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
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 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

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 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
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
# Team Members

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

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

New “search within syllabus content” feature allows students to find classes by keywords present within published syllabi.
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.
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.
Central Syllabi – Features for faculty
Central Syllabi – Features for faculty

Multiple files can be uploaded, and then attached to classes.
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
Stand-Up For Truth
Faculty Senate Resolution on Cornell Leadership in Honesty and Reliable Knowledge

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.*


Robert Reich (Public Policy, UC Berkeley)

Newsweek 3/2/17

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

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 studies 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”?

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<td>Fall Break begins</td>
<td>Saturday</td>
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<td>Instruction Resumes</td>
<td>Wednesday</td>
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<td>Thanksgiving Recess Begins</td>
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<td>Study Period</td>
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"Amend-and-Recognize"?

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<th>What an Amended Calendar Might Look Like</th>
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<td>Monday</td>
<td>October 10</td>
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<td>Veteran’s Day—classes held</td>
<td>Friday</td>
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