

Faculty Senate

May 10, 2023

ALL IN-PERSON ATTENDEES PLEASE SIGN-IN ON ONE OF THE SHEETS

ALL ZOOM ATTENDEES PLEASE SIGN-IN VIA THE CHAT

SENATORS: Name and Department

FACULTY GUESTS: Name and Department

NON-FACULTY GUESTS: Name and Affiliation

PRESS: Name and Affiliation

Gayogóhó:nq' Land Acknowledgement

Cornell University is located on the traditional homelands of the Gayogóhó:nq' (the Cayuga Nation). The Gayogóhó:nq' are members of the Haudenosaunee Confederacy, an alliance of six sovereign Nations with a historic and contemporary presence on this land. The Confederacy precedes the establishment of Cornell University, New York state, and the United States of America. We acknowledge the painful history of Gayogóhó:nq' dispossession and honor the ongoing connection of Gayogóhó:nq' people, past and present, to these lands and waters.

This land acknowledgment has been reviewed and approved by the traditional Gayogóhó:nq' leadership.

HYBRID FORMAT

In-person and remote attendance

ZOOM CAPTIONING

Choose “Live Transcription” in the Zoom menu

TO SPEAK

2 minutes to pose a question or make a statement

Identify yourself: First name, Last name and Department

Zoom first (Muted until called)

Floor next (to allow Senators to come up to the microphone)

Back to Zoom

Back to Floor

CHAT

Want to attend to statements on the floor; set to everyone

Do not want to disadvantage in-person attendees; 2 minutes

Please limit chat to sharing resources with each other

Will be published ‘as is’ publicly on DoF website after meeting

RECORDING

Started at 3:30PM

Audio and chat will be posted on agenda webpage after meeting

Approval of Zoom Transcription Minutes

April 12, 2023

Unanimous consent requested

Raise hand (in-person or remote) for corrections only

**Senate Update on Implementation Committee for
Undergraduate Educational Requirements
on Race & Equity**

Deputy Provost, Avery August, Microbiology & Immunology

Members of the Committee

Avery August, Chair (Deputy Provost, CVM)

Lisa Nishii (VPUE, ILR)

Wendy Wolford (VPIA, CALS)

Michelle Smith (Associate Dean for Undergraduate Education, CAS)

Alan Zehnder (Associate Dean for Undergraduate Programs, COE)

Sahara Byrne (Senior Associate Dean, Academic Affairs and Strategic Programs, CALS)

David Bindel (Associate Dean for Diversity Equity and Inclusion, CIS)

Maria Fitzpatrick (Associate Dean, BSPP)

Marianella Casasola (Senior Associate Dean for Undergraduate Affairs, CHE)//Lauren Koprifine
(interim Associate Dean for Undergraduate Affairs, CHE)

Alex Susskind (Associate Dean, Nolan/SHO)

Neema Kudva (Senior Associate Dean, AAP)

Durba Ghosh (Faculty Senate Representative, CAS)

Committee Charge

“The Provost proposed the formation of an implementation committee that would be *charged with developing potential learning goals, themes, best practices and a curriculum review process for colleges as they develop a course(s) to achieve this goal.*”

The focus will be on the undergraduate colleges

College updates since the faculty senate WG-S issued its report

AAP: Has designed a college-wide 3 credit course (tentatively titled Creating Justice: the World We Make) that will meet proposed learning objectives defined by WG-S. Course launches in Fall 2023.

Brooks: The newly approved Public Policy major in the Brooks School has a course required of all majors -- Race, Racism, and Public Policy. This will be required of all the students once the degree comes online in Summer of 2023.

The Nolan School: A new curriculum, launched Fall 2022 has a DEIB requirement. All students going forward will need to take a 3-credit course approved by Nolan faculty. A pilot HADM course has been offered as a seven-week, 1.5 credit course since fall 2020. This course will be converted to 3-credit offered in Spring 2023.

ILR: A new curriculum, launched Fall 2022, has a DEI requirement. Students take either Intergroup Dialogue (EDUC 2610/ILRID 2610) or Foundations of Diversity Dynamics (ILRID 2510).

College updates since the faculty senate WG-S issued its report

Colleges that had previously approved related requirements (CAS and CALS) will evaluate approved courses:

CALS (a long-standing diversity requirement with a menu of courses, with the options to approve proposed courses from CAS and CHE)

CAS (a Social Difference requirement with a menu of courses)

CHE offers many courses that address Race and Equity, as well as courses that address social justice more broadly. They are currently revising its college-level curriculum and plans to develop a core college course that will be reinforced by DEI courses within majors.

The following colleges have no formal requirements to date and have agreed to utilize courses offered by A&S and CALS:

COE, CIS (note that CIS students will satisfy the requirements of their college of enrollment, i.e., COE, CAS or CALS).

Learning Objectives

Learning Outcome 1 (The Literacy Component): The student is able to articulate how racism, colonialism, injustice, and bias, and their current manifestations in the U.S. and the world, are rooted in historical, geographical, structural, social, and psychological forces.

Learning Outcome 2 (The Skillset Component): The student is able to describe or apply research-based skills to recognize how to interrupt bias in order to remedy inequities, whether it be at the individual, interpersonal, group, organizational, societal, or global levels.

Core proposals

- Each college will have a requirement for such a course
- Each college will determine which course(s) will fulfill the learning objectives as much as is feasible
- Implementation of this requirement will follow the particular needs of the colleges: e.g., smaller colleges may move forward with experimental courses, while other perhaps larger colleges would modify existing courses, while also developing courses further where needed.
- Understanding that these issues to be addressed by the learning objectives are challenging to address at one time or in one course, colleges will integrate aspects of the learning objectives, as appropriate throughout their curriculum

Timeline

- AAP, Brooks, Nolan and ILR will launch this requirement fall '23 in concert with their revised curricula.
- CALS will evaluate current courses for suitability on an ongoing basis
- Other colleges may offer courses in fall '24 as curriculum committees develop plans for courses to satisfy learning objectives.
- All colleges expected to have such a requirement for undergraduate students by fall '24

Governance

- 1.Colleges have primary responsibility for developing and approving courses that meet the requirements for their majors. Colleges are encouraged to consistently review course evaluations and other such mechanisms to understand course effectiveness at meeting learning outcomes.
- 2.A committee composed of representatives from the colleges (the Dean or their designate(s)) will be convened annually by the Vice Provost for Undergraduate Education, to share progress and experiences developing/approving appropriate courses. Relevant elements of the incoming orientation for international students may also be reviewed by this committee.
- 3.Appropriately approved courses would carry a specific designation that the offered course meets the requirements by the University Registrar.
- 4.Ongoing evaluation of each academic unit's broad definitions/policies/rubrics related to such courses Faculty Committee on Program Review of the faculty senate, the Middle States Accreditation Review or other review for focused programs (e.g., other national accreditation bodies).

Other matters

Robust support for faculty and TA deploying and supporting such courses e.g. through CTI and IDP.

Financial resources/grants to adapt/develop courses e.g. through CTI.

Implications for significant increases in enrollment in courses that may currently meet the standards. Analyses by IRP simulates the distribution of additional students to the courses currently offered by A&S and CALS (with assumptions that each college will exempt these courses in their requirement) would not significantly affect the course enrollment caps for the vast majority of current courses.

Potential impact for increased workload on faculty of color who may disproportionately teach such courses.

Timeline for deployment. Some colleges will start to deploy this requirement starting 2023/2024 academic year, and starting Fall 2024, each college will implement a requirement that meets the learning objectives.

Senate Q&A

Senate Announcements and Updates

Eve De Rosa, Dean of Faculty, Chair of the University Faculty Committee; Psychology
Chelsea Specht, Associate Dean of Faculty, Chair of the Nominations and Elections
Committee; Plant Biology

Senate Announcements and Updates

- Memorial celebration for:
 - **Peter Stein** (Physics, Dean of Faculty 1993-1998)
 - and his spouse **Irene Stein** ('58 and '79)
 - **First Unitarian Society of Ithaca, 306 N. Aurora Street**
 - **May 13, 2023, at 3:30PM**
 - In lieu of flowers, donations can be made in their memory to the Tompkins County Office for the Aging, the Tompkins County Public Library, or the Tompkins County Democratic Committee.

Senate Announcements and Updates

- **Results of 2023 Faculty election**
 - **University Faculty Committee (7/1/2023-6/30/2026)**
Tara Holm, Beth Milles, Charles Walcott, and Maurine Linder
 - **Nominations and Elections Committee (7/1/2023-6/30/2026)**
Benjamin Anderson, Risa Mish, and Chris Schaffer
 - **Senator-at-Large (7/1/2023-6/30/2026)**
Parfait M. Eloundou-Enyegue, So-Yeon Yoon, and Kim Kopko

Senate Announcements and Updates

- **Committee on Academic Programs and Policies (CAPP) approved two minors**
 - Minor in Digital Agriculture
 - Minor in Actuarial Science
- **Faculty Senate Votes – May 11 (9AM) until 19 (noon), 2023 via e-mailed link**
 - College of Computing and Information Sciences – Professor of the Practice and Research Professor Titles
 - Brooks School of Public Policy – Professor of the Practice Titles
 - Resolution – Structural equity and inclusion for Research, Teaching, and Extension (“RTE”) faculty
- **Thank you to all of the Faculty who served as Senators, on Senate Committees, and the University Assembly! Reception to follow immediately after the meeting.**

Senate Q&A

**Cornell Bowers College of Computing and Information
Science (CIS) resolution to use all ranks of the Professor of
Practice and Research Professor titles**

Charles Van Loan, Emeritus, Computer Science, CIS

Official Bowers CIS Votes

RP	Approve	Disapprove	Abstain	DNV
TT Faculty	85	0	2	8
RTE Faculty	14	0	0	2

PoP	Approve	Disapprove	Abstain	DNV
TT Faculty	82	2	3	8
RTE Faculty	13	0	1	2

CAPP Approval

“The unanimous feedback has been that the proposals look consistent to prior proposals reviewed by the committee. It was noted that there was appreciation that there was clear discussions of the limited (but well-defined) conditions under which individuals holding such appointments can compete for tenure-track appointments. Additionally, there was appreciation that the proposals were well articulated and precise.”

Public Comment and Changes

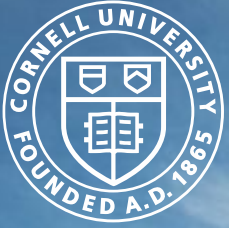
In response to a concern about the PoP percent limitation, we propose reducing the cap from 25%, the “legal” limit, to 15%.

Proposed text change in Section D of the PoP Proposal:

At the time of hire, the number of full time PoP appointments in Bowers CIS (including faculty in the Ithaca and Cornell Tech campus) must not exceed ~~25~~ **15** percent of the number of TT appointments in Bowers CIS.

Cornell Jeb E. Brooks School of Public Policy Proposal for
the Academic Title of Professor of the Practice

Jeff Niederdeppe, Senior Associate Dean of Faculty Development, Communication



Cornell Brooks Public Policy

Professor of Practice Title Proposal

Jeff Niederdeppe, Senior Associate Dean
of Faculty Development, Brooks School
Presentation to the Faculty Senate
May 10th, 2023



Cornell Jeb E. Brooks School of Public Policy

“The Jeb E. Brooks School of Public Policy brings together scholars across disciplines to tackle the biggest public policy challenges we face as a society, both in the U.S. and globally. Our mission is to make positive change in the world.”

– *Colleen Barry, Inaugural Dean*

Cornell Jeb E. Brooks School of Public Policy

- **Degree Programs**

- BS in Public Policy (effective August 2023) and BS in Health Policy
- MHA (Sloan Master of Health Administration)
- MPA (Master of Public Administration; formerly CIPA)
- PhD in Public Policy

- **Programs, Centers and Institutes**

- Cornell in Washington
- Capital Semester in Albany
- Institute of Politics and Global Affairs
- Cornell Population Center, Cornell Center for Health Equity, Tech Policy Institute, Cornell Program in Infrastructure Policy

Contents of the Proposal

- A. Justification for the Position
- B. Description of Position
- C. Terms of Appointment and Reappointment
- D. Percentage Limitation
- E. Voting and Other Rights
- F. Impact Statement
- G. Voting Results

Justification for the Position

- Ability to attract distinguished policy professionals and administrative leaders to enhance our teaching mission
 - Have a distinguished record of professional accomplishment
 - Have had major impact on the design, practice, and advancement of public policy and public service
- Knowledge and experience from these roles complements academic knowledge to train and educate our students
- Virtually all our peers use this title to support their missions
 - Harvard Kennedy; Duke Stanford; Michigan Ford; Princeton SPIA; Chicago Harris; Syracuse Maxwell

Key Attributes of the Proposal / Position

- 15+ years of policy-related or administrative leadership experience outside of academia
- $\geq 80\%$ effort appointment
- Primarily intended for teaching appointments, though can have other roles/responsibilities
- Can be used for external recruitments or internal title changes
- Limited to $\leq 20\%$ of our tenured or tenure track faculty
 - Currently 44 tenured/TT faculty; will grow substantially

Results of Faculty Voting

	Approve	Disapprove	Abstain	Did Not Vote
TTT Faculty	37	0	0	7
RTE Faculty	8	0	0	1



Discussion

Senate Q&A

Proposed Resolution on Graded Academic Coursework During Scheduled Breaks

Lisa Nishii, Vice Provost for Undergraduate Education, Human Resource Studies

CONTEXT

The Proposed Resolution Would Supersede the 2011 Sense of the Senate *Academic Work During Scheduled Breaks* Resolution

“Sense of the Senate” resolution is not legislation. Instead, it:

- communicates the senate’s sentiment
- provides a recommendation only
 - “strongly discourages” but does not preclude graded academic coursework over scheduled breaks
- leaves ambiguity about what academic coursework may/may not be assigned over breaks

CONTEXT

The 2011 Resolution Does Not Achieve its Purpose

- Despite saying that “short breaks [are needed] to provide rest, respite and a break from schoolwork,” since 2011 students continue to report that assigned coursework prevents them from actually taking their breaks
- Despite noting a concern with student mental health and stress, according to the 2019 Mental Health Review [Final Report](#), unproductive student stress is still a serious problem
 - The [Final Report](#) recommended immediate adherence to the 2011 resolution

PROPOSED RESOLUTION

(a general limitation with specific exceptions)

*Be it therefore resolved that subject only to the three exceptions set forth below, faculty **may not** assign graded academic coursework* during scheduled breaks*

- * "graded academic coursework" to clarify the precise nature of "work" that is at issue
- * Original resolution text slightly edited to: "graded academic coursework *that requires students' devotion of time* during scheduled breaks" to address EPC concern that clause might be ambiguous

EXCEPTION TYPE 1

- 1. Students are expected to be prepared for and participate in class sessions that meet immediately after scheduled breaks, for example, by keeping up with reading assignments during scheduled breaks and participating in class discussion and active learning activities in the same manner as normally expected;*

EXCEPTION TYPE 2

- 2. Students who have been granted extensions through scheduled breaks for graded academic coursework or assessments may find it necessary to complete such graded academic coursework or prepare for such assessments over break;*

EXCEPTION TYPE 3

- 3. Courses that have a travel/field component or a clinical component may expect students to conduct such academic coursework during scheduled breaks;*

MORE SPECIFICALLY, BE IT FURTHER RESOLVED...

Be it further resolved that with the exception of graded academic coursework and assessments for which students have received extensions, including make-up exams, faculty may not hold a graded exam or quiz, conduct an in-class graded assignment, or have due a graded assignment the day following the last day of a scheduled break, thereby reducing the need for students to devote time during their break to such endeavors; to be clear, in such instances, faculty need not wait until their next class session for an assignment to be due, rather, they may have a graded assignment due a day other than their class meeting date;

PROFESSIONAL AND GRADUATE SCHOOLS

Be it further resolved that any of Cornell's professional degree programs that have scheduled breaks that differ from the established breaks set by the University at large for the main Ithaca campus and the Cornell Tech campus shall implement this policy based on their own calendars and understandings of scheduled breaks;

REMINDER TO FACULTY

Be it further resolved that as set forth in the 2011 resolution, at the beginning of each semester, the Dean of Faculty shall remind the faculty of the resolution requirements.

Another EPC Suggestion and a Question

To clarify ambiguity about the limitation on graded academic coursework, include a specific example of how faculty would reduce graded academic coursework (e.g., reduce effort required for weekly assignments due after a break to account for fewer # days students expected to work that week)

- Did not have adequate time to discuss with faculty sponsors
- Did not want to be overly prescriptive
- Hope faculty will share ideas with colleagues

Will the resolution affect the way the Registrar's Office schedules midterm?

- No, because prelims are on T/TH and we don't have breaks that end on MW (except Labor Day, which is too early in semester for prelims)

Suggestion From the UFC

*“No in-class exams can be scheduled on the Monday or Tuesday after Spring Break. Graded assignments made within the week before Spring break also cannot be due on those days. **However, graded projects or other assignments that were assigned at least (2?) weeks before the start of Spring Break (including but not only noted in the syllabus at the start of the semester) can be due on any day after Spring Break, including the Monday and Tuesday.**”*

- Students would likely appreciate
- However, when faculty sponsors previously discussed a 2-day pause on graded academic coursework, determined that 1 day would be more feasible
- Concerns expressed about exacerbating potential compression of graded assignments and tests
- Did not have time to return to sponsors to revisit conversation

Suggestion From the UFC (cont'd)

As for the suggestion to attach restrictions on *graded projects or other assignments* to notice (e.g., were assigned at least (2?) weeks before the start of Spring Break..”):

- In prior discussion about whether to connect limits on graded academic coursework to whether an assignment/test was listed on syllabus or announced X number of weeks in advance, approach was rejected
- Why? Preference is to focus on the **amount of work** rather than question of **notice**: if graded academic coursework is due the day after break, that students have sufficient notice is unlikely to relieve pressure to work over the break
- Also, suggested revision suggests different treatment of (1) exams/tests vs (2) graded projects or other assignments, where (2) could be allowed but not (1)

Summary: Education Policies Committee Feedback

Rebecca Nelson, School of Integrative Plant Science,
Chair, Educational Policy Committee

Senate Q&A

**Structural Equity and Inclusion for
Research, Teaching and Extension (“RTE”) faculty**

Resolution presentation by Co-Chairs of the Senate’s RTE Task Force:

Senator John Callister, Mechanical and Aerospace Engineering

Senator Kim Kopko, Bronfenbrenner Center for Translational Research

Response to Faculty Forum request for examples of current inequities:

1. RTE are not allowed at faculty meetings (for instance, one department has closed faculty meetings for departmental business and open “department lunches” meetings that RTE folks and staff can attend)
2. RTE faculty being listed separately from University faculty on department websites, or not listed at all.
3. No opportunity for advancement beyond "senior" titles. Many RTE positions have only two levels.
4. Inconsistent search and hiring procedures. Some RTE were hired in a search, had a faculty vote, were hired in as lecturers, and had a formal review with a faculty vote to advance to senior lecturer. Other RTE faculty –in the same department - were hired directly as senior lecturers without a search, with no faculty vote of approval.
5. RTE are often not included on the faculty e mail list, and thus are not informed about college and department events, policies, and other vital information.

RTE faculty resolution: Preface

- RTE faculty experience an inequitable workplace with regards to performance reviews, promotions, and employment duties.
- Further, there are wide disparities between RTE and other faculty with regards to human resources infrastructure and other institutional support, as well as eligibility for some “university-wide” awards
- Deeply affects RTE faculty, lowering morale, discouraging full participation in the academic life of the University, and hampering work performance. These issues are longstanding and serious.

RTE faculty resolution: Whereas

- **Whereas** the Research, Teaching, and Extension (“RTE”) Task Force has examined the rights and responsibilities of RTE faculty with respect to job duties, resources, performance reviews and promotions, service, advising, governance, and other academic and administrative duties;
- **Whereas** RTE faculty have recently gained three key rights, those of University voting rights, the right to emeritus status, and the right to serve on the Faculty Senate;
- **Whereas** RTE faculty play a vital role at Cornell University by significantly contributing to research, teaching, extension, and service;
- **Whereas** egalitarian treatment and respect for all faculty is necessary to the health and vitality of the academic environment, sense of community, and reputation of the University;

RTE faculty resolution: Resolutions

- ***Be it resolved*** that RTE faculty have comparable structural equity and inclusion to the tenure-track and tenured faculty, except for those rights and responsibilities specific to tenure-track faculty arising from the hiring of tenure-track faculty and service on tenure and promotion committees for tenure-track faculty;
- ***Be it further resolved*** that the Vice Provost of Academic Affairs represent the RTE faculty in the University Administration, with the responsibility of determining and implementing structural equity and inclusion of the RTE faculty in collaboration with the Deans of the schools and colleges.

Senate Q&A

Good of the Order

Teaching Track Titles

Michael Clarkson, Senior Lecturer, Computer Science, Steven H. Weiss Provost's Teaching Fellow, and Associate Director, McCormick Family Teaching Excellence Institute

Teaching-Track Titles

Lecturer

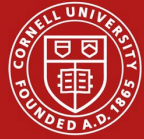
- Does not reflect **intellectual contributions** to unit, university, and world
- Hinders **recruitment**
- Creates **disparity** with Research Professor and Professor of Practice
- Suggests to students, parents, donors that **courses are not being taught by “real” faculty**

Teaching Professor

- Conveys **commitment to undergraduate education**
- Demonstrates **respect** for “first-class” faculty whose career goal is teaching
- Encourages **collegiality** within departments and **protection** by administration
- Part of a **national trend**
In use at CMU, Dartmouth Engineering, JHU, Stanford, U Chicago, U Illinois, U Texas, U Washington, U Wisconsin, ...

Teaching-Track Titles at 20 universities in April 2023

Teaching Professor (3 ranks)	Lecturer (3 ranks)	Lecturer (2 ranks)
CMU Dartmouth (Engineering) JHU Stanford U Chicago U Illinois U Texas U Washington U Wisconsin	Brown Georgia Tech Princeton U Michigan (4 ranks) UC Berkeley Yale	Columbia Cornell Harvard MIT U Pennsylvania



CORNELL UNIVERSITY FACULTY SENATE



#IAMYOURSENATOR

DoF

Good of the Order

Adjournment