Faculty Senate

November 11, 2026

Please Sign In

Senators

- In person: sign the attendance sheet
- Via Zoom: enter your name and department in the chat

Faculty, Guests, and Press

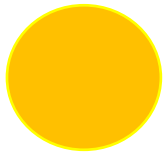
- Sign in either in person or via chat
- Please include your name and affiliation

Rules of Engagement

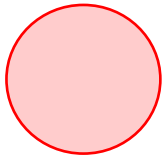
HYBRID FORMAT	In-person and remote attendance
ZOOM CAPTIONING	Choose "Live Transcription" in the Zoom menu
TO SPEAK	2 minutes to pose a question or make a statement Identify yourself: First name, Last name and Department Order: Alternate between Zoom and the Floor
CHAT	Want to attend to statements on the floor; set to everyone Do not want to disadvantage in-person attendees Limit chat to sharing resources with each other, published 'as is' publicly on DoF website
RECORDING	Started at 3:30PM, Video, audio, and chat posted publicly after the meeting
THREE MICROPHONES **And for in-person voting**	To ensure all perspectives are fairly represented and discussed (when needed)



in favor



Abstain/Neither in favor or in opposition



in opposition

Land Acknowledgment video removed
To allow to post an acceptabled sized document.

Approval of Zoom Transcription Minutes

October 28, 2026

Unanimous consent requested

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

Supporting Students Impacted by Sexual Violence

Laura Weiss, LMSW

Program Director, SHARE Office

Skorton Center for Health Initiatives, Cornell Health

This can be a difficult issue to discuss

Whether we know it or not, we all likely have survivors in our lives. Statistically speaking, we have survivors in this room, as you do in your classrooms, labs, and advising relationships.

Please take care of yourself during and after.

The SHARE Office's Victim Advocacy Program works with survivors/victims of:

- Sexual Violence & Sexual Assault
- Dating/Domestic Violence
- Stalking
- Sexual or Gender-based Harassment
- Bias
- Hazing
- Physical Violence
- Other harms as appropriate

We also provide consultation with third parties

Located on Level 6 of The Ceriale Center for Cornell Health

OVERVIEW

1. Quick grounding in Cornell data and a comprehensive public health approach
2. Academic partnerships and new prevention strategies
3. How to respond well to a disclosure of sexual misconduct
4. What classroom supports and accommodations can help reduce the academic impact of experiencing harm

BACKGROUND & FRAMEWORK

Cornell’s Sexual Assault & Related Misconduct (SARM) Survey

Conducted every two years, Cornell has administered **six iterations of this survey** of campus sexual violence since 2015 .

- 6,000 students selected from the Ithaca, Weill and Cornell Tech campuses.
- Responses are anonymous. Questions ask about behavioral experiences.
- The experiences captured in this survey are not the same as reports made to the Cornell Office of Civil Rights (Title IX)
- Typically have a response rate between 36%-38%
  - 38% in 2021 | 36% in 2023 | 15% in 2025 (less confidence in results)
- Minor updates year to year but survey is consistent in its process, allowing direct data comparisons over time

Sexual and gender-based harassment SARM 2025

- **49% of respondents** reported encountering one or more forms of harassment
- **Increase** from **45%** reporting harassment in 2021 and 2023
- **Increase in reports of having to tolerate harassing behavior**
  - From **28%** tolerating in 2023 to **36%** in 2025

Figure 3. Percent of students experiencing sexual or gender-based harassment since entering Cornell

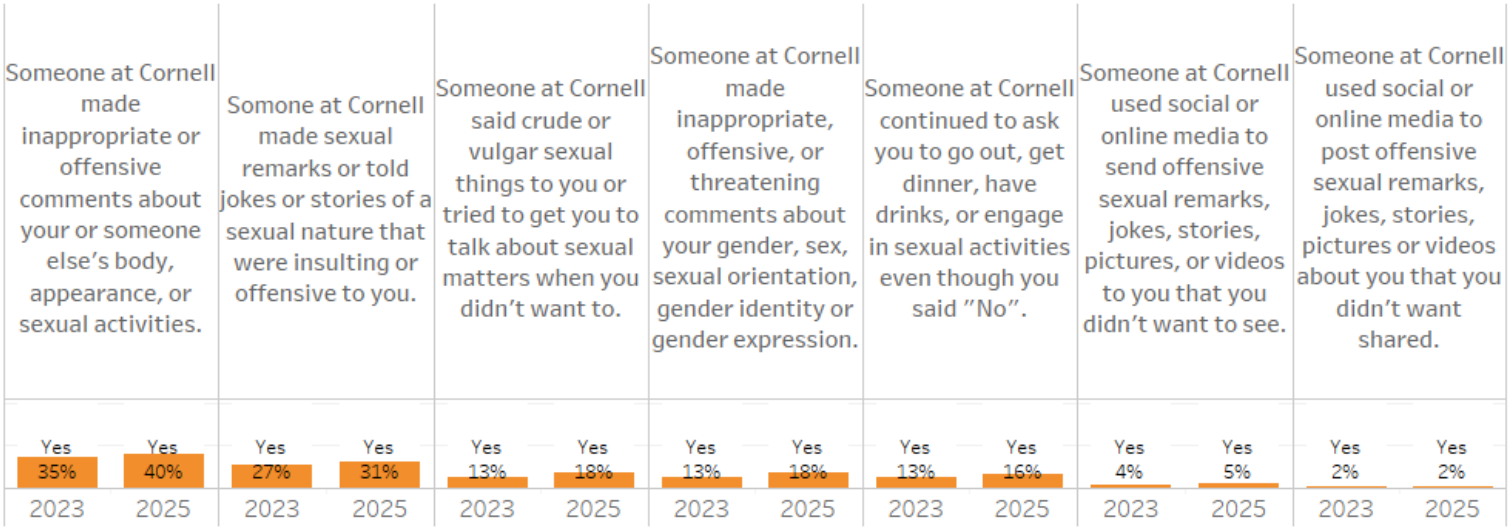


Figure 3a. Percent of respondents who experienced any form of harassment

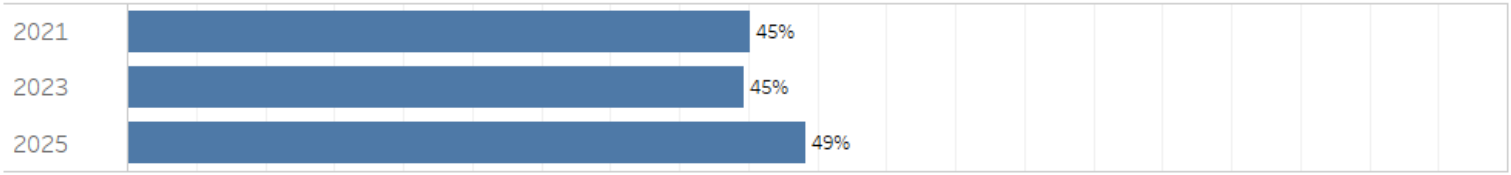
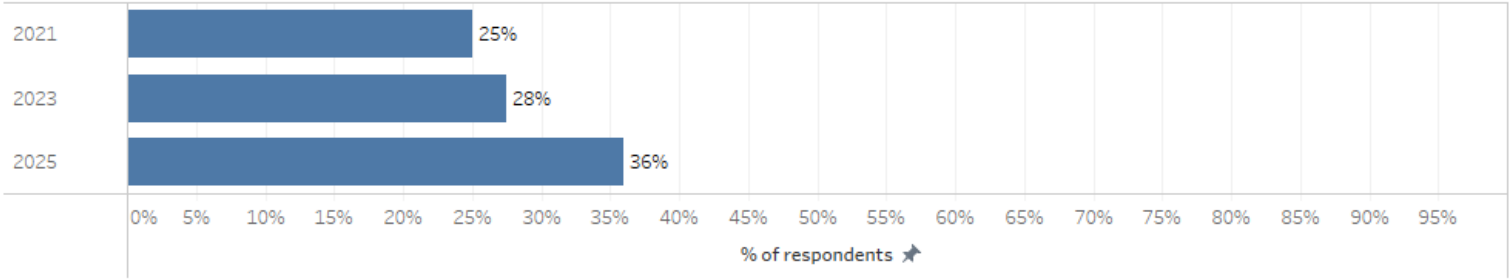


Figure 3b. Percent of respondents who had to tolerate harassing behavior



Nonconsensual sexual contact (NSC) SARM 2025

(refers to penetration and/or sexual touching)

- **15%** of students reported experiencing NSC during their time at Cornell
- **Increase** from **11%** reporting NSC in 2021 and 2023
- **Undergraduate women** were most likely to report an incident of NSC
  - (35% in 2025 vs. 23% in 2023)

Figure 6. Percent of students experiencing nonconsensual sexual contact (NSC) involving force or inpacitation since entering Cornell

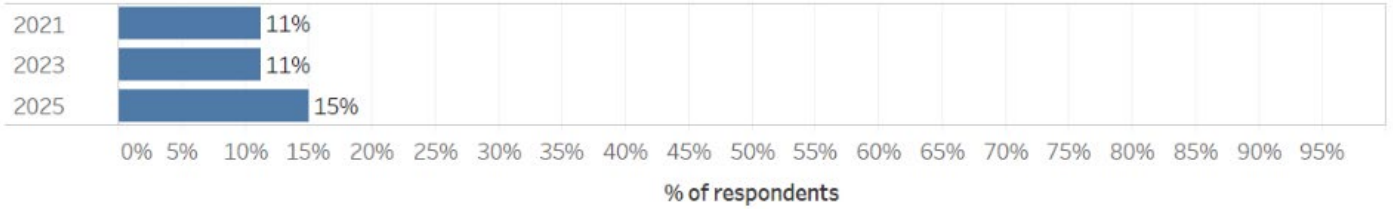


Figure 6a. By type of student

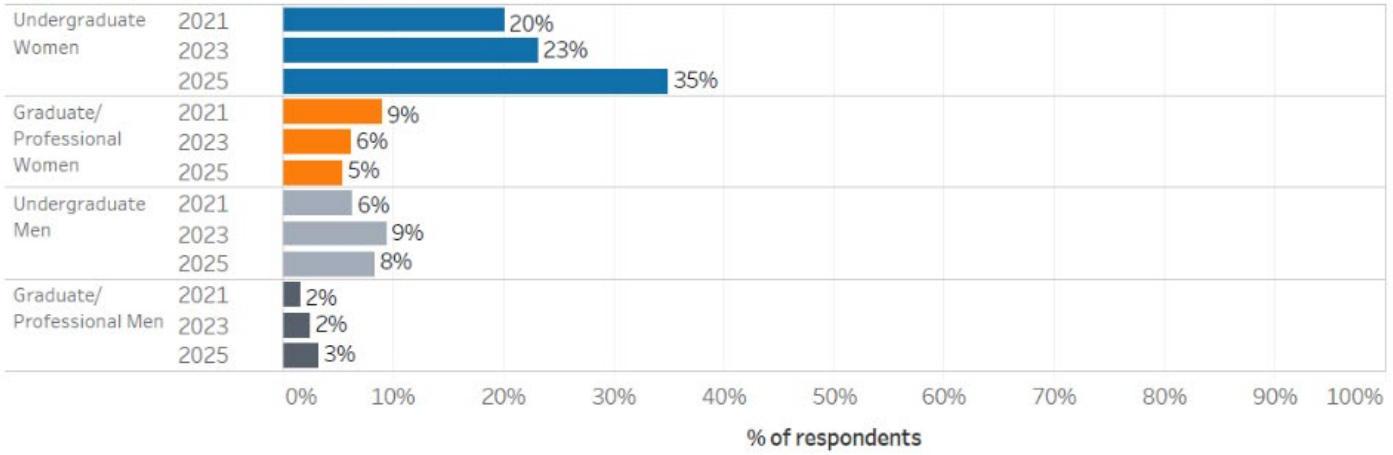
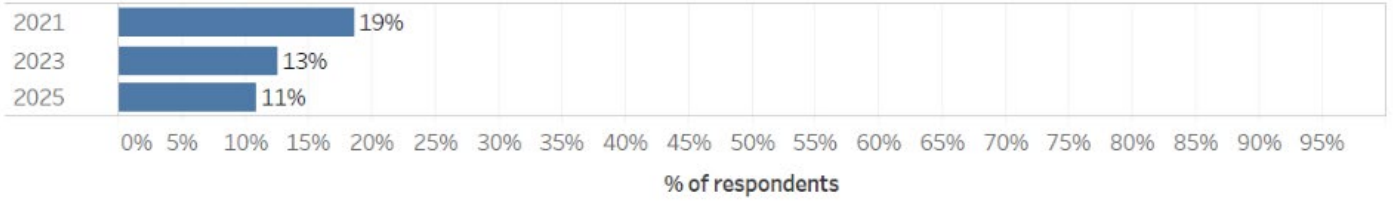


Figure 6b. Among TGQN respondents



A Public Health Approach

Cornell applies a public health approach to addressing sexual violence and related harms.

This means not only providing campus education and care but also addressing the systems and settings in which harm occurs.



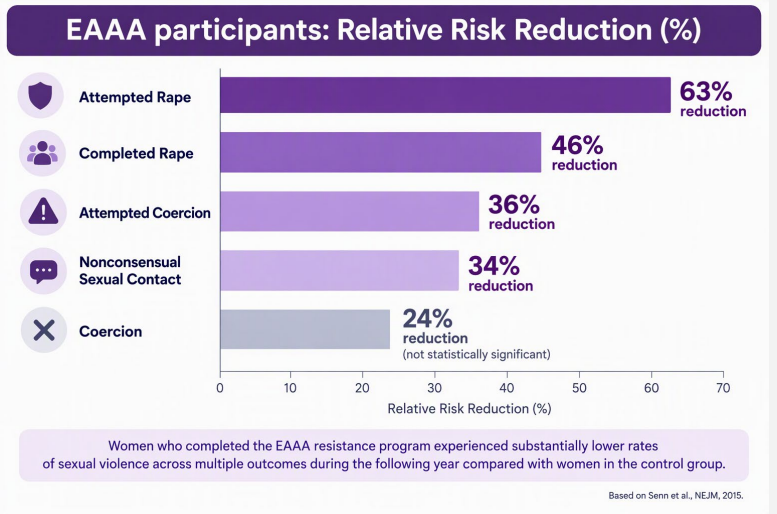
SHARE Office
Culture Change & Educational Programmatic Strategies

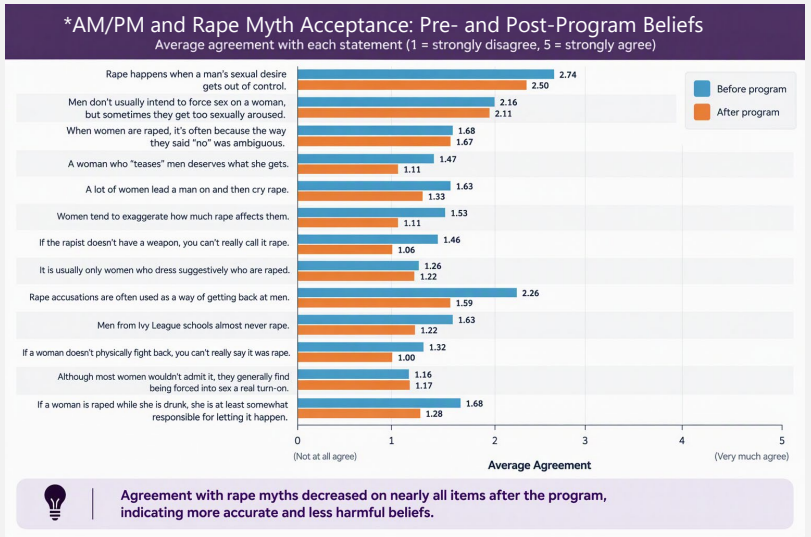
Evidence-based, theory-informed programs:

- ***Intervene***-
  - Bystander intervention training

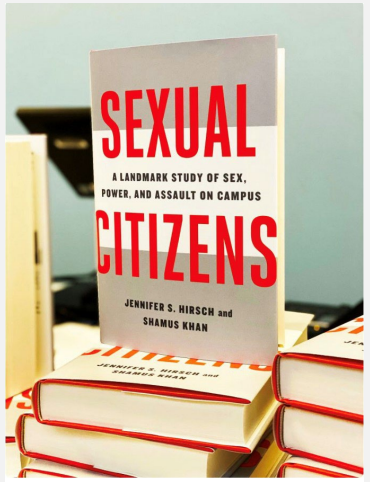
- ***EAAA***- *Enhanced Assess, Acknowledge, Act sexual assault resistance program*
  - Evidence-based 12-hour workshop series designed for cis- and trans-women's lived experiences

- ***The AM/PM Project-*** *Actively Modeling Positive Masculinity*
  - Parallel 12-hour workshop series designed for cis- and trans-men's lived experiences





SHARE Office
Curriculum Infusion & Academic Partnerships



Academic partnerships have allowed us to bring awareness of issues and resources, evidence-based strategies, and new theory to academic settings

- Learning Where You Live courses (7-week, 1-credit)
  - UNILWYL 1420: Sexual Citizenship – ongoing since 2023
  - UNILWYL 1425: Evidence-based Sexual Violence Prevention (EAAA and AM/PM Project sections)– new, Fall 2026
- SOC 2390: Modern Romance (3 credits) – Spring 2026
- Partnership with Center for Dialogue and Pluralism on sexual citizenship- ongoing since 2022
- Partnership with Human Ecology First-Year Advising course HE1800– New, Fall 2026

Sexual Citizenship and Healthy Relationships Curriculum
Preliminary Findings from a Multi-Semester Evaluation

Aim

To evaluate the impact of a theory-informed, credit-bearing curriculum on Cornell students' sexual empowerment, communication skills, personal agency, and understanding of the social and environmental factors that shape relationships, sexuality, consent, and campus experiences

Evaluation Sample

Fall 2023 - Spring 2026 multiple course offerings/cohorts evaluated

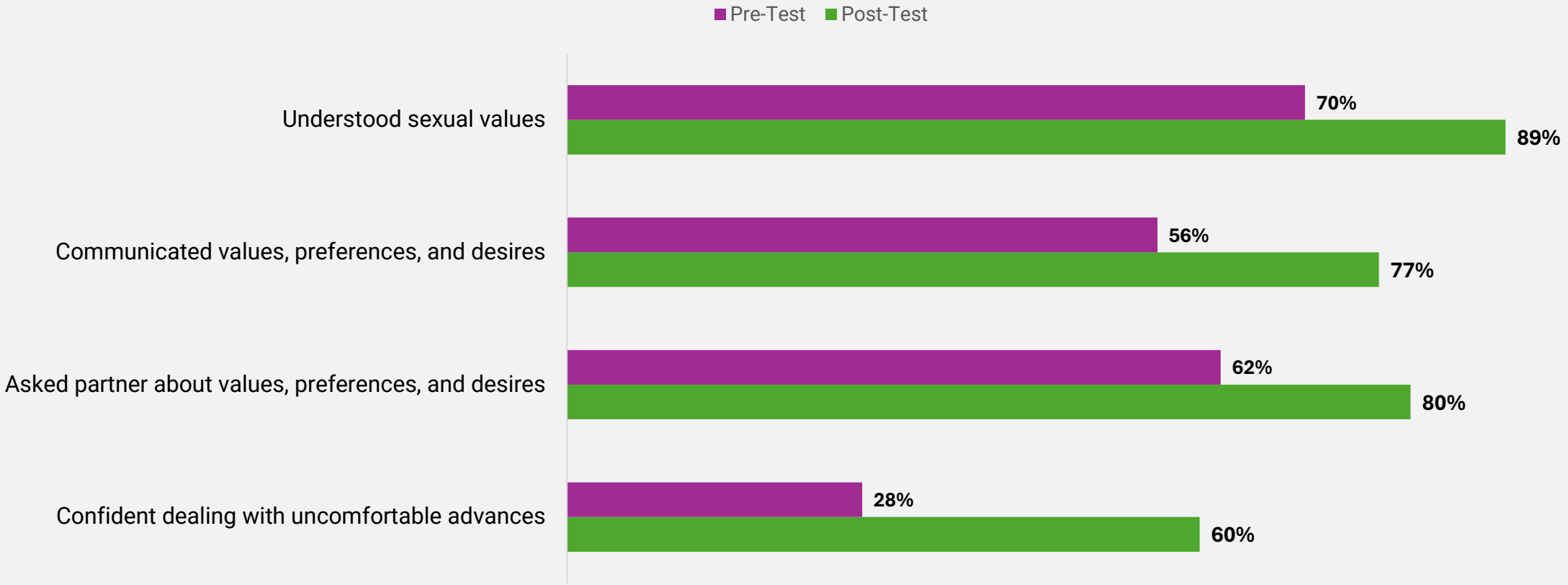
- 169 Students completed at least one course assessment
- 88 Students completed matched pre-post assessments

Key Finding

Students demonstrated **significant increases in overall sexual empowerment** and across multiple dimensions of sexual empowerment following participation in the curriculum

What Changed for Students?
Selected Indicators of Sexual Empowerment

Figure 1. Changes in Selected Indicators of Sexual Empowerment
Percentage (%) of students indicating agree or strongly agree



Implications

1. Greater self-awareness and values clarification
2. Stronger communication and relationship skills
3. Increased personal agency and confidence navigating relationships and sexual experiences
4. Greater awareness of the social and environmental factors that shape sexual and relationship experiences

These preliminary findings suggest that theory-informed, credit-bearing curricula may represent a valuable component of comprehensive public health efforts to promote healthy relationships, positive sexuality, student well-being, and sexual violence prevention

RESPONDING & RESOURCES

Academic Impacts of Sexual Violence

Often the catalyst for students to seek help is when their experience starts to:

- impact their academic work
- interfere with their participation in the classroom
- impede their ability to attend class

The nature of the incident, an individual's coping strategies and skills, and non-judgmental support following the incident will influence the recovery process.

Everyone is different.

Students react in a variety of ways after an incident.

There is no "one size fits all" approach to support or healing.

If a student discloses to you:



- Use **open-ended questions.**
- Provide **options, not advice.**
- Remember they are the **expert** of their experience.
- Provide **referrals** based on the survivor's needs and concerns.
- Be mindful of how cultural and institutional **barriers** may impact the survivor's experience and needs.
- There is no *one-size-fits-all* approach or path forward. **Ask** what they would like to happen next.

Avoid the following:



- Telling the survivor **what to do.**
- Asking **“why”** questions.
- **Defining** their experience for them.
- Sharing their experience with others without their **permission**.
- **Pressuring** them to report or seek a resource.
- Making **assumptions** or **promises.**

Most Faculty are NOT Designated Reporters

- The university has identified certain offices and employee positions as Designated Reporters.
- If these employees learn of alleged incident of sexual harassment* that involves a student as either the complainant or respondent, they are obligated to report information they have to a Title IX coordinator.

- The current list of Designated Reporters is comprised largely of roles within Student and Campus Life.
- **The only listed faculty roles are:**
  - **Deans**
  - **House Professor/Dean on West Campus**
  - **Advisors (faculty and staff) to student organizations**

** includes sexual assault, dating violence, domestic violence, and stalking*

RESOURCES- START HERE

Information about support, reporting option, getting care, helping a friend and more can be found at:

SHARE.CORNELL.EDU

KEY THINGS TO REMEMBER ABOUT THE SHARE OFFICE VICTIM ADVOCACY PROGRAM





607-255-1212



victimadvocate@cornell.edu

- **All conversations are confidential and free**
- **There is no pressure to report or pursue a particular path**
- **The individual remains in control and determines what next steps (if any) are right for them**
- **Exploring options to find creative ways to meet a goal; work with individuals to co-create a customized plan tailored to unique needs**
- **Non-judgmental care means there is no need to meet criteria or a certain level of harm to be worthy of support**

ACADEMIC SUPPORTS & TRAUMA-INFORMED TEACHING PRACTICES

AGENCY and PREDICTABILITY

AGENCY:

Trauma often involves a loss of control, and studies consistently show that **restoring agency supports emotional regulation and engagement.**

- Offer choice and autonomy in learning with:
  - topic options,
  - multiple formats for demonstrating learning,
  - or flexible participation pathways

PREDICTABILITY:

Research shows that trauma can heighten anxiety, reduce working memory, and make ambiguity feel threatening.

- Create predictable, transparent course structures and communication with:
  - clear expectations,
  - consistent routines,
  - transparent grading,
  - and predictable deadlines

CONNECTION and SUPPORT

CONNECTION:

Strong instructor–student relationships are one of the most protective factors for learners with trauma histories, improving persistence, emotional regulation, and academic performance.

- You can build connection and supportive classroom relationships by:
  - **using a warm tone in your syllabus,**
  - **checking in with students,**
  - **modeling help-seeking,**
  - **and cultivating peer connections** through in-class activities.

SUPPORT:

Support does not mean solving students' problems or providing counseling; it means noticing, responding with care, and helping students identify pathways to assistance.

- You can provide pathways to resources and support by:
  - **making resources visible,**
  - **normalizing help-seeking behavior,**
  - **and connecting students with appropriate campus or community supports** when needs extend beyond the classroom.

Acknowledging Campus/World Events

- The research supports that **acknowledging the event is generally more helpful than ignoring it.**
- Students reported that relatively small responses (such as a moment of silence) can be helpful, as can more substantial efforts to incorporate the event into the course. **A trauma-informed best practice is to acknowledge *and* offer support.**

Sample Statement/Canvas announcement/Message:

- "I recognize that the events happening on campus right now might be impacting your well-being and academics. If some classroom flexibility could be supportive to you at this time, please talk to me after class. If you're feeling overwhelmed and would like to talk to someone, please consider the confidential support offered through the SHARE Office's Victim Advocacy Program or the Counseling and Psychological Services (CAPS) team at Cornell Health. Additional resources can be found at share.cornell.edu and mentalhealth.cornell.edu."

Well-being in Scholarly Environments (Faculty)

- WISE Canvas Toolkit
- This Canvas course is open to all Cornell faculty and includes strategies, activities, and ideas to support student well-being. You'll also find student resources and handouts that you can use in your classroom or easily embed in your own Canvas courses.

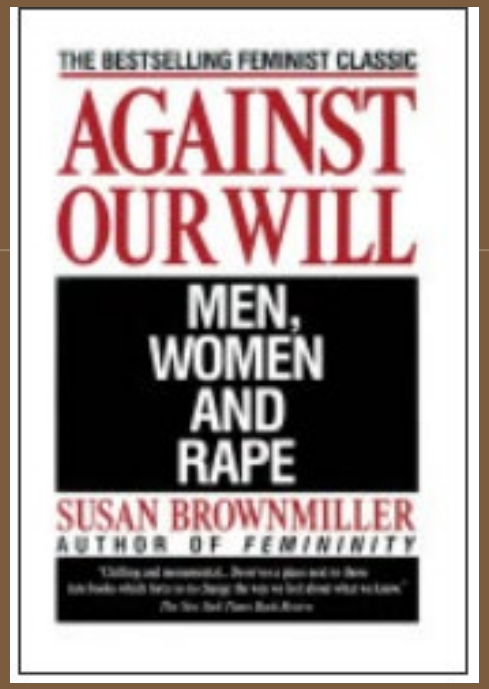
- **A new module on Trauma-informed Teaching Strategies has just been added**

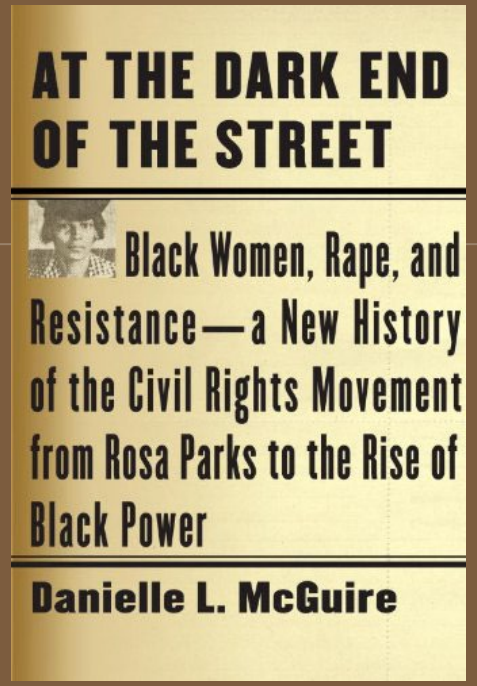


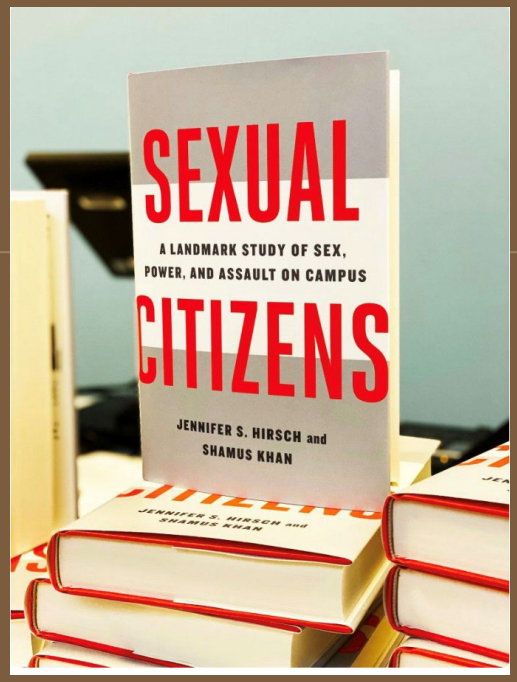
You do not need to fix the situation or have all the answers.

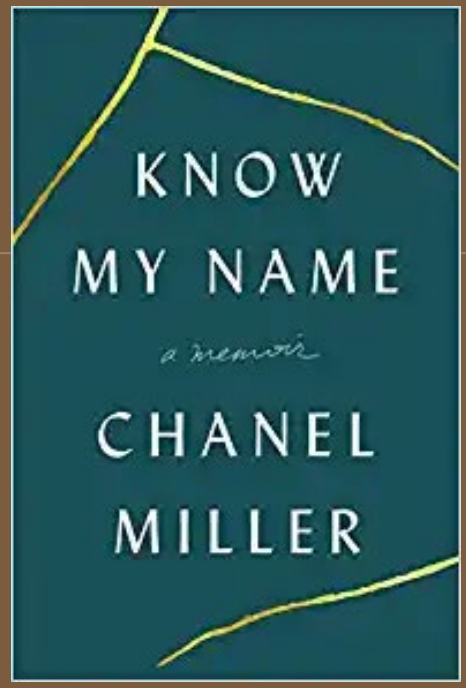
Your role is to create conditions in which students feel believed, respected, informed, and supported.

Small moments of compassionate response can have a lasting and profound impact on a student's educational experience and well-being.









THANK YOU

Please be in touch:

Laura Weiss lbw26@cornell.edu

Senate Q&A

UNIVERSITY FACULTY COMMITTEE · RESOLUTION TO THE FACULTY SENATE

A Sustained Faculty Commitment to Preventing Sexual Violence

October 28, 2026

deanoffaculty@cornell.edu

THE DESIGN

Three pillars of faculty action

Deep research

to find approaches that work

A faculty-led research center

Community engagement

so initiatives are shaped and adopted

A Joint Commission of the assemblies

Independent judgment

to assess whether programs are working

A standing Senate committee

See a fourth pillar, or a better way to build these three? We want to hear it.

PILLAR ONE · RESEARCH

A faculty-led research center

Standing and faculty-led **Working by Fall 2027** **Funded at least five years**

Grounded locally

Studies and acts in at Cornell so findings reach our policies quickly.

National reach

A trusted clearinghouse for data and research.

Built to last

New faculty hires, dedicated staff, and real resources.

Independent

Free to publish; reports regularly to the Senate and the community.

PILLAR TWO · ENGAGEMENT

A Joint Commission on Sexual Violence

CO-CONVENED WITH

Student Assembly

Graduate and Professional Student Assembly

Employee Assembly

University Assembly

Members appointed by each body

Builds on the Task Force

Extends its work and widens its reach into the community.

Sustained engagement

Draws ideas in and carries them out: surveys, forums, trainings, the assemblies.

Evaluates and recommends

Assesses what has been tried and proposes improvements through shared governance.

Open question on structure: alongside, or within, a relaunched Task Force.

PILLAR THREE · JUDGMENT

Faculty Committee on Institutional Administration

An after-action review in service of shared governance.

Focused

Works on defined topics, not open-ended inquiry.

Advisory

Findings come to the Senate; action follows through ordinary resolutions.

Constructive

Helps the University get this right, with a sustained faculty voice.

FOCUS 1: IMPLEMENTATION

October 13 measures

Task Force

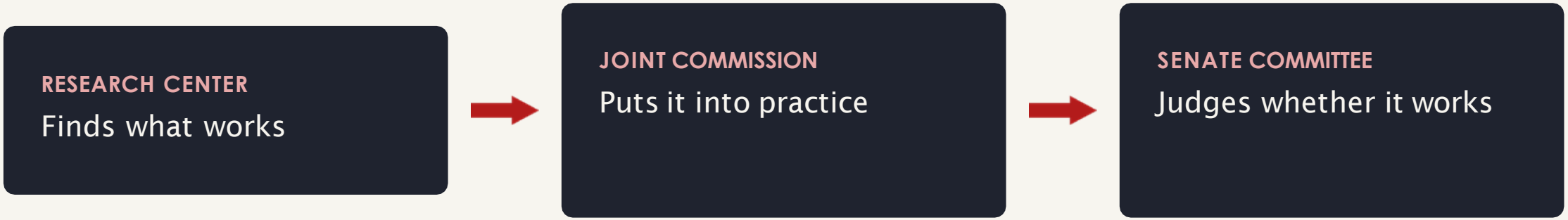
Commission on Sexual Violence

Sally Yates investigation

Greek life review

AN INTEGRATED FRAMEWORK

Three structures, working together



RESOLUTION · A SUSTAINED FACULTY COMMITMENT TO PREVENTING SEXUAL VIOLENCE

Whereas sexual assault inflicts lasting harm on members of our community, and its persistence at Cornell constitutes a pressing crisis;

Whereas the scourge of sexual violence undermines our students' ability to learn and faculty members' ability to teach, striking at the heart of the University's educational mission; Whereas survivors, students, and members of the wider community have called on Cornell faculty to take sustained action to confront this crisis with the seriousness it demands;

Whereas Cornell educates leaders of the coming generation, and how the University meets this moment can demonstrate what a community owes to each of its members;

Whereas healing from sexual violence and rebuilding trust within the Cornell community will take time and require sustained opportunities for members to be heard, reflect together, and help shape the University's response;

Whereas the Faculty Senate's response to this crisis should draw on the faculty's capacity for rigorous inquiry, reasoned deliberation, and independent judgment to help all members of the Cornell community learn, teach, and work free from sexual violence;

RESOLUTION · A SUSTAINED FACULTY COMMITMENT TO PREVENTING SEXUAL VIOLENCE

Be it therefore resolved that the Senate recommends that the University establish a standing, faculty-led research center focused on sexual violence and its prevention, beginning work no later than the Fall 2027 semester with adequate funding for at least five years. It should be free to publish its findings and should report regularly to the Faculty Senate and the Cornell community.

Be it further resolved that the Faculty Senate shall invite the Student Assembly, Graduate and Professional Student Assembly, Employee Assembly, and University Assembly to co-convene a Joint Commission on Sexual Violence, composed of members appointed by each participating body. This Commission should build upon and extend the work of the Sexual Assault Task Force by engaging with the Cornell community in an ongoing dialogue aimed at identifying strategies for reducing rates of sexual misconduct on campus, evaluating the effectiveness of approaches that have been implemented, improving university systems to support survivors and respond to sexual assault, and fostering a vibrant social life free of sexual violence. The Commission shall make recommendations in support of shared governance for consideration by the various assemblies. The central administration shall provide adequate staffing and support for the Commission to conduct its work.

Be it further resolved that the Faculty Senate shall establish a standing Faculty Committee on Institutional Administration, composed of faculty appointed by the Nominations and Elections Committee with the concurrence of the Faculty Senate. The Committee shall review the effects of administrative policies and procedures, and provide the Senate with analysis, recommendations, and constructive criticism in support of shared governance. The committee will be empowered to evaluate, assess, and make proposals to enact positive change in our administrative policies and procedures for Senate consideration.

The Committee's initial focus shall be on the University's response to sexual violence, including:

- Implementation of the measures announced October 13, 2026;
- The University's response to the recommendations of the Sexual Assault Task Force and the Joint Commission, as well as to the findings and recommendations of the independent review led by Sally Yates;
- The review of Greek life, including criteria for whether, and under what conditions, suspended fraternity social activities may resume;
- Staffing and budgets for prevention and survivor support; and
- University investments in healthy spaces for student extracurricular activities, including ongoing planning for Collegetown's revitalization.

The Committee shall report regularly to the Faculty Senate.

Be it further resolved that the three entities established above, individually providing state of the art comparative national research, local engaged understanding, and considered judgement, shall work together to provide an integrated framework for addressing sexual assault on campus.

DISCUSSION

Questions & Amendments

Comment on the Senate's pending matters page, or write to: deanoffaculty@cornell.edu

Sponsored by the University Faculty Committee

Resolution on Revising University Add/Drop Deadlines to Support Student Learning and Academic Planning

Cornell University Educational Policy Committee (EPC)

Presented by: Prof. Jillian Goldfarb, EPC Chair

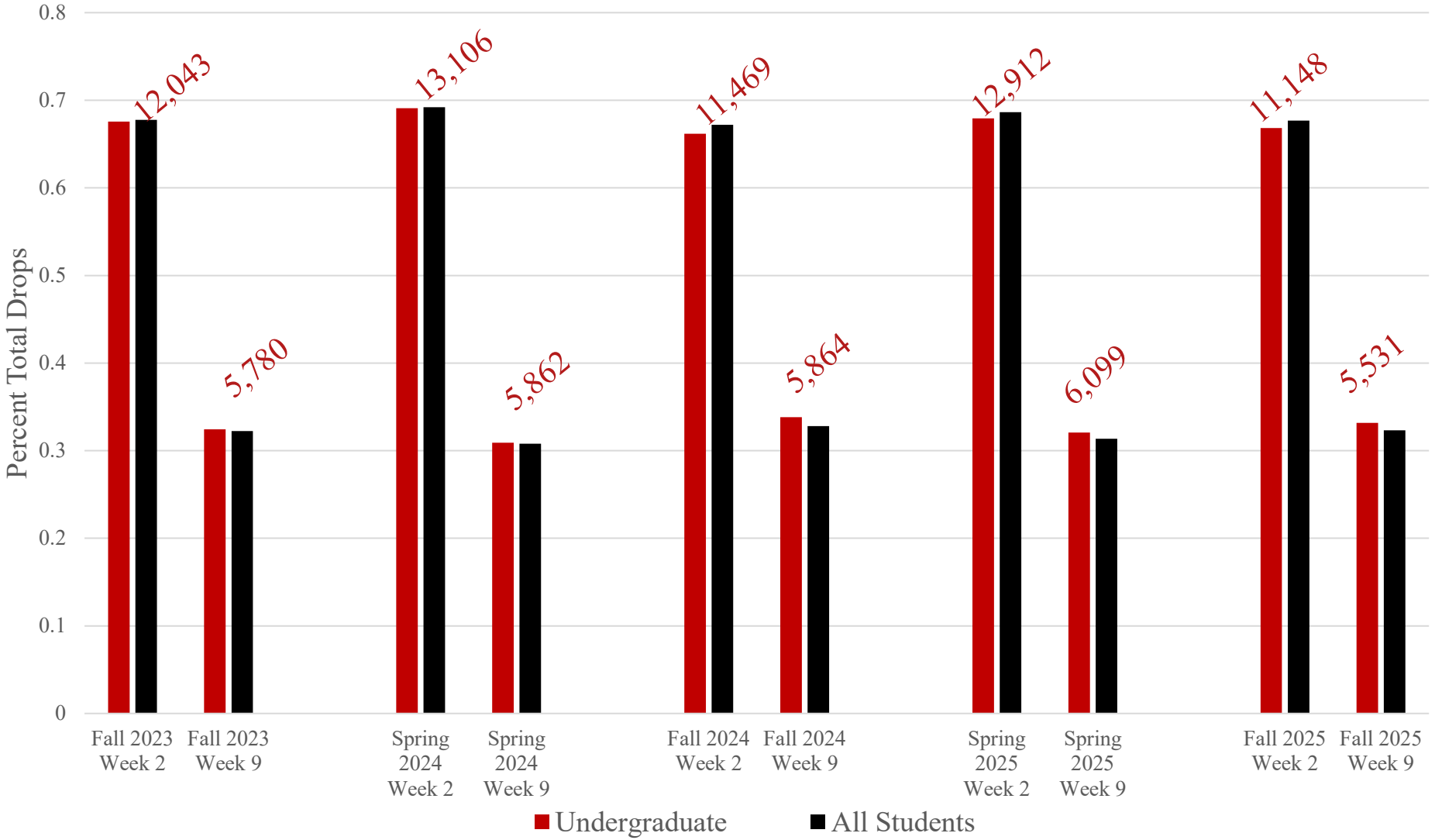
11 November 2026

Problem Statement

Issue: Cornell has an early add deadline (Week 2) and an (unusually) late drop deadline (Week 9), creating months of enrollment churn after substantive instruction has begun.

Resolution: Move the Drop date earlier to support student learning and decision-making; improve equity of access to seats; publish exam schedules sooner; enable faculty to focus efforts on stable roster; and reduce risk in certifying enrollment for federal funding.

Distribution of Drops At Week 2 vs. Week 9



Drops starting day 1 of class for full-term courses

Undergraduates account for 72 – 78% of all drops (total 23,000 – 25,600 drops across all students each semester)

Complications of Prolonged Drop Date

Student Access to Courses and Learning Environment

- Students start overextended and delay commitment.
- Use late drops to manage grades rather than learning strategies.
- Groups and projects are disrupted.
- Seats dropped after week 2 remain unavailable to other students.
- Delays final exam scheduling.

Instruction

- Faculty and TAs spread effort across more students.
- Courses can miss viable enrollment levels yet cannot be cancelled.

Financial Implications for Students and University

- Increases risk of federal reporting noncompliance.
- Significant financial implications for students and University.

Recommended Policy

Retain current Add deadline (no petition): End of the 10th day of classes (e.g. when the semester begins on a Tuesday, this will be the second Monday of classes).

Drop deadline (no transcript notation): End of the 11th day of classes

Late drop with W: From the 12th day of classes through the Friday of the end of Week 9 by *student self-service**; beginning on the Monday of Week 10 by petition to the college (documenting extenuating circumstances)

Half-semester / modular courses: End of 5th day of classes (e.g. after minimum of 1 class meeting); drop without notation end of 6th day of classes; W through the Friday of the end of Week 4 by student self-service; beginning on the Monday of Week 5 by petition to college.

Project/Independent Studies: Add through the Friday of Week 5; may be dropped after week 2 through the end of Week 9 by student self-service with a W; after Week 9 by petition to the college

* Currently requires advisor approval

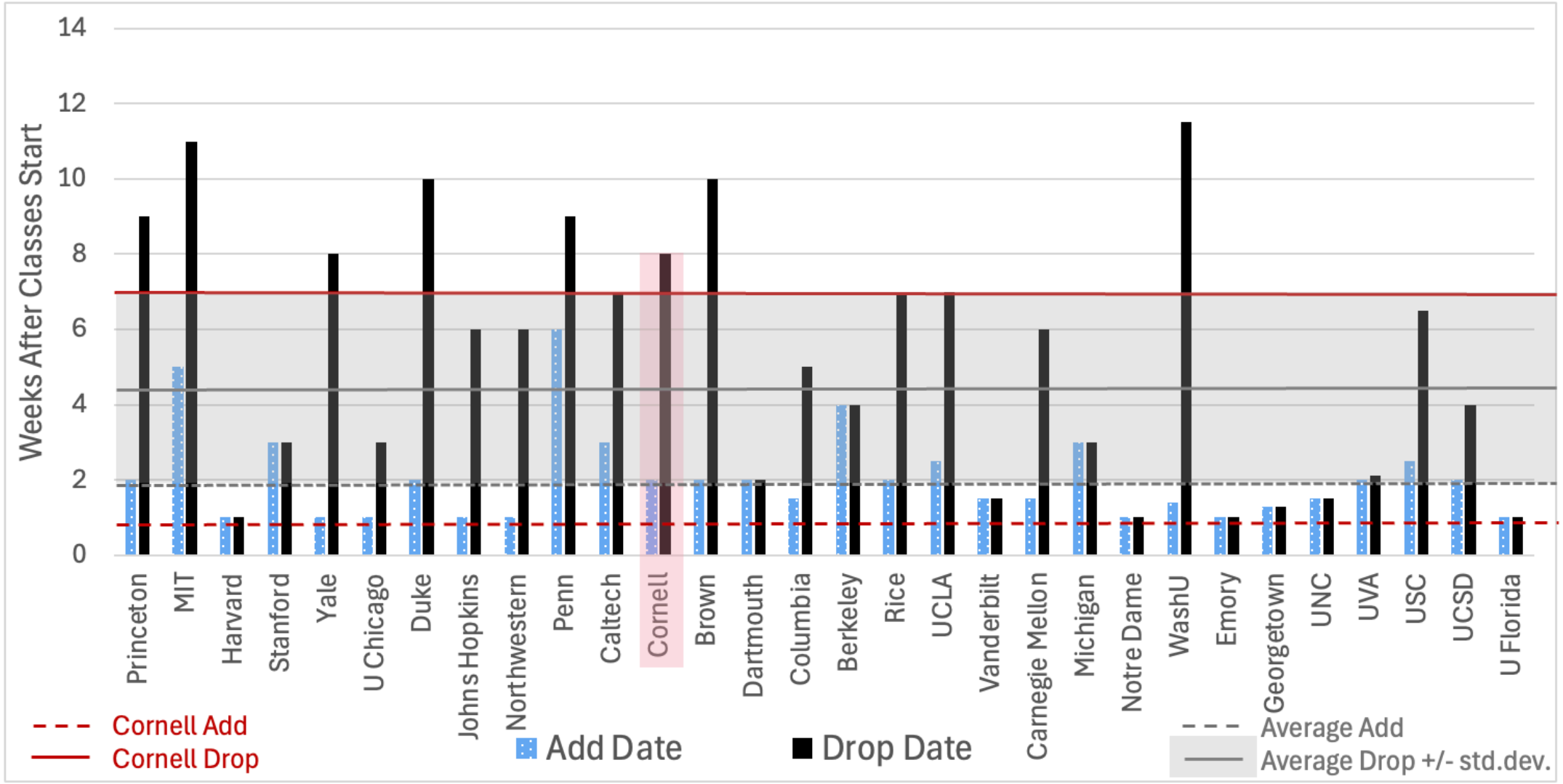
Recommended Implementation Components

1. Require early **Clarity from Instructors**: *Syllabi with clear workloads and policies*; Canvas populated with assignment(s) and past years' exam(s) when possible*

    * *As recommended in the 2022 Cornell University Mental Health Review*
    * *Aligns with 2 of students' top 3 "information needs" in University-wide survey*

2. Align college- and major-level **advising resources** with input from Registrar, EPC
3. Coordinate college-level exceptions for **extenuating circumstances** for prolonged Drop without W date
4. 1-year **Assessment by EPC** with report to Faculty Senate in Fall 2028

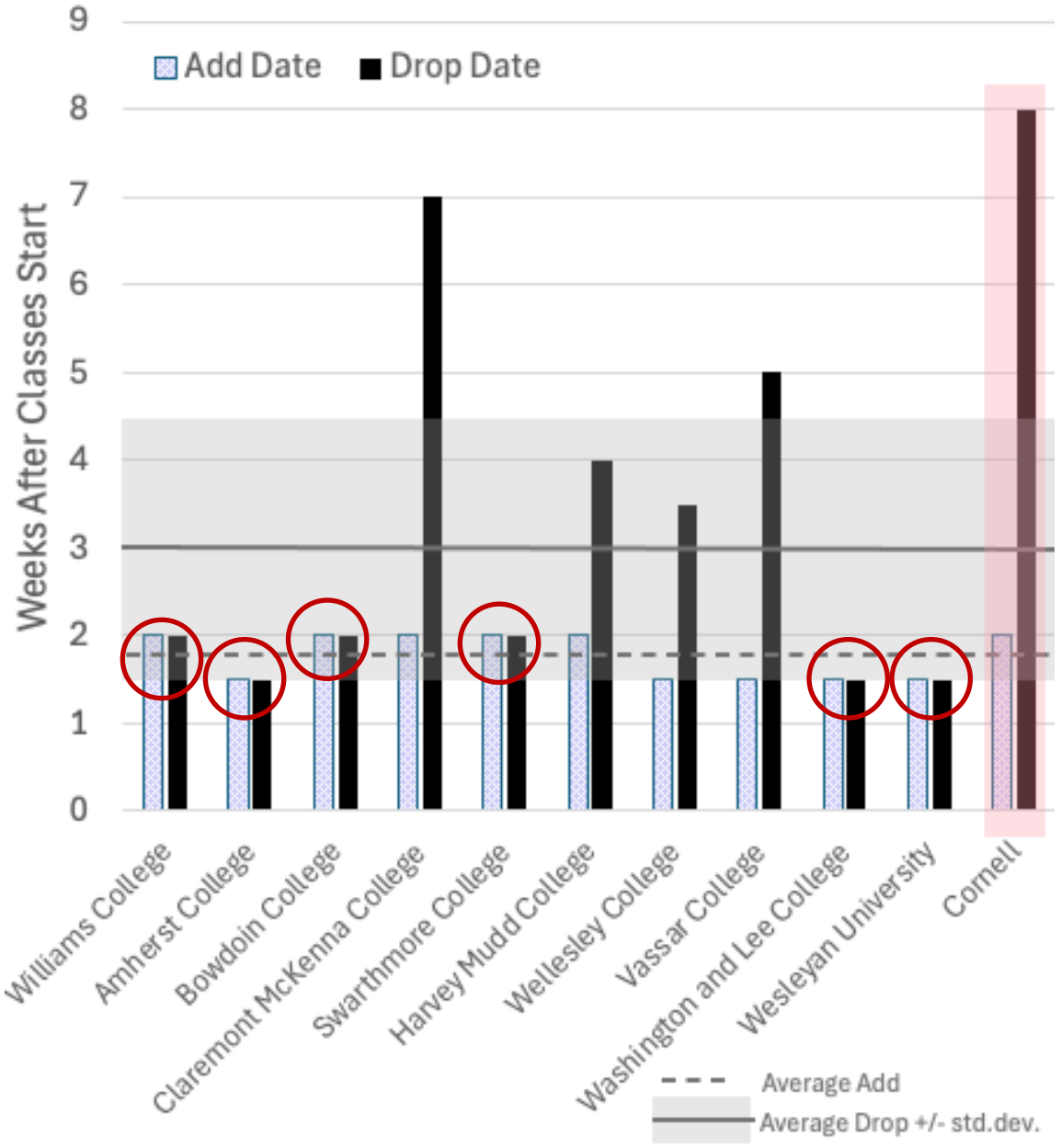
Add/Drop Dates of Peer Institutions



Data from College Registrar Websites for 2025-2026 and 2026-2027 AY

Add/Drop Dates of U.S. News Top Liberal Arts Institutions

- 6 of 10 institutions align Add/Drop dates for a true “shopping experience” where students can “exchange” their courses, not just “return” as with extended drop



Data from College Registrar Websites for 2026-2027 AY

Findings from Student Survey (2,300 Respondents)

For the most recent course that you ***dropped after the second week***, what was (were) the primary reason(s)? (Select up to 3)

Student-Preferred Information Prior to Drop Date *and EPC's Concern Over Semester Compression*

Before deciding whether to remain in a course, ***what information do you believe students should ideally have*** access to? (Choose up to 3)



Summary of Educational Benefits of Proposed 2-Week Drop

- Early learning momentum without semester compression
- Focused course choices over over-extension
- Fair and timely access to seats with true “shopping period”
- Enhances instructional support to students who remain enrolled
- Predictable planning for students and faculty; earlier final exam scheduling
- Strengthens group-based learning
- Curricular stewardship and effective use of instructional resources
- Meaningful recalibration and implementation of learning strategies after assessment
- May address grade inflation and equity across majors
- Classroom scheduling optimization
- Reduce financial risk to students, including Veterans, with late compliance

Cornell University Educational Policy Committee (EPC)

Jillian Goldfarb - Engineering, Chair
Goldfarb@cornell.edu

Haym Hirsh – Bowers CIS
Michael Ryan Clarkson – Bowers CIS
John Doris – A&S
Antonia Jameson Jordan – Veterinary Med
Gregory Fuchs – Engineering
Kevin Cummings – Veterinary Med
J. Robert (John) Lennon – A&S
Chiara Formichi – A&S
Alex Walters – Undergraduate A&S

Adam Smith – Ex Officio
Chris Schaeffer – Ex Officio

Q&A

Drop Date Survey

A survey was fielded to all 24,607 currently enrolled students across Ithaca and CornellTech campuses during the last 16 days of October 2026

The survey was fielded under IRB approval.

Overwhelmingly Undergraduates

2,299 completed respondents

Undergraduates by College

Self-Reported GPA

Reported Late Drops are Relatively Rare

Late Drops Modestly Related to GPA

Cross-College Differences in Late Drops

- Late-drop behavior varies across colleges, suggesting that curricular structure and academic context influence drop patterns.
- Relative to CAS (baseline), students in **Bowers** report significantly more late drops, while **Engineering** and **Human Ecology** report significantly fewer.
- The existence of cross-college variation supports the committee's concern that **opportunities for late drops are not experienced equally across academic programs**. Students in more structured curricula often have fewer opportunities to use late drops strategically than students in more flexible curricula.

Reasons for Late Drops

For the most recent course that you ***dropped after the second week***, what was (were) the primary reason(s)? (Select up to 3 answers)

Who Drops for Grade Concerns?

- Upper-level students are more likely than first-year students (baseline omitted) to report grade concerns as a reason for dropping
- Students in Engineering and Johnson report significantly lower concern about grades as a reason for dropping relative to CAS.
- The findings suggest that late-drop decisions are influenced by academic context and student experience, not simply by exposure to course content.
- A long no-record drop period may facilitate strategic grade management for some students more than others.

Most Say Late Drop Important

To what extent does the current Week 9 drop deadline influence your course selection and academic planning decisions?

Predictors of Perceived Importance

- Students who have previously made more late drops are significantly more likely to report that a late-drop option is important in planning
- Upper-level students place greater importance on the availability of late drops
- GPA has little apparent relationship with the perceived importance of late-drop flexibility.
- Few significant differences observed across colleges, suggesting attitudes toward late-drop flexibility are driven by experience and prior behavior.
- Consistent with the committee's concern that the current policy may encourage students to plan schedules around the availability of a later no-record drop rather than making earlier enrollment decisions

How Late Drop Affects Enrollment Decisions

Which of the following best describes how the current Week 9
drop deadline affects your course enrollment decisions? Selec
up to 3 answers that best apply.

Little Concern for Equity across Students/Programs

The current Cornell drop policy permits students to drop courses without transcript notation for much longer than many peer institutions. The proposed revision was developed in response to several concerns raised by students, faculty, advisors, and administrators. We are interested in your views on these considerations. Some students may use the current drop timeline to remain enrolled in a course long enough to gain information about their expected performance (e.g. course grade) before deciding whether to continue. Others may not have the same flexibility because of major requirements, financial considerations, athletic commitments, visa requirements, or other constraints.

How concerned are you that the current policy may contribute to academic inequities in risk-taking opportunities because of situations beyond a student's control?

Students Prize Flexibility

Many students report that the current policy provides valuable flexibility when adjusting to a new semester, exploring unfamiliar courses, or responding to unexpected personal, family, health, or academic circumstances. **How important is it for Cornell's drop policy to provide flexibility for students facing unexpected academic, personal, family, or health circumstances?**

Little Concern for Veterans’ Aid or Other Reporting Requirements

Cornell faces federal and administrative reporting requirements that increasingly rely on early enrollment information, which can only be certified after the drop deadline has passed. For example, the current timeline seriously delays Veterans' financial support and jeopardizes certifying enrollment requirements for external programs. **How concerned are you that the current policy may put some students in precarious financial or legal situations?**

Predictors of Concern for Reporting Requirements

- Students with a history of more late drops are **less likely** to express concern about the impact of delayed enrollment certification on other students.
- Higher-GPA students also report somewhat lower levels of concern.
- Juniors and seniors report slightly greater concern than first-year students and sophomores, although confidence intervals are relatively wide.
- Few meaningful differences observed across colleges.
- Students who make greater use of the current late-drop system appear less likely to prioritize the institutional and student-support consequences associated with delayed enrollment stabilization.

Limited Concern that Late Drops Waste Seats

Because of space and instructional limitations, demand for many courses often exceeds available spots. When students remain enrolled until later in the semester and subsequently drop, other students do not have access to these empty “seats” as it is beyond the add period and as a result they miss out on an opportunity to take a course they would like to take. **To what extent do you believe that allowing students to remain enrolled until Week 9 before dropping contributes to seats remaining unfilled that could otherwise have been made available to other students?**

Important Information to Have Before Drop Date

Before deciding whether to remain in a course, what information do you believe students should ideally have access to?
(Choose up to 3)


CORNELL UNIVERSITY
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Senate Q&A

AAUP Goals

Risa Lieberwitz, Senator, ILR

AAUP Welcomes All Faculty

The Cornell AAUP Chapter is open to everyone with a teaching and/or research position or academic staff position at Cornell:

- **Tenure-track/Tenured faculty**
- **RTE faculty**
- **Librarians**
- **Adjunct faculty**
- **Postdocs**
- **Academic staff**
- **Graduate students**

Cornell AAUP Chapter's Mission

- **Defending the rights of all those who teach or conduct research in higher education:**
  - **Academic freedom**
  - **Shared governance**
  - **Economic security**

- **Advocating for the interests of the broader community, whether in Ithaca, Tompkins County, or beyond.**

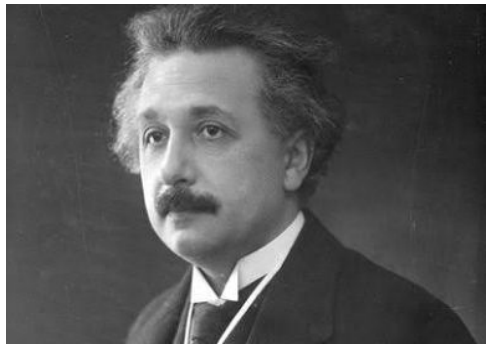
- **Protecting higher education as a public good**

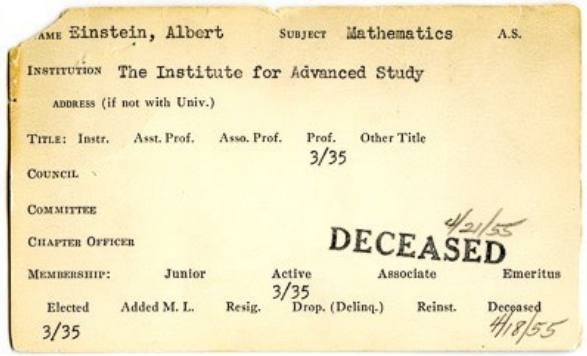
The AAUP Is Open to ALL Faculty!

Do you support Academic Freedom?

Albert Einstein did.

He was a member of the
American Association for University Professors
from 1935 to his death in 1955





You don’t have to be a genius to realize that universities and academic freedom need support.

You, too, can join the AAUP! aaup.org

United Way Campaign

Brandon Fortenberry, co-chair, United Way Campaign

UNITED IS THE WAY™

UNITED WAY Tompkins County

Impact Partners

- Advocacy Center of Tompkins County
- Foodnet Meals on Wheels
- Family and Children's Services of Ithaca
- Ithaca Children's Garden
- Learning Web
- and 43 more in our community

Cornell Impact

- Cornell's United Way Campaign is 33% of the total fundraising goal for United Way of Tompkins County
- 28,000 of the over 84,000 individuals supports
- 12,000 of the nearly 36,000 individuals getting access to health and wellbeing services

100%

- of your donation goes directly to the organization(s)
- of your contribution can be designated to the cause or organization of your choice (or not)
- of our community can make an impact no matter the size of the gift

UNITED IS THE WAY™

UNITED WAY
Tompkins County

HOW YOUR GIFT HELPS

When you give to United Way of Tompkins County, you are investing in the future of your neighbors by supporting real solutions for a healthy community, youth opportunity, financial security and community resilience.
Whether its a one-time gift or a recurring donation, every dollar makes a difference right here at home.

$3 provides an uninsured individual with 15 doses of life-saving insulin

$10 provides 2 free books to a young child

$20 provides the components for 20 meals received through a local food pantry

$100 provides self-care and home cleaning supplies for two unhoused individuals moving into housing

OUR IMPACT AREAS

Healthy Community
Improving health and wellbeing for all.

Youth Opportunity
Helping young people realize their full potential.

Financial Security
Creating a stronger financial future for every generation.

Community Resiliency
Addressing urgent needs today for a better tomorrow.

WAYS TO GIVE

- Payroll Deduction
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- Check
- Bill Me

Your gift helps to continue the United Way Promise:
Mobilizing communities to action so all can thrive.

Questions? Email campaign@uwtc.org

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