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**Team Report**  
**Middle States Commission on Higher Education**

**NAME OF INSTITUTION**  
**Date of On-Site Evaluation Visit: October 11, 2020**

***Section A: Institutional Representatives***

**Institutional representatives at the time of the visit:**

**President/CEO**

Martha E. Pollack, President

**Chief Academic Officer**

Michael Kotlikoff, Provost

**Chief Financial Officer**

Joanne DeStefano, Executive Vice President and Chief Financial Officer

**Chair of the Board of Trustees**

Robert S. Harrison, Chairman

## Section B: Institutional Context

*Provide a brief introduction to the institution, including a summary of the institution's approach to the self-study evaluation and the institutional priorities identified in self-study design.*

Cornell University is both an Ivy League institution and a land grant university of the State of New York. Cornell enrolls over 25,000 students from every state and 120 countries. Cornell maintains fifteen colleges and schools in Ithaca, Weill Cornell Medical in New York City and Qatar, and Cornell Tech in New York City. Across its campuses, Cornell offers more than 4,000 courses, 80 undergraduate majors, nearly 100 graduate fields of study, undergraduate and advanced degrees, and continuing education and outreach programs. Each of the fifteen colleges and schools defines its own academic programs, admits its own students, employs a faculty, and offers advising and support to its students.

Cornell is classified among R1: Doctoral Universities – Very high research activity and is a member of the American Association of Universities. Research expenditures exceed \$800 million dollars annually.

Cornell's colleges fall in three categories: (1) "Contract colleges" that receive support from the State of New York and operate under statutes, state appropriations and contracts, (2) "Endowed colleges," and (3) professional colleges that award graduate and professional degrees. In addition, study is also facilitated through Faculty and Schools, including eCornell which is Cornell's online learning platform.

Cornell's self-study follows the Standards of Accreditation which are the basis of Middle States Commission on Higher Education. In contrast, the schedule for the team visit follows the functional elements of institutional governance and operation, with individual meetings often contributing to more than one standard.

Cornell is aligned with four major priorities set by President Martha Pollack:

- Academic distinction
- Educational verve
- Civic responsibility
- One Cornell

The 2010 Strategic Plan also identified five Goals, which are viewed as overarching and "timeless and enduring."

Goal 1: Enroll, educate, and graduate the most deserving, promising, and diverse student body possible. Provide all students (undergraduate, graduate, professional) with an education that is innovative, distinctive, and of the highest quality, and that inspires in them a zest for learning. • Goal 2: Maintain and enhance world leadership in research, scholarship, and creativity. • Goal 3:

Maintain and enhance efforts to recruit, nurture, and retain a diverse faculty who are outstanding scholars and teachers and an excellent, diverse staff who provide outstanding support to faculty and students. • Goal 4: Strengthen the public engagement of the university's education, research, and clinical programs with local, national, and international communities, consonant with its stature as an academically distinguished private university with a public mission. • Goal 5: Establish and maintain organizational structures and processes that promote and support academic excellence.

## *Section C: Standards for Accreditation*

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

**The institution's mission defines its 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.**

In the team's judgment, the institution appears to meet this standard.

Based on a review of the self-study report, evidence, and interviews with campus constituencies to validate and verify compliance during the on-site evaluation visit, the team draws the following conclusions relative to this standard.

#### **Summary of Findings**

Cornell's mission appeared in the Self-study as well as at the university webpage as:

*Cornell is a private, Ivy League university and the land-grant university for New York state. Cornell's mission is to discover, preserve and disseminate knowledge, to educate the next generation of global*

*citizens, and to promote a culture of broad inquiry throughout and beyond the Cornell community. Cornell also aims, through public service, to enhance the lives and livelihoods of students, the people of New York and others around the world.*

“The Cornell’s mission statement” is used to reflect and foster a sense of common purpose among stakeholders. We arrived with this impression during various meetings (President, Provost, Provost’s Council, Planning in Pandemic, Engaged and Global Cornell, Diversity and Equity, Library, members of the Board of Trustees, Deans of Endowed Colleges, Deans of Professional Colleges, Dean of the College of Human Ecology, Cornell Tech, Vice Provost for Academic Integration, Associate Dean for Cornell Tech, Dean of the Weill Cornell Graduate School of Medical Sciences, and Non-Tenured Faculty).

The Self- Study noted that “This current mission statement is derived from Cornell’s 2010 Strategic Plan, its language updated in 2017.” As stated in the self-study and during the meeting with the President and the Provost we confirmed “The mission and the goals are developed through appropriate collaborative participation by all who are responsible for institutional development and improvement.” The goals of strategic planning activities and institutional core values appear to be realistic, appropriate to higher education, and consistent with the mission.

During the meetings, we developed a deep understanding that Cornell’s mission and goals are approved and supported by the governing body. We were provided clear evidence that the entire community supports and is knowledgeable about its mission and goals. From those meetings we understand that the Cornell’s mission is “Clear and concise, it brings together research, teaching, and public service, and describes the scale of Cornell’s impact: not only on our students but the people of New York State and beyond—the world.”

It is interesting to hear how the Cornell Tech interprets the land grant mission. During the conversation members clarified that the excellence in research and teaching contribute to the public mission in order to produce value to the society either in the form of innovation, social innovation, or entrepreneurial activities. By society, they mean the local as well as the world specifically noted “the best results for the world” through teaching and research. Members talk about the Ethos and this term also refers to Cornell’s public mission. Cornell Tech also highlights that the collaborative and innovative spirit for a better world has a bottom up approach not necessarily top down

In a similar vein was the understanding of the mission by the integrative programs, initiatives and via the voices of the Vice Provost for Academic Integration, the Associate Dean for Cornell Tech, and the Dean of the Weill Cornell Graduate School of Medical Sciences. These interactivities support and strengthen “One Cornell” and the participants of the integration highlighted that via these innovative actions the institution “look[s] for opportunities to

capitalize the strengths of the faculty and support the capacity to all students” and building connections across disciplines.

The mission is well known by everyone at Cornell and it is impressive the way that all discuss and describe its land-grant mission. It is our impression that students, faculty and staff are aware of and able to see Cornell’s mission in their experiences. Education about the mission statement and core values is infused into faculty and staff onboarding through initiatives as seen on the website and confirmed in conversations with participants in the Diversity and Equity and Planning and Human Resources sessions.

Specifically, public services and service learning activities appeared in all colleges and undergraduate students are participating in such activities as evidenced through the self-study and in conversations with participants in the Engaged and Global Cornell.

Through conversations with professional colleges and Endowed Colleges we discovered valuable information of how graduate students get involved in various service learning and community engagement initiatives locally, nationally, and globally.

Every Dean from the Contract Colleges highlighted practices that support the society and to the land grant mission, they provided examples of how graduate students use technology to help the abuse victims in NYC. A good example is the highlighting of the collaboration with Columbia University to support the NYC during the Sandy Hurricane. In addition, highlighting areas of research and teaching that contribute to the sustainability and economic development of the region and the world.

The Business School and the College of Ecology collaborate and serve as a pilot case for other colleges at Cornell that support its land- grant mission – initiatives in those colleges are supported by a \$50 million endowment , the Translational research lab that support research focus on community support engaged research and other initiatives.

Faculty and Administrators highlighted that faculty have a desire to support Cornell’s public mission by participating in community development projects that support not only the NY State but the world – specifically The College at Qatar supports the local community. In Qatar, it was noted that they diffuse social practices and support the health of the local population. Though faculty expressed an understanding of the land grant mission, the opportunities to participate in public engagement and service appear to differ by type of faculty appointment, contract, and workload.

The Community Engagement Department noted that the international students also have been involved in public mission activities involving solving problems in the world and the participation from 8% arise to 21% (international participation).

Another example of its public mission related to actions that took place during the pandemic. They developed the “Can I committee” where they help the community. Cornell’s pandemic committee took actions not only to keep safe the university community but the entire community and beyond. They tested students, faculty as well as locals also they donated test to the local communities. Students help with projects and with their faculty support developed projects to distribute milk in the area- and other relevant actions using research knowledge and capacity. From our conversation we had the impression that there is a spirit to give back to the community.

Another evidence (support the land grant mission) related to transfer students from community colleges to Cornell.

The meetings highlighted that the Cornell is an “elite college but not elitist.”

Cornell recertified with the Carnegie Community Engagement certifications and faculty and staff during our conversation noted that those actions have contributed to employing their community engagement strategies better. Also, Cornell distributed a survey related to community engagement.

Overall, every single individual talked about the Ethos at Cornell and many demonstrated an understanding of the land grant mission. In general, the land grant mission appeared with terms as such community engagement, public good, and public mission.

Assessment of the mission and goals appears to be an ongoing activity. Consistent with its decentralized structure, assessment, evaluation, and feedback mechanisms exist at the program or school level. Our impression is that data is being collected about how well programs, initiatives, and schools are meeting the mission, however, optimizing the information in support of overall student learning might be hindered by the disaggregation.

Scholarly activities of faculty and students appear to be well supported by the mission and was confirmed by participants in the Faculty Governance, Non-Tenure Faculty, and Library sessions. During the conversation with the Library it seems that the land- grant mission is not so well understood as it appeared with other departments and individuals. Only one member from the library referred to the land grant mission specifically. However, they noted that the library is open to the public (when COVID permits) and they can use the library resources. In addition to broad support of scholarly activities, it appears from the website and confirmed in conversation with members of the Library staff that initiatives such as laptop loan, textbook purchases for students, encouraging inclusion of open access sources in courses and promoting inclusion of rare and special collections in teaching and learning are examples of how the mission and core values are present in the work of the Library. Another evidence is that faculty work together, in order to adopt open courses and make them available to the public.

### **Collegial Advice**

- The Library might consider ways to ensure that initiatives designed to support affordability are widely known and easily accessed by students.

### **Team Recommendation(s) None**

- Cornell benefits from a wealth of guiding principles. The Founder's Statement, mission statement, vision statement, 2010 strategic goals, core values and strategic priorities appear to be well-aligned, yet the institution might find value in collaboratively developing short and long-term, measurable institutional goals or strategic plan.

### **Requirement(s) None**

### **Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices**

The team commends Cornell's commitment to its mission and goals during times of change in leadership. The collaborative process that led to a campus-wide statement reaffirming core values and conversations with participants in several sessions demonstrated that the success of Cornell is not due to any one person or stakeholder group but rather to an unwavering commitment by all constituencies to carry out and advance the dual 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.**

In the team's judgment, the institution appears to meet this standard.

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard.

### **Summary of Findings**

Academic and intellectual freedoms appear to be intact and protected by various structures and processes within Cornell, as confirmed by conversations with faculty leadership, students, and staff. The institution's intellectual property policies are published at [insert link]. Some units provide further clarity on the interpretation of the policy on their school specific websites, which may lead to confusion.

Cornell values diversity and fosters a climate of respect among students, faculty and staff, and administration. Participants in several sessions, including Provost's Council, Engaged and Global Cornell, and Diversity and Equity, spoke to how diversity and inclusion are part of the institutional culture and reflected in the core values that inform decision-making. The work of the Presidential Task Force on Campus Climate and Provost's Task Force to Enhance Faculty Diversity, and initiatives such as Belonging at Cornell, Intergroup Dialogue Project, Engaged Cornell, Loving House and the Office of Undocumented /DACA Student Support demonstrate that diversity is action-oriented at Cornell. Diversity and inclusion efforts appear to be resourced, respected, and tailored to stakeholder groups as demonstrated on the Diversity and Inclusion website and confirmed in the Diversity and Equity session. Even so, the recruitment and retention of a diverse faculty appear to remain challenges. The institution should consider developing clearly articulated institutional goals to support accountability and continued progress toward creating, maintaining, and enhancing a diverse and respectful climate for all stakeholders.

Grievance policies are published on internal Cornell websites for staff, faculty and students. Participants in the Provost's Council, Faculty Governance, Engaged and Global Cornell, and deans' sessions demonstrated an awareness of grievance policies, and appeared to perceive the process as fair and impartial.

The Board and the University have strong conflict of interest policies in place for all constituencies, which they conscientiously enforce. The University Policy Office appears to be proactive in working with stakeholders to promote compliance, identify knowledge gaps, and conduct routine and 5-year reviews of policies as explained the Compliance session.

The hiring, evaluation, promotion, discipline and separation policies are available on the institution's website. Fairness and impartiality in hiring, promotion, and separation appear to be supported through transparency of data provided via dashboards to appropriate stakeholders, education about fair practices to those involved in these areas, and an overall commitment to honesty in the process as confirmed in the Planning and Human Resources session.

The information on the public website appears to be truthful in both internal and external communications related to current issues, policies, and public financial statements and confirmed by conversations with the Accreditation Steering Committee.

Information about cost of attendance and funding options are available on the institution's website and confirmed by participants in the Compliance session. The institution acknowledged its prior provisional status due to irregularities in relation to Title IV funding. To guard against future issues in this area, they did a "deep dive" into Title IV, created a new office, increased staff, and interact regularly with senior leadership and the appropriate Board committee.

Cost of education, graduation, and retention data are accessible on the website as noted in the Self Study and confirmed during the Compliance session. The Self Study noted that the institution recognizes that the public availability of certification and licensure data such as exam pass rates is inconsistent across academic programs and colleges. The institution should increase access to data on licensing outcomes for its graduates.

Cornell appears to be in compliance with federal, state, and Commission regulations and reporting requirements including the Commission's Requirements for Affiliation related to Standard II as confirmed during the Compliance session.

**Collegial Advice: None.**

**Team Recommendations:**

The institution has taken important steps in developing diversity and inclusion plans through a Presidential Task Force on Campus Climate. However, the institution might find value in identifying institutional goals that relate to diversity and inclusion to further support accountability, urgency, and continued progress toward creating, maintaining, and enhancing a diverse and respectful climate for students, faculty and staff. The institution should regularly assess the achievement of the goals of the plan to recruit and retain a diverse faculty and upper administration in a manner appropriate for its mission. In addition, Cornell should provide more professional development opportunities for the Cornell community to facilitate the creation of a sustained, inclusive welcoming environment for all.

**Requirements: None.**

**Recognition of Accomplishments, Progress or Exemplary/Innovative Practices**

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

**An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, and setting are consistent with higher education expectations.**

In the team's judgment, the institution appears to meet this standard.

Based on a review of the self-study report, evidence, and interviews with campus constituencies to validate and verify compliance during the virtual evaluation visit, the team draws the following conclusions relative to this standard.

**Summary of Findings**

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, and students, the team developed the following conclusions relative to this standard.

Cornell University, a land grant university for the State of New York and a private Ivy League institution, offers bachelor's, master's, doctoral and professional degrees in fifteen colleges and schools. Four of Cornell's colleges—Agriculture and Life Sciences, Human Ecology, Industrial and Labor Relations, and the College of Veterinary Medicine—receive significant funding from the state of New York to support their teaching, research, and service missions and thus operate similar to a public state university. The remaining colleges are privately endowed and are further supported by tuition revenue.

Cornell offers 70 undergraduate majors, and nearly 100 fields of study leading to research and professional degrees. The professional schools of medicine, veterinary medicine and law work collaboratively with other departments, centers and institutes on scholarly research. The academic programs are designed, delivered and evaluated by 1,684 dedicated full-time and part-time professorial faculty of whom over 93% hold a doctorate or other terminal degree as is appropriate for the discipline.

With a student-faculty ratio of 9:1, Cornell enjoys a six-year undergraduate graduation rate that exceeds 90% for all racial and ethnic groups except the American Indians whose graduation rate is 85%. The times-to-degree for graduate and professional degrees are in line with national averages.

A review of university's website and other public materials show that Cornell accurately describes its programs, the admission requirements and degree requirements in a manner appropriate for students to understand. The course catalog, available online, contains all the pertinent information about the academic programs and policies.

Faculty policies, procedures, and standards regarding appointment and promotion are published in the Faculty Handbook. Some schools have additional guidelines for faculty members unique to the school. Many degree programs also provide detailed handbooks online. The Faculty Handbook includes policies on instruction, research and ethical practices. Academic freedom is valued within the academic enterprise.

Typically, faculty members undergo an annual evaluation as part of the salary adjustment process. Faculty members submit an annual appraisal of teaching and committee responsibilities and document scholarly activity. In most colleges, the review materials are submitted to the administration, and evaluation results are shared through a conference with the faculty member.

Faculty members report that the administration is supportive in funding both professional and scholarly development opportunities. The Center for Teaching Innovation and Gateway Course and Active Learning Initiatives support pedagogical development for all instructors. Professional development opportunities include a new faculty mentoring program, entitled The Cornell Teaching Partnership Program, where a new faculty member is paired with a tenured professor who is widely respected for both teaching and scholarship. This pairing is designed to foster conversations about teaching and learning.

While the University does not have a general education program, the institution does have a common set of institution learning goals intended to shape the learning experience for all undergraduates at Cornell. These goals include developing essential skills in oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. It is noted that these learning goals, however well intended, are left to the individual undergraduate colleges and programs to implement. In many cases, the program curriculum contains requirements that are designed to allow students to acquire and demonstrate the achievement of these goals. In other programs, documentation of students achieving these goals is less evident. Without a clear method to determine student's achievement of these learning goals, the institution is unable to reliably demonstrate that all students achieve the promised learning goals.

- **Collegial Advice: None**
- **Team Recommendation**
  - The institution should provide further evidence of the periodic assessment of the achievement of institutional learning goals.
- **Requirement(s) None**

#### **Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices**

The institution has fared well in their support of student learning during the difficult pandemic period. Particularly noteworthy are the efforts put in place to support international students who remain outside the United States. The institution has worked to help establish study groups among compatriots and some faculty are indicating reasonable assignment submission due dates in local time.

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

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

In the team's judgment, the institution appears to meet this standard.

Based on a review of the self-study report, evidence, and interviews with campus constituencies to validate and verify compliance during the on-site evaluation visit, the team draws the following conclusions relative to this standard.

The University has clearly articulated admission standards for each school and college and the Undergraduate Admissions Office adheres to the Code of Ethics and Professional Practices of the National Association of College Admissions Counseling. The University takes a need-blind approach to admission and provides information and tools that explain college expenses. Graduate students apply centrally through the Graduate School and most receive full funding for their academic program.

The University meets all demonstrated financial need and has committed to limiting student loans based on family income. An array of information and tools regarding awards, grants and scholarships are available on the University's website. The undergraduate students interviewed said that it was very difficult to connect with a financial aid counselor in the Office of Financial Aid and Student Employment and that the information received from counselors varied based on the counselor with whom they spoke. A review of the Financial Aid and Student Employment office to ensure students have access to timely and accurate information to fund their education is needed.

Significant University resources are invested in student support services with targeted programs for underrepresented students, veterans, and low-income students. These programs extend to the graduate level in the form of mentoring, professional development, and community building programs. The University offers pre-college programs, tutoring, and writing support, as well as career services. Student retention and six-year graduation rates are consistently above 90%.

Academic advising at Cornell is decentralized and multiple models of advising are deployed based on a student's school or college and include staff, faculty, and/or peer advisors. There is considerable variability in advising across academic units resulting in consistently low advising satisfaction scores on the biennial "Perceptions of Undergraduate Life and Student Experiences" (PULSE) survey. Undergraduate students interviewed were extremely critical of the academic advising model. Students voiced a desire for an intrusive advising model with contact initiated by their academic advisor. Cornell should create consistent standards, approaches, and tools for academic advising across all undergraduate and graduate schools and colleges including an intrusive advising model.

Some students interviewed expressed concerns about their orientation to academic and co-curricular supports and opportunities at the University. In particular, first-generation students discussed how difficult it was for them to learn how to navigate the University environment. Students enrolled in schools and colleges with a transition course were most satisfied with their transition to campus. Mentor programs were highlighted as a successful way to support first-year and transfer students in their transition to the University.

Cornell is in the final stages of completing a comprehensive review of campus mental health services and has launched a new clinical model prioritizing same day triage and emergency care. New leadership in Counseling and Psychological Services is well-positioned to implement the model which utilizes solution-focused behavioral intervention appointments that are 25-minutes in length. While this model has proven effective, the skillset needed by therapists to deploy this

model differs significantly from a traditional therapy model focused on client insight and longer-term intervention. It is likely that some therapists will be uncomfortable with this new model and may choose to leave the University to pursue a more traditional therapy model. Counseling and Psychological Services may wish to invest in additional training for the new triage model and look for ways to support existing counseling modalities of their clinical staff. Further, a significant amount of resources is focused on clinical intervention and the University would be wise to invest additional resources in the Skorton Center for Health Initiatives to expand its public health prevention model. This includes expanding outreach to faculty to reinforce the important role they play in supporting mental health and well-being and expanding services to graduate students.

A culture of assessment has developed across the University's academic units through the work of the Core Assessment Committee. Academic units are creating learning goals linked to the University's broader learning outcomes, and significant effort is invested in assessing course outcomes and student learning in the classroom. While some student services are provided by the academic units, the Division of Student and Campus Life plays a significant role in student learning outside of the classroom. The University should create learning outcomes for the programs and services offered by Student and Campus Life and create a culture of assessment within the Division. While some campus-wide assessments such as the PULSE and Senior surveys are administered regularly, it is unclear how the results of the surveys are utilized to create meaningful change in student attitudes and experiences. The University would benefit from creating intentional strategies to address areas of concern that emerge from the data.

Residential Life supports about 46% of the undergraduate population offering a traditional residence hall model with programmatic elements along with a house system with faculty in residence. Students have limited affordable off-campus housing options which has put pressure on the University to build on-campus housing. Beginning fall 2021 with the completion of the North Campus Residential Initiative, all first-year and sophomore students will be required to live on campus. This provides a unique opportunity to develop a framework for a cohesive two-year residential living experience and should include a residential curriculum that supports the University's learning outcomes.

The Active Learning Initiative and the Intergroup Dialogue Project are collaborative initiatives working across the schools and colleges that have significantly transformed the Student Experience. These high impact practices have been widely embraced by faculty, staff, and students and assessment shows that they are positively affecting student learning outcomes and changing University culture. The demand for these programs is greater than funding allows. Both initiatives are funded primarily through donor gifts and the University may wish to consider permanent institutional funding for these efforts to ensure their lasting impact.

Cornell Tech employs a small student services team that supports students at the Roosevelt Island campus; additional student services are provided by the Ithaca campus. With the desire to grow the Cornell Tech campus, the University should examine student services provided through the Cornell Tech program to ensure adequate support for these students. It will also be important to clarify roles between student support staff based in New York City and those on the Ithaca campus.

The Cornell Student Experience Initiative is an effective method of using technology to centralize and streamline information for students regarding academic advising and engagement opportunities throughout the University. Expanding this initiative would significantly enhance the student experience and would address student concerns regarding the difficulty of finding information about advising support and engagement activities across the schools and colleges. For this goal to be realized, greater adoption of the Salesforce tool is needed across the schools and colleges along with a targeted marketing plan to build student awareness.

## **Summary of Findings**

### **• Collegial Advice**

- Counseling and Psychological Services may wish to invest in additional training for the new triage and emergency care model and look for ways to support existing counseling modalities of their clinical staff.
- Create intentional strategies to transform results of the PULSE survey, Senior survey and other assessment tools into meaningful action to improve student experiences and satisfaction.
- Examine student services provided through the Cornell Tech program to ensure adequate support for these students. Clarify roles between student support staff based in New York City and those on the Ithaca campus.
- The University would be wise to invest additional resources in the Skorton Center for Health Initiatives to expand its public health prevention model. Proactive intervention will improve resilience and overall student well-being and may reduce the need for clinical services.
- Two signature initiatives, the Active Learning Initiative and the Intergroup Dialogue Project, are reliant on donor funding. Given the transformative impact of these programs, the University may wish to confirm institutional funding for these initiatives.
- The Intergroup Dialogue Program presented evidence that it is creating important conversations among students and is raising awareness of diversity and inclusion issues on campus. The program appears to be transforming campus climate and continued assessment of the program is encouraged.

### **• Team Recommendation(s)**

- Cornell should create consistent standards, approaches, and tools for academic advising across all undergraduate and graduate schools and colleges to facilitate academic progress and degree completion.
- Cornell should create learning outcomes for the programs and services offered by Student and Campus Life and create a culture of assessment within the Division.
- The University should develop a framework for a cohesive two-year residential living experience that includes a residential curriculum in support of the University's learning outcomes.

- The University should invest in and expand the Student Experience Initiative through a central, seamless tool for students to navigate academic advising and engagement opportunities across the University.
  - Cornell should review the staffing and operations of the Financial Aid and Student Employment office to ensure that students receive timely and accurate information to fund their education.
- **Requirement(s) None**

### **Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices**

- Institutional Research and Planning supports data transparency through their website which features survey results and data dashboards on key metrics including enrollment, student satisfaction, diversity of faculty, staff and students, and other data.
- Pandemic Planning focused on the safety of the University and Ithaca communities utilizing a science-based approach. Optimizing the quality of the University experience was central in planning. Especially impressive is the mathematical modeling that occurred to evaluate potential campus risks, and the inclusion of students in the planning process. The Skorton Center for Health Initiatives developed the Shield intercept survey to gauge student behaviors associated with Covid-19 (mask wearing, distancing, etc.). A significant number of students are sampled on a regular basis and the Center will utilize the results in real-time to inform social norms messaging for the remainder of the fall 2020 semester as well as spring 2021. Leaders of the effort developed a “Can I?” committee to evaluate campus requests for activities.
- The Active Learning Initiative is transforming teaching at the University and data shows significant improvement in student learning outcomes. There is ground-up energy emanating from faculty participating in the program with collaboration occurring across schools and colleges.

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

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

In the team’s judgment, the institution appears to meet this standard.

Based on a review of the self-study report, evidence, and interviews with campus constituencies to validate and verify compliance during the on-site evaluation visit, the team draws the following conclusions relative to this standard.

### **Summary of Findings**

A Core Assessment Committee (“CAC”) having representation from each of the schools and colleges as well as teaching and learning support units coordinates educational effectiveness assessment at Cornell University. Operating continuously since 2009, the CAC meets monthly, providing a forum for sharing challenges and best practices, seeking solutions to cross-campus assessment issues, and acting as a catalyst to attain program learning goals. Leveraging a decentralized yet highly collaborative network of academic leaders with established working relationships across campuses, CAC members promote the adoption of effective assessment processes within their respective schools and colleges and communicate the results to key stakeholders at the college and university levels through the dissemination of meaningful data coordinated through the Institutional Research and Planning office.

Based on the evidence provided, the team observes that, among the activities and attributes demonstrated by an accredited institution having an effective program of educational assessment, it does not appear that assessment results are used in the planning and budgeting for the provision of academic programs and services.

The university has provided documentation in their self-study of the structure, process, data informed actions, and outcomes of assessment activities leading to continuous improvement to support student learning in each of their schools and colleges, including those subject to specialized accreditation such as Weill Cornell Medical College, the Law School, and the College of Veterinary Medicine. These detailed discussions affirm there is an organized and systematic program of assessment throughout all academic programs that evaluates the extent of student achievement of program learning goals.

A number of university-wide academic programs focused on improving student learning outcomes are also subject to ongoing education effectiveness assessment, including the Active Learning Initiative, the Knight Institute for Writing in the Disciplines, Engaged Cornell, Global Cornell, and the Intergroup Dialog Project. Often as a requirement to receive approval, if not funding, proposals within each of these programs must articulate relevant learning outcomes and methods used to generate the necessary data to assess effectiveness and inform decisions to effect changes intended to improve program outcomes. Interviews with directors of these programs confirmed that appropriate assessment resources and support is available to facilitate the timely determination of intended program outcomes.

Cornell also monitors learning outcomes and educational effectiveness through periodic external reviews under the oversight of a Faculty Committee on Program Review. In preparation for these visits, the self-study form requires documentation of educational effectiveness assessment processes in place for the department, program, or unit under review. The university has provided evidence indicating changes or actions taken resulting from the consideration of assessment data generated through these external reviews.

For the past five years, the Center for Teaching Innovation has offered workshops and institutes for faculty focused on aspects of assessment at the university, college, or department level. These, along with additional training and workshops provided through other departments and offices

demonstrate that Cornell is consistently planning, conducting, and supporting a range of professional development activities related to assessment.

Based on its review, the team concludes there is an effective program of assessment at Cornell with sufficient resources to evaluate continued expansion of university-wide academic programs. As note in their Self-Study, integrating the process of external review of departments and programs more closely with the Core Assessment Committee and Institutional Research and Planning may increase consistency and awareness of the high-quality data and resources available to support assessment.

### **Collegial Advice**

The institution should consider using assessment results arising from the activities of the Core Assessment Committee when planning and budgeting for the provision of academic programs and services [Criterion 3(e)]

### **Team Recommendation(s) None**

### **Requirement(s) None**

### **Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices**

The team commends Cornell University for implementing a dynamic and sustainable program of academic assessment based on a model of successful collaboration that accommodates a decentralized, complex and elite academic environment.

## **Standard VI: Planning, Resources, and Institutional 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.**

In the team's judgment, the institution appears to meet this standard.

Based on a review of the self-study report, and evidence including their audited financial statements and management letters, budget model summary, their annual budget report and interviews with the Board of Directors, Senior Leadership, Deans, Faculty, Staff and Students to verify compliance with the standard during the virtual on-site evaluation visit, the team draws the following conclusions relative to this standard.

### **Summary of Findings**

The institution has a well-defined planning process that was adapted in the past six months to address the considerable one time financial impacts of COVID-19. The University has identified expense actions to offset the short-term financial impacts of the pandemic, projecting a break-even

cash budget position for the Ithaca Campus and Cornell Tech, while projecting a deficit at Weill Cornell Medical (“WCM”). While the University has conducted scenario analysis to model the impact of a worsening, or on-going situation, it has not yet identified specific structural actions that could mitigate a longer-term operating deficit. The University conducts balance sheet and liquidity modeling regularly, forecasting liquidity needs for the entire enterprise. Finance leadership has taken measures to ensure adequate liquidity in a “worst case” scenario plan.

The University’s \$4.8B operating budget for FY21 is part of a 10-year financial planning model to inform long-range resource planning for each of the campuses as well as the University as a whole. The 10-year model provides a long-term plan to support their mission based decision-making, allocate resources to strategic priorities, and enforce financial discipline for all campuses. A detailed process is in place for the creation and maintenance of the University’s capital plan. Their *Provost Capital Planning Group*, and the *Capital Funding & Priorities Committee* review and approve capital projects for inclusion in their capital plan. Sustainability is considered when evaluating all project requests.

Notwithstanding their

- defined, collaborative, well-established financial planning and budgeting process with clear assignment of accountability and responsibility
- financial viability as confirmed by a very strong credit rating, financial profile and audited financial statements
- comprehensive planning for facilities and infrastructure

The team’s review of the documentation provided by the University and interviews with senior leaders disclosed deficiencies in sufficiently meeting certain criteria related to this standard. The following are suggestions and recommendations for assessment of resource allocation, measuring effectiveness of institutional resources and financial risk management practices.

#### **Collegial Advice:**

- The clinical and research enterprise at Weill Cornell Medicine comprises 46% of revenues and expenses of the consolidated entity. As the size of the clinical enterprise has grown relative to the entire enterprise, we suggest that the University identify additional risk mitigation measures to offset what could be a material financial impact to the University as a whole if WCM is not able to address their multi-year operating deficit within their planned time horizon.
- We suggest that the *Capital Funding & Priorities Committee* incorporate deferred maintenance targets into their annual Capital budgeting and planning process to ensure that the University’s deferred maintenance backlog is quantified, reviewed regularly and that it declines to a manageable level over time.

### **Recommendations:**

- The VP / Dean co-chairs of each of the functional sub-committees for the Provost / EVP sponsored initiative to review campus-wide support operations should establish baseline measures of the adequacy and efficiency of institutional resources. They should agree on quantifiable measures of success for both the broader initiative and for each functional sub-group. They should establish an on-going process for periodic review and assessment, either through the standing administrative support cost committee, or another shared governance body.
- The University should implement their plan to fill the staffing vacancy in the Controller's office that led to the significant deficiency noted in the most recent PwC audit findings / management letter.

### **Requirements: None**

### **Recognition of Accomplishments, Progress or Exemplary/Innovative Practices:**

- The Offices of the EVP/CFO and CHRO both produce comprehensive metrics and dashboards that quantify existing institutional resources and their operational status. In particular, the Office of the CHRO uses Lean techniques to assess resource utilization and drive quantifiable continuous improvement across the organization.
- The Finance Committee of the Board of Trustees assesses and considers future faculty and other academic investment requirements when reviewing strategic long-term financial plans. The EVP/CFO and other senior leaders provide metrics that this committee reviews to provide oversight and consideration of financial trends and resource allocation.

## **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 constituents it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.**

In the team's judgment, the institution appears to meet this standard.

Based on a review of the self-study report, evidence, and interviews with campus constituencies to validate and verify compliance during the on-site evaluation visit, the team draws the following conclusions relative to this standard.

Despite the challenges that Cornell University faced after the death of President Elizabeth Garrett in 2016, and the subsequent search for a new president, the institution has maintained their administrative integrity and the continuity of their institutional mission. They have a clearly articulated and transparent governance structure confirmed from the self-study report and meetings with the Board of Trustees and University community.

Cornell has a series of assemblies that represent various constituencies (faculty, staff, etc.) as well as an overall university-wide assembly. These bodies assure representation, as well as promote shared-governance. The various administrative bodies (e.g. Provost Council) are characterized by frequent meetings and a high level of interaction.

The 64-member Board of Trustees demonstrate a commitment to the institution by allowing the participation of the academic community as members of the board. Faculty, students and staff are all represented. Members of the different board committees attend at least 4 meetings per year and board members are part of academic community meetings. This legally constituted governing body has sufficient independence and expertise and is responsible and accountable for the academic quality, planning and fiscal well-being of the institution. The Board of Trustees is dynamic in looking at governance models at other institutions on their quest to continually improve their functioning.

The University has two provosts, one for University matters and another who provides oversight and serves as dean of the School of Medicine. The Cornell Technological Institute and Weill Cornell Medicine each have a Board of Overseers comprised of professionals unrelated to the institution but who provide guidance to these operations. Members of the Board of Trustees as well the Board of Overseers establish and implement written conflict of interest policies.

The annual review of the President starts with a self-evaluation of her goals, key performance indicators and achievements. The Executive Committee of the Board reviews and comments on the self-evaluation. The Chairman of the Board then discusses the review with the President. The Chairman of the Board has weekly meetings with the president and is frequently in conversation with her. There is a total engagement of the Board of Trustees in the oversight of the University. The President annually evaluates her direct reports showing the effectiveness of governance, leadership and administration. The University has systematic procedures for evaluating administrative units and for using assessment data to enhance operations.

When interviewing faculty, several complained about a delay in communication between the Board and the faculty when Board decisions are made. The Board should improve communication channels to increase understanding of administrative decisions. Further, faculty job descriptions should be reviewed for better evaluation of performance practices.

## **Summary of Findings**

- **Collegial Advice**

- Encourage the administration to improve the communication channels with the university community, including timely communication of Board and the faculty.
- Review jobs descriptions of faculty according to time and effort and evaluate performance according to school and college mission.
- **Team Recommendation(s): None**
- **Requirement(s): None**

### **Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices**

Despite the challenges that Cornell University faced after the death of President Elizabeth Garrett in 2016, and the subsequent search for a new president, the institution maintained their administrative integrity and continuity of the institutional mission.

### *Section D: Requirements of Affiliation*

In the team’s judgment, the institution appears to meet all of the Requirements of Affiliation based on a review of the self-study report, evidence, and interviews with campus constituencies.

### *Section E: Verification of Compliance with Accreditation-Relevant Federal Compliance Requirements*

In the team’s judgment, the institution appears to meet all accreditation-relevant federal compliance requirements. This judgment is based on a review of the Institutional Federal Compliance Report, evidence, and interviews with campus constituencies.

### *Section F: Verification of Student Achievement Data and Institutional Data*

**Section F does not need to be read during the Oral Exit Report**

#### **I. Student Achievement Data**

While Cornell University does not have a general education program, the institution does have a common set of institution learning goals intended to shape the learning experience for all

undergraduates. These goals include developing essential skills in oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. A culture of assessment has developed across the institution's academic units through the work of the Core Assessment Committee. Academic units create learning goals linked to the institution's broader learning outcomes, and significant effort is invested in assessing course outcomes and student learning in the classroom.

In the team's judgment, the institution's approach to implementing its student achievement goals appears to be effective, consonant with higher education expectations, and consistent with the institution's mission. This judgment is based on a review of the institution's student achievement information provided in the self-study report, evidence, interviews with campus constituencies, and the student achievement URL available on its website.

In addition, in the team's judgment, the institution's student achievement information data disclosed to the public appear to be reasonably valid and accurate in light of other data and information reviewed by the team.

## **II. Verification of Institutional Data**

In the team's judgment, the institution's processes and procedures for verifying institutional data appear to be reasonably valid and effective. In support of the Provost's Office, the Office of Institutional Research and Planning provides official, accurate, and unbiased information and analysis about Cornell University in support of institutional planning, decision-making, and reporting obligations.

The office serves as an information clearinghouse, produces publicly accessible statistical summaries, including an online fact book, provides data to government agencies, responds to external requests for information and coordinates the institution's participation in a variety of data exchange consortia. The office is a key producer of primary data involving University constituencies through organizing, administering, and analyzing the results of population surveys. The office supports data transparency through their public-facing website featuring survey results and data dashboards on key metrics including enrollment, student satisfaction, diversity of faculty, staff and students, and other data.

In the team's judgment, the institutional data disclosed to the public appear to be reasonably valid and accurate in light of other data and information reviewed by the team.

### ***Section G: Review of Third-Party Comments***

#### **Section G does not need to be read during the Oral Exit Report**

*If third-party comments were received in accordance with Commission policy and procedures, describe the process the team used to review them while on site. If the third-party comments result in a team recommendation or requirement, the team will propose an action in accordance with the*

*Commission's Accreditation Actions Policy and Procedures, which can be found on the Commission's website.*

***NOTE: Section G should not include a summary of the third-party comments.***

## ***Section H: List of Additional Evidence***

**Section H does not need to be read during the Oral Exit Report**

### **Brief Overview of Visiting Team Meetings**

**Sunday, October 11**

5pm Sunday

#### **Team Meets with co-Chairs of the Accreditation Steering Committee**

Introductions and any logistics.

- Marin Clarkberg, Associate Vice Provost for Institutional Research & Planning
- Michael Fontaine, Associate Vice Provost of Undergraduate Education and Professor of Classics in the College of Arts & Sciences

**Monday, October 12**

9am Monday

#### **Team meets with President and Provost**

Cornell participants limited to President and Provost. Introductions; overview of campus issues, concerns; questions from team.

- Martha Pollack, President
- Michael Kotlikoff, Provost

10am Monday

#### **Team meets with Accreditation Steering Committee**

Discussion of the accreditation process.

Michael Fontaine, co-chair, Associate Vice Provost of Undergraduate Education and Professor of Classics in the College of Arts & Sciences

- Marin Clarkberg, co-chair, Associate Vice Provost of Institutional Research & Planning and Accreditation Liaison Officer
- Lisa Nishii, Vice Provost of Undergraduate Education and Associate Professor of Human Resource Studies in the School of Industrial & Labor Relations
- Katherine Edmondson, University Assessment Project Manager and Assistant Dean in the College of Veterinary Medicine
- Alan Mathios, Professor in Policy Analysis & Management in the College of Human Ecology
- Nick Matolka, undergraduate in the College of Agriculture & Life Sciences
- Caroline Levine, Professor of English, College of Arts & Sciences

- Louis R. Hyman, Associate Professor of Labor Relations, Law & History in the School of Industrial & Labor Relations
- Scott Peters, Professor of Global Development in the College of Agriculture & Life Sciences
- Durba Ghosh, Professor of History in the College of Arts & Sciences
- Stephan Schmidt, Associate Professor of City & Regional Planning in the College of Architecture, Art & Planning
- Sean Nicholson, Professor of Policy Analysis & Management in the College of Human Ecology
- Bruce Lewenstein, Professor of Science Communication in the College of Arts & Sciences and the College of Agriculture & Life Sciences

11am Monday

### **Student Mental Health**

Mental health review and related issues are discussed in Chapter 4. (Standards 4 and 5).

- Sharon McMullen, Assistant Vice President of Student & Campus Life for Health and Wellbeing
- Timothy Marchell, Director, Skorton Center for Health Initiatives
- Laura Santacrose, Assistant Director, Skorton Center for Health Initiatives
- Alecia Sundsmo, Director of Counseling and Psychological Services

### **Provost's Council**

This group of vice provosts meets every Monday with the Provost and plays an important role in shaping academic policies for the university. (Standards 1, 2, 3, 6, 7.)

- Avery August Vice Provost for Academic Affairs
- Kathryn J. Boor, Dean of the Graduate School and Vice Provost for Graduate Education
- Jonathan R. Burdick, Vice Provost for Enrollment
- Emmanuel P. Giannelis, Vice Provost for Research and Vice President for Technology Transfer, Intellectual Property and Research Policy
- Gary A. Koretzky, Vice Provost for Academic Integration
- Paul Krause, Vice Provost for External Education
- Katherine A. McComas, Vice Provost for Engagement and Land-Grant Affairs
- J. Gregory Morrisett, Jack and Rilla Neafsey Dean and Vice Provost of Cornell Tech
- Lisa H. Nishii, Vice Provost for Undergraduate Education
- John A. Siliciano, Deputy Provost
- Julia Thom-Levy, Vice Provost for Academic Innovation
- Wendy W. Wolford, Vice Provost for International Affairs

1pm Monday

### **Faculty Governance**

The Dean of the Faculty chairs the Faculty Senate. The University Faculty Committee acts as a liaison between the Faculty Senate and the President, Provost, and other senior University administrators. Faculty-elected trustee connects the Faculty Senate to the BoT. (Standards 3 and especially 7.)

- Charles Van Loan, Dean of Faculty
- Neema Kudva, Associate Dean of the Faculty, Associate Professor, City and Regional Planning and House Professor and Dean, Carl Becker House
- Courtney Roby, Associate Professor, Department of Classics, College of Arts and Sciences
- David Forbes Delchamps, Associate Professor, Electrical and Computer Engineering, College of Engineering
- Rhonda Gilmore, Senior Lecturer, Design and Environmental Analysis, College of Human Ecology

### **Institutional Effectiveness**

Institutional assessment, improvement. and resource allocation. (Standard 6.)

- Marin Clarkberg, Associate Vice Provost for Institutional Research & Planning
- Sean Nicholson, Chair of the Faculty Committee on Program Review (FCPR)
- Paul Streeter, Vice President for Budget & Planning

### **Planning in the Pandemic**

Planning process to deliver education for the 2020-2021 academic year. Discussed primarily in the introduction, this topic seems to intersect with every Standard.

- Gary Koretzky, Vice Provost for Academic Integration, chair of the Health Considerations COVID Reactivation Committee, the Infection Working Group, and the Cornell COVID Response Team.
- Peter Frazier, Associate Professor of Operations Research and Information Engineering, member of the Health Considerations COVID Reactivation Committee. The Frazier team provided the epidemiological modeling that underlay the decision to invite students to return to campus this Fall.
- Lisa Nishii, Vice Provost for Undergraduate Education, and chair of the Teaching/Advising COVID Reactivation Committee.

2pm Monday

### **Core Assessment Committee**

With one representative from each college and relevant administrative units, this committee coordinates assessment of student learning activities. Standard 5.

Chair:

- Vice Provost for Undergraduate Education: Lisa H. Nishii

College Representatives:

- School of Hotel Administrations: Alex M. Susskind

- Architecture, Art & Planning: Melanie Holland Bell
- College of Arts & Sciences: Rachel E. Bean
- College of Business: Amanda Soule Shaw
- College of Agriculture & Life Sciences: Donald Rex Viands
- School of Industrial & Labor Relations: George R. Boyer
- College of Engineering: Mike Thompson
- College of Human Ecology: Marianella Casasola
- Graduate School Anne M. Laughlin
- Law: Jens David Ohlin
- Weill Cornell: David J Christini

#### Other representatives

- Learning Strategies Center: Amy Marie Godert
- Center for Teaching Innovation: Mathew Lawrence Ouellett
- Student & Campus Life: Leslie S. Meyerhoff
- Engaged Cornell: Richard Kiely
- Institutional Research & Planning: Marin Clarkberg
- Assessment Project Manager: Kathy Edmondson

#### **Graduate education**

Leadership from the Graduate School. Standards 3, 4, 5, 6 and 7.

- Kathryn Boor, Dean, Graduate School
- Jan Allen, Associate Dean for Academic and Student Affairs
- Anne Laughlin, Director of Assessment
- Jason Kahabka, Associate Dean of Administration

#### **Engaged and Global Cornell**

Representation from Engaged Cornell and Global Cornell, two institutional initiatives discussed throughout the self-study report. Standards 1 and 3.

- Katherine McComas, Vice Provost for Engagement and Land Grant Affairs
- Wendy Wolford, Vice Provost for International Affairs
- Basil Safi, Executive Director, Office of Engagement Initiatives
- Richard Kiely, Senior Fellow, Program Evaluation, Office of Engagement Initiatives
- Brandon Lanners, Executive Director, Office of Global Learning

3pm Monday

#### **Diversity and equity**

Approaches to supporting diversity, equity and belonging at Cornell. Standards 1, 2, 3 and 4.

- Avery August, Vice Provost for Academic Affairs
- Angela Winfield, Associate Vice President for inclusion and Diversity
- Marla Love, interim Dean of Students

- Lisa Nishii, Vice Provost for Undergraduate Education
- Adi Grabiner-Keinan, Executive Director for Undergraduate Diversity Education, Director, Intergroup Dialogue Project

### **Graduate students**

Open invitation to graduate students.

### **Residential Life**

The North Campus Residential Initiative has been a major priority. Standards 1 and 4.

- Lisa Nishii, Vice Provost for Undergraduate Education
- Ryan Lombardi, Vice President for Student and Campus Life
- Pat Wynn, Assistant Vice President, Student and Campus Life
- Ethan Stephenson, Director, Faculty Living-Learning Programs

4pm Monday

### **Library**

The Cornell Library is active in supporting student learning and advancing other elements of Cornell's mission. Standards 1, 4 and 5.

- Gerald Beasley, University Librarian

### **Open Forum**

- Separate meetings requested for deans relative to the type of college (contract, endowed or professional)
- Separate meetings requested for pre-tenure and non-tenure track faculty and tenured faculty.

Tuesday

9am Tuesday

### **Team meets with representatives from the BoT**

A subset of Cornell's 64 members Board of Trustees. (Standard 1, 2, and especially 7.)

- Robert Harrison, Chairman of the Board, and CEO of Clinton Global Initiative
- Linda Gadsby, alumni-elected trustee, Vice President & General Counsel, National Board of Medical Examiners
- Sheila Allen, alumni-elected trustee, DVM, senior accreditation adviser for the Association of American Veterinary Medical Colleges
- Anne Smalling, President and Managing Partner, HM International
- Bruce Lewenstein, former faculty-elected trustee, member of the Accreditation Steering Committee, and Professor of Science Communication in the College of Arts & Sciences and the College of Agriculture & Life Sciences

10am Tuesday

### **Enriching Learning**

Representation from some of the beyond-the-classroom activities that support and enhance student learning. Standards 4 and 5.

- Laurel Southard, Director of Undergraduate Research and Outreach
- Kristin Dade, Senior Associate Director, Office of Academic Diversity Initiatives, Director, CSTEP and McNair Scholars Program
- Amanda Wittman, Associate Director, Office of Engagement Initiatives
- Lauren Stulgis, Swanson Director of Student Project Teams, College of Engineering
- Ananya Jambhale '22, Co-President, Cornell Undergraduate Research Board
- Nicholas Krasnow '21, Co-President, Cornell Undergraduate Research Board
- Shorna Allred, House Professor & Dean, Alice Cook House, Associate Professor, Department of Natural Resources

### **Academic Deans**

Cornell has somewhat decentralized decision-making. Attendees are all deans from Cornell's colleges (listed in the Introduction to the self-study). Standards 1, 6 and 7.

Academic Deans (Meeting 10am Tuesday)

- Lynden A. Archer, Joseph Silbert Dean of the College of Engineering
- Kavita Bala, Dean of the Faculty of Computing and Information Science
- Kathryn J. Boor, Dean of the Graduate School and Vice Provost for Graduate Education
- Alexander J. Colvin, Kenneth F. Kahn Dean of the School of Industrial & Labor Relations
- Rachel E. Dunifon, Rebecca Q. & James C. Morgan Dean of the College of Human Ecology
- Kevin F. Hallock, Dean of the Cornell SC Johnson College of Business
- Benjamin Z. Houlton, Ronald P. Lynch Dean of the College of Agriculture & Life Sciences
- Ray Jayawardhana, Harold Tanner Dean of the College of Arts & Sciences

- Charles W. Jermy, Interim Dean of the School of Continuing Education & Summer Sessions
- Edward W. McLaughlin, Interim Dean of the Charles H. Dyson School of Applied Economics and Management
- J. Gregory Morrisett, Jack and Rilla Neafsey Dean and Vice Provost of Cornell Tech
- Mark W. Nelson, Anne and Elmer Lindseth Dean of the Samuel Curtis Johnson Graduate School of Management
- Eduardo M. Peñalver, Allan R. Tessler Dean of the Law School
- Kate M. Walsh, Dean of the School of Hotel Administration and E. M. Statler Professor of Hotel Administration
- Lorin D. Warnick, Austin O. Hooey Dean of the College of Veterinary Medicine
- J. Meejin Yoon, Gale and Ira Drukier Dean of the College of Architecture, Art, & Planning

11am Tuesday

### **Business and Public Policy**

As described in Chapter 7, Cornell has recently formed two new academic entities: the College of Business and the School of Public Policy. Deans Hallock and Dunifon can address questions about the rationales, processes, and impacts. (Standards 1, 3, 6 and 7.)

- Kevin Hallock, Dean and Professor of Strategy and Business Economics at the Cornell SC Johnson College of Business and the Joseph R. Rich '80 Professor of Economics and Human Resource Studies and Founding Director of the Institute for Compensation Studies in the ILR School
- Rachel Dunifon, Dean of the College of Human Ecology and Professor in the Department of Policy Analysis and Management

### **Teaching Innovation**

The Active Learning Initiative is described in Chapters 1, 3 and 5. The Intergroup Dialog Project is described in Chapters 1, 2, 3 and 5. (Standards 3, 4 and 5.)

- Julia Thom-Levy, Vice Provost for Academic Innovation
- Lisa Nishii, Vice Provost for Undergraduate Education
- Katherine McComas, Vice Provost for Engagement and Land Grant Affairs
- Matthew Ouellett, Executive Director, Center for Teaching Innovation

1pm Tuesday

### **Cornell Tech**

As described in the introduction, Cornell has a technology focused campus on Roosevelt Island in New York City. Faculty at Cornell Tech have tenure homes in Ithaca. Standards 1 and 7.

- Greg Morrisett, Dean, Cornell Tech
- Lynden Archer, Dean, College of Engineering
- Kavita Bala, Dean, Faculty of Computing and Information Science
- Mark Nelson, Dean, Johnson Graduate School of Management

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## **Compliance**

As described in Chapter 2, Cornell has recently revamped oversight for Title IV compliance and has appointed a Chief Compliance and Officer. (Standard 2 and Requirement of Affiliation 5.)

- Jon Burdick, Vice Provost for Enrollment
- Christine Stallman, Chief Compliance Officer
- Alexis Brubaker, Associate Compliance Officer, Office of Compliance and Policy
- Gena Boling, Director of Compliance for Student Aid Programs, Admissions, Financial Aid and Registrar

## **Pandemic and Student Health**

As touched upon in the introduction, Cornell's decision to invite students back to campus this fall required extra attention to issues of student health during the pandemic. (Standards 1, 4, and 6)

- Ryan Lombardi, Vice President for Student and Campus Life
- Sharon McMullen, Assistant Vice President of Student & Campus Life for Health and Wellbeing
- Rick Burgess, Vice President for Facilities and Campus Services

2pm Tuesday

## **Planning and Human Resources**

A member of the President's Cabinet, Vice President for Human Resources Mary Opperman leads institutional efforts to recruit and retain an excellent and diverse workforce. With President Pollack, Mary Opperman also led the development of the campus-wide statement reaffirming our core values. (Standards 1, 2, 6 and 7).

- Mary Opperman, Vice President and Chief Human Resources Officer

## **Undergraduate students**

Open invitation

## **Integrating across campuses**

As the Vice Provost for Academic Integration, Gary Koretzky identifies cross-campus (Ithaca, Cornell Tech, and Weill Cornell) opportunities for scholarly collaboration.

- Gary Alan Koretzky, Vice Provost for Academic Integration
- Deborah Estrin, Associate Dean for Cornell Tech and Robert V Tishman Professor of Computer Science
- Barbara Hempstead, Dean of the Weill Cornell Graduate School of Medical Sciences

3pm Tuesday

## **Cornell Student Experience Initiative (Salesforce)**

As described in Chapter 4 and Chapter 6, the CSEI (aka Salesforce implementation) has aimed to streamline and coordinate student services. (Standard 4.)

- Rebecca Joffrey, Director of Interactive Services, IT Innovation Officer
- Ann LaFave, Director, Office of Student Services, Agriculture and Life Sciences
- Janaki Parthasarathy, Product Manager, Student Experience Initiative

### **Budget Model & Financial Planning**

Cornell’s budget model was designed with a conscientious eye on incentives. (Standard 6.)

- Joanne DeStefano, Executive Vice President and CFO
- Paul Streeter, Vice President for Budget & Planning

### **Non-Tenured Faculty**

Faculty on the tenure track are a part of the “University Faculty.” Cornell refers to non-tenure-track faculty as “RTE Faculty”: research, teaching and extension faculty.

- Anne Bracy, Senior Lecturer, Computer Science
- Buz Barstow, Assistant Professor, Biological and Environmental Engineering
- Tao Goffe, Assistant Professor, Africana
- Makda Weatherspoon, Senior Lecturer, Near Eastern Studies
- Bruce Monger, Senior Lecturer, Earth and Atmospheric Sciences

### **Wednesday**

9am Wednesday

**President Barron, President Pollack and Provost Kotlikoff debrief**

10am Wednesday

**Team reports out**

## ***Section I: Self-Study Report and Process Comments***

**Section I to be read during the Oral Exit Report if completed**

### **OPTIONAL**

A number of commendations are listed under each of the Standards. Two are worth repeating here. First, Cornell has gone through a remarkable number of leadership challenges with the loss of President Elizabeth Garrett in 2016, and the subsequent search for a new president. The review team notes that the institution maintained their administrative integrity and continuity of their institutional mission of excellence under a period of considerable stress.

Second, the mission is well known by everyone at Cornell and it is impressive the way that all answers questions about its land-grant mission. It is our impression that students, faculty and staff are aware of and able to see Cornell's mission in their experiences. Education about the mission statement and core values is infused into faculty and staff onboarding.

One general point is worth mentioning – the decentralized structure at Cornell is a strength and results in an entrepreneurial university. However, it also presents limitations – which we see not always closing the loop on the fulfillment or assessment of institutional goals. Another example is found in the planning, whether the lack of a recent strategic plan or set of overarching goals. Cornell misses the opportunity to add visibility to the many activities that serve to support these institutional goals. Our advice is to take the time to add more coherence to the distributed excellence that characterizes Cornell.