

# Faculty Senate

February 14, 2024

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**

December 6, 2023

Unanimous consent requested

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

# **Update on Harmonizing the Eight-year Tenure Clock in the S.C. Johnson College of Business**

Suzanne Shu, S.C. Johnson College of Business Dean of Faculty and Research,  
Professor in Marketing

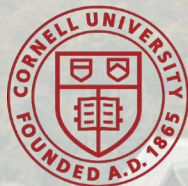
Faculty Senate

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# Tenure Clock Harmonization: Implementation Updates

Suzanne Shu | February 14, 2024

Dyson  
Nolan  
Johnson



Cornell  
SC Johnson College of Business

# Tenure Harmonization Resolution

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- In 2022, college harmonized tenure process for similar faculty within the same area but the three schools had different tenure clocks
- New eight-year clock allows faculty recruitment and tenure timeline on par with other top business schools
- Endorsed in 2021 Taskforce report and by Provost
- Supported by majority of faculty in College of Business, including majorities in all three Schools
- Passed as Faculty Senate Resolution #185 on March 2, 2023
- “extension of maximum appointment for assistant professors at the SC Johnson College of Business from six years to eight years of full-time equivalent service”

# Tenure Harmonization Implementation

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- Immediately converted 6 new Assistant Professor hires with start dates of July 1 2023 to eight-year tenure clock
  - Letters sent as addendums to existing offer letters
- Assistant Professors with less than 3 years of full-time service (i.e., before reappointment) were eligible for full eight-year tenure clock
- Assistant Professors who had already completed reappointment were only eligible for one additional year on their tenure clock
- Letters sent to all 21 Assistant Professors eligible for a change



# Tenure Harmonization Implementation

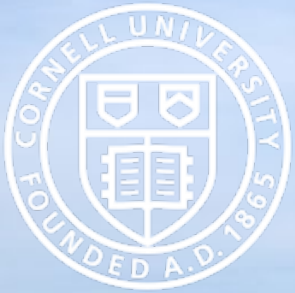
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- “It is important that you consult with your Area Chair to understand the change in expectations for the longer tenure clock before making a change. These expectations should be documented as an addendum to your annual review letter outlining your updated expectations.”
- Small group meetings held for all affected Assistant Professors in April-May 2023 to discuss tradeoffs
- Of 21 Assistant Professors given the option to extend their tenure clock, 11 chose to extend to the longer clock
- These 11 individuals were required to meet with their Area Chair to review updated expectations for tenure, which were then documented & signed

# Senate Q&A

# **Update on the Part-time Bachelor's Degree for Non-traditional Students**

Mary Loeffelholz, Dean, School of Continuing Education



# Proposed part-time, online bachelor's degree in SCE

Mary Loeffelholz, Dean





As one of the foremost educational institutions in the world, Cornell is well positioned to heed calls to promote racial, economic, and other forms of equity. A part-time bachelor’s degree program provides a compelling and timely way for Cornell to build on its historical founding as a land-grant institution with an aspirational ethos of educating “any person” in “any study.”

Recommendation of the October 2021 Report to Provost Kotlikoff

# Guidance in 2021 report to Provost

- A “finite set of focused major options” keyed to institutional strengths and student demand
- “Elements of a liberal education and focus on skills for the 21<sup>st</sup> century”
- Predominantly asynchronous online, with synchronous activities
  - Drawing on existing eCornell certificates and courses
- Faculty engagement and high-quality academic and career advising
- Post-traditional student body distinct from residential colleges
  - Working adults, active-duty military and veterans, incarcerated individuals, farmworkers and families, Indigenous communities, professional athletes

## Proposing a Bachelor of Science degree

- To be registered with SUNY as a contract college degree
- NYSED-compliant: 50% of curriculum in liberal arts areas
- SUNY-aligned, transfer-friendly liberal arts distribution requirements
  - Humanities and arts; social and behavioral sciences; natural sciences; mathematics and quantitative reasoning; communication; diversity, equity, and inclusion; global history and awareness
- Some fundamental courses (writing and communication, diversity / inequality) must be taken at Cornell

Initial major: BS in Organizations, Markets, and Society

- Major course requirements
  - Business fundamentals
  - social sciences and policy disciplines
  - engineering operations and management
  - statistics and data analytics
  - human resources management
  - ethics
- “Broadly conceived . . . Drawing from the rosters of all existing undergraduate programs” (October 2021 report)



## Admissions pathway clearly distinct from residential colleges

- **Separate application process**
  - Students must be at least four years beyond secondary education at time of matriculation
  - Academic preparation: secondary and post-secondary transcripts
  - Accomplishments and “distance traveled” in work, military, life experiences
- **“Earn your way in” option in addition to direct admission**
  - Enroll as visiting student, complete three required courses with B- or better
- **Not intended as a transfer pathway into residential colleges**

# Position in online bachelor's degree market

Ivy and near-Ivy online programs	Cornell SCE
<p>Harvard Extension: Bachelor of Liberal Arts in Extension Studies (BLA), 795 enrolled</p> <p>Penn School of Liberal and Professional Studies: Bachelor of Applied Arts and Sciences (BAAS)</p> <p>Northwestern School of Professional Studies: BS, B.Phil, BS in General Studies (BSGS), 319 enrolled</p> <p>Georgetown School of Continuing Studies: Bachelor of Arts in Liberal Studies (BALS), 229 enrolled</p>	<ul style="list-style-type: none"> <li>• Aiming for <b>750 students</b> in five years</li> <li>• <b>Selectivity</b> comparable to Harvard's (where 32% of earn-your-way-in matriculate)</li> <li>• <b>More valuable degree</b> than private peers; deeper curricula, clear degree award</li> <li>• <b>Meaningful access to Cornell faculty</b> versus private peers</li> <li>• <b>High-quality online instructional design for active learning</b> versus Zoom lectures</li> </ul>

# Competitive advantage: Active online learning

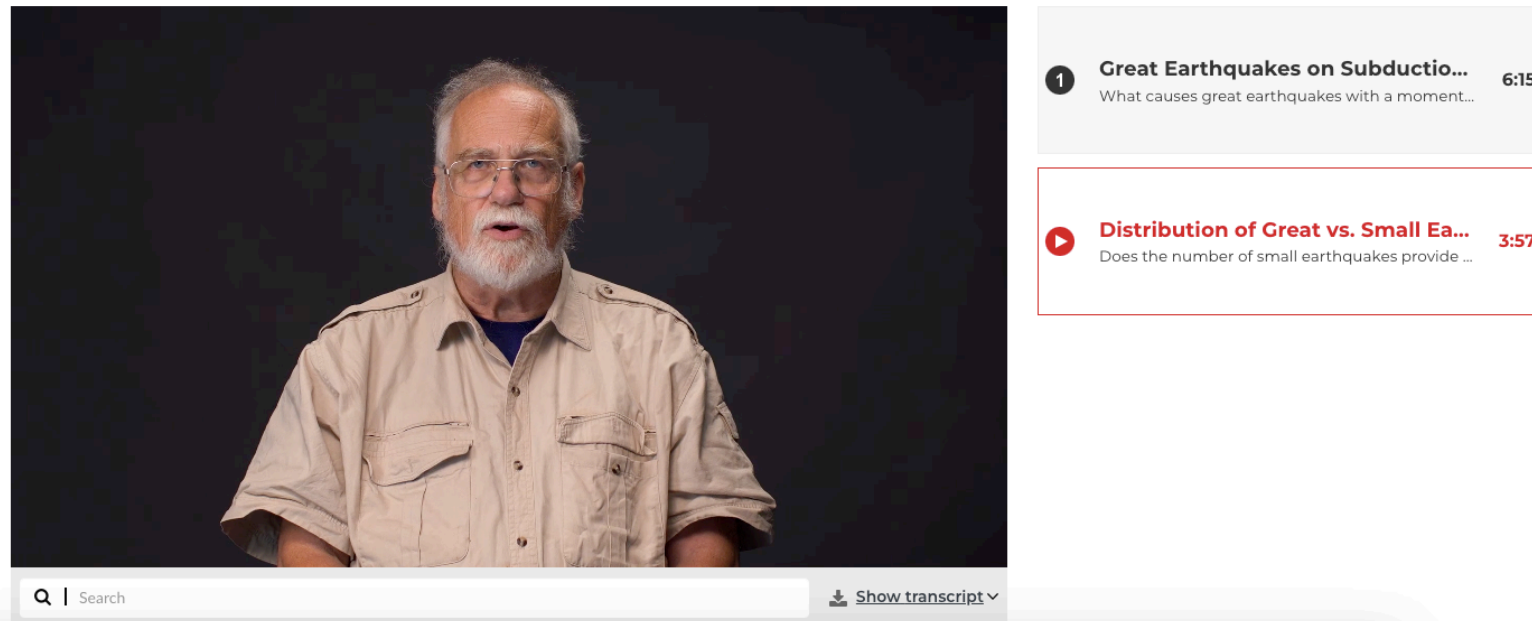
## Great vs. Small Earthquakes


Great earthquakes are earthquakes with a moment magnitude greater than 8. These events are rare in comparison to small earthquakes. Watch as Professor Brown explains how the number of small earthquakes can provide us with information on the future occurrence of a great earthquake.

Note: It is recommended that you watch the videos at full screen to clearly view the details of the maps and diagrams.


### Distribution of Great vs. Small Earthquakes



Does the number of small earthquakes provide us with information on the future occurrence of a big earthquake? In this video, Professor Brown demonstrates how the log of the number of earthquakes versus earthquake magnitude in the San Francisco Bay Area using the Gutenberg-Richter Relationship is used to calculate... [Read more >](#)



autoplay 

1 **Great Earthquakes on Subductio...** 6:15  
What causes great earthquakes with a moment...

 **Distribution of Great vs. Small Ea...** 3:57  
Does the number of small earthquakes provide ...

Q | Search  [Show transcript](#) 

## EAS 1220 Earthquake!

Larry D. Brown, Sidney Kaufman  
Professor in Geophysics

- Second-largest class offered by EAS
- Offered online in Title I high schools through Cornell's partnership with National Education Equity Lab (NEEL)
- Instructional design intersperses short instructor video clips with activities

# Competitive advantage: Active online learning

## 📺 Locating Earthquakes

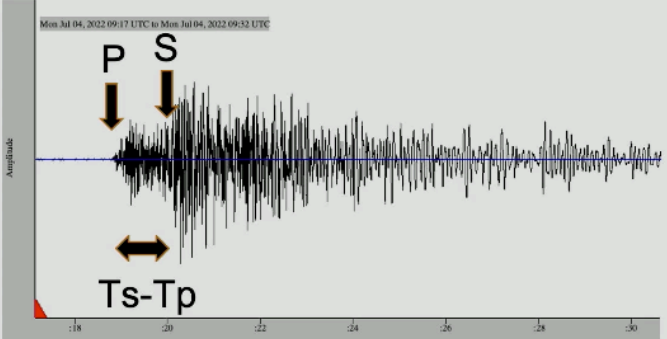
Seismic stations capture ground motion data in the form of seismic waves. Arrival times of seismic waves as they propagate through the earth can be plotted on travel time curves to locate an earthquake.

**Note:** It is recommended that you watch the videos at full screen to clearly view the details of the maps and diagrams.

## Seismic Waves

Seismographs record data about P and S waves resulting from seismic events such as earthquakes. In this video, Professor Brown demonstrates how to identify P and S waves on a seismogram.

autoplay



**Locating Earthquakes**

Monday, July 04, 2022  
Station AV\_S12K Alaska

Time, minutes after 09:00 UTC

Created Using JArmaSeis

- 1 Seismographs** 2:46  
 Geologists use seismographs to measure seism...
- ▶ **Seismic Waves** 1:34  
 Seismographs record data about P and S waves ...
- 3 Travel Time Curve: One Station** 3:08  
 By plotting the arrival times of P or S waves, rec...
- 4 Travel Time Curve: Multiple Stati...** 2:41  
 Precisely locating an earthquake requires plotti...

1:08 / 1:34 Closed Captions

🔍 Search 📄 Show transcript

# Competitive advantage: Active online learning

## 🧩 How Is Seismic Data Used To Locate Earthquakes?

In the previous videos, Professor Brown discussed how seismic data can be used to locate earthquakes. In this activity, you will interpret seismograms to calculate the arrival times of P and S waves, determine the distance a wave travels, and triangulate the location of an earthquake.

Use the tabs below to complete this activity:

1. Calculate the seismic wave arrival times for seismogram readings from two different seismograph stations.
2. Determine the distance a wave travels based on the arrival times you calculated in Step 1.
3. Triangulate an earthquake's location using the data you gathered in Steps 1 and 2.

**Note:** While there is no submission requirement for this activity, it will be helpful in completing the graded activity on the next page.

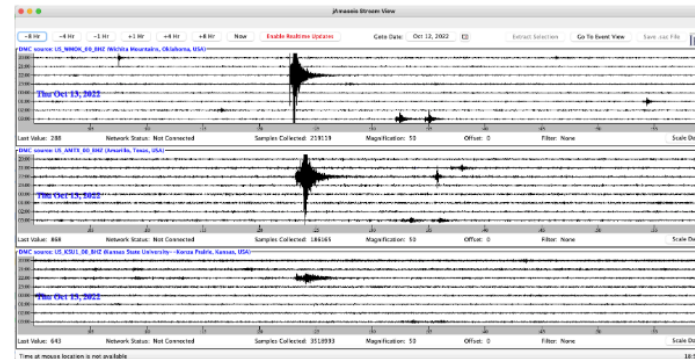
Step 1: Calculate Seismic Wave Arrival Times

Step 2: Determine Wave Distance Traveled

Step 3: Triangulate Earthquake Location

### Step 1: Calculate Seismic Wave Arrival Times

Earthquakes can be located if you have good seismograms from at least three seismograph stations, preferably surrounding the earthquake. For example, consider the seismograms from three stations in the U.S. as recorded on October 12 to 13, 2022.



These seismograms were plotted using [JAmaseis](#), a freeware program from IRIS that turns a PC or Mac into a real-time seismograph with tools for locating earthquakes from those seismograms.

### Determine $T_{S-P}$ time delay

The following seismograms are zoomed-in versions for each of the three stations on October 12 to 13, 2022. The arrival of the P waves and S waves are indicated by the black arrows on each of the seismograms from Stations 1, 2, and 3. For each station, the delay time between the S wave and the P wave is measured using the time scale at the bottom of the seismograms.

For example, from the seismogram for Station 1: Wichita Mountains, Oklahoma, the P wave and S wave arrival times are at :22:42 and :23:00 seconds respectively. The estimated  $T_{S-P}$  time is 18

# Course design for active online learning

Spring 2023

[Home](#)

[Announcements](#)

**Modules**

[Syllabus](#)

[Assignments](#)

[Discussions](#)

[Zoom](#)

[Grades](#)

▸ **Week 1 (Feb 6 - 10): Natural Hazards, Disasters, and Solid Earth Basics**

▸ **Week 2 (Feb 13 - 17): Earthquakes and Faults**


▼ **Week 3 (Feb 20 - 24): Locating and Measuring Earthquakes**

 Week 3 Overview

 Week 3 Locating and Measuring Earthquakes Q & A


 Locating Earthquakes


 How Is Data Used To Locate Earthquakes?

 Locate a Mystery Earthquake — Due 2/27  
Feb 27, 2023 | 2 pts

 Measuring Earthquakes

 Earthquake Magnitude

 Great vs. Small Earthquakes

 Week 3 Locating and Measuring Earthquakes Quiz — Due 2/27  
Feb 27, 2023 | 6 pts

 Week 3 Expanding Your Knowledge — Locating and Measuring Earthquakes

▸ **Week 4 (Feb 27 - Mar 3): Earthquake Engineering**

# Effectiveness of online learning

“The current body of evidence appears to support the position asserted by Richard Clark more than two decades ago: pedagogy, not delivery media, is what influences learning. . . . [C]haracteristics of the **instructional design**, such as the instructional methods used, the feedback provided, and the degree of learner engagement, create the conditions in which learning occurs. The meta-analyses reviewed above show that when instructional design characteristics are held constant across delivery conditions, e-learning and classroom instruction generally produce similar outcomes.” (Bell and Federman, 2013)

“[L]earning design has a strong and significant impact on overall satisfaction for both new and continuing learners. Learners who are more satisfied with the quality of teaching materials, assessment strategies, and workload are more satisfied with the overall learning experience. . . . Interestingly, none of the learners’ characteristics (e.g., gender, age, ethnicity, prior education) had an impact on overall learner satisfaction once **learning design** was included in the modeling.” (Li, Marsh, and Rienties, 2016)

# Financial model for PT online BS

- Market-based tuition with capacity for financial aid
  - Currently modeling \$925 / sh, 35% allowance for need-based financial aid
- Lean curriculum
  - Offering about 50 courses / year
- Reuse existing online materials, find multiple uses for newly created courses
  - \$100K to bring an existing F2F course online
  - SCE will invest reserves in initial course development
- Emphasis on upfront compensation to units for faculty effort
  - \$15 (\$5K per credit) to units for faculty course development, \$30K for faculty of record in online course
  - Faculty program directors additional \$100K
  - Modest residual return to colleges (40% college, 30% eCornell, 30% SCE)
- Positive cash flow by year 4 of student enrollment

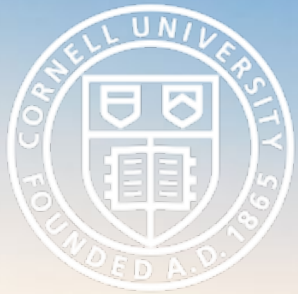


# Post-approval curriculum and systems development

- Launch eCornell development of new and adapted courses with academic units and faculty
- Begin five-year SCE hiring plan to staff admissions, financial aid, advising, and career services
- Systems work ongoing with Admissions, Financial Aid, Registrar to create part-time student career in PeopleSoft, Slate-based application workflow, financial aid and Bursar processes (project chartered in August 2023)
- Marketing and recruitment plan with eCornell

# Proposed post-approval academic governance transition

- Development of degree currently being guided by nine-member advisory board
- Goal: faculty members developing / delivering courses in PT BS become responsible for academic governance as degree stands up
- First, second, and third years post-approval: participating faculty elect three new members to two-year terms on advisory board, three appointed members rotate off
- In three years, advisory board will consist entirely of faculty members elected by and from the degree's participating faculty



# 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

- Principles for Faculty Senate Re-Appportionment discussed and vetted with the Nominations and Elections committee
  - Every department has at least one Senator
  - Tenure track + Research-Teaching-Extension (RTE) > 25 two Senators; the first is tenure-track
  - College/School RTE At-Large: at least one RTE Senator >25 two Senators
  - University At-Large: 3 tenured; 3 tenure-track; 3 RTE faculty
  - Will verify numbers with each College and School



# Senate Announcements and Updates

- Snapshot of current university structure
  - Listed as departments with associated college(s) or school(s)
  - Take into consideration new schools, multi-college units, and restructured units in the schools and colleges, e.g., CHE, SCJCoB and ILR
- Bring in new voices
  - New designated Senators for Geneva and Tech campuses
  - RTE faculty Senators for (1) Research Division, (2) ILR Extension, and (3) Translational Research and Extension
  - Growing body of students with veteran status added to ROTC ex officio

# Senate Q&A



# **Feedback to the University Assembly about the Interim Doxxing and Expressive Activity policies**

Eve De Rosa, Dean of Faculty, Chair of the University Faculty Committee, Psychology

# Queries from Faculty

- **When were the interim policies introduced?**
  - January 24, 2024
- **Where do we send feedback?**
  - Feedback to the University Assembly
- **Why the University Assembly (UA)?**
- UA charter: Section 3.1: **Authority in policy development**
  - The Assembly may examine, on its own initiative, **matters which involve the interests or concern the welfare of a substantial segment of the campus community** and may make recommendations or resolutions thereon to the President or to other appropriate officers or decision-making bodies of the University.

# Queries from Faculty

- **What's new?**
  - Candles, lamps, and other open flame sources are generally not permitted, but may be approved on a case-by-case basis after review by health and safety personnel.
  - Registration of outdoor events involving more than 50 people at the Ithaca, Cornell Tech, and Agritech campuses, or involving more than 15 people at the Weill Cornell Medicine NYC campus, is expected in certain community spaces to minimize the likelihood of conflicting events and to promote safety.
  - Outdoor camping requires prior registration. Outdoor camping in authorized locations is not permitted for longer than one week and must comply with public health requirements.

# Senate Discussion



# CORNELL UNIVERSITY FACULTY SENATE



Good of the Order

Adjournment