

# Faculty Senate

April 8, 2026

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

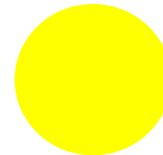
Started at 3:30PM, Video, audio, and chat posted publicly after the meeting

## THREE MICROPHONES

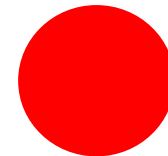
To ensure all perspectives are fairly represented and discussed



Comments in favor



Neither in favor or opposition



Comments in opposition

# **Approval of Zoom Transcription Minutes**

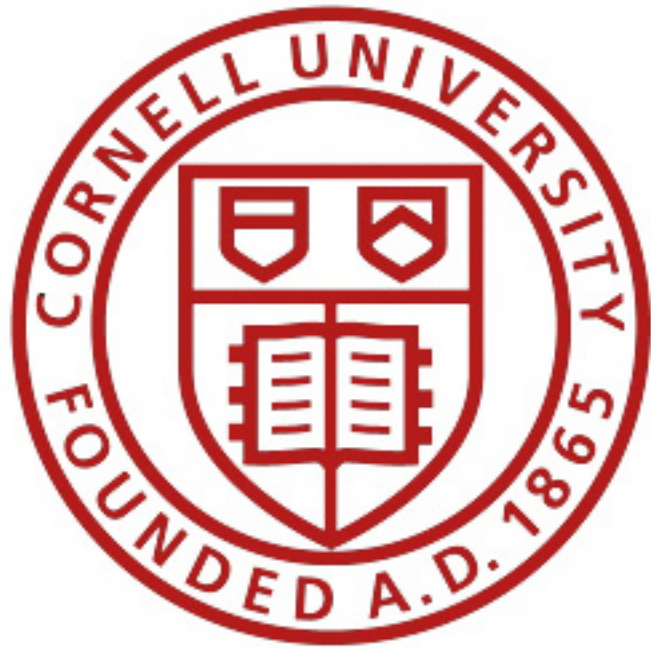
**March 11, 2026**

Unanimous consent requested

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

# **Middle States Accreditation and Open Forum**

Steve Jackson, Vice Provost for Academic Innovation, Information Science



2028

Reaccreditation through



# Institutional Accreditation

Accreditation in higher education is a process of **institutional self-study and peer review** for colleges, universities, and educational programs.

(Institutional accreditation is distinct from professional accreditation which focuses on the design of and outcomes from specific educational programs.)

**Accreditation is voluntary but it is required in order for students to gain access to federal funds** including student grants and loans.

Cornell's accrediting body, the Middle States Commission on Higher Education, is an independent accreditor recognized by the federal government. We have been accredited by MSCHE since 1921.

**Cornell University's accreditation review covers the breadth of the university, including Weill Cornell Medicine in New York City and instructional activities around the world.**

# Seven MSCHE Accreditation Standards, *Fourteenth Edition* (Effective July 1, 2023)

Institutional focus: policies, structures, etc.

**Standard I**  
Mission & Goals

**Standard II**  
Ethics & Integrity

**Standard VI**  
Planning, Resources &  
Institutional Improvement

**Standard VII**  
Governance, Leadership & Administration

What's happening with students:

**Standard III**  
Design & Delivery of the  
Student Learning  
Experience

**Standard IV**  
Support of the  
Student Experience

**Standard V**  
Educational Effectiveness Assessment

### **Standard I: Mission and Goals**

Mission defines purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

### **Standard II: Ethics and Integrity**

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

### **Standard III: Design and Delivery of the Student Learning Experience**

Learning experiences are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

### **Standard IV: Support of the Student Experience**

The institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. It commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

### **Standard V: Educational Effectiveness Assessment**

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

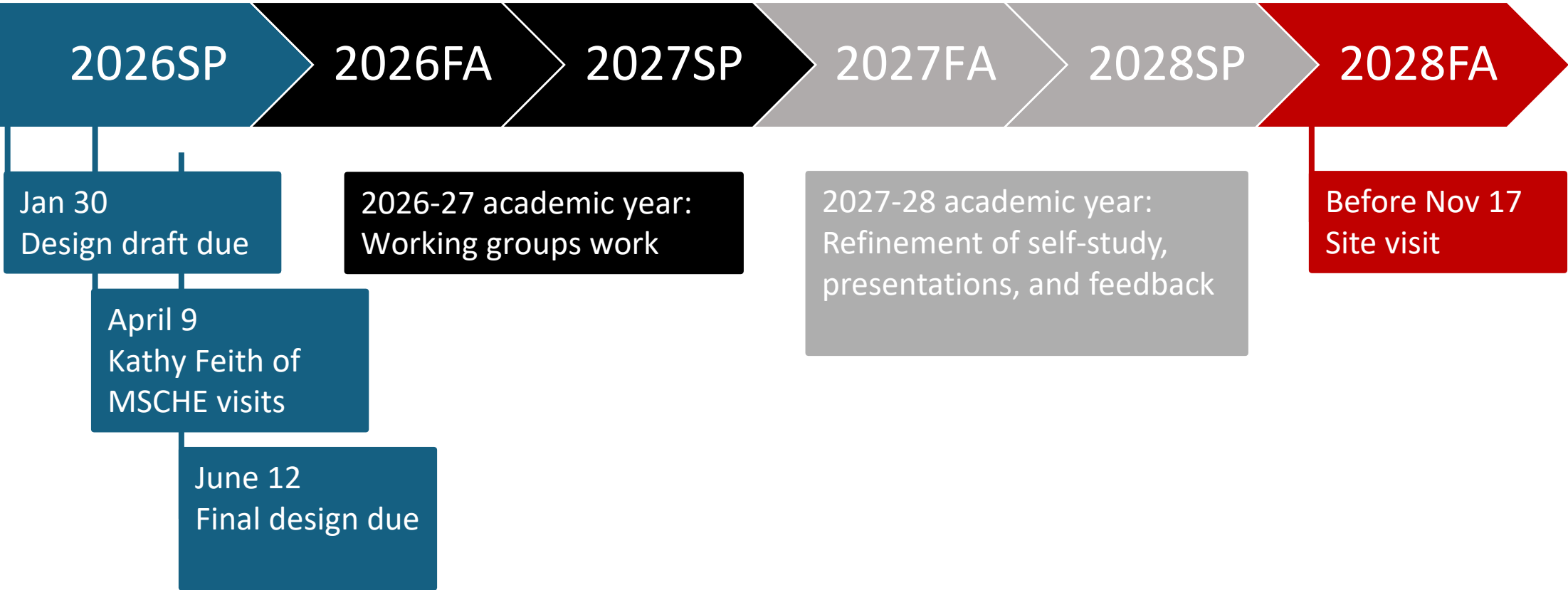
### **Standard VI: Planning, Resources, and Inst'l Improvement**

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

### **Standard VII: Governance, Leadership, and Administration**

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with a related entity, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

# Timeline



# 2026SP



Jan 30

Design draft due

April 9

Kathy Feith of MSCHE  
visits

June 12

Final design due

## Design includes...

### **Institutional Overview**

- Description of Cornell

### **Institutional Priorities**

- What are we focused on right now that the self-study should be sure to reflect?

### **Intended Outcomes of Self-Study**

- What can we get out of this work?

### **Committees and Working Groups**

- One working group per standard; identify chairs and/or co-chairs

### **Communication Plan**

- Articles, website, presentations

### **Evaluation Team Profile**

- What are we looking for in the visiting team?  
What perspectives would be helpful?

## Institutional Priorities:

1. AI and Institutional Transformation
2. Civic Engagement and Dialogue Across Difference
3. Research Resilience and Renewal
4. Strengthening Public Trust

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Working groups addressing the seven MSCHE standards are chaired by faculty and will include faculty, staff and student representatives across the breadth of the university, including Weill Cornell Medicine and Cornell Tech in New York City and instructional activities around the world.

**Working Group Co-chairs: (*working groups will be made up of faculty, staff, and students...*)**

|   |   |  |
|---|---|--|
| <b>WG1 Mission &amp; Goals</b>                                      | <b>Mark Lewis</b> , Maxwell M. Upson Professor of Engineering   | <b>TBD</b>   |
| <b>WG2 Ethics &amp; Integrity</b>                                   | <b>Bruce Lewenstein</b> , University Ombuds and Professor of Communication and Science and Technology Studies                                       | <b>Klaus Kjaer</b> , Associate Dean for Policy and Professionalism and Professor of Clinical Anesthesiology, Weill Cornell |
| <b>WG3 Design &amp; Delivery of the Student Learning Experience</b> | <b>Tara Holm</b> , Professor of Mathematics   | <b>Lee Humphreys</b> , Professor of Communication  |
| <b>WG4 Support of the Student Experience</b>                        | <b>Sarah Giroux</b> , Associate Professor of the Practice in Global Development and Associate Dean of Academic Affairs and Strategic Programs, CALS | <b>TBD</b>   |
| <b>WG5 Educational Effectiveness Assessment</b>                     | <b>Natasha Holmes</b> , Ann S. Bowers Associate Professor of Physics  | <b>Qi Wang</b> , Joan K. and Irwin M. Jacobs Professor of Human Development  |
| <b>WG6 Planning, Resources, and Institutional Improvement</b>       | <b>Lawrence Blume</b> , Kenneth O. Reed Professor of Economics  | <b>Felix Thoemmes</b> , Associate Professor and Department Chair of Psychology   |
| <b>WG7 Governance, Leadership, and Administration</b>               | <b>Eve De Rosa</b> , Mibs Martin Follett Professor in Human Ecology and Psychology in the College of Human Ecology                                  | <b>Tom Pepinsky</b> , Walter F. LaFeber Professor of Government  |



University accreditation involves a self-study and peer review. Cornell University's accreditation review covers the breadth of the university, including Weill Cornell Medicine and Cornell Tech in New York City and instructional activities around the world.

## Steering Committee:

### Planning team...

- **Marin Clarkberg**, Associate Vice Provost for Institutional Research & Planning (*co-chair*)
- **Steven Jackson**, Vice Provost for Academic Innovation, Professor of Information Science and Science & Technology Studies (*co-chair*)
- **Barbara Hempstead**, Dean of the Graduate School at Weill Cornell Medical College
- **Jason Hecht**, Institutional Research & Planning
- **Victoria White**, Project Manager, Office of the President
- **Kim Stockton**, Administrative Manager, Office of the Vice Provost for Academic Innovation

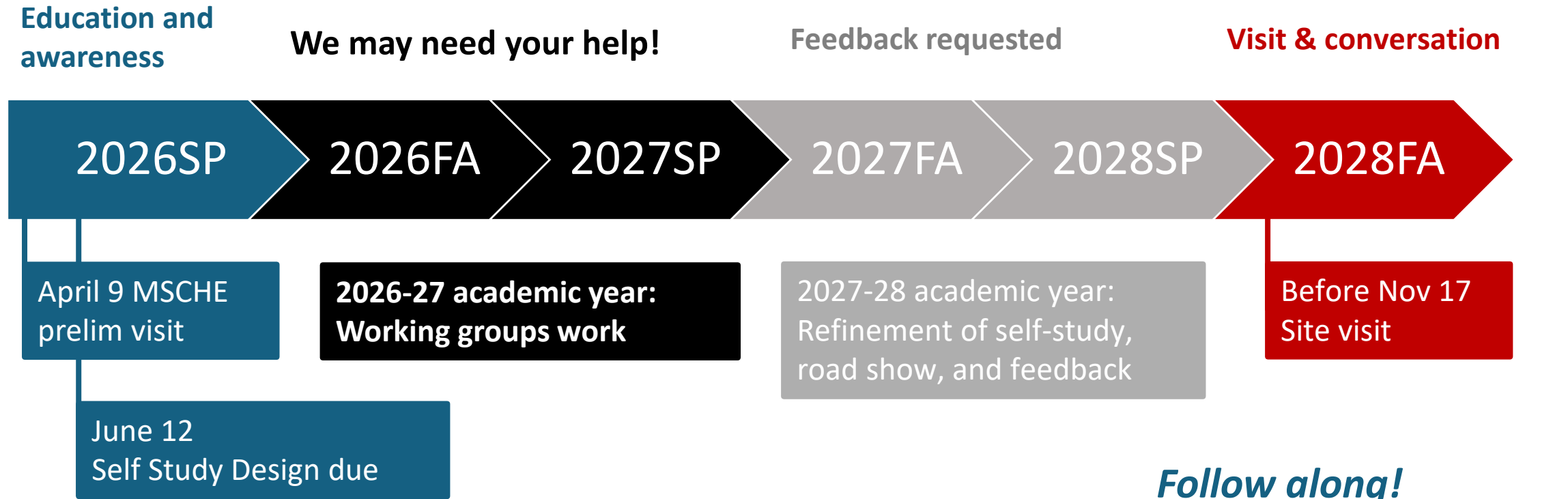
### Plus working group co-chairs...

(Lewis, Lewenstein, Kjaer, Holm, Humphreys, Giroux, Holmes, Wang, Blume, Thoemmes, DeRosa, Pepinsky, TBD)

### Plus members-at-large:

- **Huseyin Topaloglu**, Howard and Eleanor Morgan Professor of Operations Research and Information Engineering, Cornell Tech
- **Neema Kudva**, Professor of City and Regional Planning and Senior Associate Dean for Academic Affairs, College of Architecture, Art, and Planning
- TBD

# Overall timeline



**April 9<sup>th</sup> OPEN FORUM w Kathy Feith of MSCHE:  
12:15-1:00pm in Physical Sciences 401  
ZOOM**



***Follow along!***

<https://accreditation.cornell.edu/>

***Get involved!***

[accreditation@cornell.edu](mailto:accreditation@cornell.edu)

# Senate Q&A

# **Proposed resolution to Update the Cornell Code of Academic Integrity**

Liz Karns, Provost Fellow for Undergraduate Education, Statistics & Data Science  
Senator Michael Ryan Clarkson, Computer Science

# **Proposed Resolution to Update the Code of Academic Integrity**

Presented to Faculty Senate  
April 8, 2026

Michael Clarkson and Liz Karns

# Materials Available on Senate Website

- The proposed **resolution** itself
- A **redline edit** of the Code of Academic Integrity, with the exact changes being proposed
- A **one-page summary** of that redline edit for the busy reader
- Our **responses to feedback** we received from committee reviews of the proposal.
- Endorsed by:
  - University-wide - Academic Integrity Hearing Board (AIHB) chairs and recorders
  - Academic Integrity Working Group
  - University Faculty Committee (UFC)

# Our Core Practices are Not Changing

- Faculty still control the academic integrity **policies** for their courses
- Students are still responsible for submitting work that represents **their own intellectual efforts** and properly acknowledges all assistance
- The core academic integrity process (**primary hearings** and hearing board **appeals**) is unchanged

# Primary Proposed Updates to the Code

1. Make the **Accepting Responsibility** process part of the Code
2. Create a **centralized record keeping system** for academic integrity
3. Clarify details regarding **graduate students**
4. Modernize examples of violations to include unauthorized use of **artificial intelligence** and unauthorized materials and devices, from cheat sheets to smart glasses
5. Update language to be **inclusive** and gender neutral

# Accepting Responsibility (AR)

- AR is an **educational intervention** that focuses on values, choices, and habits for the student's future
- AR pilot has been successful
  - Spring 2024: Started in Bowers
  - Now: Expanded to **60+ courses** across CALS, CAS, Duffield
  - Nearly **300 students** have participated in pilot; only two real cases of detected recidivism
- Details:
  - No Primary Hearing held; student waives right to appeal to AIHB/Dean
  - Penalty is capped to work involved (no F in course, etc.)
  - Student must attend small-group workshop and complete written assignments on values, choices, habits
  - A student is eligible only if they have never violated/participated before
  - Event is recorded as part of student's academic record, but it is not a finding of violation of the Code
- AR to be staffed and funded centrally going forward

# Why Support this Resolution?

- "Accountability *and* grace"
- Turn cheating into a structured learning opportunity
- Reduce stress and burden for students and faculty
- Preserve faculty authority while improving consistency
- Strengthen academic integrity at Cornell

# Senate Discussion

# Dean of Faculty Candidates



**Kelly Musick, Professor**  
Cornell Brooks School of Public Policy



**Chris Schaffer, Meinig Family Professor of Engineering**  
Cornell Duffield Engineering  
Biomedical Engineering



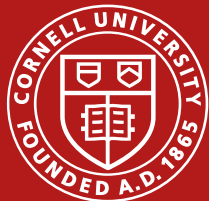
**Chelsea Specht, Barbara McClintock Professor**  
School of Integrative Plant Science  
Plant Biology

**Kelly Musick**

**Cornell Brooks School of Public Policy**

# Dean of Faculty Candidate: Kelly Musick

Faculty Senate Meeting  
April 8, 2026



Cornell Brooks Public Policy



# My background

- Brooks School of Public Policy and Department of Sociology
- Interdisciplinary training, research on families and inequality, much of my career at Cornell
- Leading through change—as department chair, and most recently, as inaugural Senior Associate Dean of Research in Brooks
- Distinctive experience—helped set the foundation for Brooks, supported faculty research on a wide-ranging topics, collaborated across the social sciences



# Current challenges

- Significant challenges to the way we do our research, train our students, engage with the public
- Pressures in my associate dean role—navigating stop work orders, leading belonging initiatives
- Pressures in my own research and teaching—research focus on inequality, NIH-funded pipeline program, large course on social problems in the U.S.



# My approach

- Critical time to hold to core values of “any person... any study,” academic freedom, and shared governance that supports them
- In past roles, prioritized listening and learning, building connections, and promoting engagement and transparency in decision-making
- Collaborative approach rooted in service to the faculty and commitment to Cornell

**Chris Schaffer**

**Cornell Duffield Engineering, Biomedical Engineering**

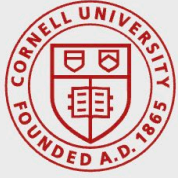
**Chelsea Specht**

**School of Integrative Plant Science, Plant Biology**









## OFFICE OF THE DEAN OF FACULTY

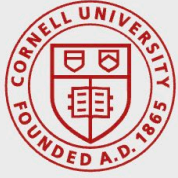
Connecting & Empowering Faculty

*to do the  
greatest good*

The Campaign for  
Cornell University

### Responsibilities include:

- overseeing university affairs
- creating policies
- fostering communication between the faculty and the university community



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Connecting & Empowering Faculty

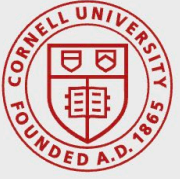
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Responsibilities include:

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The Dean of Faculty is the  
***faculty's primary representative***  
to the Trustees, President, Provost and the  
University Community



## OFFICE OF THE DEAN OF FACULTY

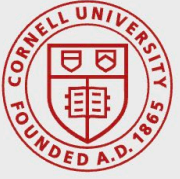
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### Responsibilities include:

- overseeing university affairs
  - **creating policies**
  - fostering communication between the faculty and the university community
- 
- Strengthen shared governance
  - Strengthen academic mission
  - Strengthen environment for faculty success



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Connecting & Empowering Faculty

*to do the  
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# Senate Q&A

# **Senate Announcements and Updates**

Eve De Rosa, Dean of Faculty, Chair of the University Faculty Committee; Psychology  
Adam T. Smith, Associate Dean of Faculty, Chair of the Nominations and Elections  
Committee; Anthropology

# Senate Announcements and Updates

## VOTING RESULTS

- **Ad Hoc Committee to Review Policy 6.24, Faculty Handbook Section 6.6, and the Duties of the Cornell Office of Civil Rights Faculty Co-Investigator - [Resolution 212](#)**
  - 89 Yes; 7 No; 10 Abstain; **DNV = 29**
- **Request an Annual University Report on Academic Freedom - [Resolution 211](#)**
  - 72 Yes; 23 No; 10 Abstain; **DNV = 30**

# Senate Announcements and Updates

- **Pop-up Faculty Soup continues to be a success!**
  - 11:30AM – 1:30PM each month
  - No Faculty Soup in the Regent Lounge of the Statler Hotel on Pop-up days
  - April 15 – AgriTech Campus; Free bus ride and lunch in Geneva, NY
  - Still room on the bus – Leaves Sage Hall at 10:30AM and leave Geneva at 2PM
- **Faculty Election - April 15 – April 29, 2026**
  - Dean of Faculty, Faculty Trustee, Nominations & Elections Committee, Senators-at-Large, and University Faculty Committee
- **Faculty Forum – April 22, 2026**
  - Extension Professor Titles
  - Zoom only

# Senate Q&A

# Good of the Order

Richard Bensel, Senator, Government

David Lee, Faculty Trustee, Dyson School of Applied Economics and Management



# CORNELL UNIVERSITY FACULTY SENATE



#IAMYOURSENATOR