North Campus Faculty Programs Mission Statement

The Role of Faculty in the North Campus Living-Learning Community

North Campus Faculty-in-Residence and Faculty Fellows play a fundamental role in the North Campus living-learning community, helping to create a shared experience and supportive environment that fosters academic and intellectual learning, personal development, holistic well-being, and a sense of belonging and connectedness. (See Goals for a Shared Experience for New Undergraduate Students at Cornell University: New Student Orientation and the First-Year Experience.) While Faculty-in-Residence and Faculty Fellows are essential to each of these dimensions, they play a leadership role in the dimension of learning.

Understanding that the First-Year Experience is pivotal to students' overall academic satisfaction and success and that students establish patterns this first year, the North Campus living-learning community must be academically oriented and intellectually rich. Faculty-in-Residence and Faculty Fellows serve to reinforce the centrality of intellectual life at the university, with opportunities to: encourage intellectual curiosity, risk-taking, and exploration; inspire learning outside the classroom; make the residence hall a space for learning as well as living; unify and bridge academic specialization to offer a one-university experience; help students develop core competencies; cultivate the university's values, including our commitment to diversity and inclusion and civic responsibility; and advise and mentor students.

Faculty-based programs on North Campus support the following educational objectives:

• To give students the opportunity for creative intellectual and cultural interactions with faculty and peers in environments beyond the classroom and in an atmosphere of discussion and debate that promotes intellectual exchange, curiosity, and exploration as core values of a Cornell education;

• To strengthen and enrich students’ connections with each other, faculty, and their respective objects of study as members of an intellectual living-learning community;

• To provide students with an educational experience that integrates learning with other dimensions of student life and personal development, thereby generating deeper, fuller, and more complex educational experiences and outcomes;

• To provide students with opportunities to interact with and learn from faculty and students with different identities, backgrounds, and perspectives and from diverse cultures;

• To provide students with models among the faculty for intellectual engagement and creative activity and the application of knowledge, whether abstract or practical;
• To build upon and establish formal academic support, advising, and mentoring networks inside and outside the classroom and to generate such informal networks through personal student-faculty connections;
• To enable students to sample a range of educational opportunities beyond the formal curriculum, including research, public service, and experiential learning;
• To nurture the values of the university;
• To build toward a unified institutional identity and “one university” experience, based on formal and informal interactions and on a set of shared educational goals;
• To introduce students to differences and similarities in inquiry and problem solving across disciplines;
• To allow students to identify passions and creativity that might have gone undiscovered and encourage them to take intellectual risks; and
• To provide students with opportunities to explore developmentally compelling issues such as identities and relationships.

Opportunities for North Campus Faculty:

Supporting the academic goals of the undergraduate colleges.

Examples:
• Work with college associate deans and others to design curricular, advising, and programming innovations that support college core competencies, educational goals, and initiatives;
• Coordinate with colleges to bring college offerings to North Campus, such as guest lecturers, special colloquia, and courses; and
• Provide opportunities on North Campus for students to learn about college academic programs and course offerings.

Furthering university goals.

Examples:

Undergraduate Research
In collaboration with the Director of Undergraduate Research:
• Introduce students to research by faculty and students across the disciplines;
• Highlight and promote undergraduate research opportunities;
• Help students seek research opportunities; and
• Create introductory one-credit undergraduate research/ research methods courses.
Advising
• Maintain connections to each college advising office and explore opportunities for college advising on North Campus;
• Partner with colleges to develop advising pilot programs and enhance existing programs;
• Explore opportunities for Faculty Fellows to serve as advisors; and
• Align advising assignments with residence halls and create regular opportunities for advisors to interact with advisees in residence/dining halls.

Diversity and Multicultural Initiatives
• Create opportunities for students to interact with faculty and students from different cultures, backgrounds, and identities;
• Offer programs about different cultures, backgrounds, and identities;
• Work with Faculty Fellows in the Program Houses to develop programming across North Campus; and

Ethics and Academic Integrity
• Develop programming to equip students with the tools to become responsible citizens and professionals, including on issues of academic integrity; and
• Develop programming that introduces students to different modes of inquiry about moral issues and different approaches to solving ethical dilemmas.

International Studies and Global Affairs
• Promote interactions between international and domestic students to help integrate international students into North Campus and to promote learning and tolerance among cultures and nations;
• Offer programming that addresses international perspectives, international affairs, and global challenges; and
• Introduce students to opportunities for studying abroad and international scholarship and teaching at Cornell.

Public Service and Service Learning
• Introduce students to public service and service learning opportunities at Cornell and bring such offerings to North Campus; and
• Promote opportunities for North Campus faculty to develop such offerings.
Common Curriculum/Core Competencies
• Design offerings to provide a shared first-year academic experience based on the common educational goals of undergraduate education; and
• Work with instructors of “University Courses” to create North Campus connections—study groups, sections, peer-led sections, co-curricular programs.

New Student Reading Project
• Link North Campus Faculty-in-Residence and Faculty Fellows with small-group discussion groups; and
• Offer activities on North Campus related to the Reading Project.

Preparing students for the West Campus House System.
Examples:
• Build students’ comfort and interest in interacting informally with faculty so that those students who have an opportunity to live in one of the West Campus Houses are able to transition easily from North Campus;
• Provide opportunities for new students to participate in West Campus House events and vice versa.
• Collaborate programmatically with West Campus House Deans so that faculty on both North and West Campuses can share resources and promote offerings; and
• Enable students to see the living/learning initiative as a coherent experience.

Faculty-based programs on North Campus can provide faculty with opportunities for greater or renewed attention to pedagogy and for innovative, informal, or unconventional teaching practices.

Examples:
• Develop and refine approaches to teaching and advising first-year students based on knowledge and insights gained from out-of-the-classroom interactions with first-year students.
• Develop one- or two-credit courses, learning communities, and experimental initiatives;
• Develop pedagogies that approach diversity and the experience of difference as a means to intellectual and cultural enrichment;
• Explore different modes of teaching, such as service learning; and
• Use emerging technologies, perhaps to promote multi-media literacy.