Online Faculty Senate

September 9, 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.

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

Announcements

C. Van Loan

2020-21 New Committee Members

Academic Freedom and Professional Status of the Faculty (AFPSF)
Ellen Gainor – 2023 – Performing & Media Arts – CAS
Ritchie Patterson – 2023 – Physics – CAS
Michael Scanlon – 2023 – Plant Science – CALS
Riche Richardson – 2023 – Africana Studies – CAS
Tracy Stokol – 2023 – Pop. Med. & Diagnostic Sciences – CVM
R. Bruce Van Dover – 2023 – Materials Sci. & Eng. – COE

Academic Programs and Policies Committee (CAPP)
Thomas Pepinsky – 2023 – Government – CAS
Edwin Cowen – 2023 – Civil & Enviro. Eng. – COE

Educational Policy Committee (EPC)
David Pizarro – 2023 – Psychology – CAS
Donald Kenkel – 2023 – Policy Analysis & Management – CHE
Andrew Quagliata – 2023 – Hotel Management Communication – COB
Robert Thorne – 2023 – Physics – CAS
Pamela Tolbert – 2023 – Organizational Behavior – ILR

Athletics and Physical Education, Faculty Advisory Committee on (FACAPE)
Gary Evans – 2023 – DEA – CHE

FACTA (Faculty Advisory Comm. on Tenure Appointments)
Masha Raskolnikov – 2022 – English – CAS
Matthew Miller – 2022 – Mechanical & Aerospace – COE
Elizabeth Mannix – 2022 – Graduate School of Management – COB
Jane Mendle – 2022 – Human Development – CHE

Committee on Financial Policies (FPC)
Douglas Antczak – 2023 – Animal Health – CVM
Ronald Ehrenberg – 2023 – ILR – ILR
Jose Martinez – 2023 – Electrical & Computer Engineering – COE
Victoria Beard – 2023 – City & Regional Planning – AAP

Library Board, University Faculty
Andrew Hicks, Co-Chair – 2024 – Music – CAS
Ellis Loew, Co-Chair – 2024 – Biomedical Sci. – CVM
Jeremy Braddock – 2024 –English – CAS
Rachel Weil – 2024 – History – CAS
Karin-Aly Kassam – 2024 – Natural Resources – CALS
Warren Zipfel – 2024 – Biomedical Engineering – COE
Karen Levy – 2024 – Information Science – CIS

Professor-at-Large Selection Committee (PAL) (A.D. White Lectures)
Marilyn Migiel – 2023 – Romance Studies – CAS
Nellie Farnum – 2023 – Biomedical Science – CVM
Jeremy Wallace – 2023 – Government – CAS

University Assembly – General Body
Tom Fox – 2022 – Molecular Bio. & Genetics – CALS
Caroline Levine – 2022 – English – CAS
Valerie Aymer – 2022 – Landscape Architecture – CALS
Bob Howarth – 2021 – Ecology & Evolutionary Biology – CALS

University-ROTC Relationships Committee (URRC)
Bill Philpot – 2023 – Environmental Engineering – COE

Current Committee Vacancies

Faculty Advisory Comm. on Tenure Appointment (FACTA)
  1 tenured seat

University Assembly – Codes & Judicial
  1 non-senator seat

University Assembly – Campus Infrastructure
  1 senator seat

University Review Board & University Hearing Board Pool (URB/UHB)
  2 seats

Dyson
The Hotel School
Johnson

Cornell
SC Johnson College of Business

Policy Pertaining to the Professor of the Practice (PoP) Title for the Cornell SC Johnson College of Business

Presentation by:
Andrew Karolyi
Deputy Dean & Dean of Academic Affairs

Presentation to the Faculty Senate, September 9, 2020

Some Background

- Three independent schools merged on July 1, 2016 to form the Cornell SC Johnson College of Business:

  - Dyson School of Applied Econ & Mgmt (Dyson)
  - Johnson Graduate School of Management (JGSM)
  - School of Hotel Administration (SHA)

- Significant efforts to harmonize many policies & procedures

- This includes three separate PoP policies.

Key concerns along the way

- **Definition.** Close in spirit to language of senate resolution of "experienced leader who has held positions in business, professional, entrepreneurial, … and other non-academic organizations" <u>but balanced with</u> "significant high-level teaching experience."

- **Reclassification or migration.** Close in spirit to language that PoP <u>*not* intended as natural promotion</u> for Senior Lecturers, Extension or Research Associates.

- **Share of faculty limitation.** For College, PoP faculty headcount cannot exceed 25% of number of tenure-track faculty. School-specific limits can apply <u>more stringent caps</u> depending on need/legacy.

- **Voting rights.** Whether PoPs have differential voting rights relative to other RTE faculty in a particular school is granted by school deans; however, PoP voting rights in area groups of college defined by new college-wide voting guidelines (April 2020)

The Process

- College's new elected Faculty Policy Committee (CFPC) initiated discussions in Fall 2018

- At least two major revisions through Spring 2020.

- CFPC voted to approve March 2020 version

- Proposal presented to JCB faculty April 9 for discussion and vote:

  - 101 voted in favor
  - 27 opposed
  - 17 in abstention

Electorate = 151 TT & 65 RTE

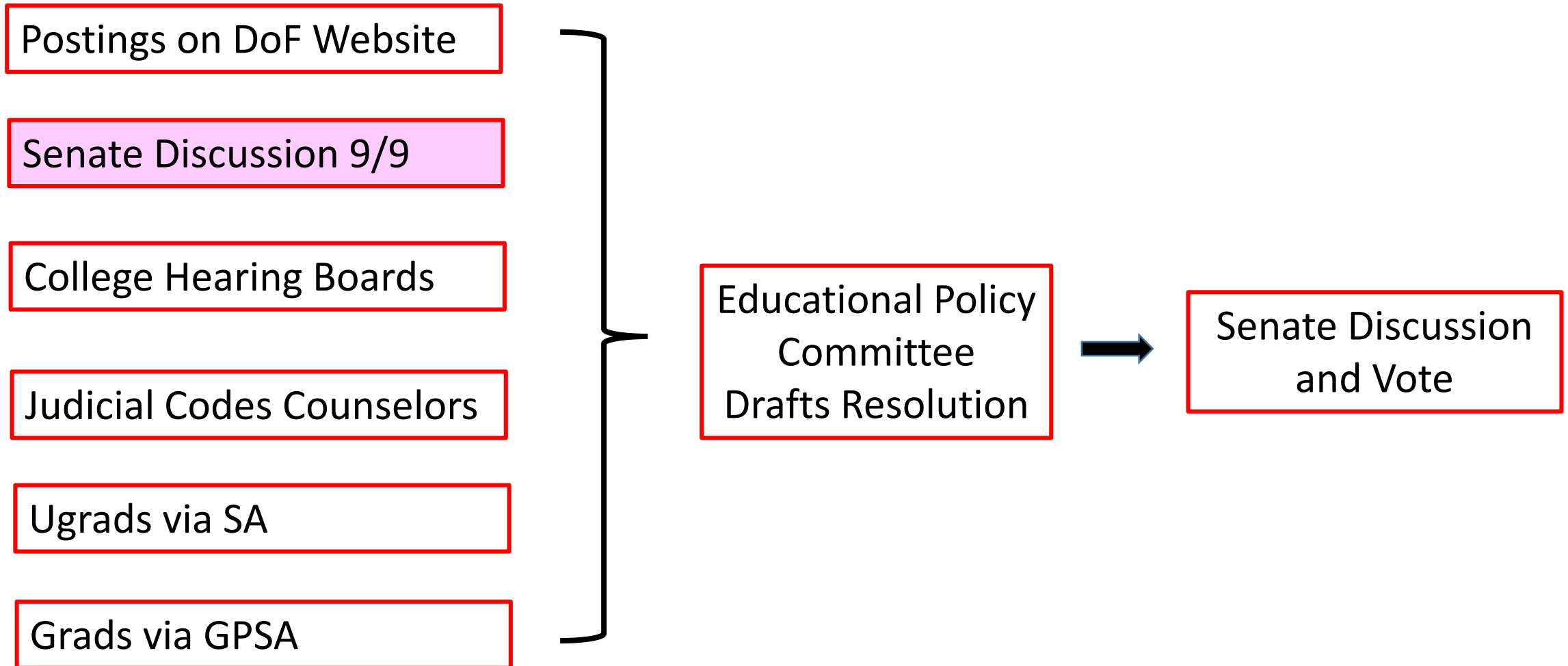# Three Proposed Changes to the Code of Academic Integrity

Using Video in Lieu of the Primary Hearing Witness

A More Efficient Method for Handling Large Cases

Instructors Allowed to Change the Chosen Grade Option

All driven by Spring 2020 Experiences

The Discussion/Approval Process

Postings on DoF Website

Senate Discussion 9/9

College Hearing Boards

Judicial Codes Counselors

Ugrads via SA

Grads via GPSA

Educational Policy Committee Drafts Resolution

→ Senate Discussion and Vote

Using Video in Lieu of Having an Independent Witness At the Primary Hearing

The Issue

The job of the independent witness is to take sufficiently detailed notes of the hearing so that subsequent disputes as to what transpired can be resolved. The independent witness is a significant overhead associated with the Primary Hearing and historically has had marginal value.

The Solution

Hold the hearing via Zoom and let the video/audio recording play the role of the independent witness?

Preliminary Feedback

- Recording captures too much thereby creating legal vulnerability?

- Can the recording be played at an appeal? If so, will it facilitate getting at the truth? That's an interesting question.

- The recording itself: Who has access to it? Where is it archived? Rules for erasing?

A Method for Handling Cases that Involve Many Students

The Issue

If a case involves a large number of students then it becomes impractical for the instructor to attend every primary hearing.

The Solution

If a case involves more than three students then the instructor has the option of delegating their role in the Primary Hearing to a member of the staff or faculty who is affiliated with their department. The designee must be approved its chair and it is upon the advice of the designee that the instructor makes a ruling. The instructor may wish to engage with the student before making a decision. If such a dialog takes place then it is to be treated as part of the Primary Hearing.

Preliminary Feedback

- Without actual instructor-student dialog the "educational value" of the hearing is diminished.

- Distancing the student from the instructor at the hearing and then having the instructor make the ruling threatens is a recipe for unfairness. OK for the instructor to delegate the presentation of evidence at the hearing, but then some neutral party should make the ruling.

Giving the Instructor the Right to Change the Student's Chosen Grade Option

The Problem

A typical sanction might involve the lowering of the final grade by some specified amount. This option is generally not available to the instructor if the violator is taking the course S/U.

The Solution

If the student is taking the course S/U then the instructor has the authority to have the selected grade option changed to "letter grade" provided the course is not "S/U Only".

Preliminary Feedback

- Let the S/U student decide, e.g., "Do you want a U or some reduced letter grade?"

- Forcing a student to change to a letter grade option while also imposing a grade penalty is akin to sanctioning a student twice for a single infraction. Let the student decide.

- For registrars, the grade change would be a manual operation
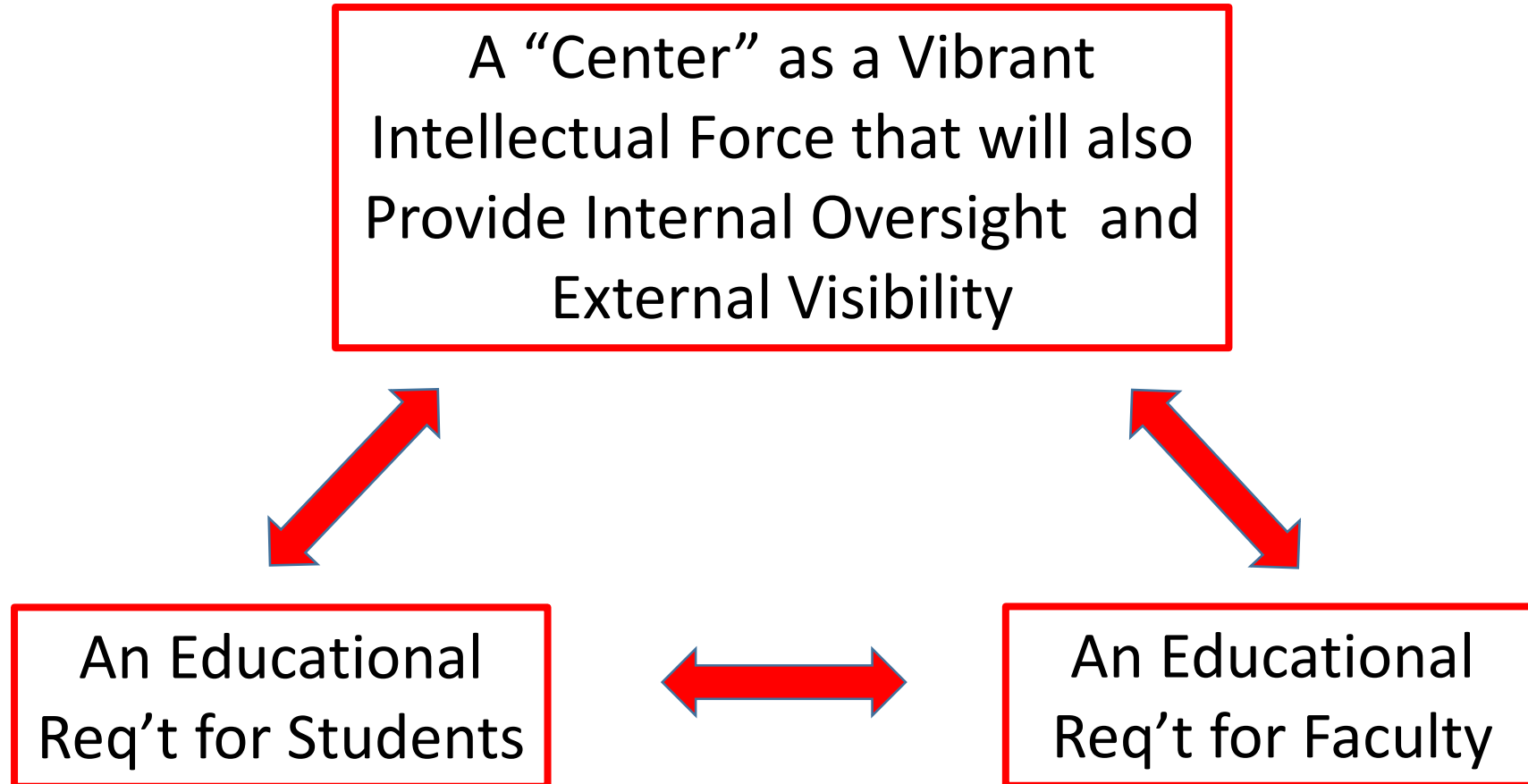
Approval of Minutes

Faculty Senate Meetings
- May 13 and 27
- June 3, 9, 17 and 24
- August 5 and 26

Status of the Anti-Racism Initiatives

Charlie Van Loan
Neema Kudva

For one historical perspective, see Chapter 5 (Race at Cornell) and Chapter 8 (Academic Identity Politics) in Altschuler and Kramnick's *Cornell, A History, 1940-2015*.

Three Interconnected Components

A "Center" as a Vibrant Intellectual Force that will also Provide Internal Oversight and External Visibility

An Educational Req't for Students

An Educational Req't for Faculty

Everything is related. For example, the Faculty Educational Requirement might be to help deliver the Student Educational Requirement.

Perspectives on Committee Set-Up

Homework now implies greater productivity later.

Who is on a committee is important. But it becomes less important if there is total transparency.

We need to be relaxed about "charge" and "scope."

A "Center" for "Anti-racism"

"Center" is a placeholder--a term that is to be refined as we discover what the entity should be doing. Could be an office with a staff and programs to administer. A post doctoral program that could provide an important pipeline for future faculty. Or it could be a low overhead "wrapper" of what we have now.

'Anti-racism" is also a placeholder—a term that is to be refined as we get clearer on scope. Final name might involve the terms "decolonization", "systemic" , "research", "teaching", etc.

Build on the Work of Others

2020	Several Ongoing Initiatives
2018	Presidential Task Force Reports on Campus Climate
2018	Provost's Task Force to Enhance Faculty Diversity
2013	Hurtado Qualitative Study of Climate for Diversity at Cornell: Student Experiences. A quantitative Study of Student Engagement and Inclusion
2011	Warhaft report on faculty diversity
2006	Faculty Committee Report on a Center for the Comparative Study of Race and Ethnicity
2003	Task Force on Ethnic Studies Report
1998	Report on the State of the Humanities at Cornell
1987 & 1975	(working with University Archives to get reports)

Build on Current Strengths

Africana Studies and Research Center
American Indian and Indigenous Studies Program
Center for the Study of Inequality
Cornell Center for Health Equity
FGSS Program
LBGT Studies
Einaudi Center + Programs
Atkinson Center for Sustainability
Community and Rural Development Institute
Community Learning and Service Institute
Cornell Worker Institute
Cornell Prison Program
Program in Ethics and Public Life
Center for Comparative Modernities

American Studies
Asian American Studies
Jewish Studies
Latino/a Studies
China and Asia Pacific Studies
Near Eastern Studies
:
Certainly More

Build on Data

IRP maintains a Diversity Dashboard where information is organized according to diversity and inclusion framework.

The Dashboard includes information from various surveys.

Publicly available information is limited.

The Office of Faculty Development and Diversity (OFDD) also maintains data on faculty hiring and retention efforts

Now Let's Talk About Required Educational Programs

Educational Req't for Students

Propose to the Faculty Senate by December 1, 2020 the design of a for-credit, university-wide educational requirement for all undergraduates that is concerned with decolonization and systemic racism.

The design must take into account the fact that both students and faculty are typically booked solid–the former with course requirements and the latter with broad commitments to research, teaching, and service.

There must be an examination of the Intergroup Dialog Project, the Freshman Writing Seminar, Engaged Cornell, and various college requirements all with an eye towards how they might relate to the University Requirement

Educational Req't for Students

If the requirement involves selection from a menu of options or if each college is allowed to have its own specific implementation, then a well-defined low-overhead approval mechanism needs to be specified that will ensure consistency across campus.

It is understood that some version of the requirement would also apply to graduate and professional students. However, the "delivery system" would have to be totally different.

Educational Req't for Faculty

An absolute ton of great [programs and resources](#) currently available through the Office of Faculty Development and Diversity.

The catch here is to implement the "required training part" in a way that does not trigger blow back from faculty.

Plus, it is widely accepted that instead of breaking down bias required training tends to solidify it.

Required programs for staff are about to be rolled out. Let's learn from that.

Educational Req't for Faculty

Want to work on the "accountability" side of things by engaging two standing committees of the Senate with a pair of questions:

Is there a way to hold faculty accountable for unethical behavior at promotion time? The AFPSF Committee will weigh in on this.

Is there a way to hold departments accountable for their climate shortcomings? The Faculty Committee on Program Review will weigh in on this.

What We Are Doing Now

On the verge of setting up an ad hoc committee to work on the educational requirement for students.

Working with the AFPSF Committee and the FCPR on accountability mechanisms and with OFDD and HR on matters that relate to faculty education.

Talking with groups whose teaching and research could be enhanced through a carefully designed center. We need to ascertain what the center should do and how it should do it. Planning a "Teach In" session at the Sept 30 Senate.

Discussion of the Behavioral Compact Effort and Philosophy

Compliance

Students in the MPH Program Have Been Conducting Surveys

Brian Maley '23

Peer Ambassadors/Peer Consultants
Students Working to Inspire Compliance

Kaylee Zhong '23   Global and Public Health Science

Brian Walker '23   Human Biology, Health, and Society

Samantha Noland '21   American Studies + Performing and Media Arts