

CORNELL UNIVERSITY

2000-01 Decennial Reaccreditation Self-Study Design for the Middle States Association Commission on Higher Education Summer, 2000

Nature and Scope of the Self-Study

Cornell University will conduct a “comprehensive with special emphasis” self-study. We intend to take full advantage of our regular, on-going institutional research activities to support the preparation of the “comprehensive review” of what has transpired at Cornell since the preparation of our Periodic Review Report in 1996. As well, we intend to capitalize on efforts already underway on issues of strategic importance to the university in the area of “special emphasis.” The areas of special emphasis will be:

Undergraduate Education: The Meaning of a Cornell Undergraduate Education -

The objective will be to synthesize the efforts of three sets of deliberative activities related to enhancing the undergraduate experience:

- *Curriculum* – The two largest undergraduate Colleges – Arts & Sciences and Agriculture & Life Sciences – are both engaged in a comprehensive review of the general education components of their curricula. Both of these Colleges are considering adding courses in moral or ethical reasoning as a requirement for all of their students. The other five undergraduate colleges are engaged in a discussion about incorporating the teaching of ethics into their curricula either as stand-alone courses in ethical reasoning or as components of existing courses. The motivations for these discussions are diverse. They range from new accreditation requirements in the College of Engineering, which will soon require all students to be exposed to the teaching of ethics, to an interest in developing a stronger awareness in students of the ethical dilemmas they face as citizens in a pluralistic democracy. It is hoped that the thoughtful introduction of students to ethical reasoning will become a component of a Cornell undergraduate experience that all students will share.
- *Advising* -- Taking into account the unique character and curricular structure in each of Cornell’s seven undergraduate colleges, this committee will propose ideas for improving the advising and mentoring of undergraduates, particularly first-year and pre-major students. The committee will also consider incentives for encouraging faculty to take their academic advising duties seriously and to become involved in student life outside the classroom.
- *Living-Learning Environment* – The goal of this effort is to develop comprehensive programmatic plans for improving the residential experiences of first-year students on North Campus and upper-class students on West Campus. The intent is to develop models of programming for living-learning houses that link the academic and non-

academic lives of students and engage students, faculty, and staff in social, intellectual, and recreational activities.

This effort will build on the vision outlined in the portion of the Cornell strategic plan on Educating the Leaders of Tomorrow, on some of the recommendations of the Humanities Task Force Report from the College of Arts & Sciences, the Curriculum Task Force Report from the College of Agriculture & Life Sciences, the President's Report on Residential Housing at Cornell University, Transforming West Campus, and numerous other reports on advising and residential life at Cornell.

Distance Learning: A Strategy for the 21st Century

The objective will be to highlight and synthesize four years of deliberative and planning activities by College Faculties, University Faculty Committees, and the University Administration and Trustees to develop a University-wide strategy for distance learning. The focus will be on the challenges facing the University as it creates plans and policies for a distance learning subsidiary, eCornell, to create and offer unique, high-quality educational programs to a worldwide audience through primarily electronic/wireless channels.

This effort will build on the recommendations outlined in the 1998 Report to the Provost on Distance Learning, the recommendations in the 2000 Report on Non-Degree Distance Learning Programs, and eCornell planning documents.

Specific Goals and Objectives

As part of its annual planning and budgeting cycle, Cornell University is regularly and routinely engaged in institutional research designed to support critical self-examination of its many and varied activities and operations. We view the opportunity to conduct this comprehensive self-study with special emphasis not as an additional or supplementary activity, but as one complementary to work the institution would be carrying out in the course of its regular operations.

Hence, it is of primary importance that the institution gain direct benefit from engaging in the process of self-study required for decennial reaccreditation from the Middle States Association Commission on Higher Education (MSA/CHE), and that these activities require a minimum of "new work."

Similarly, the university is embarking on ambitious plans to reinvigorate the undergraduate experience and move aggressively into the world of distance learning in the area of executive and continuing education while sustaining the institution's commitment to world-class fundamental and applied research and scholarship. We plan to use the occasion of our decennial reaccreditation self-study to engage the community in substantive conversations about the meaning of a Cornell undergraduate education and Cornell's strategy for using technology to help meet the life-long learning needs of its graduates and other adult learners.

We intend to create a more seamless educational environment where classroom studies, out-of-class activities, residential and social life, and life-long learning are woven together using a common set of values and principles. While the educational missions of our seven undergraduate colleges are intellectually diverse, we hope to find important elements in common, such as the study, by all of our undergraduates, of ethical reasoning. These overarching principles are ones the faculty think are important for the cultivation of humanity and the preparation of students as the leaders of tomorrow. They also provide a shared set of experiences that provide a basis for encouraging students to engage each other across differences of background and life experience, undergraduate major and college, and career ambition.

Steering Committee and Special Emphasis Subcommittees: Composition and Charges

As the representative of the President and the Provost, overall responsibility for Cornell's reaccreditation self-study has been assigned to Vice-Provost Mary Sansalone, who will chair the steering committee. Michael Matier, Director of Institutional Research and Planning, will provide day-to-day operational oversight for this effort.

The steering committee will consist of the following:

Mary Sansalone, Vice Provost and Professor of Structural Engineering, *chair*
Carolyn N. Ainslie, Vice President for Planning and Budgeting
Joan J. Brumberg, Stephen H. Weiss Presidential Fellow and Professor of Human Development
Ruth Chen, Junior, College of Arts and Sciences
J. Robert Cooke, Dean of the Faculty and Professor of Agricultural and Biological Engineering
Henrik N. Dullea, Vice President for University Relations
John Ford, Robert W. and Elizabeth C. Staley Dean of Students and Professor of Policy Analysis and Management
Briton E. Holmberg, Junior, College of Human Ecology
Kenneth A. McClane, Jr., W E B DuBois Professor of Literature
Michael Matier, Director, Institutional Research and Planning
Susan H. Murphy, Vice President for Student and Academic Services
Dennis Regan, Professor of Psychology
Lateef Way, Junior, College of Agriculture and Life Sciences

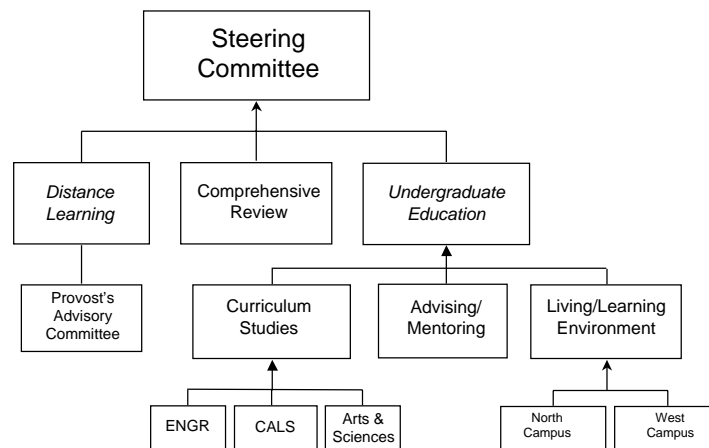
The charge to the Steering Committee is to:

- Oversee the preparation of the comprehensive review;
- Respond to the recommendations prepared by the Undergraduate Education Self-Study committee and subcommittees before the preparation of final recommendations;
- Schedule and moderate the campus-wide discussion of the various subcommittee recommendations;
- Oversee the preparation of the draft self-study document;

- Schedule and moderate the campus-wide discussion of draft self-study document in Fall 2000;
- Interact with the Board of Trustees' Task Force on Accreditation
- Prepare the final report for Middle States Association Commission on Higher Education.

The organization of the areas of special emphasis and subcommittees reporting to the Steering Committee is shown in the following diagram.

Organization of Accreditation Study



Undergraduate Education

The subcommittee on undergraduate education will be made up of those with oversight for and the chairs of each of the subcommittees with charges related to undergraduate education, including advising, the living-learning environment, and curriculum. The committee consists of the following members:

Mary Sansalone, Vice Provost and Professor of Structural Engineering, co-chair with a special focus on ethics, curriculum, and advising

Susan Murphy, Vice President for Student and Academic Services, co-chair with a special focus on living-learning environment

Kathryn Abrams, Professor of Law and Women's Studies [co-chair of the Advising subcommittee]

Mara Ayodele, Sophomore, College of Arts and Sciences

Cecily Fitzpatrick, Junior, College of Human Ecology

Isabel V. Hull, Professor and Chair of History [chair of the College of Arts & Sciences curriculum committee]

Heather Kim, Senior Research and Planning Associate, Institutional Research and Planning
Isaac Kramnick, R. J. Schwartz Professor and Chair of Government [chair of the West Campus subcommittee]
David Powers, Professor of Near Eastern Studies, Arts & Sciences [chair of the North Campus subcommittee]
Herta Teitelbaum, Assistant Dean of Advising, College of Arts & Sciences [co-chair of the Advising subcommittee]

Having established the goal of providing a seamless educational environment for Cornell undergraduates, it becomes impossible to discuss curriculum, advising, or the living-learning environment in isolation from the other two. Thus the charge to this subcommittee is to oversee, coordinate, and eventually to synthesize the work of the working groups on curriculum, advising, and living-learning environment. Periodically this committee will also hold meetings with the chairs of all the various College curriculum committees.

College Curriculum Committees

While each of the colleges will consider changes to its undergraduate curriculum independently, all are aware of the goal of achieving a common intellectual experience that cuts across all seven undergraduate colleges.

College of Arts & Sciences – A College curriculum committee under the direction of Professor Isabel Hull will review and consider changes to the general education requirements in the College. The committee's work will include a reflection on how the foundations of a liberal education can be translated into a coherent core of introductory courses. Adoption of such a core by the College of Arts & Sciences would have a significant effect on the humanities and social science requirements specified by many of the other undergraduate colleges.

College of Agriculture & Life Sciences – During the Spring 1999 semester, seven College task forces examined the various components of the College curriculum and have proposed a number of changes to the curriculum. These include requirements that all students take one course in ethical reasoning, one course in human diversity, and a course in computing and information sciences. The faculty of the College will discuss and vote on these recommendations during the 1999-2000 academic year.

College of Engineering – The College is required by the Accreditation Board of Engineering and Technology (ABET) to incorporate the teaching of ethics into its undergraduate curriculum beginning in the Year 2000. To meet this requirement the College is considering stand-alone courses in ethics and/or adding ethics to existing engineering courses. The requirement may be met through either approach or through a combination of approaches. A College committee will propose approaches to meeting this requirement as well as consider other changes to the curriculum, including whether the study of biology should be required of all engineering students.

Colleges of Architecture, Art, & Planning; School of Industrial & Labor Relations, School of Hotel Administration, and College of Human Ecology – Faculty groups within each of these Colleges will discuss and make recommendations about the inclusion of ethical reasoning as a required part of the undergraduate curriculum. Stand-alone courses as well as the incorporation of ethics into existing courses will be considered.

Ethics and Public Life Program – To support the goal of incorporating ethics into the undergraduate curriculum, an effort to strengthen the Ethics and Public Life Program will be undertaken. Funding is being sought from the PEW Foundation and from individual donors to the University. A search for a new director of the Program will be carried out in the 1999-2000 academic year. Additional searches in the areas of bio-ethics and ethics and information are anticipated in the 2000-2001 academic year.

Advising Subcommittee

Academic advising programs in each college are unique and the committee will need to consider the distinctive character of the seven undergraduate colleges as it develops its proposals. There is at least one committee member from each of the seven undergraduate colleges and this member will be responsible for helping the committee understand the culture, curriculum, and advising programs of his or her College. The advising subcommittee consists of the following members:

Kathryn Abrams, Professor of Law and Women's Studies, *co-chair*
Herta Teitelbaum, Assistant Dean of Advising, Arts & Sciences, *co-chair*
Lynne S. Abel, Associate Dean, College of Arts & Sciences
Anne Adams, Associate Professor, Africana Studies
Abayomi Adigun, junior, College of Arts and Sciences
Ronald Booker, Associate Professor of Neurobiology and Behavior
Dalia Burgos, sophomore, College of Engineering
Susan Christopherson, Professor of City and Regional Planning
Jan De Roos, Assistant Professor of Hotel Administration
Ileen De Vault, Associate Professor of Industrial and Labor Relations
Jeff Doyle, Professor, Bailey Horatorium and Director of Undergraduate Biology
Brian Earle, Senior Lecturer in Communication
Cecily Fitzpatrick, Junior, College of Human Ecology
Jeffrey J. Haugaard, Associate Professor of Human Development
Heather Kim, Senior Research and Planning Associate, Institutional Research and Planning
Carol Maxwell Miller, Senior Lecturer in Psychology
Robert Laurence Moore, H. A. Newman Professor and Director of American Studies
Lisa Ryan, Director, Counseling and Advising Office, College of Agriculture and Life Sciences
Charles Williamson, Professor of Mechanical & Aerospace Engineering

Ex-Officio Member:
Mary Sansalone, Vice Provost and Professor of Structural Engineering [chair of the Steering Committee, co-chair of the Undergraduate Education committee]

The charge to the subcommittee on advising is to:

- Develop ideas for improving advising/mentoring of first-year and pre-major students. Academic advising programs in each college are unique and the committee will need to consider the distinctive character of the seven undergraduate colleges as it develops its proposals. There is at least one committee member from each of the seven undergraduate colleges and this member will be responsible for helping the committee understand the culture, curriculum, and advising programs of his or her College.
- Develop links between advising/mentoring programs and the North Campus and West Campus residential experiences. The advising subcommittee co-chairs will work closely with the faculty chairs of the living-learning subcommittee to link proposed advising/mentoring programs to programmatic aspects of the living/learning environment, first-year orientation, service-learning programs, etc.
- Propose incentives to encourage faculty members and lecturers to both take their academic advising duties seriously and to become involved in student life outside the classroom (as advisors in the residence halls, as advisors to athletic teams, as mentors to help prepare students for fellowship competitions, etc.).
- Propose methods for and approaches to ongoing evaluation of the new advising/mentoring programs that are put in place.

Living-Learning Subcommittees

The living-learning subcommittees have as their charge to develop comprehensive programmatic plans for improving the residential experiences of first-year students on North Campus and upper-class students on West Campus. The intent is to develop models of programming for living-learning that link the academic and non-academic lives of students and engage students, faculty, and staff in social, intellectual, and recreational activities.

West Campus Subcommittee

The West Campus Subcommittee is responsible for translating the recommendations in the report, "Transforming West Campus," submitted to Vice President Susan H. Murphy on September 23rd, 1998, into a programmatic plan for west Campus. The subcommittee will consist of the following members:

Isaac Kramnick, R. J. Schwartz Professor and Chair of Government, *chair*
Andrew H. Bass, Professor of Neurobiology and Behavior
Ross Brann, Milton R. Konvitz Professor of Judeo-Islamic Studies and Chair,
Near Eastern Studies
Seyi Folasade Bucknore, Undergraduate
Patrick Murphy Carr, Graduate Student
J. Robert Cooke, Dean of Faculty and Professor of Agricultural and Biological

Katherine S. Dealy, Undergraduate, Student Assembly Member and Student-Elected Trustee
Edna R. Dugan, Director of Finance and Administration, Student and Academic Services
John L. Ford, Robert W. and Elizabeth C. Staley Dean of Students and Professor of Policy Analysis and Management
Jennifer L. Gerner, Associate Dean of Undergraduate Education, College of Human Ecology and Professor of Policy Analysis and Management
Robert L. Harris Jr., Associate Professor of Africana Studies
Donald H. King, Associate Director of Campus Life, Community Development
Jonathan B. Monroe, Professor of Comparative Literature and Director, John S. Knight Writing Program
Suzy M. Nelson, Robert G. Engel Associate Dean of Students, Fraternity and Sorority Affairs
Linda K. Nozick, Associate Professor of Civil and Environmental Engineering Sciences
Michelle A. Schaffer, Undergraduate, Student Assembly Vice President of Public Relations

Ex Officio Members:

Jean E. Reese, Program Project Leader
LeNorman J. Strong, Assistant Vice President, Student and Academic Services

The charge to this subcommittee is to develop a comprehensive programmatic plan for West Campus that will lead to implementation. In addition, the subcommittee is asked to consider the all-freshman residential experience and how it should link to an upper-class environment as part of the comprehensive plan. To facilitate the work of the subcommittee, two working groups were created to focus on Academic Issues and on Student Programs and Services.

Academic Issues Working Group

The academic issues subcommittee is responsible for implementing the core concept in the vision of a transformed West Campus: the belief that student's residential experience should be integral to her or his learning experience. It will emphasize students' membership in both a residential and intellectual community and craft an unifying intellectual experience for students regardless of their Cornell College, one which presents an opportunity for close daily contact with faculty and graduate/professional students. The subcommittee is asked to consider both the transition period and the longer-term until full fruition of the vision. The scope of the subcommittee will include the following:

- The role of the faculty and graduate/professional students in house life; their recruitment, selection, authority and remuneration. In addition, coordinate the review of these roles with the administrative roles developed by the Student Programs and Services working group.
- Work towards the development of a Faculty Living-Learning Council with general responsibility for governance of the living-learning experience. This

Council role will be to link more closely the living-learning experience with the broader mission of the university.

- Offerings of house-based classes, seminars, sections, study groups
- Offerings of academic services in the houses, e.g., library, writing, math tutorials
- Offerings of advising and career services in the houses
- Offerings of resident and non-resident visitor programs
- House relations with Cornell Colleges and Graduate schools
- In conjunction with Student Programs and Services Working Group advise planners on space and facility configuration conducive to creating a cohesive community where easy and informal contact between faculty and students is encouraged.

Student Programs and Services Working Group

The Student Programs and Services Working Group is responsible for implementing the core concept in the vision of a transformed West Campus: the belief that student's residential experience should be integral to her or his learning experience. The subcommittee is asked to consider both the transition period and the longer-term until full fruition of the vision. In addition, the subcommittee is asked to consider the all-freshman North Campus residential experience and how it should link to an upperclass environment as part of the comprehensive plan. The scope of the student programs and services working group will include the following:

- Develop institutional roles for administrative positions such as the House Director, tutors, etc. Develop the process for house and room selection. Coordinate to roles and processes developed by the Academic Issues subcommittee.
- Develop strategies for delivery of dining, recreation and other residentially based student services.
- In conjunction with the Academic Issues working group advise planners on space and facility configuration conducive to creating a cohesive community where easy and informal contact between faculty and students is encouraged.
- Define the relationships (social, intellectual, recreational) of West Campus to the greater west campus "neighborhood" of program houses, fraternities, sororities, and cooperatives.
- Develop a student governance strategy that enhances the living environment through self-governance. Transition the living environment from the current model of student resident advisors to one that incorporates principles of faculty/student leadership.

- Develop strategies for incorporating transfer students into the upperclass environment.

North Campus Academic Issues Subcommittee

The North Campus Academic Issues Subcommittee is responsible for exploring and proposing ideas for linking the faculty and the academic mission of Cornell to the North Campus of 2001 – a campus, which for the first time, will house all first year students as well as approximately 600-700 upperclass students. The work of this subcommittee is based on the belief that student’s residential experience should be integral to his or her learning experience. The North Campus subcommittee will emphasize students’ membership in both a residential and intellectual community and craft a unifying intellectual experience for students regardless of their Cornell College, one which presents an opportunity for close daily contact with faculty and graduate/professional students.

The North Campus Academic Issues subcommittee will build upon the work of the First Year Experience Committee, which reported on its deliberations in October 1999. This committee has focused primarily on aspects of the freshman experience, including orientation, alumni connections, and the creation of a freshman resource center. There has been a small effort to consider how to involve faculty in North Campus programs. This faculty involvement effort will be continued and expanded by the North Campus Academic Issues subcommittee.

The subcommittee consists of:

David Powers, Professor of Near Eastern Studies, Arts & Sciences, *co-chair*
 Kathryn Abrams, Professor of Law and Women’s Studies, *co-chair*
 Mara Ayodele, Sophomore, College of Arts and Sciences
 Adam Berman, Freshman, College of Engineering
 Debra Castillo, Professor Latin American Studies Program, Arts & Sciences
 David Feldshuh, Professor and Artistic Director of Theatre, Film and Dance
 Robert Harris, Associate Professor of Africana Studies
 Timothy Healey, Associate Dean, Undergraduate Programs, Engineering,
 Professor of Theoretical & Applied Mechanics
 Carl Hopkins, Professor of Neurobiology & Behavior, Arts & Sciences
 Heather Kim, Senior Research and Planning Associate, Institutional Research
 and Planning
 Lenorman Strong, Assistant Vice President, Student and Academic Services
 Debra Urken, Senior, College of Arts & Sciences

Ex-Officio Members:

Susan Murphy, Vice President for Student and Academic Services
 Mary Sansalone, Vice Provost and Professor of Structural Engineering

The scope of the subcommittee will include the following:

- The role of the faculty, emeritus faculty, and graduate/professional students in freshman orientation and in residential life on North Campus; their recruitment, selection, authority and remuneration. In addition, coordinate the review of these roles with the administrative roles developed by the First Year Experience Committee.
- Consider programs that might enhance each student's understanding and acceptance of those who are different from him or herself. Participate in the American Academy of Arts and Sciences seminar on this topic. One-day meetings will be held at Harvard three times a year for the next two years.
- Consider how seminars and discussions surrounding the ethical dilemmas faced by undergraduates might be structured and encouraged.
- Consider how ties might be made to the large introductory courses taken by many first year students. Consider offering collaborative learning and/or problem solving sessions for the large science, math, and social science courses.
- Consider how Cornell performing arts programs and museums might offer activities on North Campus.
- Coordinate closely with the Advising/Mentoring Subcommittee to consider how offering of advising services might be linked with residence life.
- Coordinate with the West Campus Subcommittee to assist with the transition from North Campus to West Campus.
- Consider whether Cornell's system of evening preliminary examinations needs to be modified to promote a more vibrant living/learning environment on North and West Campuses.

Distance Learning

In February 1997, the decision was made by the University to establish the Office of Distance Learning as a way of experimenting with the use of the latest pedagogical approaches and technology in the teaching of distance learning courses. In June of the same year, the first Provost's Advisory Committee on Distance Learning was formed. Its charge was to define a strategy for Cornell in the area of distance learning. The committee, chaired by the Director of the Office of Distance Learning at the time, Professor David Lipsky consisted of 35 members, including faculty, deans, other administrators, and technical staff. The committee's deliberations produced a Report to the Provost on Distance Learning in May 1998. One of the key recommendations in this report was that a new, separately incorporated foundation or corporation should be created to pursue Cornell's interests in the worldwide market for distance learning. Two Trustee committees (the first in May 1998 and the second in January 2000) and a second Provost's Advisory Committee (in March 2000) have been formed since that recommendation was first put forward to examine the recommendation and work with the Administration in creating plans for such a subsidiary. In parallel, Vice Provost Mary Sansalone was asked in October 1999 to lead the academic and business planning effort to create the legally separate entity.

The objective in this study will be to highlight and synthesize these three years of deliberative and planning activities by: College Faculties; Units, such as the Library, Theory Center, Laboratory of Ornithology; University Faculty Committees; University Administration; Trustees; and Consultants to develop a University-wide strategy for distance learning. The focus will be on the challenges facing the University as it creates plans and policies for a distance learning subsidiary. We will also address the questions posed by Middle States Association related to new draft accreditation requirements for distance learning subsidiaries.

The current Provost's Advisory Committee on Distance Learning will be a part of the re-accreditation process. This committee consists of:

William Arms, Professor of Computer Science, *Chair*
Don Greenberg, Professor of Architecture, Art & Planning
Peter Martin, Professor of Law
Barry Carpenter, Professor of Chemistry
Peter Lepage, Professor of Physics
Deborah Streeter, Professor of Agricultural Resource & Managerial Economics
David Lipsky, Professor of Industrial and Labor Relations
Robert Swieringa, Dean of the Johnson Graduate School of Management

Ex-Officio Members:

Polley McClure, Vice President for Information Technology and Professor of Ecology and Systematics
Mary Sansalone, Vice Provost and Professor of Structural Engineering
[Coordinator, area of special emphasis on Distance Learning]

The charge to this subcommittee is to:

- Advise the President, Provost, and the University on all aspects of distance education, including non-degree programs, degree programs, and cooperative extension.
- Study and make recommendations about the relationship of Cornell University to other organizations that use Cornell's name or resources for distance education.
- Consult with and submit reports to both the University administration and the faculty.

Outcomes Assessment

In addition to routine and on-going analysis of internal institutional data stored in central university data-stores various central administrative units conduct regularly scheduled research studies such as the biennial report on graduation rates and a biennial survey of seniors six-months after graduation. In addition, Cornell participates in a regular program of research on current students, graduating seniors, alumni, and

parents of currently enrolled students through its membership in the Consortium on Financing Higher Education (COFHE). Our COFHE research not only affords us an extremely cost-effective means of monitoring our own students, but it also provides us with normative data to compare ourselves with our primary comparators. For this self-study exercise we will be making use of the following COFHE surveys:

- a 1997 survey of parents of currently enrolled students;
- a survey of graduating seniors conducted in the spring of 1998;
- a survey of freshmen and sophomores conducted in the spring of 1999; and
- a survey of alumni 5- and 10-years after graduation (the Classes of 1989 and 1994) to be conducted in the winter of 1999-2000

Inventory of Supporting Documents

Financial Plan: Operating and Capital (published annually in May)

Financial Report (published annually in October)

Cornell University Faculty Handbook

Cornell University Fact Book

<http://www.ipr.cornell.edu/FactBook/default.html>

COFHE Class of 1998 Senior Survey

Intra-Institutional Major Findings – Executive Summary

Inter-Institutional Major Findings – Executive Summary

http://www.ipr.cornell.edu/COFHE_Menu.HTML

Courses of Study (published annually)

<http://www.cornell.edu/Academic/Courses/>

Biennial Reports on Six-year Graduations

<http://www.ipr.Cornell.edu/GradRate98/GradRate98.html>

Annual Undergraduate Enrollment Trends Reports

http://www.ipr.cornell.edu/Enrollment_Menu.HTML

Research Futures Task Force I: Physical Sciences and Engineering and their Relationship with Biological Sciences (October 16, 1997)

Educating the Leaders of Tomorrow (1994 Strategic Planning Task Force Report)

<http://www.cornell.edu/Admin/StratPlan/SPS1994/SPS023.html>

Report on the State of the Humanities at Cornell University (May 15, 1998)

Final Report of the Residential Communities Implementation Plan Steering Committee (September 29, 1997)

http://www.campuslife.cornell.edu/Residential_Initiative/final.report

President's Report on Residential Housing at Cornell University (October 8, 1997)

http://www.campuslife.cornell.edu/Residential_Initiative/president.report.html

Transforming West Campus (September 23, 1998)

http://www.campuslife.cornell.edu/Residential_Initiative/west.html

Report to the Provost on Distance Learning (May 28, 1998)

<http://asc-www.dayadmin.cornell.edu/Provost.DistanceLearning/98report/framestart.htm>

Alumni-Trustee Report on Distance Learning (1999)

<http://asc-www.dayadmin.cornell.edu/Provost.DistanceLearning/99alumni/framestart.htm>

Report on Non-Degree Programs by the Provost's Advisory Committee on Distance Learning (July 11, 2000)

<http://asc-www.dayadmin.cornell.edu/Provost.DistanceLearning/DL-PrelimReport-final.html>

Academic Program Review Self-Studies

Initiated in 1998-99

Animal Science

Applied Economics in Policy Analysis and Management

Agricultural Resource & Managerial Economics

Bailey Hortorium

Biochemistry, Molecular & Cell Biology

Computer Sciences

Ecology & Systematics

Electrical Engineering

Fruit & Vegetable Science - Ithaca

Genetics & Development

Horticultural Science - Geneva

Labor Economics

Microbiology

Natural Resources

Neurobiology & Behavior

Nutritional Sciences
Ornithology
Physiology
Plant Biology
Plant Pathology
Rural Sociology

To commence in 1999-2000

Art
Biomedical Sciences
City & Regional Planning
Clinical Sciences
Communication
Economics
Education
Einaudi Center for International Studies
 East Asia Program
 European Studies
 Latin American Studies
 Southeast Asia Program
 South Asia Program
History
History of Art
Linguistics
Microbiology & Immunology
Molecular Medicine
Policy Analysis & Management
Population Medicine & Diagnostic Sciences
Psychology
Science & Technology Studies
Sociology
Theoretical & Applied Mechanics

Anticipated to commence in 2000-01

Africana Studies
American Indian Center
Anthropology
Architecture
Center for the Environment
Cognitive Studies
Government
Music
Operations Research & Industrial Engineering
Soil, Crop & Atmospheric Science
Theatre Art

Timetable

Activity	Date
Logistical and other preparations for self-study	Spring - Summer 1999
Steering committee appointed	August 1999
Preliminary consultation visit in Ithaca by MSA/CHE Executive Associate Director, John Erikson	September 27, 1999
Self-study sub-committees appointed	September 1999
Self-study sub-committees commence work	September-October 1999
Self-study sub-committees complete work	April/May 2000
Final compilation of draft self-study	Summer 2000
Constituent review of self-study	Fall 2000
Preliminary visit by evaluation team chair	November 2000
Final Trustee approval of self-study	January 2001
Four day site visit by 10-12 person visiting team	April 2001

Editorial Style and Format

All documents will be created in Microsoft Word. Final editorial composition of the self-study document will be the responsibility of the Office of Institutional Research and Planning. Inasmuch as is possible, publication of subcommittee reports and the self-study itself will be through electronic means, though it is understood that a limited number of paper copies will be required.

It is anticipated that the comprehensive review will not exceed 50 pages of single-spaced, Palatino 12-point text, exclusive of supporting reference documents and appendices. Each of the special emphasis reports are to be of no more than 30 pages of single-spaced, Palatino 12-point text, exclusive of supporting reference documents and appendices.

When at all possible, numbered lists should be avoided in favor of bullets.

The Format of the Self-Study Report

The self-study will follow the outline below:

- I. Comprehensive Review
 - A. Mission, Organization, and Governance
 1. Context/History
 2. Mission
 - a. Teaching
 - b. Research & scholarship
 - c. Service
 3. Governance/Organization
 4. Institutional Integrity
 - B. Students, Faculty, and Assessment
 1. Student demographics, diversity, and quality
 2. Faculty demographics, diversity, and quality
 3. Academic offerings
 4. Support services for students
 5. Assessment
 - a. Continuation/graduation rates
 - b. Academic program review
 - c. COFHE survey results
 - i. 1996 Parents Survey results
 - ii. Class of 1998 Senior Survey
 - iii. Spring 1999 Cycles Survey of freshmen and sophomores
 - iv. 1999-2000 Survey of Alumni: Class of 1989/Class of 1994
 - C. Institutional Resources and Management
 1. Financial Resources
 2. Physical Resources
 3. Planning for the effective use of resources
- II. Special Emphasis on Undergraduate Education
 - A. Curriculum
 1. Changes in General Education Requirements in Undergraduate Colleges
 2. Common Curricular Themes
 3. Ethics & Public Life Program Development
 - B. Advising/Mentoring
 1. Incentives and Rewards
 2. Advising Initiatives
 3. Advising and Mentoring of first year and pre-major students
 4. Programs for evaluation of advising initiatives
 - C. Living/Learning Environment
 1. West Campus Programs and Initiatives
 2. North Campus Program and Initiatives
- III. Special Emphasis on Distance Learning
 - A. Creation of a Distance Learning Subsidiary
 1. History
 2. Vision
 - B. Proposed Academic Programs

1. Non-Degree Programs
2. Future Programs
- C. Planning Considerations
 1. Legal agreements
 - a. Overarching Agreement between Cornell University and its subsidiary
 - b. Model Agreement between Subsidiary and a Cornell College/Unit for a distance learning program.
 2. Financial structure
 3. Related Policies
 - a. Clarification of Conflict of Interest/Commitment Policy related to Internet Teaching
 4. Impact on on-campus programs
- D. Challenges facing the University in the area of education as a result of technology

Profile of the Evaluation Team

Chair – A President/Chancellor or President/Chancellor Emeritus of a selective research university that places special emphasis on undergraduate education, including the residential experience, as well as having a special interest in the teaching of ethical reasoning.

Members – Given the scope of Cornell’s academic and administrative offerings we anticipate the need for a ten- to twelve-person evaluation team. In addition to seasoned senior administrative staff from research universities and selective private colleges that will bring expertise in land grant affairs, student affairs, finance/administration, libraries, information technology, distance learning, and assessment, the evaluation team selected to visit Cornell will need to include faculty:

- with scholarly and programmatic expertise in the life sciences and the teaching of undergraduate and graduate students in the biological sciences;
- with a special interest in undergraduate education, including faculty from institutions with innovative general education core curricula, such as Harvard, Stanford, and Duke;
- from universities with living-learning residential houses, such as Yale and Harvard, particularly those who have been involved as advisors to or faculty in residence in these living learning houses;
- from selective colleges or research universities with innovative and well-functioning first-year advising programs, such as Wellesley; and
- from selective colleges and universities with outstanding ethics programs who have expertise in the teaching of moral reasoning and/or practical ethics or as directors of interdisciplinary programs in ethics, such as are found at Harvard, Princeton, and Duke.