

16:19:28 From David Lee to Everyone:

Many of the questions regarding the proposed Part-time Degree program arise on the "supply" side -- curriculum, teaching, etc. The committee primarily addressed the first-order "demand-side" questions: is there a market for such a degree program? What does the market look like? is such a degree consistent with Cornell's history and legacy? Do we have a comparative advantage in offering such a program? The report suggests "yes" to all these questions. Still many important matters to resolve: financial viability, tuition and financial aid, curriculum, teaching, etc. etc.

16:21:25 From Nancy Pollak to Everyone:

If the standard course in this program is 7 weeks, perhaps some 15-week courses could be hybrids: open to part-time students who are able to attend for a full semester, even if online.

16:24:45 From Paul Ginsparg to Everyone:

Regarding the remote aspect of the part-time degree program, it would be preferable if it followed a systematic assessment of the efficacy of remote-only participation. Surveys on our campus last year suggested that students were significantly less satisfied with on-line only classes, were less connected to the material, and probably don't maintain it as well. (We are already seeing the lingering effects of this from high school experiences of our current Freshman class, and will likely continue to do so for the next few years.) So we need to ask if we're really doing the right thing for potential students in such a program.

16:25:15 From Michael Kotlikoff to Everyone:

Agreed, David. The notion was that it would be premature to do the significant work to establish a full plan that includes tuition, personnel, student makeup, financial aid, market analysis, etc. without understanding the degree to which faculty consider this valuable to pursue.

16:25:39 From Abby Cohn to Everyone:

How would honors theses be recognized under the new proposal?

16:26:20 From Lisa Nishii to Everyone:

@Abby: that would be up to the individual colleges.

16:26:21 From Michael Kotlikoff to Everyone:

Thanks, Nancy. I do think that the committee has also raised that possibility.

16:27:01 From Ashleigh Newman to Everyone:

I wonder if there has been a consideration of this part-time online undergraduate degree being under a unique institution name (that incorporates Cornell), so that it is somehow differentiated from that of a Bachelor's degree obtained under the traditional, full-time, timeline. For example, being from Maryland, I know of University Maryland University College (or I believe is now called University of Maryland Global Campus).

16:29:05 From Kimberly Kopko to Everyone:

This question may be too early in the process but will admission criteria for the Part-time Degree Program mirror the undergraduate full-time program requirements?

16:36:06 From David Lee to Everyone:

@Ashleigh--good point. The question of an alternative degree designation should be explored further. Some of our peers - Harvard, NYU, Penn - do just this.

16:36:37 From mary katzenstein to Everyone:

I'm also very concerned with Courtney and Melissa about the effect of the proposal on the writing of honors theses (in Government).

16:37:37 From Ashleigh Newman to Everyone:

@David - Thank you. I think this would be important to incorporate.

16:38:12 From David Lee to Everyone:

@Kimberly. This should be explored by an Implementation Committee, but I think the consensus so far is that the criteria would be essentially similar but would give added emphasis to diversity of life experience (work, military, etc.).

16:39:33 From Beth Milles to Everyone:

I am in agreement with Courtney and Melissa. I feel this will hurt students who would excel and grow in a thesis press nurtured by a smaller group research project with a committee chair and perhaps one other- in a thesis— going the decision making and the award to an larger group-or the entire the department would then select the level of honors.

16:40:32 From Kimberly Kopko to Everyone:

Thank you @David. I also recognize @Ashleigh's comment re: an alternative degree designation, similar to our peer institutions.

16:41:11 From Kathryn Caggiano to Everyone:

While I like the notion of reducing the disparity across colleges, I am concerned that this proposal will not prevent students from being grade obsessed. Quite the opposite. By making the criteria relative, you change the competitive landscape by incentivizing students to compete with each other as opposed to an absolute metric bar.

16:41:16 From Charles Walcott to Everyone:

I completely support Mellissa Hines comments about honors and the research thesis. I think that grades speak for themselves, but originality in research is what should lead to Latin honors.

16:42:14 From Durba Ghosh to Everyone:

re: the honors designation -- I agree with smoothing out the distinctions across colleges and the cross-college majors. I would also like to diminish the emphasis on grades. I'm not sure that a proposal

to grant honors on the basis of grades takes away the student obsession with grades and judging by percentiles means that students will be hoping their colleagues do less well so that they can succeed.

16:45:05 From Oren Falk to Everyone:

very much in agreement w/ Melissa, Courtney, and Laurent. The proposal rewards those units of the university that are overly generous w/ Honours at present. It disincentivises students from engaging in depth w/ original research in their Major. And, rather than weaken the link btw numerical grades & recognition, it hinges Honours solely on grade performance.

16:45:32 From Harold Hodes to Everyone:

The standards in different colleges are different -- both for admission, and when it comes to grading! It is not clear to me that uniformization for honors is a good idea. (Granted, at some colleges it seems that the honors system is defective; but that matter should be pursued at the college level.) In the CAS honors is a part of the major programs, and serves an academic purpose. I would not favor changing that!

16:51:29 From Ruth Collins to Everyone:

Very informative presentation. Thank you to Gary Koretzky and the team for all the efforts and attention to detail in protecting the community and minimizing disruption to education.

16:52:25 From Carole Boyce Davies to Everyone:

Have a prior appointment on a Zoom at Syracuse University so will have to leave meeting now.

17:07:02 From Landon Schnabel to Everyone:

We need to be mindful of things besides mortality and the extent to which vaccines protect against those things. Long covid is a serious problem. My spouse got sick the first week of March 2020 when we were living in the Bay Area and never got better, is now chronically ill, unable to work, and needs regular caregiving. The point raised about accommodations for people teaching is important and we need to be careful about public health practices to avoid not only death but also infection that could lead to ongoing health problems. I taught a 300 student class with regular cases this semester while needing to care for a now immunocompromised family member who needs care that is not available locally. I eventually had to make the course hybrid for quarantined students but had no option to avoid being in person myself with hundreds of students and had to schedule out of town medical care and testing for my spouse during breaks in the academic calendar.

17:10:34 From Mary Jo Dudley to Everyone:

@landon. This is an extremely important point. Long haul COVID is a very real concerns.