

00:28:47 Mary Jo Dudley: The Cornell Farmworker Program was not invited to participate in the formulation of this proposal. We too offer several opportunities for student engagement with farmworkers including an intensive 10 week internship program and opportunities throughout the academic year.

00:35:28 Wendy Wilcox: I agree with Jonathan. Is this is laudable goal? Are their communities that would like a Cornell Education but the on-campus, full-time program requirement precludes their participation.

00:47:01 Jonathan Russell-Anelli: enabling students to come to campus as well as enabling students to stay in place don't preclude each other, and while I agree with Risa that "in person" is better (at this point). Do we think this is a good idea,... I agree with Wendy on this. This is a good idea. Then let us figure out the best approaches (emphasis on plural)

00:58:07 Marlen Gonzalez: Agreeing with Wendy and Jonathan. I don't see this as mutually exclusive and it will need an understanding of the people whom we want to serve. It appears that CPEP has a great understanding of their population and so does Mary Jo's program. I think both should be highly consulted on it and there should be a plan on how to go about working WITH these groups instead of throwing an intervention at people and wondering why they don't participate. I also could not agree more with Mary's interpretation of what Cornell's brand is really about: any person any study.

00:58:19 Jonathan Russell-Anelli: These are all good questions (how are we going to do "this"?), but it does seem that we have another question about what is education - the view that a college education (whether Ivy League or otherwise) has a traditional format is not really real. Yes, some of us went through or are now teaching said format, but it is not the only form of excellent education. We are Cornell and we need to recognize that people want/need what we offer - how can we do that w/out losing credibility is a real question. The answer will most likely be framed on a tailoring of programs and degrees that represent the best approach to meet the needs of the students and Cornell

01:00:00 Kurt Jordan, AIISP: Many Indigenous people have specific community and family responsibilities that are not portable.

01:00:10 Jonathan Russell-Anelli: @ Marlin - totally agree on the consulting with the local people involved with the programing for the distant students

01:00:32 Jonathan Russell-Anelli: they have the knowledge set needed to make this work

01:00:57 Wendy Wilcox: Interesting about the indigenous population David. I interpreted it as wanting to offer education at the reservations. But, that was just my thinking.

01:02:41 Jonathan Russell-Anelli: I don't like the Harvard and comparative Universities comparison because while we would most likely be offering similar "topics", we also offer something that they do not.

01:03:28 Eve DeRosa: ^^ agreed Jonathan. It becomes a conversation, so I decided to put it out there

01:04:08 Jonathan Russell-Anelli: no problem, as it is a good comparison, it just misses a nuance in what Cornell offers

01:07:17 Marlen Gonzalez: The idea that increased access “cheapens” a degree is a highly capitalistic distortion of what a good education means. The quality of the education and the quality of the work the people who come out of those programs do is what decides the value of that education. This of course means that money and resources must be on the table to make a good program that yields alumni’s success and their ability to contribute to their families, communities, and ultimately society. So let’s fight for the appropriate resources after we have shown support for the goal.

01:07:35 Wendy Wilcox: Isn't this also why this program would live in the School of Continuing Education?

01:09:07 Jonathan Russell-Anelli: My concern is that faculty isn't part of this programming at this point. This is a good idea and I believe that the Admin is going to move forward with this whether we are part or not. We don't want to become sidelined by being a road block - we should be integrating ourselves in the process - we want to be able to participate. This would help us address the issues/concerns that we are stating. ie faculty hires, unfunded mandates, degree quality, educational content, etc.

01:10:18 Jonathan Russell-Anelli: do we really want others to tell us what the solutions are without us?

01:10:23 Marlen Gonzalez: What i’m hearing is we need to be active players and recruit the people we want to work with as active players as well.

01:10:27 Wendy Wilcox: +1 Jonathan

01:10:47 Ashleigh Newman: Agree with Jonathan

01:14:33 Mark Lewis: Exactly. That is a constraint.

01:16:02 Marlen Gonzalez: There is no reason we can’t “Yes AND” this.

01:16:16 Jonathan Russell-Anelli: Deal breakers - good observation. Can we put forward what these deal breakers that need to be overcome for the first stage of the Senate's support - do we support the distance learning proposal. Yes! do we agree in principle!

01:20:50 Richard Bense: The second letter was March 21...

01:21:07 Mark Lewis: <https://cpb-us-e1.wpmucdn.com/blogs.cornell.edu/dist/3/6798/files/2022/03/ProvostSenate.Clarification032122.pdf>

01:25:23 Jonathan Russell-Anelli: thank you

01:27:09 Marlen Gonzalez: So asynchronous could be off the table. And I would say there are many qualified people who cannot get access to the few jobs that there are. We can consider exactly what those qualifications need to be if we engage with the process.

01:28:25 Marlen Gonzalez: it depends on the population.

01:28:36 Wendy Wilcox: My first year Cornell student says online is her preference over a 300 person class so there is certainly benefits to online instruction.

01:31:30 David Delchamps: Wendy:synchronous or not?

01:32:27 Wendy Wilcox: Good question. My understanding is it would be considered asynchronous since she is watching videos of instruction.

01:32:57 Wendy Wilcox: She also mentioned valuing the ability to rewatch the instruction videos

01:34:46 Marlen Gonzalez: neurodiverse folks have told me they really like self-pacing. But it's anecdotal. We just need to work WITH people. Collect data, understand the process. CPEP seems to really understand their population. Maybe we can discuss how to replicate that for others.

01:36:27 Wendy Wilcox: +1 Neema

01:36:28 Marlen Gonzalez: IT IS NOT A DEBATE

01:37:01 mary katzenstein: Well-said, Neema

01:37:12 Jonathan Russell-Anelli: agree

01:41:25 Neema Kudva: I don't disagree with you Mary Jo ...

01:41:52 Kurt Jordan, AIISP: But it won't be self-sustaining for a long time.

01:42:29 Neema Kudva: Faculty labor is key

01:42:49 Neema Kudva: along with finances

01:42:57 Richard Bense: The idea is that they have some answer...not silence...

01:43:05 Mark Lewis: And if it will be implemented in SCE, you need a dean to be in place.

01:43:06 mary katzenstein: Nor would I disagree, Mary Jo. It is so important to involve the key relevant persons before referring to or assuming the benefits of a program

01:43:15 Neema Kudva: And meeting student need (CPEP, Farmworkers etc ..)

01:44:08 Mark Lewis: Thanks Eve!!

01:44:09 Neema Kudva: Thanks all

01:44:10 Ashleigh Newman: Thanks for having this forum

01:44:11 Jonathan Russell-Anelli: thanks Eve

01:44:15 Malte Ziewitz: Thank you.