

Online Faculty Senate

Feb 10, 2021

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

Captioning is available on this zoom; available at 'more' in the zoom menu

Announcements

C. Van Loan

Academic Freedom Statement

The text that we approved was presented to the Committee on Academic Affairs Jan 28 at the last Trustees meeting.

It will go to the full Board at the next meeting, around March 19.

Cornell-Based Podcasts

We think it is time to review this important means of communication and how it relates to academic life.

In particular, how should we advise and support students and faculty who are thinking about hosting a podcast that relates to their academic work?

Step 1: What does the podcast landscape at Cornell currently look like?

Cornell-Based Podcasts

Podcast	Host/Cohost
American Capitalism: A History	Louis Hyman
Antiquitas	Barry Strauss
CALS	PRO-DAIRY
Cornell East Asia Conversations	East Asia Program
Cornell Policy Review	Cornell Institute for Public Affairs
Dark Laboratory	Tao Leigh Goff & Jeffrey Palmer
Down to Earth	Danielle Eiseman
Excelsior	Candace Limper
Food MicroMinutes	Food Science Graduate Students
Fresh from the Hill	Alumni Life

Cornell-Based Podcasts

Podcast	Host/Cohost
Gatty Lecture Rewind	Southeast Asia Program
Good Code	Cornell Tech
History of E-commerce	Louis Hyman
Humanities Pod	Society for the Humanities
"I" Statements	Intergroup Dialog Project
Immune	Cindy Leifer
Inclusive Excellence	Office of Diversity and Inclusion
Joy of X	Steve Strogatz
Present Value	S.C. Johnson College of Business Students
Radio CIAMS	Institute of Archeology and Material Studies

Cornell-Based Podcasts

Podcast	Host/Cohost
Science Blender	Chemical and Biomolecular Engineering
Speaking of Language	Language Resource Center
Teach Better	Douglas McKee
Ufahamu Africa	Rachel Reidl
Very Bad Wizards	David Pizarro
What Makes Us Human?	College of Arts and Sciences
Work!	ILR
Workanda	Office of Workforce Recruitment and Retention
1869	Cornell University Press

**Panel Discussion on Frederick Douglass in
2021: Lessons for our Current Moment**
Thursday (2/11) 4:30-5:30

Born enslaved, Frederick Douglass emancipated himself at the age twenty and quickly became one of the preeminent intellectuals and activists of the nineteenth century. Although he never knew his birthdate, he chose to celebrate every year on February 14th.

Together with libraries and digital scholarship centers around the country, we celebrate this date as a moment for creating and preserving Black history together.

[Register](#)

Feb 24 Meeting

Update from the pandemic modeling team. (Professor Peter Frazier)

Presentation of a protocol to handle threatening communications that target faculty. (Professor Steve Jackson)

Discussion of Antiracism Proposals

Sense of Senate Vote on Establishing an Admissions Advisory Group

[Details](#)

Membership Details

1. Four faculty serving staggered 2-year terms who will meet twice a semester with the Vice Provost for Enrollment and College Admissions Officers.
2. Representation
 - 1 member from CAS
 - 1 member from a contract college (ILR, CHE, or CALS)
 - 1 member from a small college (not CAS, CALS, or COE)

Charge

AAG members will not take responsibility for directing admissions.

Their job is to maximize the two-way flow of ideas and proposals between the Senate and the VPE group. Timely statistics will have an important role to play both in terms of planning and accountability.

Standardized tests, legacy admissions, and first generation outreach are obvious issues that need to be tracked.

Essay question design, the role of AP scores and extracurricular activity in admissions, and how applicants are steered towards the “right” college are also topics worthy of discussion.

Discussion

Vote Via Chat

I support the establishment of the Admissions Advisory Group as described [here](#).

Yes

No

Abstain

Sense of Senate Vote

Dual Degree Program Offered by the
School of Hotel Administration
and the Guanghua School of Management at
Peking University

Approved by the Committee on Academic Programs and Policy

[Details](#)

Some Details

- SHA currently offers a Masters in Management in Hospitality (MMH). They will provide the “MMH half” of the dual degree.
- Guanghua School of Management (GSM) at Peking University (PKU) will provide the “MBA half” of the dual degree.
- About 60 students/year. The GSM is a top school so selection from that pool will be very high quality.
- Students in the proposed program will be taught separately from students in the existing MMH program.
- The set-up is comparable to a program that currently exists between the Johnson School and Tsinghua University.

Discussion

Vote Via Chat

I support the establishment of the SHA-Guanghua School of Management Dual Degree program described [here](#).

Yes

No

Abstain

Major Revision of Policy 1.2 (Academic Misconduct)

We are set up for feedback [here](#) with side-by-side comparisons of current text and proposed text.

[Complete Current Policy](#)

[Complete Proposed Policy](#)

[Quick Overview](#)

Proposed Research Integrity Policy 1.2
Compared to
Current Academic Misconduct Policy 1.2

Mark Hurwitz
Chief Research Compliance Officer

Major Improvements

- More fully aligned with federal requirements
- Replaces broad definition of “Academic Misconduct” with “Research Related Misconduct” to more clearly limit policy scope.
- Aligns with Weill Cornell Medicine policy, providing similar standards and procedures for the increasing number of collaborate across campuses
- Reduced DoF workload to avoid delays while maintaining oversight, process managed by Research Integrity Officer (RIO)
- Specific confidentiality clauses improve mechanisms for confidentiality

Alignment with Federal Regulations

- Research Misconduct Policy is required by Federal Regulations
 - OSTP - Requires federal sponsors to have policies conforming to 65 FR 76260.
 - PHS, NSF, and USDA policies are all similar.
 - PHS policy is the most detailed.
- New Research Integrity Policy 1.2 is better aligned:
 - Roles and responsibilities of researchers are clarified to reduce possibility of misconduct and large financial penalties
 - Preliminary Assessment Stage avoids nonspecific allegations and determines whether alleged misconduct is under Policy 1.2 or other Cornell policies.
 - More easily understood process clearly defines roles and responsibilities for conducting cases, determining sanctions and conducting appeals.

Research, Academic, and Research Related Misconduct

- Research Misconduct is defined in all Federal Regulations as FFP:
 - **Fabrication:** making up data or results and recording or reporting them.
 - **Falsification:** manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record
 - **Plagiarism:** the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.
- “Academic Misconduct” is defined in Policy 1.2 broadly as:
 - “Any act that violates the standards of integrity in the conduct of scholarly and scientific research and communication.”
- “Research Related Misconduct” is non FFP Academic Misconduct except:
 - Allegations are investigated under other Cornell policies, such as IACUC and IRB policies, where such policies apply.

Misconduct is Intentional

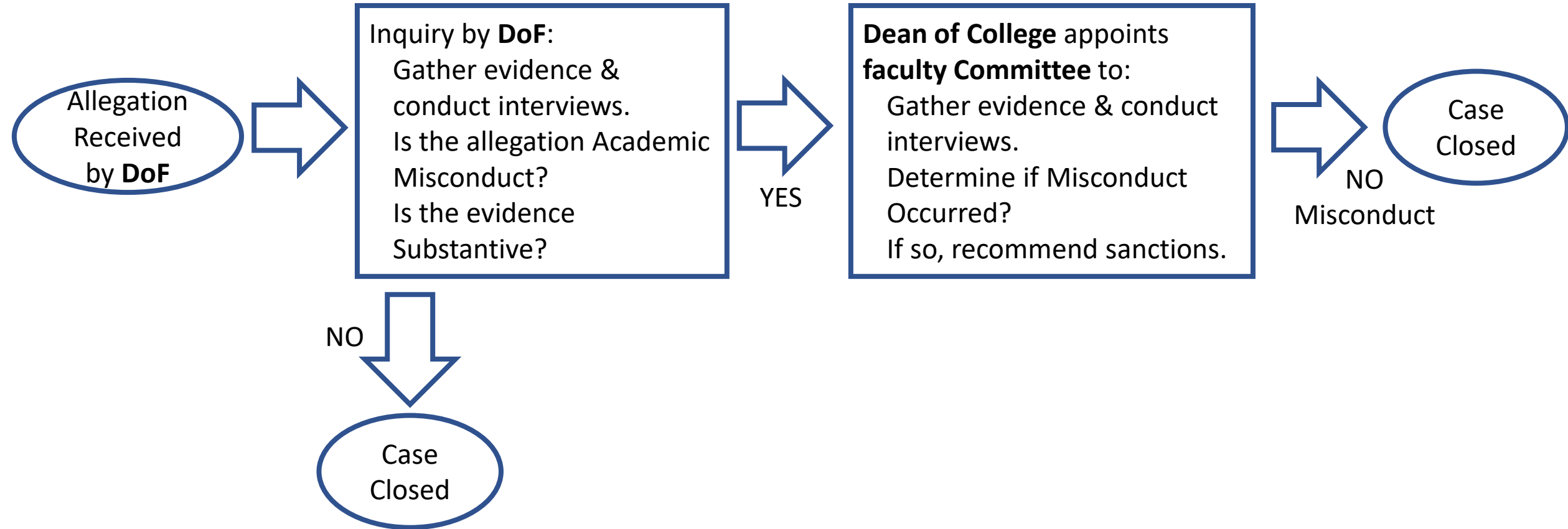
- A finding of misconduct requires that:
 - There be a significant departure from accepted practices of the relevant research community; and
 - The misconduct be committed intentionally, or knowingly, or recklessly; and
 - The allegations be proven by a preponderance of the evidence.
- Misconduct does not include unintentional error or honest differences in interpretations or judgements of data.

Fairness and Confidentiality Requirements:

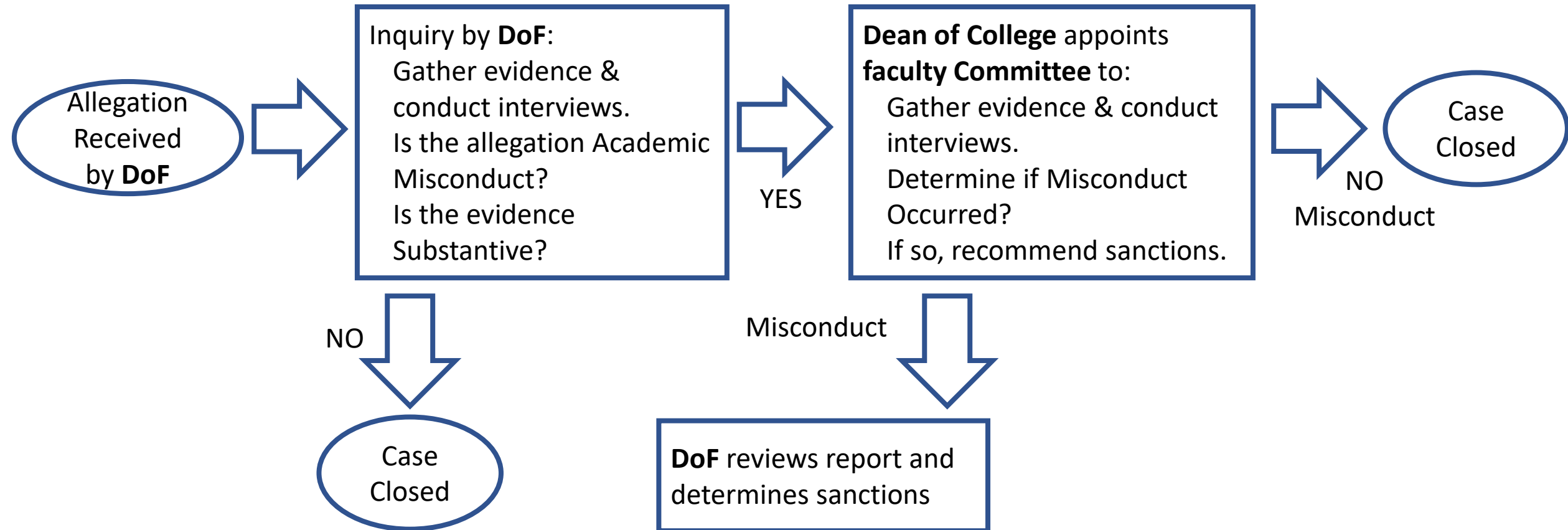
- **Safeguards for complainants** give individuals the confidence that they can bring allegations made in good faith without suffering retribution.
- **Safeguards for respondents** give individuals the confidence that their rights are protected and that the mere filing of an allegation will not be the basis for adverse action.
- **Reasonable time limits** provide the confidence that the process will be well managed.
- **Knowledge about the identity of respondents, complaints, and human research subjects, is limited to those who need to know.**

Main Differences between Academic Misconduct and Research Integrity Processes

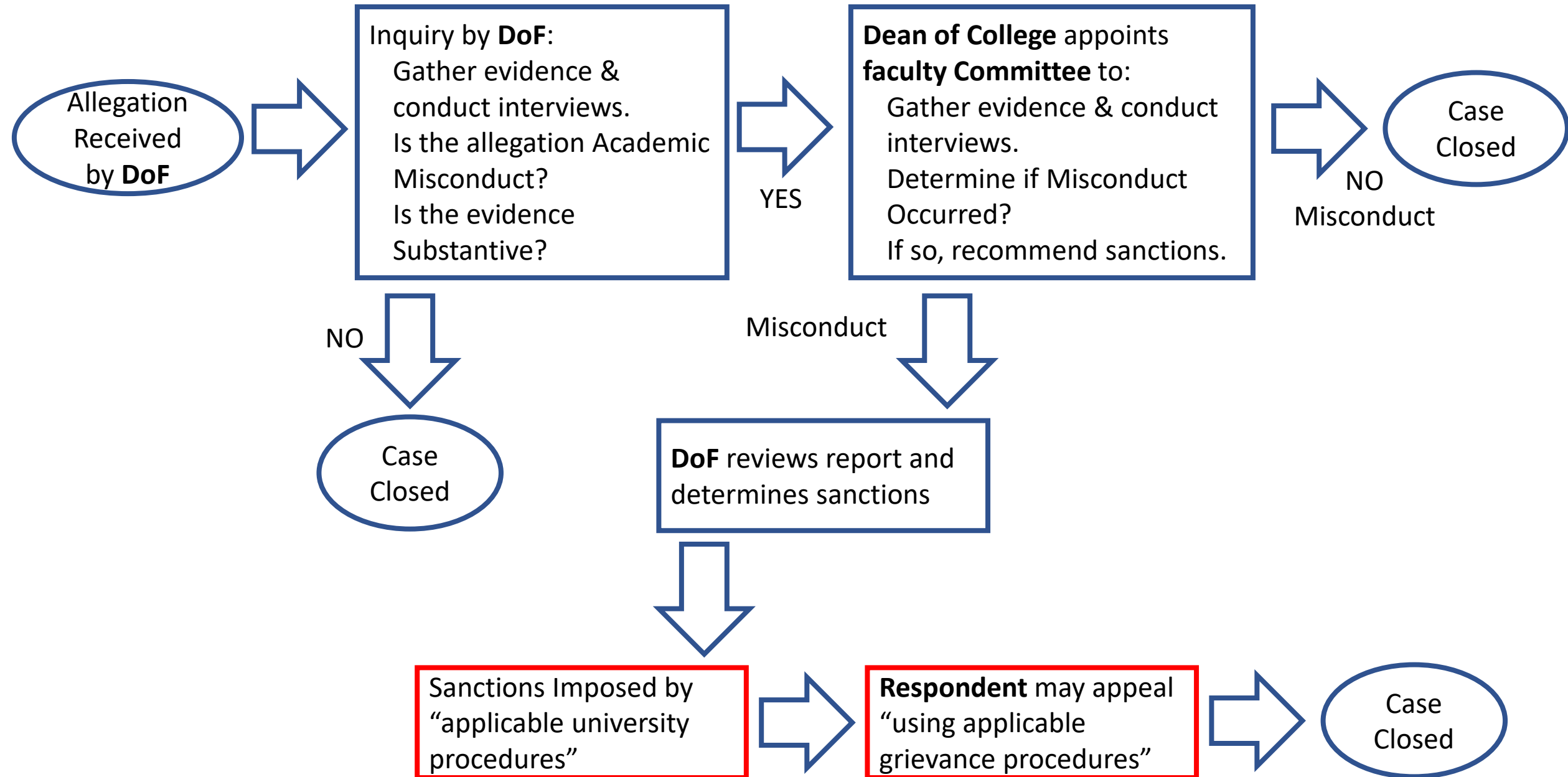
Academic Misconduct Process (Current Policy 1.2)



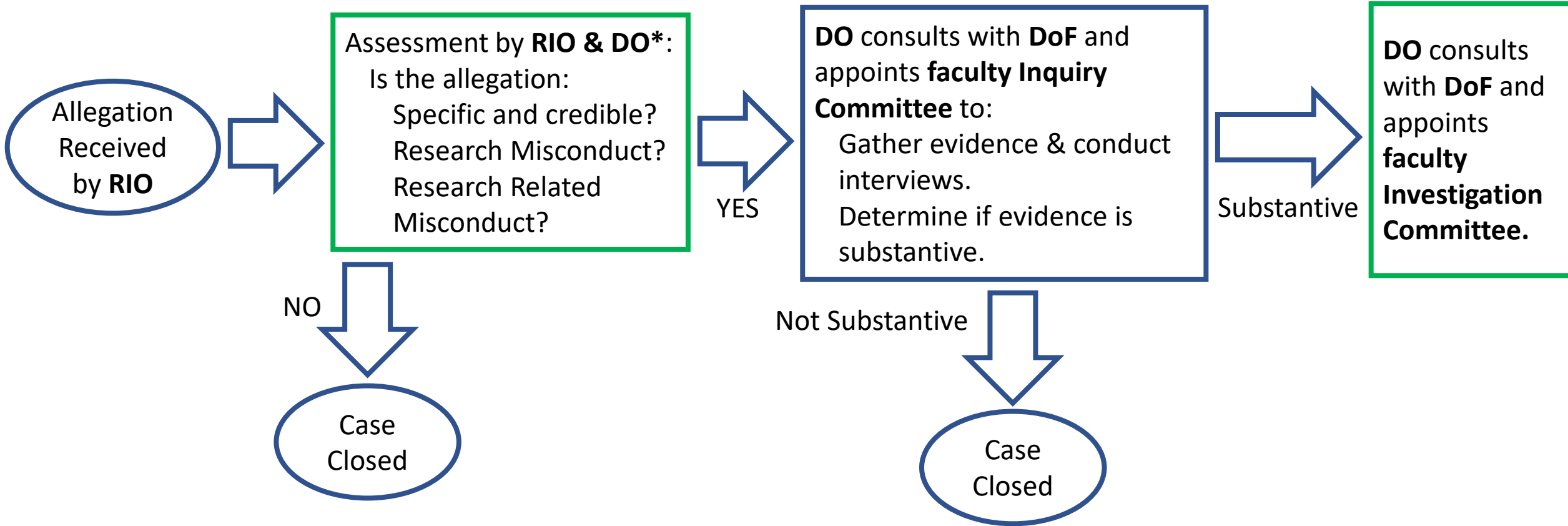
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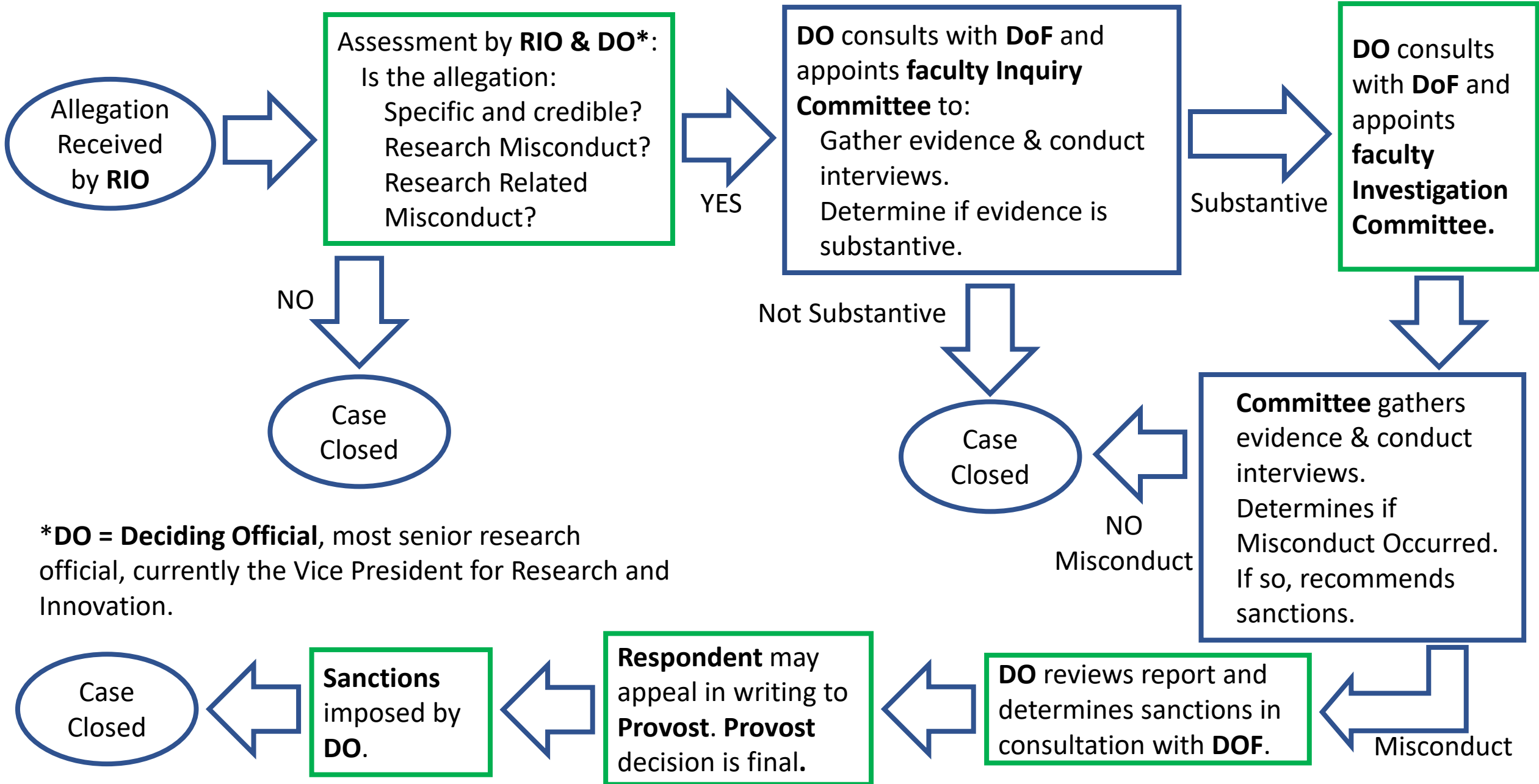


New Research Integrity Process



***DO = Deciding Official**, most senior research official, currently the Vice President for Research and Innovation.

New Research Integrity Process



Questions?

The Tenure Track Project

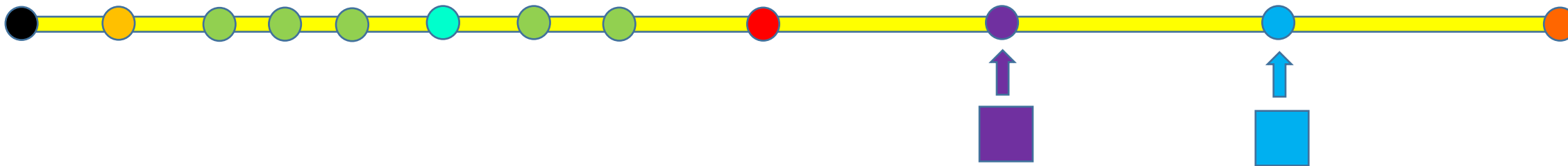
Committee on Academic Freedom and the Professional Status of
the Faculty

The Office of the Provost

Deans and Chairs

General Counsel and the Office of Human Resources are Also Involved

The Tenure Track Project



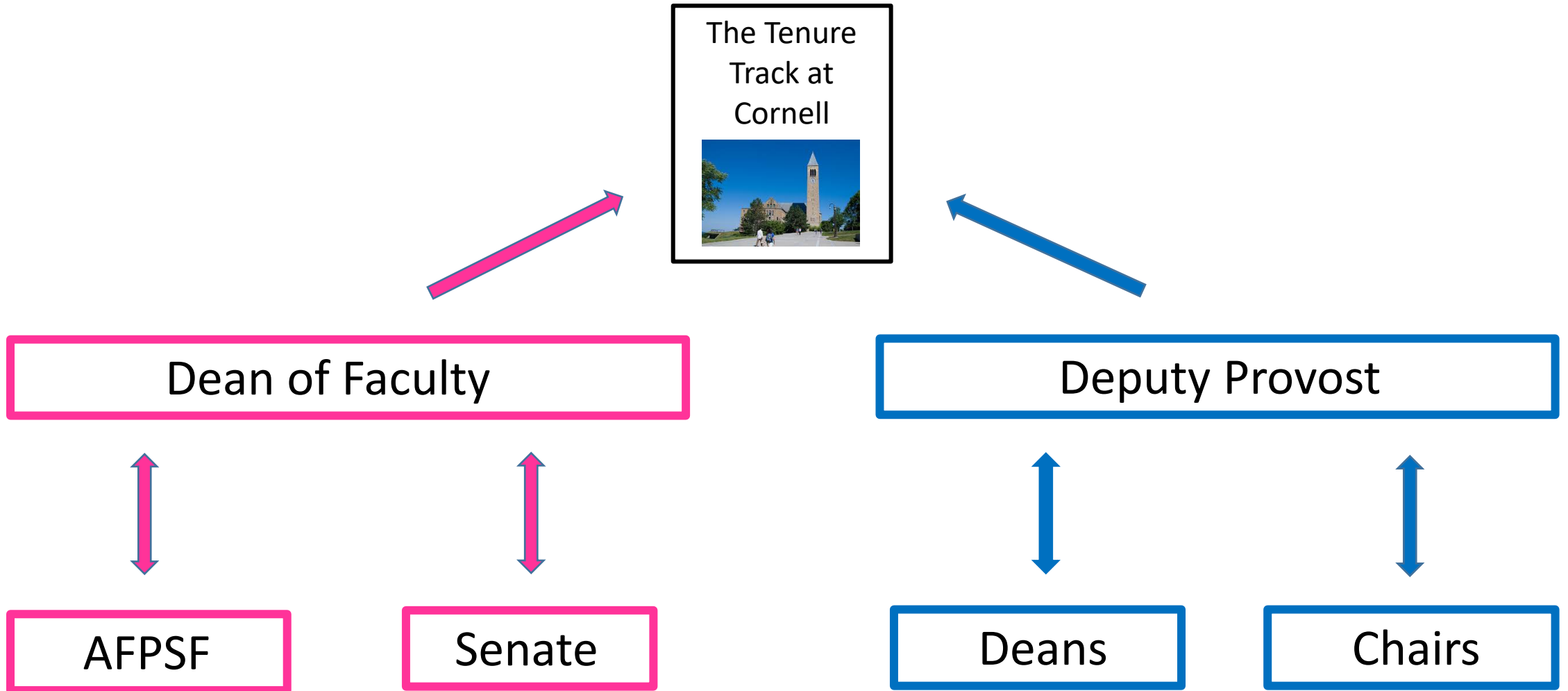
- Recruitment
- Orientation
- Annual Review
- Department Three-Year Review
- Department Review
- College & Ad Hoc Committee Review
- Provost & FACTA Review
- Trustee Approval

Let's look at all the protocols and procedures and bring them to a new level of clarity and consistency.

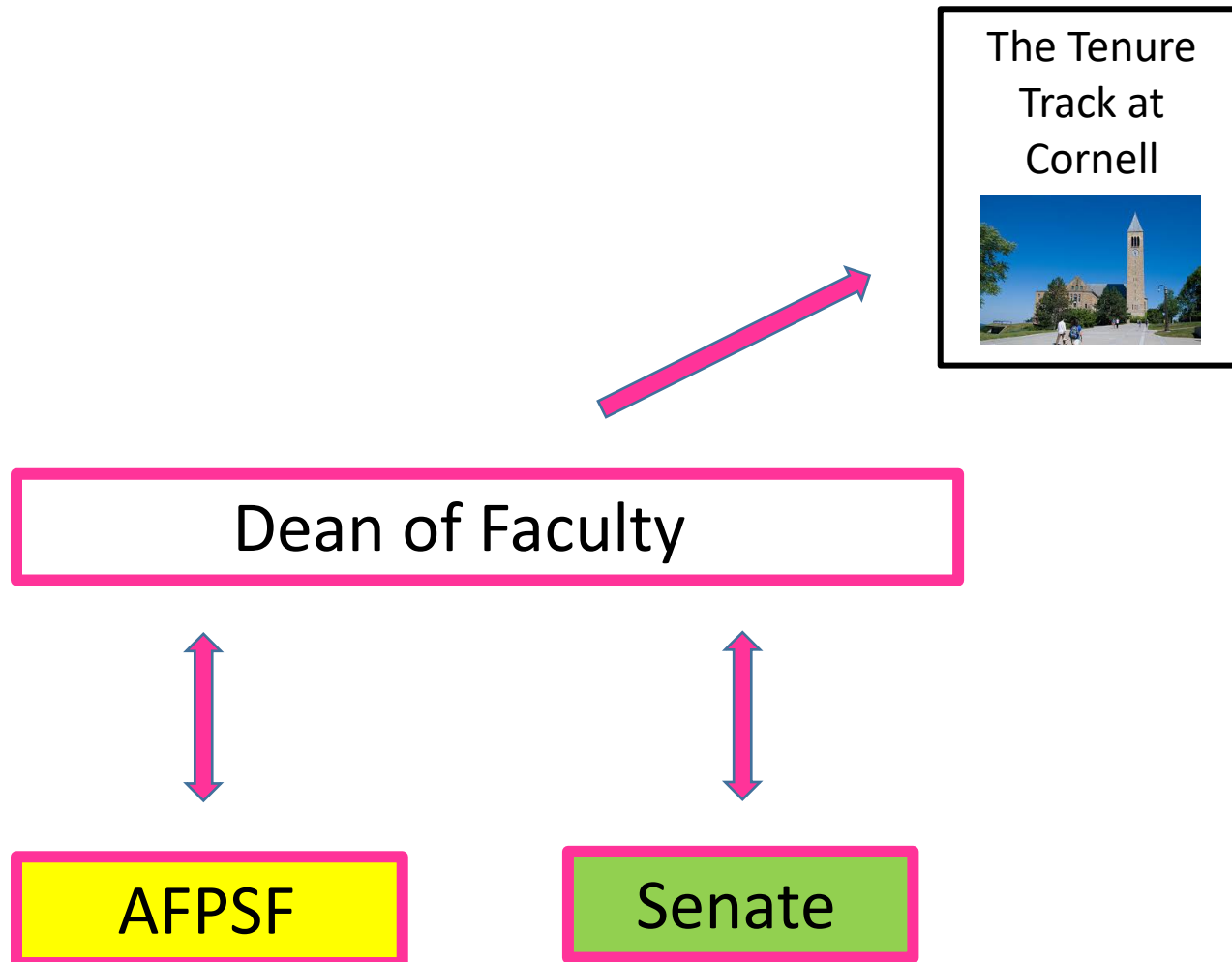
Reasons:

- minimize candidate angst
- minimize chair angst
- set the stage for the reform of how we handle appeals.

Ownership of the TT is Shared & Decentralized



It's Time for a Handoff: AFPSF → Senate



The Committee on Academic Freedom and the Professional Status of the Faculty (AFPSF) reviewed every process along the tenure track with an eye towards greater clarity, transparency, and effectiveness.

The Senate must now weigh in on the AFPSF recommendations. Many of those recommendations are no-brainers. Others will prompt debate.

The AFPSF Recommendations are Framed in an 8-Part FAQ

<u>A</u>	Recruitment
<u>B</u>	The Probationary Period
<u>C</u>	Launching the Tenure Review
<u>D</u>	External Reviewer Selection
<u>E</u>	Letters from Students on Teaching and Advising
<u>F</u>	Department-Level Deliberations
<u>G</u>	College-Level Deliberations
<u>H</u>	University-Level Deliberations

The FAQ format promotes focused discussion. When we are all done it can be easily reshaped into an improved, easy-to-use document for chairs and candidates.

Let's Take a Look

<u>A</u>	Recruitment
<u>B</u>	The Probationary Period
<u>C</u>	Launching the Tenure Review
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C. Launching the Tenure Review

<u>C1</u>	When is a tenure review normally initiated?
<u>C2</u>	What about staging an early review?
<u>C3</u>	What about delaying the review?
<u>C4</u>	What about discouraging the review?
<u>C5</u>	What should the CV look like?
<u>C6</u>	What are the attributes of a good research statement?
<u>C7</u>	What are the attributes of a good teaching statement?
<u>C8</u>	What are the attributes of a good extension statement?
<u>C9</u>	How should service contributions be documented?
<u>C10</u>	How should a commitment to diversity and inclusion be expressed?
<u>C11</u>	What about updating the dossier after the review has been launched?

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C6. What Are Some Guidelines for Writing a Good Research Statement?

The basic idea is to write in plain English showing that your work has direction and that you have thought about its connection to the “big picture” in your field. That is, you should

- write for non-experts.
- highlight your most important work and its relationship to the major research themes in your field.
- tell a story that reveals a positive trajectory and which makes “future plans” plausible.
- Sometimes there is merit in discussing unfunded proposals.

The Faculty Handbook Frequently Does Not Provide Enough Detail

E.g.

For this purpose, and with the assistance of the candidate, a complete vita and list of publications are assembled, together with copies of the most relevant of the publications. **Typically the candidate is asked to submit statements of goals and achievements in research,** teaching, advising and extension/service...

Sometimes the college docs compensate for this and sometimes they do not.

Qualtrics

Qualtrics Surveys for feedback have been set up in a way that respects your busy schedule.

One survey for each of the eight sections.

One “yes/no” question together with a comment box per FAQ question.

C6. What are some guidelines for writing a good research statement?

The basic idea is to write in plain English and show that your work has direction and that you have thought about its connection to the “big picture” in your field. That is, you should:

1. Write for the general academic reader rather than simply the experts in your precise field.
2. Highlight your most important work and its connection to the major research themes in your field.
3. Tell a story that reveals a positive trajectory and which makes “future plans” plausible.

Sometimes there is merit in discussing unfunded proposals.

Do you support the inclusion of this advice in the Faculty Handbook?

- Yes
 No

Comments:

What's "Left to the Colleges" Is Tricky

Laissez-Faire

The TT faculty in the department are required to vote on the case.
(Leaves details to the colleges and departments)

Prescriptive

The TT faculty in the department are required to vote on the case
by secret ballot and the tally must be shared with the voters.
(Leaves fewer details to the colleges and departments)

Department-College-University: Choosing the Right Level of Decentralization

For a given TT protocol or procedure, should the University show up with **Rules** or **Bully Pulpit** or **Best Practices** or **Nothing**?

How do we approach this 4-way dilemma?

Some “Prescriptive” AFPSF Recommendations

Where we might want University-level Rules:

1. The External Reviewer Selection Process ([D8](#))
2. The No-contact list ([D10](#))
3. The Visibility of the Chair’s Summation Letter to Dean ([F12](#))

Another “Prescriptive” Recommendation

Each College should be required to put their tenure procedures on line with unrestricted visibility.

- 1. It helps demystify the process.** Why hide what is arguably our most important set of procedures?
- 2. It promotes best practices across the colleges.** Make it easy for one college to see how things are done in another college.
- 3. It minimizes the chance for procedural missteps.** Chairs are busy and need to be surrounded by colleagues and staff who have unrestricted/easy access to the rules.

4. **It guarantees that all the players are on the same page for a particular process.** The “online version” is synonymous with “current version”.
5. **It fosters clarity.** The document-writers know that they are not just writing for a small experienced group of policy-savvy individuals.

Process

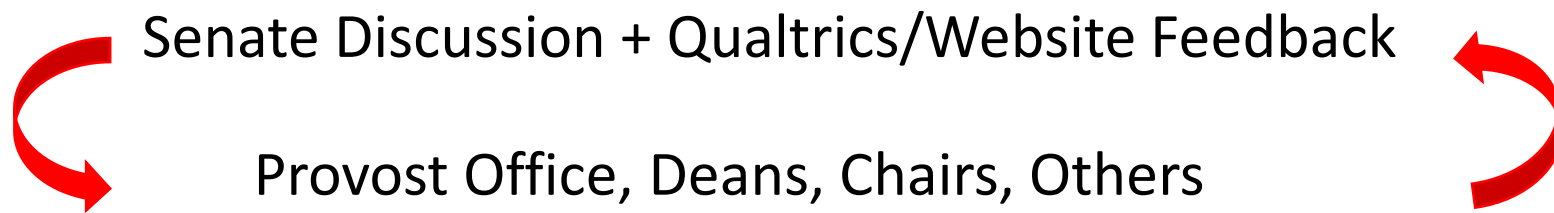
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Senate Presentation Timetable

Feb 10	A,B,C
Feb 24	D,E
Mar 17	F,G,H

Presentation = Overview plus focus on the harder issues. Enough to launch informed debate.

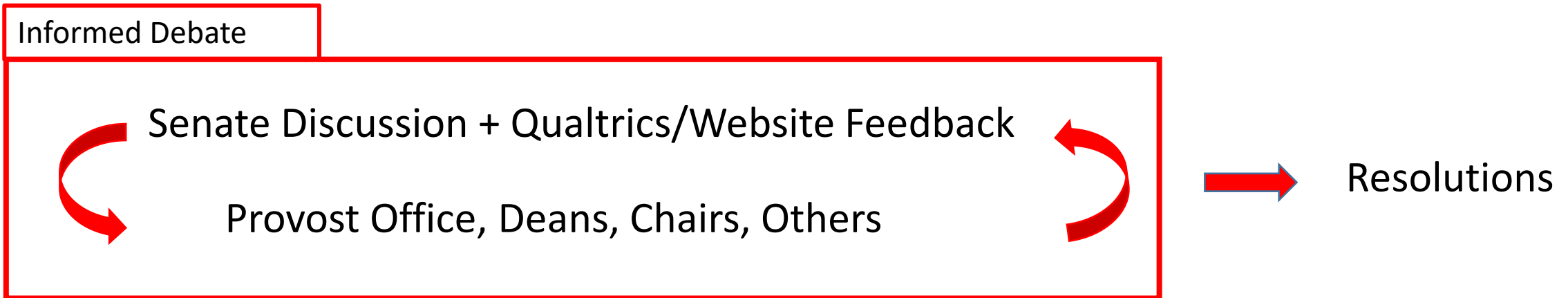
Informed Debate



Resolutions

Proposed Revisions of the Various Appeals Processes Will Come Later

There are three appeal venues: Not to reappoint after three years. Not to initiate the tenure review. Not to grant tenure. The AFPSF will work with the Provost Office and others to produce revisions for Senate consideration. Sometime in late March. Same approach to informed debate.



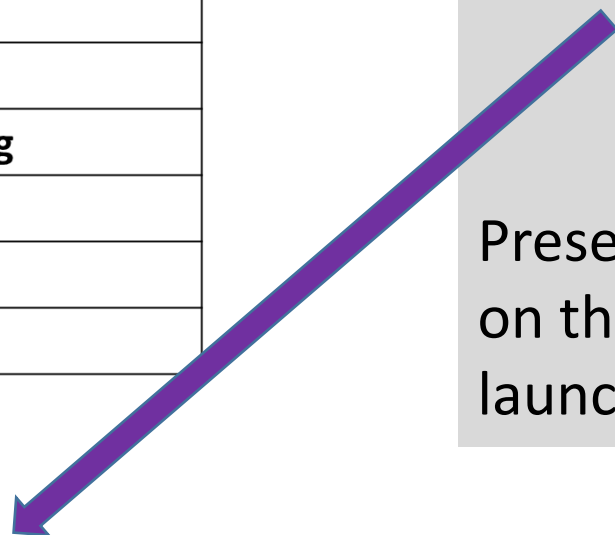
Let's Get Started

<u>A</u>	Recruitment
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Let's take a quick look at

- B7** Should the conversations between mentor and mentee be private?
- B9** How should they [annual reviews] be structured?
- C4** What about discouraging or denying a review?
- C10** How should a commitment to diversity and inclusion be expressed?

Examples from FAQ Sections A,B, and C

B7. Should the conversations between mentor and mentee be private?

On the one hand, a commitment to privacy promotes forthright discussion. On the other hand, the unrestricted sharing of mentee concerns can create more problems. To strike the right balance any attempt to engage with others on behalf of the mentee must be done carefully and **with the mentee's consent**.

Examples from FAQ Sections A,B, and C

B9. How should they [annual reviews] be structured?

Whatever the chosen format and level of detail, the process must be respectful of both the candidate's time and the chair's time. In general, it should have these components:

- Candidate responds to set questions in writing or online.
- Chair (or equivalent) and candidate discuss the candidate's written synopsis.
- Chair (or equivalent) provides written feedback.
- Candidate can provide written comments on Chair's feedback.

All documents associated with the annual review become part of the dossier.

Examples from FAQ Sections A,B, and C

C4. What about discouraging or denying a review?

If they are properly executed, then the collection of annual reviews including the one just prior to the tenure review launch should provide the candidate with some information about the chance for promotion. However, it should always be remembered that the pool of external review letters may lead to an upwards revision of tenured faculty thinking about the candidate's research. Thus, when talking to the candidate about "chances" the chair must be careful not to communicate a level of pessimism that is unsubstantiated. It is expected that the chair will consult with the tenured faculty prior to having the pre-launch discussion with the candidate.

Examples from FAQ Sections A,B, and C

C10. How should a commitment to diversity and inclusion be expressed?

Candidates should use (as appropriate) their statements on research, teaching/extension, and service to describe activities and accomplishments that reflect a commitment to diversity and inclusion. The [Office of Faculty Development and Diversity](#) has assembled a list of sample activities that is available through this [advice webpage](#) that is provided to faculty candidates. Note that applicants for faculty positions are required to submit a [Statement on Contributions to Diversity, Equity and Inclusion](#) .

Alternatively, the candidate should be allowed to include in the dossier a free standing statement on diversity and inclusion if they think that is the best way to communicate their accomplishments.