

Faculty Senate

May 7, 2025

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

Gayogóhó:nq' Land Acknowledgement

Cornell University is located on the traditional homelands of the Gayogóhó:nq' (the Cayuga Nation). The Gayogóhó: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 Gayogóhó:nq' dispossession and honor the ongoing connection of Gayogóhó:nq' people, past and present, to these lands and waters.

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

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: Zoom first, Floor next, Back to Zoom, Back to Floor, etc.

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

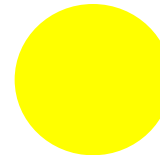
Started at 3:30PM, Video, audio, and chat posted publicly after the meeting

THREE MICROPHONES

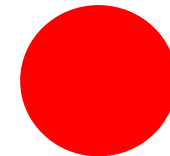
To ensure all perspectives are fairly represented and discussed



Comments in favor



Neither in favor or opposition



Comments in opposition

Approval of Zoom Transcription Minutes

April 9, 2025

Unanimous consent requested

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

Policy 6.13 Updates

Employee accommodations policy related to seeking disability, religious, or pregnancy related accommodations

Katie King, Associate Vice President for Office of Institutional Equity and Title IX



Office of Institutional Equity and Title IX (OIETIX)

Katie King (she/her)

AVP Office of Institutional Equity and Title IX

Email: kak329@cornell.edu | 607-255-2242

OIETIX – What we do

Sex/Gender Based
Harassment
Investigations and
Consultation

Equity
Investigations and
Consultation

Affirmative
Action & Equal
Opportunity
Compliance

Employee
Reasonable
Accommodations

Policy 6.13 – Accommodations for Faculty and Staff

- Policy 6.13 was just updated to streamline the accommodations process.
- Cornell provides reasonable accommodations to:
 - Qualified individuals with disabilities
 - Individuals experiencing pregnancy or pregnancy-related conditions
 - Individuals with sincerely held religious beliefs

What are accommodations?

Under Title I of the Americans with Disabilities Act (ADA):

“A reasonable accommodation is a modification or adjustment to a job, the work environment, or the way things are usually done.”



Request an accommodation



CONTACT OIETIX

- Call 607-255-2242
- Email accommodations@cornell.edu
- Meet in person at 500 Day Hall
 - M-F: 9-4:30



Senate Q&A

**Proposed resolution in support of a
Cornell University transfer credit policy
for undergraduate students**

Lisa Nishii, Vice Provost for Undergraduate Education, Industrial and Labor Relations

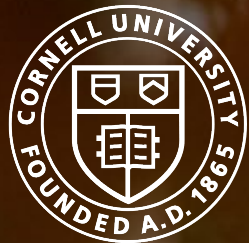
Revised proposed resolution was approved by the Education Policy Committee

VPUE – presenting slides remotely

Senate Q&A

Generative AI Advisory Council update

Steve Jackson, Information Science and Vice-Provost for Academic Innovation



Spring update, Ed Working Group, GenAI Advisory Council

Steven Jackson, Information Science and Science and Technology Studies, Vice-Provost for Academic Innovation

Faculty Senate,
7 May 2025



Current work

- * GenAI student/faculty uses and perspectives survey
- * GenAI in teaching and learning at Cornell: principles and values
- AI literacy for incoming students: fall 2025
- 'AI + AI' (input to senate academic integrity reforms): fall 2025

- More on GenAI education working group:
<https://academicinnovation.cornell.edu/ai-advisory-council/>
- GenAI resources from CTI:
<https://teaching.cornell.edu/generative-artificial-intelligence>

GenAI at Cornell: values and principles – DRAFT!!!

- The integrity of the faculty student relation (the ‘elemental relation’ of the university).
- A commitment to experimentation, research and learning from experience.
- The centrality of faculty judgement and expertise in the classroom.
- Responsiveness to real student needs and uses.
- Equitable access for all teachers and learners.
- Balance – recognition of both AI ‘goods’ and ‘harms’.
- Institutional and disciplinary heterogeneity (a ‘GenAI in the disciplines’ model).
- Extending and renewing Cornell’s core mission and values.

GenAI uses and perspectives survey

- Student version:
 - all undergrad, Masters and PhDs, Ithaca and Cornell Tech (- 5000 for belonging survey = 20, 286 invitations);
 - May 1-18 (live NOW!)
 - ~700 responses so far
- Faculty version:
 - mid-May to mid-June (watch for email invitation!)
 - all faculty (TT and RTE), Ithaca and Cornell Tech

How often do you use GenAI tools in the following ways with your academic work?

	Never	Rarely	Sometimes	Often	Very often
To help brainstorm or organize ideas before starting an assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To summarize source materials (journal articles, novels, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

https://cornell.yul1.qualtrics.com/Q/EditSection/Blocks/Ajax/GetSurveyPrintPreview?ContextSurveyID=SV_3gSi8skSOgnjSIM&ContextLibraryID=UR_... 4/12

4/28/25, 3:35 PM

Qualtrics Survey Software

	Never	Rarely	Sometimes	Often	Very often
To summarize lecture slides or lecture notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To explain or clarify materials to enhance my understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To help prepare class presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To generate practice tests and quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To collaborate iteratively, refining drafts, and make improvements to my academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To complete entire assignments or significant portions of them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For technical support (e.g. checking or generating code, solving math problems, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For help with language (translation, checking grammar, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other uses (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Think about how GenAI has influenced your approach to learning.

How much do you agree or disagree with the following statements?

	Strongly Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I first consult GenAI instead of Google, Wikipedia, or another traditional online search	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An instructor usually explains concepts better than GenAI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GenAI has helped me manage my time and workload more effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GenAI has helped expose me to ideas or perspectives I wouldn't otherwise have considered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GenAI has changed the way I interact with my instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next, think about how GenAI has impacted your learning outcomes at Cornell.

How much do you agree or disagree with the following statements?

	Strongly Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
GenAI has helped me better understand difficult concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GenAI has improved the quality of my academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GenAI has reduced my motivation to learn course materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GenAI has helped me "cheat" in completing my assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GenAI has had little impact on my overall learning experience at Cornell	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now, think about how GenAI is used on campus.

How much do you agree or disagree with the following statements?

	Strongly Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I am worried my peers are using genAI to gain an unfair advantage in classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been provided with clear guidelines regarding appropriate and inappropriate uses of genAI in my classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I trust the information provided by genAI to be accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, GenAI tools have improved teaching and learning at Cornell	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thanks! Questions, discussion, feedback welcome.

sjj54@cornell.edu

vpai@cornell.edu

Senate Q&A

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

Senate Announcements and Updates

- **Information on executive Orders** (<https://info.cornell.edu/executive-orders>) that may impact faculty
 - Can only access with your NetID
- Immigration and travel
 - International Services
- Federal agency guidance
 - ExecutiveOrders@cornell.edu
- Research specific guidance
 - researchimpact@cornell.edu

Harness the power of the faculty

We want to hear your ideas on how faculty can collaborate to support each other and Cornell.

Join remaining faculty discussions to brainstorm together in **Day Hall 305 or over Zoom**:

- **Life Sciences**

- Friday, May 9, 2:30 – 3:30PM
- Zoom

- **Physical Sciences**

- Wednesday, May 14, 1:00 – 2:00PM
- Zoom

- **Social Sciences**

- Thursday, May 15 11:00 – noon
- Zoom

Senate Announcements and Updates

Earth and Atmospheric Science

- Changing the name of the existing major from:
 - *Earth and Atmospheric Science*
to
 - *Earth and Climate Sciences*.
- Adding a new major *Climate and Geosystems Engineering*
 - All three colleges that offer it—Arts & Sciences, Agriculture & Life Sciences, and Engineering—have reviewed and approved both changes
 - Committee on Academic Programs & Policies (CAPP) have reviewed and approved both changes

Senate Announcements and Updates

Improving Community Agreements for Faculty Senate

- **Working Group:**
 - Senate Speaker Jonathan Ochshorn, Emeritus Architecture
 - Senator Bryan Sykes, Senator Brooks School of Public Policy
 - Senator Nate Matias, Senator Communication
- **Robert's rules internally consistent with the current culture of the Faculty Senate**
- **Create opportunities to bring new business to the Faculty Senate**
 - Which Robert Rules List of Motions are relevant to our needs?
 - Consider voting apps in the meeting, like Poll Everywhere
- **How to get Faculty focused content from the community onto the agenda**
 - Can we create infrastructure to support idea to resolution?

Senate Announcements and Updates

2025 Faculty Election Results

- Adam T. Smith – Associate Dean of Faculty, Anthropology (7/1/2025-6/30/2028)
- Debbie Cherney – University Faculty Committee, Senator for Animal Nutrition (7/1/2025-6/30/2028)
- Larry Blume – University Faculty Committee, Economics (7/1/2025-6/30/2028)
- Daniel Buckley – University Faculty Committee, Senator for Soil & Crop Sciences (7/1/2025-6/30/2028)
- Julie Carmalt – Nominations & Elections Committee, Brooks School of Public Policy (7/1/2025-6/30/2028)
- Vivian Zayas – Senator-at-Large, Psychology(7/1/2025-6/30/2028)
- Shivaun Archer – Senator-at-Large, Biomedical Engineering (7/1/2025-6/30/2028)
- Sandra Babcock – Senator-at-Large, International Law (7/1/2025-6/30/2028)

Office of the Dean of Faculty

2022-2025



Associate Dean of Faculty
Chelsea Specht

Barbara McClintock Professor of Plant Biology

[Thank you](#)

A RESOLUTION TO HONOR CHELSEA SPECHT FOR HER SERVICE AS ASSOCIATE DEAN OF THE FACULTY

Whereas, Professor Chelsea Specht has served with dedication for three years as Associate Dean of the Faculty; and

Whereas, the Office of the Dean of the Faculty supports thousands of faculty members across the University; and

Whereas, Professor Specht has represented the interests of the faculty with integrity and dedication, engaging thoughtfully with the administration, the Board of Trustees, and the broader University community, while also providing steady support to faculty, students, and others in navigating the challenges of the past three years; and

Whereas, she has led with compassion, thoughtful attention to faculty concerns, and a fearless commitment to Do the Greatest Good; and

Whereas, in her role as Chair of the Nominations and Elections Senate Committee, Professor Specht has enthusiastically invited nearly every faculty member at Cornell to serve on a Senate committee or run for elected office;

Be it resolved, that the Faculty Senate, on behalf of the faculty, extends its sincere gratitude and heartfelt thanks to Professor Chelsea Specht for her valuable service and leadership during her three-year term as Associate Dean of the Faculty.

Q&A

Teaching Professor proposals

Larry Blume, Associate Dean for Academic Affairs for [Bowers CIS](#)
Information Science and Economics

Jeff Niederdeppe, Senior Associate Dean for [Brooks School of Public Policy](#)
Communication

Alan Zehnder, Associate Dean for Undergraduate Programs for [Cornell Engineering](#)
Mechanical and Aerospace Engineering

Senate Q&A

Good of the Order

Senator Chris Schaffer, Biomedical Engineering

Justification

- Small town papers have readership 1.5x that of NYT and 6x that of WaPo
- We need to reach the people who don't read NYT and listen to NPR
- Opinion pieces in local papers, written by scientists, are a way to reach these people
- Publication of 1000 articles will reach an estimated 8 million people

ATTN: FEDERALLY FUNDED SCIENTISTS

Improving communication between scientists and the public is crucial for rebuilding trust and addressing misinformation.

Share your science story.



THE McCLINTOCK LETTERS

Who: YOU! And other graduate, post-doctoral, and faculty-level researchers

When: Submit to local papers early June to publish on ~June 16th, Nobel Prize-awarded geneticist Barbara McClintock's birthday

What: Collectively publish over 1,000 letters to the editor in local hometown newspapers across the U.S.



Scan to sign up to write a letter and learn more

An initiative by the Science Policy Collective & Science Homecoming with Cornell Advancing Science and Policy Club

Origin

- Cornell Advancing Science & Policy Club (ASAP) wanted to:
 - Address misinformation
 - Communicate with taxpayers
- Joined by Science Policy Collective
 - 20 grad student-led scipol orgs from across U.S.

Scope

- Individual pieces:
 - Writer's research
 - Its broader impacts
 - How research generally impacts the local community
- Initiative:
 - What federally funded research IS and why it's important

Objectives

- Direct communication between scientists + local communities
- Increase public awareness of research happenings through personal connection + humanizing researchers
- **Move the needle on public perception of science to generate electoral pressure for federal funding**

Asks

- Distribute information to maximize reach
 - Department listservs
 - Applicable scientific societies
 - This blurb will be added to minutes
- Within Cornell, advertise upcoming scicomm event, which we have flyers for here
- **Sign up to write one yourself here:**



CORNELL UNIVERSITY FACULTY SENATE



Adjournment

#IAMYOURSENATOR