

Online Faculty Senate

October 28, 2020

Stay muted unless you are called upon to speak.

Use 'Raise Your Hand' to request permission to speak. Stay muted until recognized. Once unmuted, **you have 2 minutes** to pose a question or make a statement.

You can submit online questions or comments via the Chat or Comments function. Be brief. Time permitting, questions/comments will be read to all participants.

'Gallery View' within Zoom allows you to see this slide and the participants.

Audio and Chat will be posted on the meeting webpage

Announcements

C. Van Loan

Election Week Will Be High Stress

Interactions With Students

There is this [2020 election guide](#) produced by the Intergroup Dialogue Project and this CTI [one-pager](#) on teaching during the U.S. election.

Faculty may ask, “Can I cancel class on Nov 3?”

How to Think About Teaching Through the Election

1. Post election is likely to be more stressful than election day so we are talking about election week.
2. Students who are individually stressed can make their own decisions about attending class, as they do in other circumstances.
3. Faculty should hold class, read the situation, and react with common sense. With respect to their students, they should be accommodating and politically neutral across the board.

Mental Health Report

The report* is posted [here](#) where comments can be uploaded until **Nov 8**.

How the “implementation teams” proceed will depend on their reading of faculty/student/staff priorities.

In conjunction with this I will ask the EPC to take up these issues mentioned in the report:

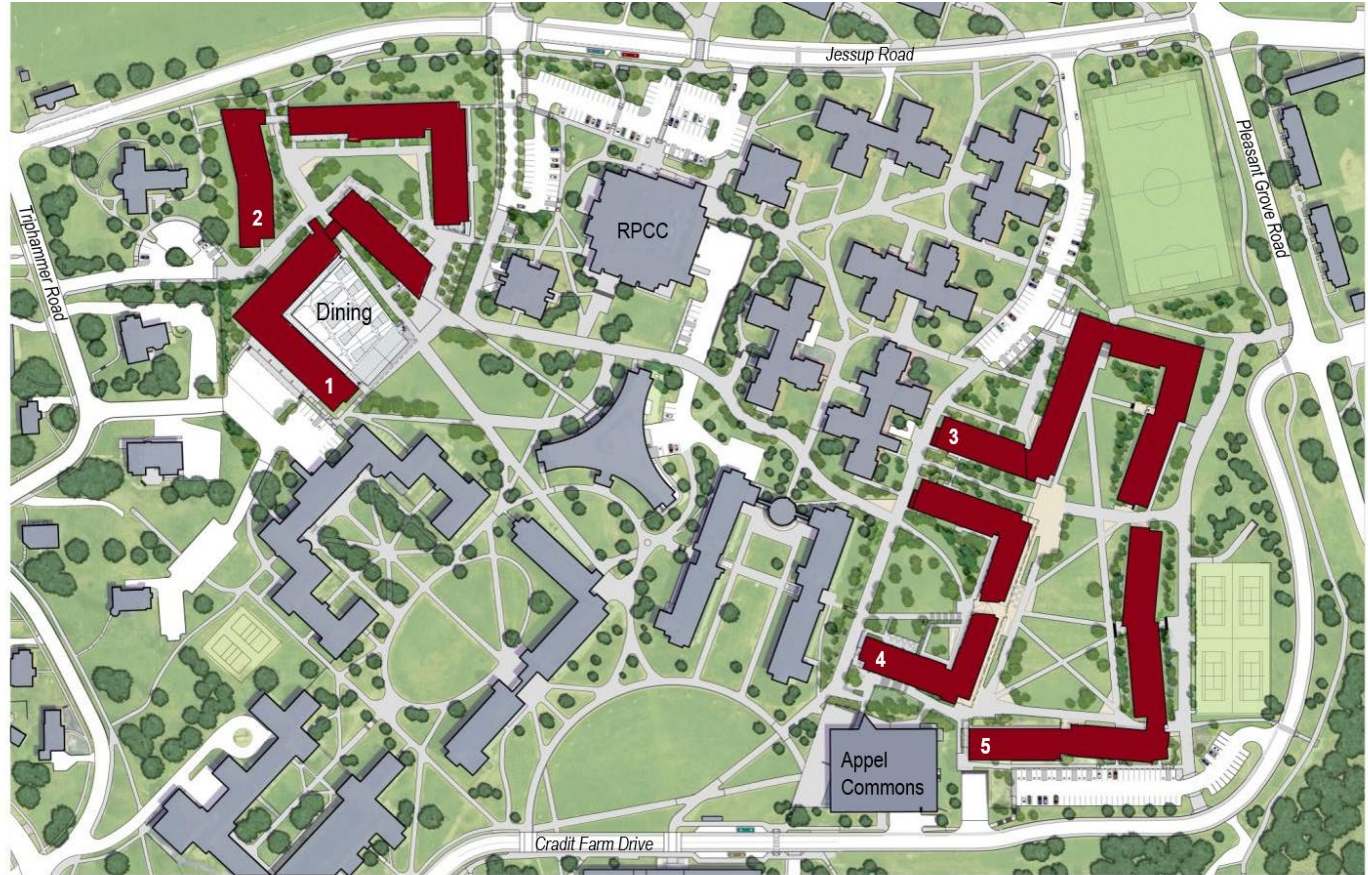
- Improving Prelim Scheduling
- Improving course evals so that they assess wellbeing and inclusiveness

Professors Tanzeem Choudhury, Dawn Schrader, and Rob Thorne served on the committee—THANKS!

Resolution to Name a Dorm After Barbara McClintock

C. Van Loan

Two North Campus Dorms Will Be Named



A Committee is reviewing naming recommendations for the other three dormitories.

Resolution For a Barbara McClintock Residence Hall



Whereas Barbara McClintock (B.S. '23, M.S. '25, Ph.D. '27) is recognized as one of the truly great geneticists of the twentieth century;

Whereas Barbara McClintock has had a profound and inspiring impact on the life sciences at Cornell and beyond;

Resolution For a Barbara McClintock Residence Hall



[More](#)

Be it resolved that the Faculty Senate recommends the selection of Barbara McClintock to the NCRE Building Naming Committee;

Be it further resolved that the Faculty Senate wishes to communicate its deep appreciation for both the Ruth Bader Ginsburg and Toni Morrison residence hall namings and that these two women together Barbara McClintock are perfect reflections of Cornell's commitment to liberal education, creativity, and research.

Resolution on RTE Percent Limitation Approval Procedures

Sponsored by the Committee on Academic
Programs and Policy

Background

Currently, colleges that seek authorization to use the titles Clinical Professor, Professor of the Practice, and Research Professor must submit a proposal to the Faculty Senate that justifies their request and demonstrates a commitment to certain rules regarding their use.

One such rule concerns “**percent limitations**” and a typical example might be “the number of clinical professors in any department must not exceed 25 percent of the number of tenured and tenure track faculty in that department.”

The proposed legislation would add text to the Faculty Handbook giving the colleges a **detailed framework** for requesting adjustments to their percent limitation constraints.

Adjustment Proposals Must...

- A. Identify those RTE titles whose numbers in the college are to be constrained. Current populations must be given
- B. Clarify if constraints apply at the department level.
- C. Justify with data why the current constraints don't work.
- D. Offer comparisons to peer schools.
- E. Explain why the RTE titleholders do not have TT faculty job descriptions.
- F. Explain why RTE hiring patterns do not negatively impact TT hiring patterns.
- G. Specify the voting rights accorded to the RTE group in question.

Additional Components of the Proposal

As much as possible demonstrate that the request is consistent with the college's strategic plan.

Provide evidence that the proposal was adequately discussed among the college faculty.

The TT Vote Tally must be reported and have these properties:

- At least $\frac{2}{3}$ of the total number of TT faculty voted

- At least $\frac{1}{2}$ of the total number of TT faculty voted in favor.

The RTE Vote Tally must be reported and have these properties:

- At least $\frac{2}{3}$ of the total number of RTE faculty voted

- At least $\frac{1}{2}$ of the total number of RTE faculty voted in favor.

Summary

The Resolution is posted [here](#) where you can also upload comments

Planned vote at the Nov 11 meeting.

The resolution is **not** about whether you think relaxing RTE limitations is good or bad.

It is about the PROCESS of figuring that out.



Faculty Senate Discussion on College of Veterinary Medicine (CVM) Cap Proposal

Associate Dean, Professor Susan Fubini
MPH Program Director, Professor Alex Travis

October 28, 2020

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- Discussion (department and college faculty meetings and town halls)
- Adopted Prof of Practice titles (approved, Faculty Senate April 2020)
- Vote to modify CVM use of RTE titles (current proposal)
 - University Faculty: Yes = 87 (74%), No = 6 (5%), Abstain = 7 (6%), DNV = 18 (15%)
 - Voting RTE Faculty: Yes = 81 (87%), No = 2 (2%), Abstain = 2 (2%), DNV = 8 (9%)

Brief History of Proposal

- CAPP review and initial presentation to Senate in May, 2020
- Based on need for University to have criteria to evaluate such requests, and incorporating feedback from CAPP, a revised proposal was prepared
- Revised proposal was reviewed and passed unanimously by CAPP in October 2020

What Does the Proposal Do?

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- Enhances competitiveness of veterinary and public health programs in multiple ways, particularly recruitment and retention – **Overall benefit**

Peer Institutions (AAVMC data, 2020)

School (Rank)	#TT	#RTE	Ratio RTE:TT
University of California, Davis (1)	125	131	1.05
Cornell (2)	127	114	0.90
North Carolina State (T4)	116	57	0.49*
Ohio State (T4)	61	78	1.28
Texas A&M (T4)	119	135	1.13
University of Pennsylvania (T4)	58	103	1.78

- Very few “cap” clinical professor titles
- Clinical professor titles are the most common
- Lecturer titles are rarely used
- Exact comparisons difficult

Proposal Is Compliant with Resolution on Requirements to Modify RTE Percentage

- Identifies subset of titles to be covered
- Specifies criteria for departments to exceed maximum ratio
- Provides rationale why current percent limitation constraints are not relevant or appropriate
- Provides data and policies from peer institutions
- Confirms that RTE positions do not replace TT positions
- Confirms that RTE positions do not detract from hiring additional TT faculty
- Specifies voting rights
- Describes importance of this change to the College's strategic plan
- Describes history of college-level and department-level discussions and faculty votes

Recommended Changes to the Code of Academic Integrity

This was presented at the Oct 14 meeting.

Quorum Check

Consent Items

NEXT:

Do we have a motion to discuss the

[Resolution on Changes to the Code of Academic Integrity
Based on the S20 Semester](#)

Recommended Code Change 1

A student charged with violating the Code of Academic Integrity in a course may not drop **or change the grading option** in that course without the consent of the instructor unless the student has subsequently been cleared of the charges.

If the student is taking the course S/U, the instructor may offer the student the choice to change the grading option to LET before assigning a grade penalty following a guilty finding *after informing the student of the process for computing the student's final grade under both options.*

Green text added as result of Oct 14 senate discussion.

Recommended Code Change 2

At the primary hearing the following shall be present: the faculty member concerned, the student in question, and a third-party independent witness. The independent witness shall be a faculty **or staff** member or a student appointed by the Hearing Board Chairperson or the chairperson of the faculty member's department. The student may also bring to the hearing an advisor and additional witnesses to testify to his or her innocence.

Recommended Code Change 3

If a case involves more than three students, the instructor may delegate the instructor's role in one or more primary hearings to another tenured, tenure-track, emeritus, or RTE faculty member. Any primary hearing with the instructor not present must be recorded. The instructor retains responsibility for ruling on each case (see II.B.4(c) below) and therefore may wish to engage with a student from whose primary hearing the instructor was absent. If such engagement takes place, it will be treated as part of the primary hearing.

NEXT:

Do we have a motion to vote on the adoption of the resolution?

Post Your Vote via Chat

I support the adoption of the [Resolution on Changes to the Code of Academic Integrity Based on the S20 Semester](#)

Yes _____

No _____

Abstain _____

“Breaks” in the S21 Semester

S21: The Constraints

First Class Day: Feb 9

Last Class Day: May 14

Study/Exam : May 15-25

Mar 29/30 must be class days
for reasons that have to do with
the 7-week half terms

Feb 7							
Feb 14							
Feb 21							
Feb 28							
Mar 7							
Mar 14							
Mar 21							
Mar 28							
Apr 4							
Apr 11							
Apr 18							
Apr 25							
May 2							
May 9							
May 16							
May 23							

■ Class Day ■ Study Day ■ Exam Day

What About Breaks? Some Possibilities...

A 5-day Break (like Spring Break)

A 2-day break (like February Break)

A 1-day break (like F20)

No Break (like some schools)

Reasons for Breaks

All the usual stress reasons plus [Zoom Fatigue](#).

The mere thought of 14 uninterrupted weeks of class induces stress.

If you worry about travel then you might worry about breaks that are “near” weekends.

MTWRF is really Sa-Su-MTWRF-Sa-Su

TW is really Sa-Su-MTW

WR is really WRF-Sa-Su

T is really Sa-Su-MT

R is really RF-Sa-Su

How Does a Zero-Break S21 Compare to a “Normal” S21?

Weekday Distribution

S21-Zero: (13,14,14,14,14)

Normal: (13,14,14,14,14)

Whole Weeks

S21-Zero: 13

Normal: 12

Feb 7						
Feb 14						
Feb 21						
Feb 28						
Mar 7						
Mar 14						
Mar 21						
Mar 28						
Apr 4						
Apr 11						
Apr 18						
Apr 25						
May 2						
May 9						
May 16						
May 23						

■ Class Day ■ Study Day ■ Exam Day

What About an S21 with a Single 1-day Break?

Weekday Distribution

S21-Single: (13,14,13,14,14)

Normal: (13,14,14,14,14)

Whole Weeks

S21-Single: 12

Normal: 12

Feb 7			■	■	■	■	
Feb 14		■	■	■	■	■	
Feb 21		■	■	■	■	■	
Feb 28		■	■	■	■	■	
Mar 7		■	■	■	■	■	
Mar 14		■	■	■	■	■	
Mar 21		■	■	■	■	■	
Mar 28		■	■	■	■	■	
Apr 4		■	■	■	■	■	
Apr 11		■	■	■	■	■	
Apr 18		■	■	■	■	■	
Apr 25		■	■	■	■	■	
May 2		■	■	■	■	■	
May 9		■	■	■	■	■	■
May 16	■	■	■	■	■	■	■
May 23	■	■	■	■	■	■	■

■ Class Day ■ Study Day ■ Exam Day

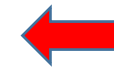
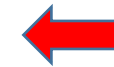
Let's Talk...

Considerations:

The mental health aspect.

The virus spread aspect.

The cost of departing from a normal S21



Don't forget that these have a stress dimension as well.

Choices:

0: No break

1: A single 1-day break

2+ : Something more

Let's Vote

Considerations:

The mental health aspect.

The virus spread aspect.

The cost of departing from a normal S21



Don't forget that these have a stress dimension as well.

Choices:

0: No break

1: A single 1-day break

2+ : Something more

Vote Via Chat
Indicate 0 , 1 , or 2+

You can post comments on the [agenda page](#)

The Proposed Student Code of Conduct*

*A.K.A. the Campus Code of Conduct

Background

The Code is the responsibility of the University Assembly.

President Pollack asked for a major revision.

After various missed deadlines spread over a number of years, the University Counsel's Office was charged to complete the project.

The doc is now available for public commenting until Nov 17. Details [here.](#)

Presentation

The Office of the Judicial Codes Counselor (JCC) provides free assistance to any member of the Cornell community accused of violating the [Campus Code of Conduct](#), the [Code of Academic Integrity](#), or [Cornell University Policy 6.4](#).

The revision is a 40-pager. Who has the time to read and comment?

Eirene Kim and **Marisa O’Gara** from the JCC Office are here to explain their top three concerns about of the code revision so we have a clue about what it’s all about.

Fall 2020 Proposed Amendments to the Campus Code of Conduct

Office of the Judicial Codes Counselor

Respondents' Ability to Speak and to Question Witnesses

Current Code (Title III, Art. III.E):

“[A]ccused’s rights to be accompanied by counsel or an advisor of the accused’s choice, to hear the evidence against the accused, **to question witnesses**, and to give evidence in the accused’s own behalf.”

Proposed Amended Code (Procedures at 20.8.2):

“Testimony is conducted through a question-and-answer format. Questioning will **primarily be conducted by the Hearing Panel, but the Panel Chair may supplement** the Hearing Panel’s questioning.”

Advisors' Ability to Speak and to Question Witnesses

Current Code (Title II, Article II.B):

“Judicial Codes Counselor **may participate fully on behalf of the accused in any hearing.”**

Proposed Amended Code (Procedures at 20.8.2):

“Counselors/advisors **may not normally participate in a hearing** in the role of counsel, but for suspension or dismissal to be imposed...”

Respondents'/Advisors' Ability to Speak and to Question Witnesses

The Effects:

- Respondents and Complainant (parties with the most knowledge and most at stake) lose the ability to question witnesses directly
- Hearing process slowed down
- Students—including those who speak English as a second language and those who suffer from crippling anxiety—left to defend themselves against representatives of the University

Oversight, Supervision, and Accountability

Current Code (*Title II, Art. II.B.5*):

“The Judicial Codes Counselor shall be independent He or she shall be subject to removal during the term of office only by action of the Board of Trustees upon recommendation of the University Assembly.”

Proposed Amended Code (*Procedures, 2.2.1*):

Gives the Office of Student Conduct and Community Standards a say in the hiring and removal of the JCCs

Oversight, Supervision, and Accountability

The Effects:

- **Conflict of interest:** The Office that charges students with disciplinary violations should not play any role in the hiring, removal, or supervision of a student's trusted advisor

Evidentiary Standard

Current Code (Title III, Art. III.E.9):

“The burden of proof on violation shall rest on the complainant, and the standard of proof on violation shall be clear and convincing evidence”

Proposed Amended Code (Procedures, 20.2):

Potential to lower the burden of proof to “preponderance of the evidence”

Evidentiary Standard

The Effects:

- Makes it easier for students to be found responsible because it requires less evidentiary proof
- Disadvantages students, especially those from low-income backgrounds who are unable to afford an attorney
- No statutory reason nor any other reason backed by evidence given by the University to justify the change in standard of proof

Other Changes

- Right of Accused to be Informed in Writing of their Right to an Advisor
- Confidentiality
- Temporary Suspensions
- Public Hearings
- Statute of Limitations (Time Within Which a Complaint Must be Brought)
- Jurisdiction