s degree should carry a designation different from the residential degree...” EPC Feedback 2-1-’22

## Proposed degree title: **Bachelor of Professional Studies**

- Recognized as a degree title by New York State Education Department ([Title 8, Chapter 1, Part 3, .347 REquirements for earned degrees](#))
- Requires minimum of 25% content in NYSED-recognized liberal arts disciplines



# Pace of new degree development

“...piloting a part-time bachelor’s program in one field of study to a well defined audience of online learners would test the hypothesis...” EPC Feedback 2-1-’22

First major: Organizations, Markets, and Society

- Earliest possible date for admitting students: fall 2025
- Goal: 25 entering students first term, 25 second term
- Test target population of veterans and holders of Associate’s degrees from SUNY-system community colleges
- Assessment after each semester
- Hold on additional major proposals until at least second semester of student enrollment

## Proposed tuition in new degree

“...how the part-time student population will be distributed between the full-paying and heavily subsidized.” EPC Feedback 2-1-'22

### Modeling \$925 per semester hour with 35% financial aid

- Benchmark: Post-9/11 GI Bill tuition benefits \$904 /sh
- With cohort of 100 students, could subsidize full tuition for 35 students if 65 paid full price
- Harvard, Penn at \$530-\$625 per sh (sticker price), Northwestern (which awards the B.S.) just over \$700
- Most expensive online bachelor's degree in US: Weber State U, at \$1422 /sh for out-of-state students in 2024

# Faculty Effort Models

“...how would non-RTE faculty get release from their current full-time commitments...” EPC Feedback 2-1-'22

- SCE transfers funds to academic units
  - \$5K /sh for initial course development, \$2K /sh for updating a course
  - \$10K /sh for teaching
- Unit and faculty member decide whether effort is onload or for extra compensation
- After initial course development and offering, unit and faculty member may elect to assign teaching to PhD student or post-doc until course needs revision

# Faculty Governance

- Current 9-person faculty advisory board
  - initial mix of college nominees shifting to faculty members planning to develop and teach courses in new degree
- Desired steady state: an elected academic council
  - 9 members elected by and from all faculty members who are teaching or developing or who have taught or developed courses for the degree, plus
  - An additional member from each college contributing three or more courses to the major, elected by and from that college's faculty

# Senate Q&A

# **Proposed resolution to establish a teaching professor track**

Michael Ryan Clarkson, Senator, Computer Science  
Charlie Van Loan, Computer Science, Professor Emeritus

AD = Associate Dean, Senior Associate Dean, or Dean

RTE = RTE Faculty

\* = co-chairs

# T4 Membership

Lawrence Blume	Information Science & Economics	BOWERS	AD
Michael Clarkson*	Computer Science	BOWERS	RTE
Susan Fubini	Clinical Sciences	CVM	AD
Sarah Giroux	Global Development	CALS	AD, RTE
Fran Kozen	Fiber Science & Apparel Design	CHE	RTE
Neema Kudva	City & Regional Planning	AAP	AD
Beth Lyon	Clinical Programs	LAW	AD, RTE
Jeff Niederdeppe	Communication	BROOKS	AD
Derk Pereboom	Philosophy	A&S	AD
Suzanne Shu	Marketing	SCJCB	AD
Charles Van Loan*	Computer Science (Emeritus)	BOWERS	Former DoF
Alan Zehnder	Mechanical & Aero. Engineering	ENG	AD

# Background

Approximately **35% of all credit hours taught** on campus are delivered by 500+ full-time faculty on the Lecturer, Clinical Professor, and Professor of Practice tracks.

Of these faculty, approximately **370 (70%) are Lecturers.**

The Lecturer track was created about 50 years ago. Clinical Professor was created in 2002 and Professor of Practice in 2014.



# Why Do We Need a Teaching Professor Title?

- **Equity.** A professorial teaching track would restore equity to our full-time Lecturer track faculty who devote their careers to teaching — and have been excluded from professorial titles despite the university granting them to Clinical Professors & Professors of Practice.
- **Professional Advancement.** A three-rank professorial track could incentivize and benefit curriculum development, pedagogical innovation, degree program leadership, and external visibility.
- **Recruiting and Retention.** For some colleges, it is hard to compete with peer institutions who offer professorial-level teaching titles. In our study, we found that 10 out of 20 peers have a professorial teaching title.

# T4 Charge from DoF

**Part 1: Create a professorial teaching title:** "The Teaching-Track Title Taskforce will develop a proposal and Faculty Senate resolution to create a framework for Teaching Professor titles at all ranks".

**Part 2: Use enabling legislation:** "[Use] the enabling legislation approach seen in titles like Clinical Professor and Research Professor. The enabling legislation must be structured so that colleges and schools can customize their Teaching Professor track implementation to address their specific educational goals."

**Part 1:**

# **The Teaching Professor Title**

(The full title description is posted with the proposed resolution)

# What is the Proposed Title? (1/4)

**Faculty who are long-term teachers.**

"The teaching professor titles are available only for **long term**, non-tenure-track faculty members whose **efforts are devoted primarily to the teaching mission** of the university..."

# What is the Proposed Title? (2/4)

**Faculty who teach at a professorial level of quality.**

"...and whose **skill and independence are at the level of the tenure-track faculty**. Assistant, associate, and full teaching professors are expected to achieve a **similar level of professional expertise** within their areas of responsibility as their counterparts on the tenure track. Teaching professors at higher ranks **can demonstrate impact inside and outside the university** through activities such as pedagogical innovation, curriculum development, and leadership roles."

# What is the Proposed Title? (3/4)

**Faculty who contribute service to the university.**

"Consistent with their rank and local needs, teaching professors are also **expected to contribute teaching-related service**, especially in areas that concern advising, mentoring, curriculum, and the management of degree programs."

# What is the Proposed Title? (4/4)

**Faculty who do not replicate the tenure track.**

"The teaching professor titles may not be used to replicate the combined teaching and research responsibilities of the tenure track faculty.

Accordingly, job duties of a teaching professor appointment should not require conducting research, publishing its results, or advising graduate research students. Teaching professors may choose to participate in such activities, especially when related to pedagogy, and should stay current with research in their area to best incorporate it into their teaching. Nevertheless, **research activity must not be required** for appointment, reappointment, or promotion along the teaching professor track."

Part 2:

# The Enabling Legislation

(The full enabling legislation is posted with the proposed resolution)



# What is the Enabling Legislation Approach?

Instead of making the Teaching Professor track automatically available across the university, colleges must submit a proposal to the Faculty Senate in which they explain why and how they intend to implement the new track. The college's response is reviewed for completeness by CAPP and voted on by Senate before title becomes available in college.

This approach is used for the other RTE professorial titles: Clinical Professor, Professor of Practice, and Research Professor.

The approach balances the unique needs of the college with a university-wide understanding of the titles.

# What the College Proposal Must Do

- Justify **need** for the Teaching Professor title
- Describe what a Teaching Professor **position** would entail in the culture of that college
- Outline **processes** for appointment, renewal, and promotion
- State **limitations** regarding scope and numbers of Teaching Professors
- Define **rights** extended to Teaching Professor faculty
- Discuss **impact** on nearby titles
- Explain the **transition** process from Lecturer to Teaching Professor

(see the enabling legislation for in-depth requirements)

# The Proposed Resolution

# The Proposed Resolution

*Whereas* the current range of RTE teaching titles does not always meet the instructional needs of colleges and schools,

*Whereas* it is important for Cornell to staff its RTE teaching positions with the very best faculty given the large fraction of instruction that is handled by that group,

# The Proposed Resolution

*Whereas* it is important that a teaching professor track be governed by carefully developed procedures for all appointments, renewals, and promotions,

*Whereas* it is equally important that there be carefully developed procedures for processing a request to transition an individual from the lecturer track to the teaching professor track,

*Whereas* all such procedures should be shared among the colleges to promote transparency and the dissemination of best practices,

# The Proposed Resolution

*Be it resolved* that the title of teaching professor be added to the university's "approved list of titles" and that the attached title description be adopted,

*Be it further resolved* that a college or school that wishes to use the teaching professor title must comply with the attached enabling legislation and have its proposal approved by the Faculty Senate.

**Proposed resolution: Maintaining a Swim  
Competency Graduation Requirement for all Cornell  
University undergraduate students**

Senator Ashleigh Newman, Population Medicine and Diagnostic Sciences  
Faculty Advisory Committee on Athletics and Physical Education (FACAPE)

# Goal:

*This resolution is drafted to affirm the Cornell Swim Graduation Requirement for Undergraduates, address its current unequal application, as well as revise the swim requirement to a more thorough evaluation of water competency based on industry standards.*



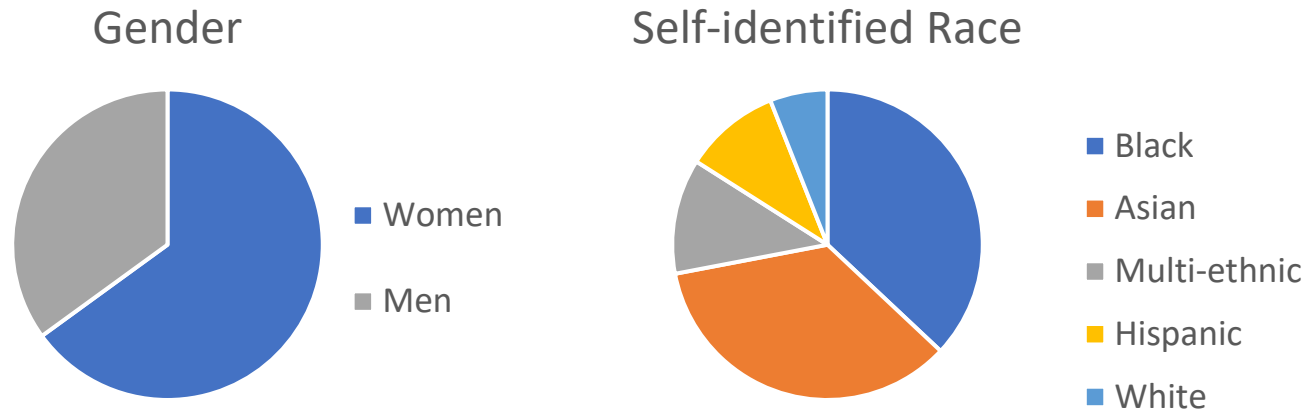
# Background

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- Cornell Swim Requirement established in 1905 for males and in 1920 for females
- Requirement changed in the 1970s for all incoming 1<sup>st</sup> year students:  
*Jump into deep water and swim 3 lengths (75 yards): 25 yards on the front, 25 yards on the back, and 25 yards choice.*
- Those who cannot complete this, enroll in beginning swimming
- Transfer students exempt
- Requirement paused in March 2020 due to the COVID-19 pandemic
- Feb. 2022 FACAPE Chair and VP for Student & Campus Life spoke to the Faculty Senate prior to resuming the requirement

# Data

- 256 Cornell students enrolled in beginning swimming\*:



- Racial data mirrors that of the U.S.
  - Black children die from drowning at rates **2.6 – 7.6x** higher than White children depending on age and setting.

# Beginning Swimming Testimonials

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“I left the course gaining a whole new life skill. I had a few traumatic experiences with drowning as a child and never thought that I would be able to learn how to swim.”

“This class was amazing. Not only did she teach me how to swim, but she helped me and my other classmates get over our fear of the water.”

“...provided me with a safe environment to destress while also learning valuable knowledge...”

A Changing Perspective Of The Swim Test

JAIN | Retracting a Former Column

By Akshay Jain

<https://pe.cornell.edu/requirements/changing-perspective-swim-test>

# FACAPE discussion

- This requirement saves lives.
- But should Cornell keep it given our enrollment data?
- Summer 2022 meeting with Black leaders in aquatics:
  - Dr. Miriam Lynch, Executive Director of Diversity in Aquatics
  - Nick Askew, Head Coach of Howard Swimming and Diving
    - *Howard has a swimming graduation requirement for its students.*



*“As a 100% volunteer-led member organization, we work together to promote water safety and drowning prevention education, focus on creating opportunities in aquatics and addressing drowning disparities in BIPOC (Black, Indigenous, People of Color) communities. We approach water safety and drowning prevention through the lens of social justice, education, and public health to address the impacts of race, socioeconomic circumstances, and cultural stereotyping effect the communities in which we serve.”*



# Water Competency

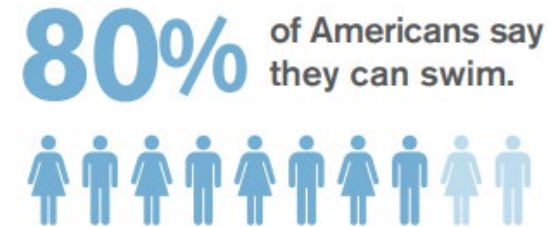
- Developed by:
  - The American Red Cross Scientific Advisory Council

[https://www.youtube.com/watch?v=5Z9Y5O-tl\\_4](https://www.youtube.com/watch?v=5Z9Y5O-tl_4)

- Linda Quan, MD
  - *Seattle Children's Hospital Professor, Pediatrics, University of Washington School of Medicine*
- William D. Ramos, MS, PhD
  - *Associate Professor, School of Public Health, Indiana University*

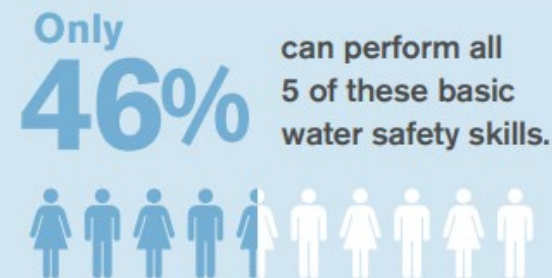
## 5 Skills to Save Your Life in the Water

Can you swim well enough to save your life?



**But...**

less than half of Americans can perform all of the 5 basic skills that could save their life in the water.



1. Step or jump into the water over your head.
2. Return to the surface and float or tread water for one minute.
3. Turn around in a full circle and find an exit.
4. Swim 25 yards to the exit without stopping.
5. Exit from the water. If in a pool, be able to exit without using the ladder.

# Updates

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- Starting in November 2023, students were given the option to complete the new Water Competency sequence or the previous requirement
- Updates to the [Cornell PE website](#)
- Meeting with Cornell student group leaders  
Takeaways:
  - In favor of revised requirement
  - Need for improved communication and messaging
  - Ideas for improved accessibility and inclusivity



**WOCA**  
WOMEN OF COLOR ATHLETICS

# Proposed Resolution

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*Whereas*, drowning is the leading cause of death for children ages 1-4 years old and the second leading cause of accidental death in children 5-14 years old.

*Whereas*, Ithaca and the surrounding area have numerous lakes, gorges, and streams that pose a risk for students unable to swim.

*Whereas*, Cornell University has long valued swimming as an important life skill to prevent fatal unintentional drowning, as demonstrated by over 100 years of a graduation swim requirement.

*Whereas*, the existing swim requirement is to “Jump into deep water and swim 3 lengths (75 yards) continuously: 25 yards on the front, 25 yards on the back, and 25 yards choice” or pass two semesters of beginning swimming (PE 1100).

*Whereas*, undergraduates that transfer to Cornell University after the first year are currently NOT required to complete the swim requirement.

*Whereas*, underrepresented minority (URM) groups disproportionately drown and die unintentionally from drowning at a higher rate than white people, due to a legacy of systemic racism in the United States.

*Whereas*, >95% of enrolled students in beginning swimming (PE 1100) are from URM groups.

*Whereas*, Cornell was founded on a commitment to diversity and inclusion, and states as a core value to changing lives through engagement.

# Proposed Resolution, cont'd

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*Be it resolved*, that Cornell reaffirms its commitment to requiring formal swimming lessons to those who cannot swim, as a means of promoting water safety and drowning prevention, and reducing the racial disparities of drowning.

*Be it further resolved*, that the Cornell swim requirement be known henceforth as the “Cornell Water Competency Graduation Requirement,” as defined by the American Red Cross: 1) Step or jump into the water over your head, 2) Return to the surface and float or tread water for one minute, 3) Turn around in a full circle and find an exit, 4) Swim 25 yards to the exit without stopping, and 5) Exit from the water.

*Be it further resolved*, that the Cornell Water Competency Graduation Requirement be expanded to include transfer students to unify Cornell undergraduate graduation requirements.

*Be it further resolved*, that undergraduate students may still voluntarily enroll in beginning swimming (PE 1100) in lieu of performing the Water Competency evaluation, and will fulfill the graduation requirement after participating in and completing two semesters of beginning swimming, even if Water Competency is not obtained.

*Be it further resolved*, that the Office of Student and Campus Life is advised to develop a comprehensive, diverse, and inclusive communication strategy to incoming and current undergraduate students, as well as faculty and staff that conveys the goal of the Cornell Water Competency Graduation Requirement and discontinues the use of language such as “test” that may elicit anxiety in students.



# Senate Q&A

# **Shared Governance: Generative AI Advisory Council**

Steve Jackson, Professor and Vice-Provost for Academic Innovation

Ben Maddox, Chief Information Officer, Cornell Information Technology



April 2024, Faculty Senate

# AI at Cornell

A Framework for AI Access & Experimentation

Ben Maddox,  
Chief Information Officer (Ithaca) ([ben.maddox@cornell.edu](mailto:ben.maddox@cornell.edu))

Steven Jackson,  
Information Science / Science and Technology Studies  
Vice-Provost for Academic Innovation ([vpai@cornell.edu](mailto:vpai@cornell.edu))

*to do  
the  
greatest  
good*

# Background, updates and next steps:

- Task force reports on education, research, and administration
- AI Framework: Key Pillars
- \*\* AI Advisory Council \*\*  
(participation invited!)
- Teaching with generative AI

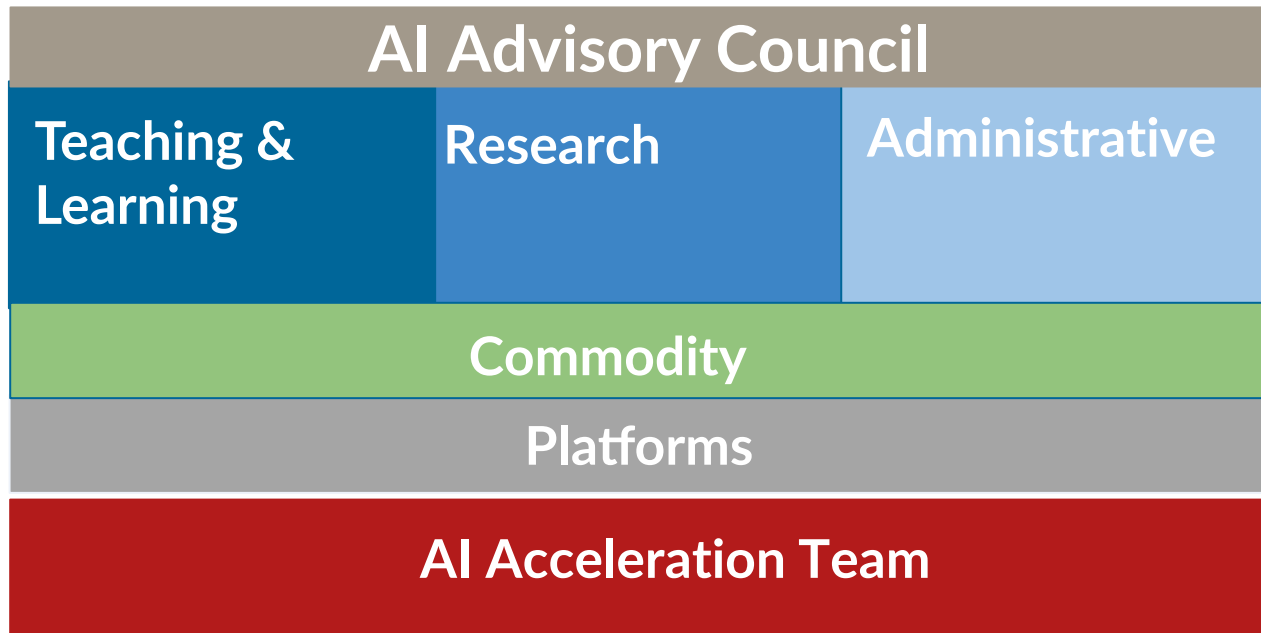


# CU Task Force Reports: A Starting Point

- Generative Artificial Intelligence for Education and Pedagogy (Jul '23)
- Generative AI in Academic Research: Perspectives and Cultural Norms (Dec '23)
- Generative AI in Administration (Jan '24)

More resources and full reports can be accessed at: [it.cornell.edu/ai](https://it.cornell.edu/ai)

# AI at Cornell: A Framework for Access & Experimentation



## Key Pillars:

- AI Advisory Council
- Project and Idea Submission
- AI Enablement Team
- University-wide experimentation through Cornell secure CoPilot (Faculty/Staff, March; Students, April 15th)

# AI Advisory Council: Goals

- **Strategic Guidance:** Provide strategic direction for AI initiatives, pilots, technology and personal services and projects ensuring alignment with the institution's goals and values.
- **Reporting and Accountability:** Produce regular reports and updates for academic and administrative entities including Faculty Senate, Academic Deans, Provost Staff Council, General Faculty Council and Executive Faculty Council at Weill Cornell, along with interested school or unit-based groups.
- **Policy Development:** Assist in the formulation of university policies related to the appropriate and ethical use of AI, including around issues of academic integrity, privacy, security, intellectual property and compliance with relevant laws and regulations.
- **Community Engagement:** Engage with internal and external stakeholders, including students, faculty, industry partners, and policymakers, to promote informed dialogue on AI.
- **Risk Management:** Identify and address potential risks and challenges associated with AI deployment in the academic setting.

# AI Advisory Council: Goals (cont'd)

- **Education:** Foster collaborative and cross-disciplinary conversations around the appropriate and innovative use of generative AI in teaching and learning across a wide range of disciplinary fields and classroom environments; build awareness and appropriate responses to the benefits and risks of generative AI in the teaching and learning setting.
- **Research and Innovation:** Foster collaborative and cross-disciplinary conversations around the appropriate and innovative use of generative AI across a range of disciplinary research fields, including across the full life cycle of academic research and tech transfer and in relation to the responsible conduct of research and of research data security.
- **Administration:** Foster a collaborative environment for generative AI use in supporting improved services, data access, efficiencies and staff education to optimize the use of generative AI, balance potential risks, and equip staff with new skills and knowledge.



# AI Advisory Council: Structure and Next Steps

**Plenary committee** of campus leaders and stakeholders (sponsors: Provosts Kotlikoff and Harrison (WMC) and Curtis Cole (Global CIO); co-chairs: Jackson (VPAI), Van Vliet (VPRI), Bala (Dean Bowers CIS); convenors: Maddox (CIO Ithaca) and Kamath (CIO Weill)

**Subcommittees** on Education, Research and Administration (faculty, staff and students)

- First meeting spring 2024
- 3 Fall and 3 Spring meetings (+ homework!)
- Spring 2025 report back to Faculty Senate, Deans and Provosts.

**Volunteers / nominations welcome!**

to Ben: [ben.maddox@cornell.edu](mailto:ben.maddox@cornell.edu)

to Steve: [vpai@cornell.edu](mailto:vpai@cornell.edu)

to Eve: [deanoffaculty@cornell.edu](mailto:deanoffaculty@cornell.edu)



# Generative AI for Teaching and Learning

- **Reminder of CTI resources!**  
(<https://teaching.cornell.edu/generative-artificial-intelligence>)
- **500+ faculty participating in workshops or individual consultations this year** (to schedule or inquire: <https://teaching.cornell.edu/contact-us>)

# New Teaching Innovation Awards: Creative Responses to Generative AI

## Winners:

- Jennifer Birkeland, CALS Landscape Architecture
- Tracy Carrick, A&S Knight Writing Institute
- Juan Hinstroza, CHE Fiber Science and Apparel Design
- Peter Katzenstein, A&S Government
- Amie Patchen, CVM Public and Ecosystem Health

(More here!: <https://teaching.cornell.edu/teaching-innovation-awards-creative-responses-generative-ai>)

## Honorable mentions:

- Toby Ault, Earth and Atmospheric Science
- Michael Jefferson, AAP Architecture
- Eddy Man Kim, CHE Human-Centered Design
- Suzanne Lane, CoE Engineering Communications Program
- Melissa Meyers, A&S Knight Writing Institute / English Language Support Office
- Qian Yang, CIS Information Science

## See also!:

<https://news.cornell.edu/stories/2024/03/completely-different-game-faculty-students-harness-ai-classroom>



Thank you! – thoughts, questions, feedback welcome...

Ben Maddox ([ben.maddox@cornell.edu](mailto:ben.maddox@cornell.edu))

Steven Jackson ([vpai@cornell.edu](mailto:vpai@cornell.edu))

# Senate Discussion

# **Senate Announcements and Updates**

Eve De Rosa, Dean of Faculty, Chair of the University Faculty Committee; Psychology  
Chelsea Specht, Associate Dean of Faculty, Chair of the Nominations and Elections  
Committee; Plant Biology

## Resolution 194

Concerning the Faculty Senate's governance responsibility to consider and vote on the Cornell Interim Expressive Activity Policy

**Passed:** April 5, 2024

**Vote results:** 81 Yes, 22 No, 10 Abstain **20 DNV**

\* **Note to self:**

Share Senate discussions with constituents **BEFORE** the vote

Reminder to update your constituents **AFTER** the vote

Not bad engagement, especially for Spring Break!

**Sponsor:** 8 Senators; 52 Faculty members

**Senate Discussion:** March 13, 2024

# Senate Announcements and Updates

- Top three vote getters for Faculty Senate representation on the on the review committee for the Interim Expressive Activity Policy will be forwarded to the President and Provost:
  - Senator Angela Cornell (Law)
  - Senator Risa Lieberwitz (Industrial Labor Relations)
  - Senator Chris Schaffer (Biomedical Engineering)
- **Provost's Spring Academic Leadership Meeting**
  - Resolution 189: RTE Taskforce proposed resolution: Structural equity and inclusion for Research, Teaching, and Extension ("RTE") faculty
  - Cornell 2022 Work-Life Survey most exclusion and inequity at the department
  - Opportunity to speak collectively to Chairs, Associate Deans, and Deans about what structural equity and inclusion look and feel like...



# Senate Announcements and Updates

- **Faculty elections will start April 17 – May 1, 2024**
  - 3290 faculty with university voting rights
    - 1778 Tenured and tenure track faculty
    - 254 RTE - Research
    - 393 RTE - Teaching
    - 127 RTE – Extension
    - 739 Emeritus/a

# Faculty Senate: Positions / Committees

- The Faculty Senate consists of 133 senators, elected by their respective departments/units for a 3-year term.
- **ALL University Faculty (~3300 tenure-track, tenured, emeriti and RTE)** elect a 1 Faculty Trustee, 2 members of the University Faculty Committee (UFC), 2 members of the Nominations and Elections Committee, and 3 Senators-at-Large (terms and eligibility for positions vary).  
There are 8 elected positions.
- **The Dean of Faculty and Associate Dean of Faculty**, with the help of the nominations and election committee, appoints members to a network of 12 standing committees (with variable memberships from 5-10 members of the University Faculty) as well as other ad-hoc committees, as needed.  
There are 123 appointed positions

# Senate Q&A



# CORNELL UNIVERSITY FACULTY SENATE



Good of the Order

Adjournment