

Faculty Senate

October 16, 2019

Blue Sign-In Sheets for Senators Circulating—Will Be Collected Around 4pm

To promote the communication of opposing views and to serve as a free-speech-with-respect model for the rest of the campus, all discussion in the Faculty Senate must be conducted in a civil fashion that is free of any intimidation or personal attacks.

- the University Faculty Committee

Announcements

Charles Van Loan
Dean of Faculty

Speaker and Parliamentarian

Helping us this year in both of these capacities:

[Sam Nelson](#) (ILR)

[Mark Wysocki](#) (Earth and Atmospheric Sciences)

Need who-does-what flexibility because of travel and other commitments.

Quorum Math $126/2 = 63$

RTE-related stats about the current line-up of 126 Senators:

- 2 = #University At-Large Senators who are RTE Faculty members
- 15 = # College RTE Senators
- 7 = # Departments whose second senator is an RTE Faculty member

Two Follow-Ups

1. An April 2017 discussion on reliable knowledge and a Nov 2018 discussion on journal costs has prompted the creation of a [Committee on Scholarly Communication](#)
2. A Sept 2019 question about (“semi autonomous”) E-Cornell has prompted the sharing of a [proposal](#) being made to the Trustees that will fully integrate the unit into the university.

Work on the Grade-Change Policy

Meeting 1:1 with the 10 college registrars to clarify how changes driven by “extenuating circumstances” are handled in their unit. Half done with this homework. Headed towards something like this for Senate consideration:

In rare circumstances, a letter grade or incomplete can be changed to a “W” or expunged from a student’s transcript by action of the student’s college **provided there is supporting documentation from Cornell Health, the Title IX Office, or the University Counsel’s Office.** The instructor of record (a) must be informed of any such grade change before it is made and (b) **must be given the opportunity to review the supporting documentation under conditions that respect confidentiality.**

(Modifications in **red**)

Sense of the Senate Resolution

SOS-1 : Campus-Wide Smoking/Vaping Ban

Whereas the Senate fully appreciates the value of having a smoke-free and vape-free campus and enthusiastically endorses efforts that are designed to help those who have an addiction problem.

Whereas the Senate encourages participation in the University Assembly's campus-wide "smoking survey" but have concerns about how the results might be used to justify a change in the current smoking/vaping policy ([Policy 8.7](#)).

Be it resolved that the Faculty Senate requests it be given the opportunity to assess the survey results before any further action is taken with respect to the smoking/vaping ban issue.

Call for Vote

Do you support SOS-1?

Yes _____

No _____

Abstain _____

Policy 6.4 Hearing Panels

Chantelle Cleary
Director of Institutional Equity
University Title IX Coordinator



Cornell Policy 6.4

**“Prohibited Bias,
Discrimination, Harassment,
and Sexual and Related
Misconduct”**

- Sets forth the university’s processes governing questions, concerns, and reports of bias, discrimination, harassment, and sexual and related misconduct, and investigations and resolutions of claims of prohibited conduct.
- The university has designated different types of prohibited conduct as well as procedures for resolution of reports under Policy 6.4 that correspond best with the university’s different constituencies: [students](#), [staff](#), and [faculty](#).

Policy 6.4 Prohibited Conduct

Sexual Assault

Sexual
Exploitation

Dating/Domestic
Violence

Sexual
Harassment

Protected Status
Harassment

Stalking

Aiding
Prohibited
Conduct

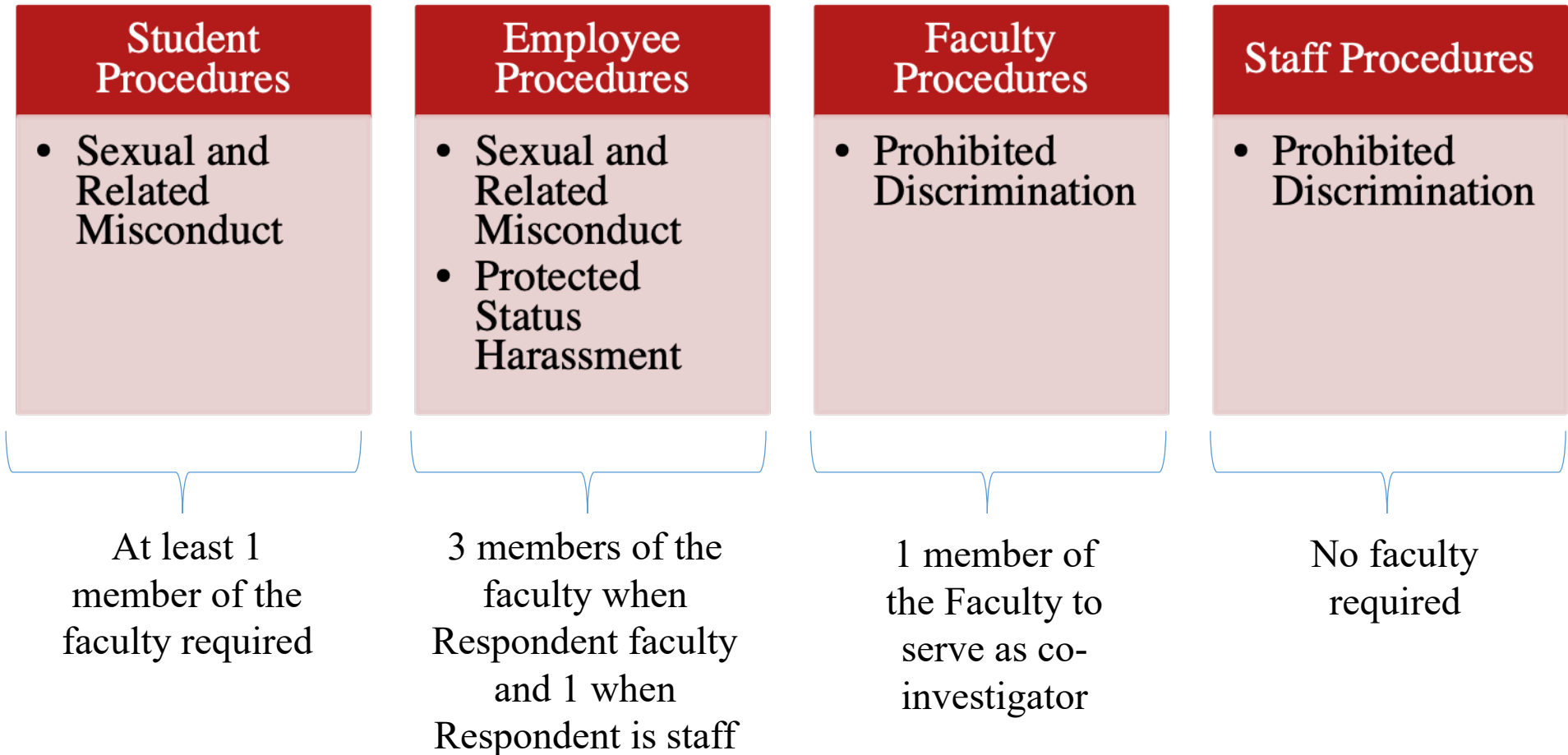
Attempting to
Commit
Prohibited
Conduct

Retaliation

Violating an
Interim Measure

Prohibited
Discrimination

Cornell University Policy 6.4: Procedures for the Resolution of Reports



The Roles

Co-Investigator

- Works alongside the IE Investigator
- Approximately 30 hours of work
- Mandatory Training

Hearing Panel Chair

- Adjudicates 6.4 complaints
- Approximately 30 hours of work
- Mandatory Training

Current Pool

Total: 38

Staff: 30

Faculty: 8

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Home

Welcome New Students!


Click here to download our contact information.

Cornell University is committed to providing a safe, inclusive, and respectful learning, living, and working environment for its students, faculty, and staff members. To this end, Cornell will not tolerate sexual and related misconduct. Through Cornell University [Policy 6.4](#), and the applicable procedures for [students](#), [staff](#), and [faculty](#), the university provides means to address bias, discrimination, harassment, and sexual and related misconduct, including gender-based harassment, sexual harassment, sexual assault, domestic and dating violence, stalking, and sexual exploitation.

We share the responsibility for creating a safer, more caring campus culture in which bias, harassment, and violence have no place—and every member of our community is free to flourish. Cornell University complies with applicable state and federal statutes, including Title IX of the federal Higher Education Amendment of 1972, which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial aid. Sexual assault and sexual harassment are forms of sex discrimination prohibited by Title IX.

- To **make a report to Cornell** of gender-based harassment, sexual harassment, sexual assault, domestic and dating violence, stalking, sexual exploitation, or other forms of sexual misconduct, go to biasconcerns.cornell.edu to make an online report to Cornell or see the [list of other reporting options](#).

How To Apply



Home > Get Involved

Get Involved

The Policy 6.4 procedures for the resolution of reports against students, which became effective August 1, 2016, include a hearing with a three-member hearing panel of faculty and staff members as well as a non-voting hearing chair. The Policy 6.4 procedures for the resolution of reports against employees, which became effective June 1, 2019, include a faculty or staff co-investigator and a hearing with a three-member hearing panel of faculty and staff members as well as a non-voting hearing chair. Individuals who are willing to serve as co-investigators or on hearing panels are asked to complete a brief application, which is set forth below. We appreciate your candor and time in completing the application, and your willingness to consider this appointment. If you have any questions or need additional information about either the application process or co-investigator/hearing panel responsibilities, please contact Chantelle Cleary, Cornell University Director of Institutional Equity and Title IX Coordinator, at chantelle.cleary@cornell.edu or 607-255-2242.

[Questionnaire for Policy 6.4 Hearing Panel/Co-Investigator Pool Applicants](#)

Learn more about becoming a Co-Investigator and/or Hearing Panel Member [here](#).

While we accept applications on a rolling basis, please submit your application on or before October 15, 2019 to be considered for this semester/academic year.

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[s.com/ife/form/SV_5uQ4ggWTXd74W1](#)



Thank you for your
attention.

Please get in touch with any
questions.

Resolution on Learning-Where- You-Live Courses

Discussion

Professor Lisa Nishii

ILR

Vice Provost for Undergraduate Education

“Learning-Where-You-Live” Courses:

Proposal for a university-level approval process

Vice Provost for Undergraduate Education and The LWYL Review
Committee

Learning-where-you-live (LWYL) courses

- Introduced in 2013 to enhance intellectual content of programming in residential halls without increasing academic stress
- Designed to eliminate formal barriers of traditional classroom:

One credit,
S/U

Small size
($< \sim 15$)

Meet over
dinner

- Foster sense of home and belonging, active participation, and sustained interaction between faculty and students;
- Encourage students to explore topics they might not otherwise study;
- Promote idea that intellectual exchange and exploration are core values of Cornell education.

Examples

- **Seeing Science in Action**

Too often science is taught as a collection of static facts in a book, whereas science professionals think of science as a creative and collaborative process for discovery. In this course, you will learn about and see cutting-edge research in modern laboratories through a program that first brings three different Cornell faculty members to talk about their research, followed by the class spending a day shadowing Ph.D. students and post-docs in each faculty member's lab, and concluding with the class reading a journal paper from each lab. The class will also include discussion of careers in scientific research and the public policies that support and benefit from science.

North Campus. Fall ([BME 1110](#)) 1 credit, Wednesdays, 7:30–9pm, Donlon Faculty-in-Residence apartment. Taught by Chris Schaffer, Biomedical Engineering and Donlon Faculty-in-Residence.

- **Wonder Women**

- Students, faculty members, and invited guests will discuss the art of leadership and how women in leadership roles have managed the opportunities and challenges they have encountered. The sessions, held in the instructors' North Campus faculty-in-residence apartments, will feature prominent women from different professions and walks of life (e.g., politicians, artists, writers, scientists, spiritual leaders, business owners, and entrepreneurs). Speakers will share their stories in an informal way, opening up faculty-facilitated discussions about gender, leadership, accomplishment, work-life balance, and mentorship. These talks may be interspersed with or complemented by reading and discussing parts of recent books about women and leadership.

• North Campus. Fall ([DSOC 1120](#), [ASRC 1120](#), [COMM 1120](#)) 1 credit, Wednesdays, 7:30–8:30pm, North Campus Faculty-in-Residence apartments. Taught by Lori Leonard, Development Sociology and Mews Faculty-in-Residence (FIR); Noliwe Rooks, Africana Studies and Townhouses FIR; and Dawn Schrader, Communication and Court-Kay-Bauer FIR.

Examples

- **Cook Community Engagement: Bridging Self, Community, and World**

- This interdisciplinary course serves as a gateway for engagement in the Alice Cook House community. As such, one of the primary purposes of the class is to introduce and expose you to the varied opportunities for engagement using speakers from the Cornell, Ithaca, and global communities and also across social, environmental, and natural sciences, engineering, arts, and humanities. Spaces (both physical and digital) will be provided for students to engage in informal discussions with Cornell faculty members, other invited speakers, and each other. The goal is to provide a platform for critical thinking and reflection within and beyond the boundaries of one's own discipline(s).

- **West Campus. Fall ([NTRES 4940-Lec 001](#))** 1 credit, Wednesdays, 7–8pm, House Professor-Dean apartment. Taught by Shorna Allred, Natural Resources and Alice Cook House Professor-Dean. This course is targeted at residents of Alice Cook House (including the Language House) on West Campus but is open to anyone.

What students have to say about LWYL*

- My LWYL professor.. .
 - Cares about me as a person (97%)
 - Increased my excitement about learning (99%)
 - Served as a mentor to me (84%)
- Participating in my LWYL course...
 - Helped me feel more a part of Cornell (82%)
 - Made me feel more comfortable about interacting with other faculty (88%)
 - Allowed me to explore a topic I would not have otherwise explored (97%)
- Due to participation in LWYL course, I already have or am likely to choose future classes based on interest and/or curiosity (89%)
- I know my LWYL professor better than any other professors from this year (74%)
- I would recommend the LWYL course to other students (99%)

What's the problem?

- LWYL courses are taught by:
 - Faculty-in-Residence (North) and House Professor Deans (West), as part of their programmatic responsibilities
 - Faculty fellows interested in low-stakes opportunities to engage in innovative pedagogy and formats, explore new ideas, team-teach across disciplines
- Yet...
 - Courses are reviewed and approved by faculty members' home college and given departmental course codes even though content differs widely from subject matter of the departments; misalignment is confusing for faculty and their departments
 - - Becoming POWERFUL: Providing Opportunities for Women's Empowerment and Resilience for Upskilled Leadership (CHEME 4900)
 - Fascinating Figures (ENGRG 1305)
 - Bridging Difference (MUSIC 1503)
 - The Pursuit of Excellence and Well-Being (simultaneously!) (CRP 3899-103)

Proposed Solution

- To decrease administrative impediments for faculty and increase visibility of courses to students, create a university-wide process:
 - University-wide curriculum committee to review and approve proposed LWYL courses (composed of faculty who have/have not taught LWYL courses, an academic associate dean, Carpenter or Weiss award recipient, OVPUE)
 - Shared university-wide subject code (e.g., UNI-LWYL)
- Departments/colleges would maintain authority over whether to give faculty teaching credit for LWYL courses
- It would be up to faculty and their departments whether to cross-list a UNI-LWYL course with the department (subject to college curriculum review)

Quorum?

Consent Items

September Meeting Minutes

Resolution on Student Accommodations

Discussion & Vote

Charles Van Loan
Dean of Faculty

History

Presented at Sept 18 Senate.

Small but important modifications made based on discussion and online postings.

The Resolution

Whereas the Code of Academic Integrity specifies that “during in-class examinations no student may use, give, or receive any assistance or information not given in the examination or by the proctor.”

Whereas instructors, proctors, and exam-takers have a responsibility to prevent exam-related Code violations,

Be it resolved that **unless the instructor or Student Disability Services grants an explicit exception**, students may not handle or access a cell phone or electronic device at any time during an exam. This includes smart watches, smart clothing, fitness bands, earpieces, or any device that has a recording, internet, or communication capability.

Changes based on feedback marked in red.

The Resolution (Cont'd)

Be it further resolved that during an exam all such devices shall be turned off or disabled and placed out of sight if so requested by the proctor;

Be it further resolved that ~~all ordinary~~ watches **provided by the student** shall be placed out of sight if so requested by the proctor and there is wall clock (or equivalent);

Be it further resolved that the use of ~~ordinary~~ writing instruments **provided by the student** can be disallowed if alternative writing instruments are supplied by the proctor.

Changes based on feedback marked in red.

Possible Follow-Up

There was discussion about having an honor code and whether it might be more productive to investigate the root causes of cheating.

Please step forward if you would like to lead an effort in this direction.

Honor Code Examples: [Brown](#), [Princeton](#), [Stanford](#)

Opposing View: [Why Colleges Should Ditch Honor Codes](#) (*Washington Post*, 2015)

Arms Race: [TurnItIn](#), [Proctorio](#)

Call For a Vote

I support the proposed resolution on [Preventing Device-Enabled Cheating on Exams.](#)

Yes _____

No _____

Abstain _____

Resolution on Student Accommodations

Discussion and Vote

Charles Van Loan
Dean of Faculty

History

Sept 2018 Senate discussion

Developed over 2018-19.

Resolution posted May2019

Further fine tuning of Summer

Online commenting in September.

What's the Problem?

The Faculty Handbook has some language about [religious observance accommodations](#).

It says little or nothing about [other accommodations](#), e.g., disabilities, varsity athletics, job interviews, family emergencies, medical emergencies, extracurricular activities, etc.

Things are generally working, but the number of negative accommodation stories that come my way signals a need for more work on this topic.

Practical guidelines and clarity are necessary to reduce angst and confusion...

The Resolution

If approved then what the Faculty Handbook says about student accommodations will be replaced with this [single comprehensive section](#) that offers examples and covers:

[Disabilities](#)

[Religious Observance](#)

[Title IX-Related Accommodations](#)

[Varsity Athletics](#)

[Medical Accommodations](#)

[Military Service Accommodations](#)

[Variety of Other Situations](#)

Remaining Concerns

Some faculty are feeling overwhelmed by the increasing number of requests. We have to address this issue. We have to “accommodate the accommodators”. Testing center? Proctor support?

A well-functioning accommodation scene depends on trust. This has to be stressed.

Call For a Vote

I support the proposed [Faculty Handbook section](#) on Student Accommodations.

Yes _____

No _____

Abstain _____

Resolution on Grade Change Policy

Discussion

Professor Richard Bense
Government

Resolution on Changes in Grading Policy

Whereas the University has been changing course grades without notifying the instructor of record and, thus, without the consent of the instructor,

Whereas this change in grading policy was initiated without the knowledge of the Faculty Senate,

Whereas faculty determination of course grades is a fundamental right of the faculty as stated in the Faculty Handbook,

Whereas grading policy is a fundamental part of the educational policy of the University,

Whereas all changes in educational policy must come before the Faculty Senate before they are instituted by the University,

Resolved, that the University suspend the policy of changing course grades without the consent of the instructor until the Faculty Senate has been consulted and has approved any changes in the grading policy.

Justification for the Resolution

- **Like all changes involving the educational practices of the University, any policy that permits grade changes without the consent of the instructor must be discussed in and approved by the Faculty Senate.**
- **The administrative protocols allowing for changes in grades were instituted in secret and evidently continue to be in operation.**
- **Dean Van Loan said in his synopsis relaying the outcome of voting in May, “this is the best we can do at this time.” However, it is not the best we can do now in October.**
- **By suspending the protocols, we wish to (a) compel the University to describe the new grading policy in order to (b) permit the Faculty Senate to deliberate and vote on the design of that policy.**

President Pollack's Email Reply

- Thanks for your message. Regarding the resolution on grade change protocols passed by the Faculty Senate last spring, if you think the content of the resolution or the way it was presented was flawed, then you should act on your concerns through the Senate.
(President Pollack)