UNIVERSITY FACULTY
SENATE MEETING

APRIL 11, 2012
AGENDA

• Call to Order – Steve Beer
• Discussion of the Academic Calendar (25 min)
• Resolution 1 to revise the code of Academic Integrity (EPC) (5 min)
• Resolution 2 to revise the code of Academic Integrity (EPC) (5 min)
• Resolution to change the charge to the committee on Academic Freedom and Professional Status of the Faculty (Peter Stein) (20 min)
• Discussion of new approaches to address diversity issues at Cornell (20 min)
• CAPP report (2 min)
• N&E report (2 min)
• Approval of minutes (1 min)
• Good and Welfare (10 min)
DISCUSSION OF THE ACADEMIC CALENDAR
(The committee is still soliciting feedback, so final recommendations are still being developed. A resolution on these recommendations is now scheduled for the May meeting)
Recommendations to revise the Cornell academic calendar
Timeline of Key Calendar Committee Events

- **October, 2010:** Committee formed

- **Spring, 2011:** Public release of “Principles & Objectives” document

- **November, 2011:** Senior Staff review of Fall calendar and decision to retain Commencement on Memorial Day weekend

- **February, 2012:** Senior staff review of Spring calendar. Public release of first draft of calendar recommendations

- **February-March, 2012:** Meetings with SA, UA, EA, Faculty Senate, Orientation staff, etc.

- **April 10, 2012:** Committee meeting to discuss input and revise recommendations
Responses to request for input (target: March 28)

Responses sent to calendar committee mailbox:

- Faculty: 26 (notably Eng. & CS, )
- Staff: 8
- Graduate & professional students: 0
- Undergraduate students: 6
- Parents: 1

Input received April 10, 2012

- Response from Physics (coordinated by Rob Thorne)
  - Undergraduate survey: 401 responses
    (SA members Dan Kuhr ‘13 & Jae Lee ‘14)
  - GPSA resolution endorsing calendar committee recommendations
Major themes in feedback:

1. Don’t eliminate study days between end of classes and start of exams.

2. Minimize partial weeks of instruction

3. Don’t reduce Senior Week

4. Eliminate Friday/Monday schedule swap

5. Bring CU calendar into better alignment with ICSD calendar

6. Add a two day winter break

7. Make MLK day a holiday

8. Make the Wednesday before Thanksgiving a full holiday
# Fall Calendar

<table>
<thead>
<tr>
<th>Old proposal</th>
<th>Revised Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin Tuesday</td>
<td>✔</td>
</tr>
<tr>
<td><strong>Monday schedule on Friday</strong></td>
<td>✗</td>
</tr>
<tr>
<td>Labor Day (no classes Monday)</td>
<td>✔</td>
</tr>
<tr>
<td>Fall Break (no classes Monday and Tuesday)</td>
<td>✔</td>
</tr>
<tr>
<td>Thanksgiving Break (no classes Wednesday through Friday)</td>
<td>✔</td>
</tr>
<tr>
<td>Classes end (Friday)</td>
<td>✔</td>
</tr>
</tbody>
</table>

- **Study Days (Saturday through Tuesday)**

- **Exams begin (Monday)**
- **Study Day (Thursday)**
- **Exams end (Tuesday)**

- **Exams begin (Wednesday)**
- **Exams end (Wednesday)**
Fall calendar

- Classes start the Tuesday prior to August 30

- Schedule includes 68 days of instruction and 12 Mondays

- Exam schedule (19 exam periods):
  - First Wednesday – 3 exams
  - Thursday – 3 exams
  - Friday – 2 exams
  - Saturday – 1 exam (afternoon)
  - Sunday – 1 exam (afternoon)
  - Monday – 3 exams
  - Tuesday – 3 exams
  - Second Wednesday – 3 exams
## Spring calendar

<table>
<thead>
<tr>
<th><strong>Old proposal</strong></th>
<th><strong>Revised Proposal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Luther King Day</td>
<td>✔</td>
</tr>
<tr>
<td>Classes begin (Wednesday)</td>
<td>✔</td>
</tr>
<tr>
<td>February break (no classes Monday and Tuesday)</td>
<td>✔</td>
</tr>
<tr>
<td>Spring break <em>(no classes Thursday through following Friday)</em></td>
<td>Spring break <em>(no classes Monday through Friday)</em></td>
</tr>
<tr>
<td>Classes end <em>(Friday)</em></td>
<td>Classes end <em>(Wednesday)</em></td>
</tr>
<tr>
<td>Exams begin (Monday)</td>
<td>✔</td>
</tr>
<tr>
<td>Study Day <em>(Thursday)</em></td>
<td>✗</td>
</tr>
<tr>
<td>Exams end <em>(Tuesday)</em></td>
<td>Exams end <em>(Monday)</em></td>
</tr>
<tr>
<td>Senior Days <em>(Wednesday through Friday)</em></td>
<td>Senior Days <em>(Monday through Friday)</em> <em>(Tuesday through Friday for formal programming)</em></td>
</tr>
<tr>
<td>Commencement <em>(Sunday of Memorial Day weekend)</em></td>
<td>✔</td>
</tr>
</tbody>
</table>
Spring calendar

- Classes start the Wednesday prior to January 28
- Schedule includes 69 days of instruction and 13 Mondays
- Exam schedule (19 exam periods):
  - First Monday – 3 exams
  - First Tuesday – 3 exams
  - Wednesday – 3 exams
  - Thursday – 3 exams
  - Friday – 2 exams (morning and afternoon)
  - Saturday – 1 exam (afternoon)
  - Sunday – 1 exam (afternoon)
  - Second Monday* – 3 exams

*Exam schedule will be built to minimize number of seniors having exams on last day
<table>
<thead>
<tr>
<th>Event</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin (Tuesday)</td>
<td>August 27</td>
<td>August 26</td>
<td>August 25</td>
<td>August 23</td>
<td>August 29</td>
<td>August 28</td>
</tr>
<tr>
<td>Labor Day (no classes Monday)</td>
<td>September 2</td>
<td>September 1</td>
<td>September 7</td>
<td>September 5</td>
<td>September 4</td>
<td>September 3</td>
</tr>
<tr>
<td>Fall Break (no classes Monday and Tuesday)</td>
<td>October 14-15</td>
<td>October 13-14</td>
<td>October 12-13</td>
<td>October 10-11</td>
<td>October 9-10</td>
<td>October 8-9</td>
</tr>
<tr>
<td>Thanksgiving Break (no classes Wednesday through Friday)</td>
<td>November 27-29</td>
<td>November 26-28</td>
<td>November 25-27</td>
<td>November 23-25</td>
<td>November 22-24</td>
<td>November 21-23</td>
</tr>
<tr>
<td>Classes end (Friday)</td>
<td>December 6</td>
<td>December 5</td>
<td>December 4</td>
<td>December 2</td>
<td>December 8</td>
<td>December 7</td>
</tr>
<tr>
<td>Study Days (Saturday through Tuesday)</td>
<td>December 7-10</td>
<td>December 6-9</td>
<td>December 5-8</td>
<td>December 3-6</td>
<td>December 9-12</td>
<td>December 8-11</td>
</tr>
<tr>
<td>Exams begin (Wednesday)</td>
<td>December 11</td>
<td>December 10</td>
<td>December 9</td>
<td>December 7</td>
<td>December 13</td>
<td>December 12</td>
</tr>
<tr>
<td>Exams end (Wednesday)</td>
<td>December 18</td>
<td>December 17</td>
<td>December 16</td>
<td>December 14</td>
<td>December 20</td>
<td>December 19</td>
</tr>
<tr>
<td>Event</td>
<td>Spring 2014</td>
<td>Spring 2015</td>
<td>Spring 2016</td>
<td>Spring 2017</td>
<td>Spring 2018</td>
<td>Spring 2019</td>
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</tr>
<tr>
<td>Martin Luther King Day</td>
<td>January 20</td>
<td>January 19</td>
<td>January 18</td>
<td>January 16</td>
<td>January 15</td>
<td>January 21</td>
</tr>
<tr>
<td>Classes begin (Wednesday)</td>
<td>January 22</td>
<td>January 21</td>
<td>January 27</td>
<td>January 25</td>
<td>January 24</td>
<td>January 23</td>
</tr>
<tr>
<td>February break (no classes Monday and Tuesday)</td>
<td>February 17-18</td>
<td>February 16-17</td>
<td>February 15-16</td>
<td>February 20-21</td>
<td>February 19-20</td>
<td>February 18-19</td>
</tr>
<tr>
<td>Spring break (no classes Monday through Friday)</td>
<td>March 31-April 4</td>
<td>March 30-April 3</td>
<td>March 28-April 1</td>
<td>April 3-April 7</td>
<td>April 2-April 6</td>
<td>April 1-5</td>
</tr>
<tr>
<td>Classes end (Wednesday)</td>
<td>May 7</td>
<td>May 6</td>
<td>May 11</td>
<td>May 10</td>
<td>May 9</td>
<td>May 8</td>
</tr>
<tr>
<td>Study Days (Thursday through Sunday)</td>
<td>May 8-11</td>
<td>May 7-10</td>
<td>May 12-15</td>
<td>May 11-14</td>
<td>May 10-13</td>
<td>May 9-12</td>
</tr>
<tr>
<td>Exams begin (Monday)</td>
<td>May 12</td>
<td>May 11</td>
<td>May 16</td>
<td>May 15</td>
<td>May 14</td>
<td>May 13</td>
</tr>
<tr>
<td>Exams end (Monday)</td>
<td>May 19</td>
<td>May 18</td>
<td>May 23</td>
<td>May 22</td>
<td>May 21</td>
<td>May 20</td>
</tr>
<tr>
<td>Senior Days (Monday through Friday)</td>
<td>May 19-23</td>
<td>May 18-22</td>
<td>May 23-27</td>
<td>May 22-26</td>
<td>May 21-25</td>
<td>May 20-24</td>
</tr>
<tr>
<td>Commencement (Sunday)</td>
<td>May 25</td>
<td>May 24</td>
<td>May 29</td>
<td>May 28</td>
<td>May 27</td>
<td>May 26</td>
</tr>
</tbody>
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RESOLUTION 1 TO REVISE THE CODE OF ACADEMIC INTEGRITY (EPC)
Proposed Changes to the Cornell Code of Academic Integrity, Resolution 1:

Whereas a recent alleged violation of academic integrity has indicated the need to clarify and explicitly expand the scope of such violations, and
Whereas the specific case involved a student who allegedly provided unauthorized assistance to a student at another university by writing a research paper which the other student submitted under her own name for the completion of an assignment, and
Whereas the student at the other university was charged under her university’s academic integrity code, admitted that she had not written the paper and was convicted, and
Whereas in a preliminary inquiry conducted by the College of Arts & Sciences, the Cornell student argued that, although he was not admitting the truth of any of these charges, the Cornell Code of Academic Integrity does not apply, because such an action did not help another Cornell student to cheat, and
Whereas University Counsel has confirmed that the Code of Academic Integrity is ambiguous on the issue of jurisdiction in this regard.
Therefore be it resolved that the Cornell University Faculty affirm that Cornell’s Code of Academic Integrity covers all academic interactions, not only those directly affecting the Cornell community, and that the following changes be made to Cornell’s Code of Academic Integrity “Principle” and Section “I. B.” as follows (with changes identified in red):
Principle

Absolute integrity is expected of every Cornell student in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded on the concept of honesty with respect to the intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources, as well as in relationships and interactions connected to the educational process at other academic institutions. While both students and faculty of Cornell assume the responsibility of maintaining and furthering these values, this document is concerned specifically with the conduct of students. A Cornell student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times. In addition, Cornell students have a right to expect academic integrity from each of their peers.
I. Guidelines for Students.
B. Examples of Violations
The following actions are examples of activities that violate the Code of Academic Integrity and subject their actors to proceedings under the Code. This is not a definitive list.
1. Knowingly representing the work of others as one's own.
2. Using, obtaining, or providing unauthorized assistance on examinations, papers, or any other academic work.
3. Fabricating data in support of laboratory or fieldwork.
4. Forging a signature to certify completion of a course assignment or a recommendation to graduate school.
5. Unfairly advancing one's academic position by hoarding or damaging library materials.
6. Misrepresenting one's academic accomplishments.
7. Providing unauthorized assistance on examinations, papers, or any other academic work to students at other academic institutions.
RESOLUTION 2 TO REVISE THE CODE OF ACADEMIC INTEGRITY (EPC)
Code of Academic Integrity, Resolution 2:

Whereas the term “Academic Misconduct” is used inconsistently in University Policy 1.2 (http://www.dfa.cornell.edu/treasurer/policyoffice/policies/volumes/academic/misconduct.cfm) and the Code of Academic Integrity (http://cuinfo.cornell.edu/Academic/AIC.html), the former relating to acts that violate the integrity of scholarly and scientific research and communication and the latter relating to acts of classroom and examination misbehavior, and

Whereas guidance by the Dean of Faculty requires clarification concerning jurisdiction of student misconduct.

Therefore be it resolved that the following changes to the Cornell Code of Academic Integrity be made:

• Change the title of Section C.3 in the Code of Academic Integrity, “Academic Misconduct,” to “Classroom Misconduct and Other Behavior Disruptive to the Educational Process” and edit text to consistently reflect the change.
• Add Section C.3.c which preserves faculty rights to remove disruptive students from the classroom.
• Add article C.4. (which refers to University Policy 1.2).
Here are the changes (additions in red) (deletions in blue with strikethrough):

C. 3. Academic Misconduct Classroom Misconduct and Other Behavior Disruptive to the Educational Process

A faculty member may impose a grade penalty for any misconduct. Students are not authorized to replicate, reproduce, copy, or transmit lectures and course materials presented, or "derivative" materials including class notes, for sale or general distribution to others without the written consent of the faculty or academic staff member or class participant who is the original source of such materials. Other examples of academic classroom misconduct include, but are not limited to, talking during an examination, bringing unauthorized materials into the examination room, using unauthorized electronic technology during an examination, and disruptive behavior in the classroom.
a. The faculty member must promptly notify the student of the reason for the imposition of a penalty for academic classroom misconduct and the degree to which his or her grade will be affected.

b. Academic Classroom misconduct is not a violation of academic integrity. The student may, however, seek review by the Academic Integrity Hearing Board on the basis either that the finding of guilt is arbitrary and capricious or that the penalty for misconduct is excessive or inappropriate to the circumstances involved. ("Arbitrary and capricious" describes actions which have no sound basis in law, fact, or reason or are grounded solely in bad faith or personal desires. A determination is arbitrary and capricious only if it is one no reasonable mind could reach.)

c. This section does not limit a faculty member’s prerogative to remove a disruptive student from a classroom under appropriate circumstances.

C.4. Academic Misconduct. Academic misconduct related to integrity in the conduct of scholarly and scientific research and communication is addressed in Cornell University Policy 1.2 (http://www.dfa.cornell.edu/dfa/treasurer/policyoffice/policies/volumes/academic/misc onduct.cfm). Policy 1.2 applies to faculty, staff, and students.
Current text

**Code of Academic Integrity**
The document describes and discusses integrity in coursework and in all university relationships and interactions.

Violations include:
- Plagiarism
- Unfairly advancing academic position
- Cheating during exams
- Fabricating data
- Academic misconduct (talking during an exam, unauthorized material, disruptive behavior)

“Academic misconduct is not a violation of academic integrity. The student may, however, seek review by the Academic Integrity Board...”

Adjudicated by the Academic Integrity Hearing Board

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**University Policy 1. Academic/Research**
**Policy 1.2: Academic Misconduct**
The document describes and discusses honesty and ethical behavior in scholarly and scientific activities.

Definition of Academic Misconduct: “Any act that violates the standards of integrity in the conduct of scholarly and scientific research and communication.”

Violations include:
- Plagiarism
- Falsifying data
- Abusing confidentiality
- Helping others commit acts of academic misconduct

An inquiry is directed by the Dean of the Faculty to determine if an investigation is required. Investigations are directed by the deans of the colleges and conducted by ad hoc committees.
Code of Academic Integrity
The document describes and discusses integrity in coursework and in all university relationships and interactions.

Violations include:
• Plagiarism
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• Cheating during exams
• Fabricating data
• Academic misconduct Classroom misconduct and other behavior disruptive to the educational process. (talking during an exam, unauthorized material, disruptive behavior)

“Academic Classroom misconduct is not a violation of academic integrity. The student may, however, seek review by the Academic Integrity Board...”

Adjudicated by the Academic Integrity Hearing Board

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APRIL 11, 2012

RESOLUTION FROM AFPS TO AMEND THEIR ENABLING LEGISLATION
(AFPS – PETER STEIN)
“e. The Committee will send its draft final report to the Provost. The Committee understands that the Provost may respond to the Committee's recommendations in whatever way he or she sees fit. However, in the light of the central responsibility given to the Committee in the University's Academic Employee Grievance Policy [Policy 6.2.10], the importance of fostering an atmosphere of mutual respect and cooperation between the Administration and the Faculty Senate and its committees, and insuring that all faculty members who seek to have a grievance addressed will receive a fair and impartial adjudication of that grievance, the Committee and the Senate request the Provost to follow the procedures listed below in the course of making a final decision on his or her response to the Committee's recommendations.
MAJOR CHANGES IN THE PROPOSED AFPS PROCEDURES
APRIL 11, 2012

1. Meet with the Committee, present any additional information regarding the issues addressed in the report, and have a full discussion of the report and its recommendations.

2. Give the Committee sufficient time to issue a final report that may be influenced by discussions with the Provost. The final report will be sent to the Provost, the complainant, the other principals in the case, and the Dean of the Faculty.

3. In coming to a final decision, carefully consider the rationale behind each recommendation of the Committee in the light of the evidence and the charge to the Committee in subsection 6.c above, and accept the Committee's recommendations unless the Provost finds that the Committee's recommendations are inconsistent with its charge in subsection 6.c above.

4. Come to a final decision on the matter within 90 days of the receipt of the Committee's final report, and send the Committee a written rationale for that decision.”
DISCUSSION OF NEW APPROACHES TO ADDRESS DIVERSITY AT CORNELL
Current University Diversity Efforts

1. University Diversity Initiative
   - All unit leaders must commit annually to at least 5 initiatives
   - Accountable for achieving these goals

2. University Diversity Council
   - Responsible for supporting and monitoring units
   - Comprised of responsible university executives and diversity experts

3. Provost’s Office
   - multiple roles relating to faculty diversity
   - Office of Faculty Development and Diversity
     - Senior Vice Provost for Academic Affairs
     - Yael Levitte, Associate Vice Provost for Faculty Development and Diversity
General Principles

- Progress comes from multiple, diverse, sustained and often low visibility efforts
- Both expertise and authority are required
- Information is essential (e.g. pools, exit interviews, best practices)
- Resources are critical but must be used and leveraged strategically
- Accountability replaces exhortation
- Progress is made by converging department, college and central resources
- Faculty participation is essential
Recruitment

- Robust pools
  - Accurate pool data
  - Pool development strategies

- Effective search and recruitment practices (ADVANCE programs)
  - Search committee training
  - Interview processes
  - Hiring plans and processes

- Resources
  - Dual career
  - Diversity funding
Retention – the other recruitment

- Individual faculty member support
  - support, mentoring, programming
  - examples: new faculty orientation, professional development workshops, faculty development grants, child care travel funds

- Department processes
  - mentoring, tenure and promotion process, mid/late career support

- Climate and community
  - chair training
  - building connections

- Resources
Faculty input is welcome, needed and valued

Provost’s Office of Faculty Development and Diversity  
ofdd@cornell.edu

John Siliciano, Senior Vice Provost for Academic Affairs  
jas83@cornell.edu

Yael Levitte, Associate Vice Provost for Faculty Development and Diversity  
yl343@cornell.edu
1. CAPP has reviewed, and has approved, a proposal from the Graduate Field of Genetics & Development to:

(a) Rename the Field to **Genetics, Genomics, & Development**.

(b) Add a third concentration, **Genomics**, to the existing two (Genetics, Development).
UNIVERSITY FACULTY ELECTION RESULTS

Dean of Faculty – Joseph Burns

Associate Dean of Faculty – Michael Fontaine

Faculty Trustee – Barbara Baird

Senate at Large – Debbie Cherney and John Sipple

Senate at Large, Non-Tenured – Miguel Gomez

Nominations & Elections Committee – Thomas Fox, Steven Hilgartner, and Alan Zehnder
APRIL 11, 2012

APPROVAL OF MINUTES
FROM 14 MARCH 2012 MEETING
GOOD AND WELFARE