

The Consensual Relationships Policy Committee

Charlie Van Loan (Dean of Faculty)

Anna Waymack (PhD Student, Medieval Studies)

<http://theuniversityfaculty.cornell.edu/news/consensual-relationships-policy-committee/>

President Pollack's Charge To the Committee (Key Points)

To **protect the interests of both students and faculty**, as well as the **reputation of the university**, Cornell must have a **formal policy** addressing romantic and sexual relationships between students and other academics, which include all tracks and ranks of professors. It must also address situations when a student is serving as a teaching assistant or grader.

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The CRPC is charged with drafting such a policy that is **easy to understand and inspires ethical behavior**.

The Committee

Co-Chairs

Charles Van Loan (DoF)

Anna Waymack (PhD Student)

TT Fac, NTT Fac, Researchers

Tisha Bohr (Vet)

Rhonda Gilmore (DEA)

Kim O'Brien (Nutrition Sci)

Charles Seyler (ECE)

Giliian Turgeon (Int Plant Sci)

Makda Weathersoon (Near East Studies)

Staff

Sarah Affel (Title IX)

Sandy Dhimtri (OHR)

Janna Lamey (Grad School)

Wendy Tarlow (Univ Counsel)

Laura Weiss (Dean of Students)

The Committee Cont'd

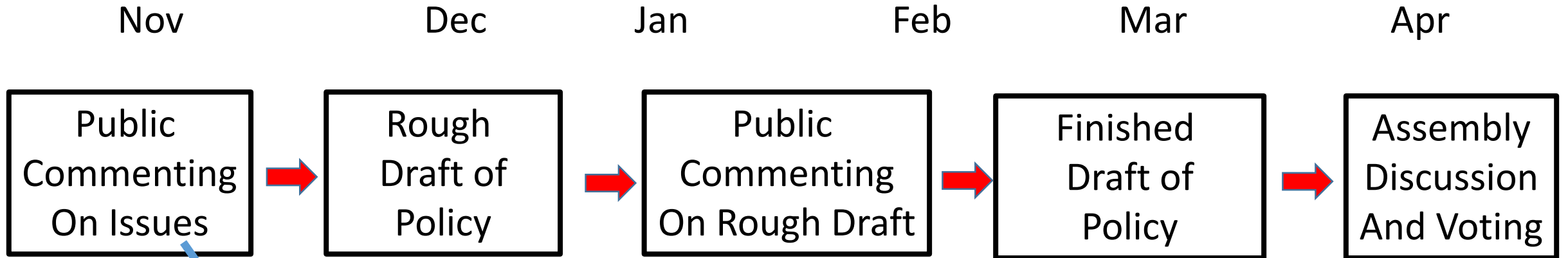
Graduate Students (3 seats)

Bradi Heaberlin (Information Sci)
Aubrie James (Ecology & Evol Bio)
Stephen Kim (English)
Katherine Quinn (Physics)
Nate Stetson (Law)
La'Tise Tangherlini (Law)

Undergraduate Students (3 seats)

Joseph Anderson (ILR)
Jenna Chong (Biological Sciences)
Sofie Cornelis (Information Sciences)
Renee Cornell (Interdisciplinary Studies)
Jesse Pollard (Environmental Engineering)

Start-to-Finish Transparency



Connections to Harassment
Radius of Influence
Pre-Existing Relationships
Title IX

Conflict of Interest
Disclosure
Confidentiality
Prevention and Education

Sanctions
Gender Equality
etc.

Power Differentials
Right to Romance
Undergraduates,
etc.

The Big Ten

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| Q1 | Why is it important to have a consensual relationships policy? |
| Q2 | What defines risky behavior and the radius of authority? |
| Q3 | What should the policy say about power differentials? |
| Q4 | What are the connections to the harassment policy? |
| Q5 | What needs to be said about pre-existing relationships? |
| Q6 | What about faculty-undergraduate relationships? |
| Q7 | What about student-student relationships where one has authority over the other? |
| Q8 | What makes a disclosure mechanism effective? |
| Q9 | What is required for effective enforcement and adjudication? |
| Q10 | What are the possibilities for managing relationships to avoid conflict of interest? |

Example of How We Do Business

Q7:What about student-student relationships when one has authority over the other?

Step 1.

Ugrads on the committee (as a group) research policies at 50+ peer schools looking for good ideas and prose.

Grads on the committee (as a group) research policies at 50+ peer schools looking for good ideas and prose.

Step 2.

Ugrads and Grads together draft a policy paying attention to these settings:

1. Big Ugrad Course:

(One or more Professors)-(One or more graduate student TAs) – (Undergraduates)
(Ugrad Grader) – (Ugrad Grader)

2. Freshman Writing Seminar:

(Graduate Student Instructor)-(Undergraduate)

3. Small Graduate-Level Course:

(Professor)-(Graduate Student TA)-(Graduate Student)

4. Laboratory/Field Work:

(Graduate Student)-(Undergraduate)

Step 3.

Full Committee Edits what the Students Develop

Step 4.

That Draft is Put Up on Website For Community Comment

Step 5.

Final Draft Produced that Becomes Part of the Overall Policy

Current Policy: We Can Do Better Than This

The relationships between students and their teachers, advisors, coaches, and others holding positions of authority over them should be conducted in a manner that avoids potential conflicts of interest, exploitation, or personal bias. Given the inherent power differential, the possibility of intentional or unintentional abuse of that power should always be borne in mind. For example, a conflict of interest arises when an individual evaluates the work or performance of a person with whom he or she is engaged in a romantic or sexual relationship.

Romantic or sexual relationships between students and persons in positions of authority compromise the relationship between students and the university. No member of the university community should simultaneously be romantically or sexually involved with a student whom he or she teaches, advises, coaches, or supervises in any way. Individuals in such positions of authority must not allow these relationships to develop or continue.

In unusual circumstances the supervising dean* of the person in a position of authority may grant an exemption from this policy when full severance of the university relationship would create undue academic or financial hardship for the student.