Faculty Senate

October 11, 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

Gayogo̱hó:nǫ' Land Acknowledgement

Cornell University is located on the traditional homelands of the Gayogo̱hó:nǫ' (the Cayuga Nation). The Gayogo̱hó:nǫ' 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 Gayogo̱hó:nǫ' dispossession and honor the ongoing connection of Gayogo̱hó:nǫ' people, past and present, to these lands and waters.

This land acknowledgment has been reviewed and approved by the traditional Gayogo̱hó:nǫ' 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

September 13, 2023

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

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

- Nominations and Elections Committee's October *Elected* assignments:

  - **Faculty Trustee (1):** Serve on the Board of Trustees; preference given to active faculty who do not hold administrative appointments; serve 4-year terms; voting ex officio members of the Senate

  - **Senators-at-Large** (3, non-tenured TT) ; senators that do not represent a particular college.

  - **University Faculty Committee (2) :** Acts as liaison between the Faculty Senate and the President, Provost and other senior university administrators; sets agenda for FS meetings; establishes or reappoints ad hoc committees or working groups; advises DOF on all matters concerning faculty; meets with Board of Trustees Executive Committee.

Senate Announcements and Updates

- Nominations and Elections committee's October *Appointed* assignments:

  - **Faculty Advisory Committee on Athletics and Physical Education (FACAPE) (5):** concerned with how programs of the Department of Athletics and Physical Education can best complement and support he overall educational objectives of the university; Issues addressed include academic, admissions, the student athlete, working with the NCAA, the IVY league, and the ECAC, and the PE requirement.

  - **University Faculty Library Board (4):** Helps formulate library policy; represents the interest of the libraries to the faculty as well as to the University Administration; keeps the librarian informed of needs and concerns of the faculty and students, while maintaining and promoting the welfare of the University Libraries.

Senate Announcements and Updates

- Sent spreadsheets with RTE faculty constituents to the RTE Senators

- RTE Working Group meeting with Provost and Deputy Provost

- Swim Competency Requirement – working with FACAPE and Student Campus Life to get student feedback

- Context for Research Integrity Council presentation from the Office of the Vice President for Research and Innovation

Senate Announcements and Updates

- **Proposal to add Teaching Professor titles updates**:
  - Senate Committee faculty feedback: Education Policy Committee (EPC), Academic Policies and Programs Committee (CAPP), and the Academic Freedom and the Professional Status of the Faculty committee (AFPSF)
  - Academic Deans feedback
  - Data from Office of the University Registrar and the Office for Institutional Research & Planning
  - Will return to the Senate in November

Senate Q&A

Update on Presidential Task Force on Undergraduate Admissions report, 2022-2023

Co-Chairs:

Deputy Provost Avery August, Microbiology and Immunology

Senior Associate Dean for Social Sciences and Interdisciplinary Programs in A&S, Patrizia McBride, German Studies

Task Force: Membership

Vicki Bogan

SC Johnson College of Business
Professor of Applied Economics and Policy

Scott Campbell

College of Engineering
Executive Director of Admissions and Recruitment

Lee Humphreys

College of Agriculture and Life Sciences
Professor & Chair Dept. of Communication

Thorsten Joachims

College of Computing and Information Science
Professor of Computer Science and Information Science

René Kizilcec

College of Computing and Information Science
Assistant Professor of Information Science

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Task Force: Membership

Mark Lewis

College of Engineering

Professor of Engineering, Director of the School of Operations Research and Information Engineering

Alan Mathios

Brooks School of Public Policy

Professor Economics

Lisa Nishii

ILR School

Professor of Human Resource Studies

Vice Provost for Undergraduate Education

Ravi Ramakrishna

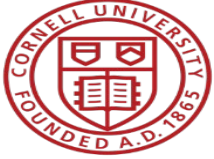**College of Arts and Sciences**

Professor of Mathematics

Kim Weeden

College of Arts and Sciences

Professor of the Social Sciences

Director of the Center for the Study of Inequality

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Task Force: Membership

- **Avery August**, Professor of microbiology and immunology in the College of Veterinary Medicine, Deputy Provost and Presidential Adviser on Diversity and Equity

- **Kelly Cunningham**, Chief of Staff and Special Sounsel to the president

- **Patrizia McBride**, Professor of German Studies and Senior Associate Dean for social sciences and interdisciplinary programs in the College of Arts and Sciences
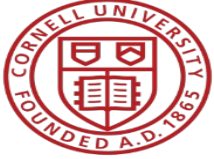
Project Management:

- **Victoria White**, President's office

Obligation to Review Admission Practices

The university has an obligation to regularly review its admissions practices to ensure that we achieve the kind of diversity that produces beneficial educational outcomes while complying with the current legal framework

Task Force: Charge

The taskforce was asked to conduct a thorough review of the undergraduate admissions process. Recommendations were to be informed by Cornell's founding mission and commitment to broad based and inclusive admission practices.
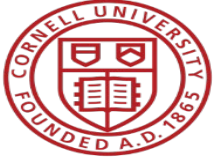
Task Force: Approach
Three subcommittees formed

- Sub-Committee #1 (Applicant Characteristics)
  - What applicant characteristics or indicators should be prioritized to craft a class that furthers the university's mission and yields the educational benefits of a diverse student body? How should these characteristics be determined and used as selection criteria?
- Sub-Committee #2 (Machine Learning)
  - What, if any, are the appropriate uses of data analytics and machine learning technology as a tool to enhance the holistic and individualized review of all applications?
- Sub-Committee #3 (Pipeline, Recruiting, Retention)
  - Which pipeline, recruitment, and retention programs should be prioritized across the individual undergraduate admitting units to generate the maximum impact on undergraduate student body diversity and the educational benefits that derive therefrom?

Task Force: Approach

- Met weekly as a larger group and in sub groups

- Studied the relevant literature and consulted with national experts, and Cornell's admissions officers, and staff from the financial aid office

- Survey of Faculty to understand the characteristics and experiences they wish to see in the student body
- Survey of Students (>170 student organizations contacted)

- Tabletop discussions with Board of Trustees

Task Force Recommendations

Charge #1: *What applicant characteristics or indicators should be prioritized to craft a class that furthers the university's mission and yields the educational benefits of a diverse student body? How should these characteristics be determined and used as selection criteria?*

1. Identify and recruit students who show the following attributes/life experiences that have been identified as enriching the educational experience in the classroom:

a) <u>Academic achievement</u>, and achievement in other areas
b) <u>Inquiry:</u> intellectual rigor, passion, curiosity, creativity, exploration
c) <u>Distance traveled:</u> overcoming obstacles or barriers; experience working part time; overcoming feelings of isolation or disempowerment, headwinds, invisibility, struggles
d) <u>Persistence:</u> grit, resilience, perseverance, focus
e) <u>Community orientation:</u> demonstrate kindness, demonstrate compassion, teamwork focus, impact, pride in culture or heritage, situational awareness, service, engagement
f) <u>Leadership:</u> influential, trend-setter, lights up room
g) <u>Knowledge of and appreciation for Cornell's unique history and mission</u>

Task Force Recommendations

Charge #1: What applicant characteristics or indicators should be prioritized to craft a class that furthers the university's mission and yields the educational benefits of a diverse student body? How should these characteristics be determined and used as selection criteria?

2. Implement changes to the application form that facilitate identification and recruitment of academically talented students from broad range of backgrounds:

Include a more fine-grained measure that about parent (or primary caretaker)
college   degree attainment, and graduate or professional degree; along with jobs or occupations.

Applicants should only be asked for three extracurricular activities to emphasize
quality   over   quantity, encourage students to be more thoughtful in their essay
prompts about a   smaller number of extracurriculars, and reduce stress in the application
process.

Add a question that asks applicants about how they would contribute to our core mission and/or core values.

Task Force Recommendations

Charge #1: *What applicant characteristics or indicators should be prioritized to craft a class that furthers the university's mission and yields the educational benefits of a diverse student body? How should these characteristics be determined and used as selection criteria?*

Proposed New Cornell University Essay Question:

"When creating the university in the aftermath of the Civil War, Ezra Cornell wrote, "I would found an institution where any person can find instruction in any study." We remain committed to the importance of diversity in our educational mission. Explain how your life experiences, particularly with a community that is important to you, will enrich our "... any person ..." ethos. We encourage you to think about community broadly. This could include family, school, or larger social circles."

Task Force Recommendations

Charge #2: What, if any, are the appropriate uses of data analytics and machine learning technology as a tool to enhance the holistic and individualized review of all applications?

The task force outlines responsible ways of using machine learning tools and data science techniques to support and optimize recruitment, admissions, and retention processes. These include:

a) Hire professional specialists to form a permanent data science research and operations team, housed in Institutional Research and Planning (IRP), whose mandate will be to develop and implement data-driven solutions to further the university's admissions and enrollment goals in support of its educational mission and ensure that our use of data is compliant with privacy and legal parameters.

b) Create a Cornell Advisory Board for Educational Data (CAB-ED) tasked with overseeing and advising on the implementation of data-driven evaluation techniques in recruitment.

Task Force Recommendations

Charge #3: Which pipeline, recruitment, and retention programs should be prioritized across the individual admitting units to generate the maximum impact on undergraduate student body diversity and the educational benefits that derive therefrom?

1) Develop and nurture collaborative structures for decision making across admissions offices, expand functionality and increase college involvement.
2) Ensure data-informed decision making.
3) Expand functionality of and increase college-level involvement with Slate. Slate is the CRM adopted by the university to manage all aspects of recruitment, selection, yield, and enrollment planning and management.
4) Optimize financial aid packages and decision timing.
5) Improve communications to students and families and High School, Counselors around affordability and Ivy Plus matching policy; track students' progression through the Financial Aid process to improve yield; exploring alternative organizational structures to manage the process.

Task Force Recommendations

Charge #3: Which pipeline, recruitment, and retention programs should be prioritized across the individual admitting units to generate the maximum impact on undergraduate student body diversity and the educational benefits that derive therefrom?

Recruiting students:
(I) identifying prospective students;
    a) Data mining;
    b) Target nonfeeder schools
    c) Partner with organizations
    d) Strategic partnerships with community colleges
    e) Develop cross college regional expert groups
    f) Pipeline programs that target younger students
    g) Unique political status of Indigenous Students
(II) messaging prospective students;
(III) facilitating readiness for Cornell;
    a) Precollege summer programs;
    b) eCornell courses
    c) Faculty led instruction in high schools
(IV) successfully yielding prospective students; and
(V) assessing interventions.

For the class entering fall of 2024 and beyond: Applications

- All changes will be implemented in a legally compliant fashion

- Other changes to application: questions about fee waiver; parent education level; enrollment in federally recognized tribes

- Enroll a smaller proportion of the class via early decision (started for Fall '23)

- Continue the current test-optional experiment
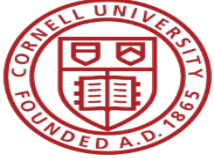
New University Question

- Addition of new question to the common app:
    - Focuses on being a part of a community devoted to "any person. . . Any study"

- "I would found an institution where any person can find instruction in any study." For over 150 years, Cornell University has remained deeply committed to Ezra's vision. Explain how your life experiences will help inform your contributions to a learning community devoted to "...any person…any study." We encourage you to think broadly about your life experiences, including how local (e.g., family, school, neighborhood) or global communities you've been part of have helped shape your perspective.

For the class entering fall of 2024 and beyond: Financial Aid

- Enhance the financial aid packaging process

- Continue to make good use of the affordability campaign, including revising the family income bands for loan ceilings

Thanks to the Task Force members!

Vicki Bogan

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Professor of Applied Economics and Policy

Scott Campbell

College of Engineering
Executive Director of Admissions and Recruitment

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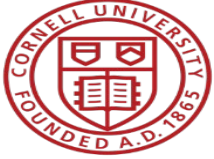**Ravi Ramakrishna**

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Project Management:

- **Victoria White**, President's office

Senate Q&A

Introduction: Proposal to eliminate a transcript notation for a grade of incomplete after the instructor has submitted a grade

Vice Provost for Undergraduate Education Lisa Nishi, Industrial and Labor Relations

Grade of Incomplete – Current Policy

According to the [Cornell University Grading System](#), adopted in 1965, a grade of INC is appropriate only when 2 basic conditions have been met:

1. Student has substantial equity at passing level

2. Student has been prevented by circumstances beyond their control

Grade of Incomplete – Current Policy

Then what happens? According to current policy,

- If a student does not complete remaining coursework by specified deadline, the INC will revert to a F or remain as a permanent INC on the transcript

- The fact that a student took an INC becomes a permanent part of the student's transcript even after a grade has been submitted (denoted by an *)

Grade of Incomplete – Recommended Change

Eliminate a permanent transcript notation (*) for a temporary INC when an instructor later substitutes for a grade.

Reasons for resolution

1. By definition (according to policy), student is not at fault for needing a temporary INC; should not be punished for a setback out of their control by having a permanent notation. The * invites unnecessarily punitive negative inference.

2. The notation may pressure a student to disclose private information.

3. Even without the permanent notation for a temporary INC, a transcript reader has all necessary information.

4. Cornell is an outlier in its practice.

5. Actual implementation of the required notation is inconsistent, and therefore inequitable, across Cornell's colleges/schools.

Be it therefore resolved...

That the Cornell University Grading System policy be revised by eliminating the clause that states:

"[t]he symbol INC becomes a permanent part of the student's transcript, even when a grade is later submitted,"
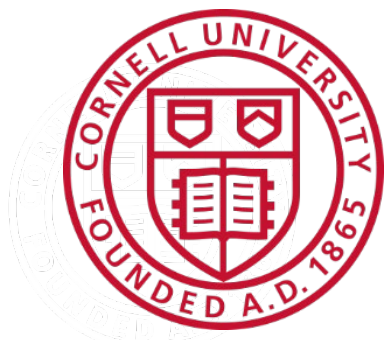
and substituting the text:

"[t]he symbol INC becomes a permanent part of the student's transcript only when another grade is <u>not</u> later submitted."

Senate Discussion

Research Integrity Council Annual Report, 2021-2023

Chief Research Compliance Officer and Research Integrity Officer Mark Hurwitz

Policy 1.2 Report to Faculty Senate on Research Integrity, FY22 & FY23

Mark Hurwitz,
Chief Research Compliance Officer
Research Integrity Officer

Research&Innovation

Research Integrity Council, established 2021

- **Purpose:** To promote a strong research integrity culture and develop a cohort of experienced faculty for Inquiry and Investigation committees.

- **Membership:** Senior Faculty nominated by Deans

- **Structure**:
  - Members serve three-year terms and may continue.
  - Council meetings quarterly to discuss research integrity topics.
    - Occasionally with guest speakers.
  - Three Council members are selected for each Inquiry and Investigation.
    - Research Integrity Officer (RIO) recommends, and Vice President for Research and Innovation (VPRI) approves, with advice of Dean of Faculty.
  - Staffed by RIO, RIO's office, and General Counsel's Office.
  - Co-chaired by RIO and faculty member (currently Mike Van Amburgh, Professor, Animal Science).

Research&Innovation

Definitions

- Federal definition of **Research Misconduct**:

  - **Fabrication:** making up data or results and recording or reporting them.

  - **Falsification:** manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

  - **Plagiarism:** the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

- Policy 1.2 definition of **Research Related Misconduct**:

  - "**Any act that violates the standards of integrity** in the conduct of scholarly and scientific research and communication."

  - **Except:** Allegations are investigated under other Cornell policies, such as IACUC and IRB policies, where such policies apply.

Policy 1.2: Stages

- **Assessment:** Decide if the allegation is a research integrity issue.

  - If not, pass to appropriate office for disposition.

- **Inquiry:** Conduct an initial review of sufficient evidence to determine whether the allegation has substance. If so, an Investigation is warranted.

  - Evidence includes interview of the respondent and possibly others.

- **Investigation:** Determine whether misconduct occurred and recommend corrective actions or sanctions if needed.

- **Appeal:** To Provost and only for significant procedural errors. Provost decision is final.

  Following federal regulations, the Inquiry does not determine whether the allegation is true. It only determines if the allegation has substance. The Investigation determines if the allegation is true.

Case History

Cases	2019	2020	2021	2022	2023	2024*
Ended with Assessment	2	1	3	7	8	3
Ended with Inquiry	3	1	1	5	0	3
Ended with Investigation	2	3	2	0	0	1
Total	7	5	6	12	8*	7

Allegation Type	2019	2020	2021	2022	2023	2024
Falsification	1	1	1	0	3	1
Fabrication	0	0	0	1	0	
Plagiarism	1	3	2	4	2	4
Other: Research-Related or Non-Research	5	1	3	7	6	2
Total	7	5	6	12	11	7

*Some cases still in progress

Misconduct is Intentional

A finding of Misconduct requires:

1. The allegations be proven by a preponderance of the evidence; and

2. Significant departure from accepted practices of the relevant research community; and

3. Committed intentionally, or knowingly, or recklessly.

Unintentional error or honest differences in interpretation or judgement are not misconduct.
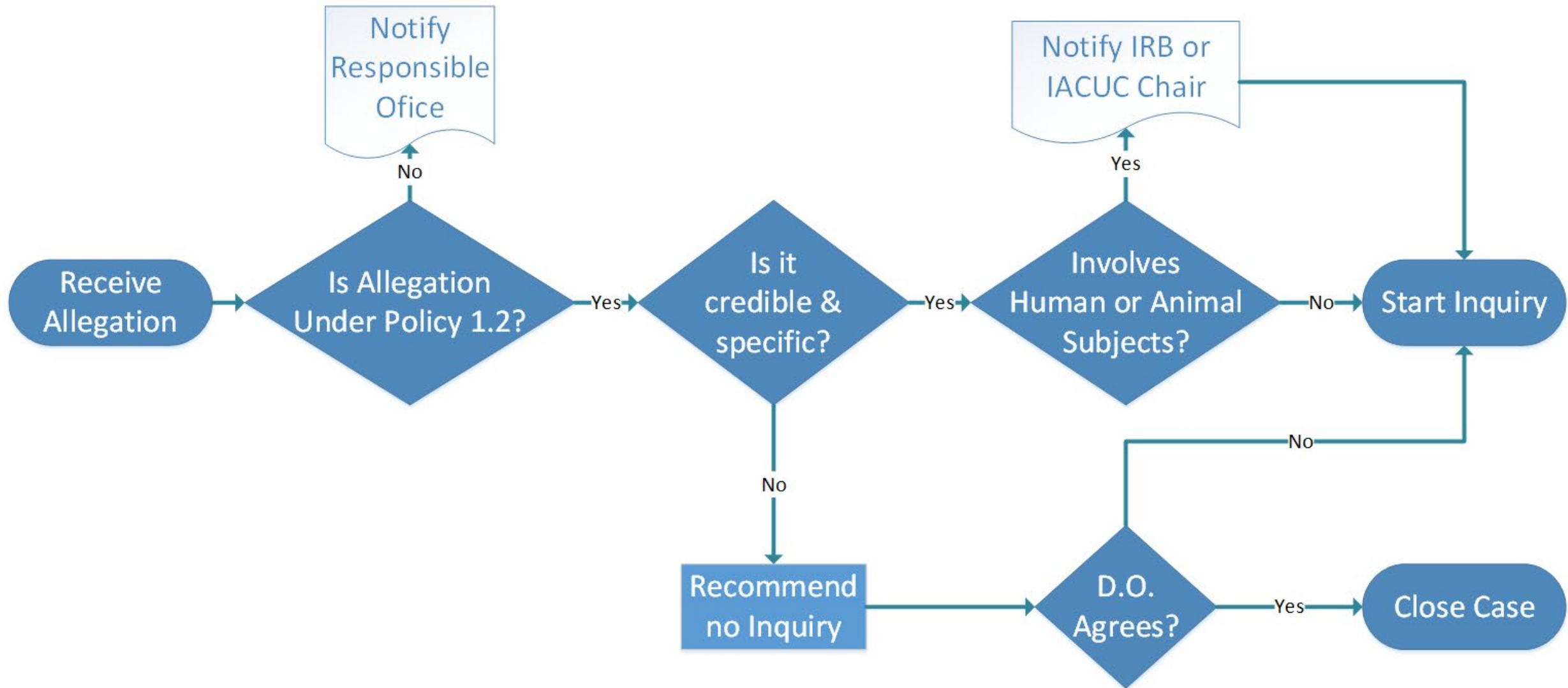
Fairness and Confidentiality Requirements

- **Confidentiality of Complainants** give individuals the confidence that they can bring allegations made in good faith without suffering retribution.

- **Confidentiality of Respondents** give individuals the confidence that their rights are protected and that the mere filing of an allegation will not be the basis for adverse action.

- **Reasonable time limits** provide the confidence that the process will be well managed.

- *Any form of retaliation against complainants, witnesses, or committee members is strictly prohibited.*

- *Any conflicts with the Respondent or Complainant, and the Committee members, must be disclosed to the RIO immediately.*
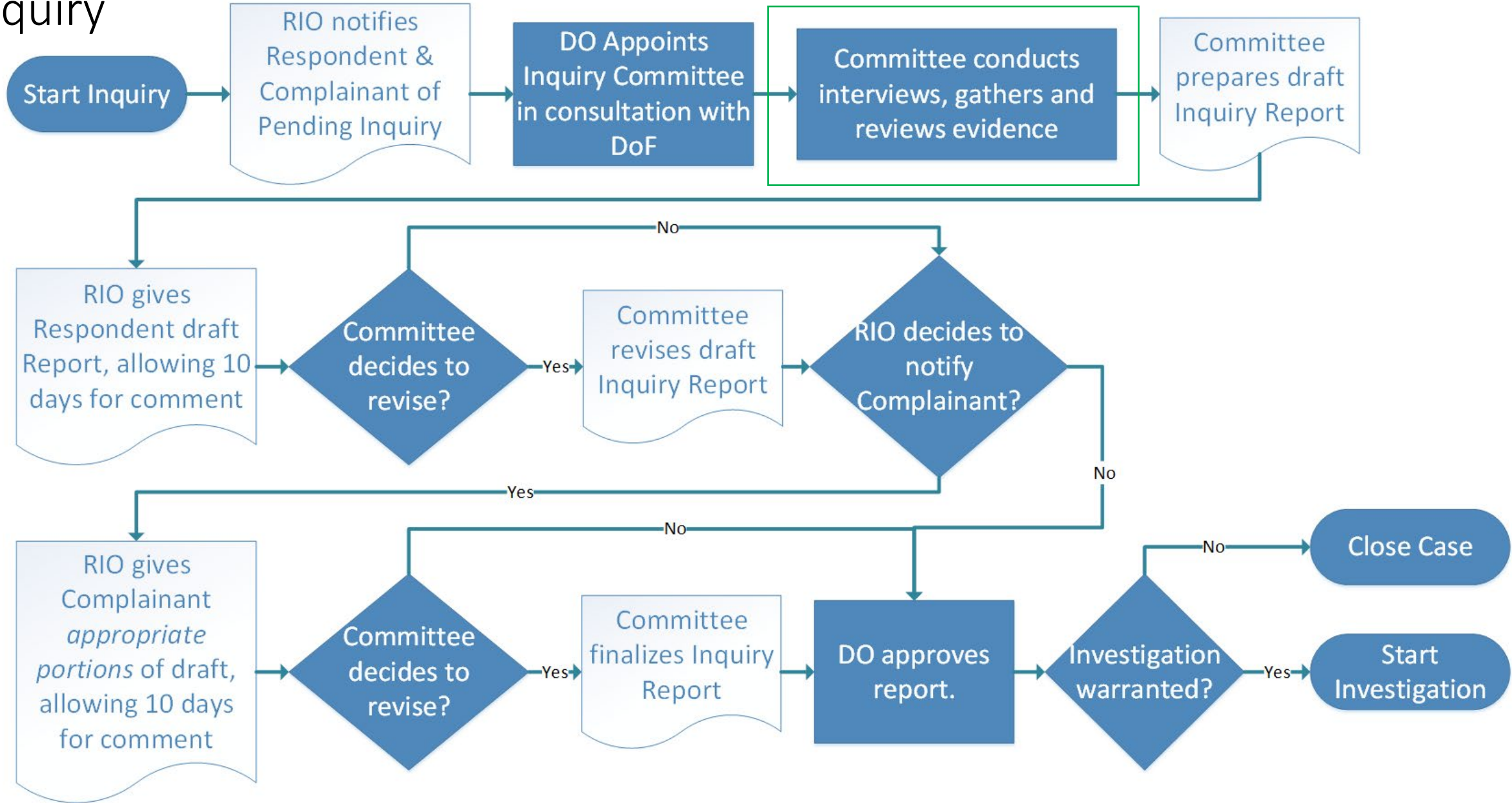
Research&Innovation

Roles

- **Faculty committee members**
  - Review evidence, including interviews.
  - Determine the facts and make recommendations for outcomes and sanctions.
- **RIO and staff**
  - Staff committee meetings and interviews.
  - Assist in drafting reports.
  - Ensures process stays on track.
  - Communicates with funding agencies as needed.
- **Deciding Official (D.O. Currently VPRI)**
  - Approves Assessment, Inquiry, and Investigation reports.
  - Decides sanctions.
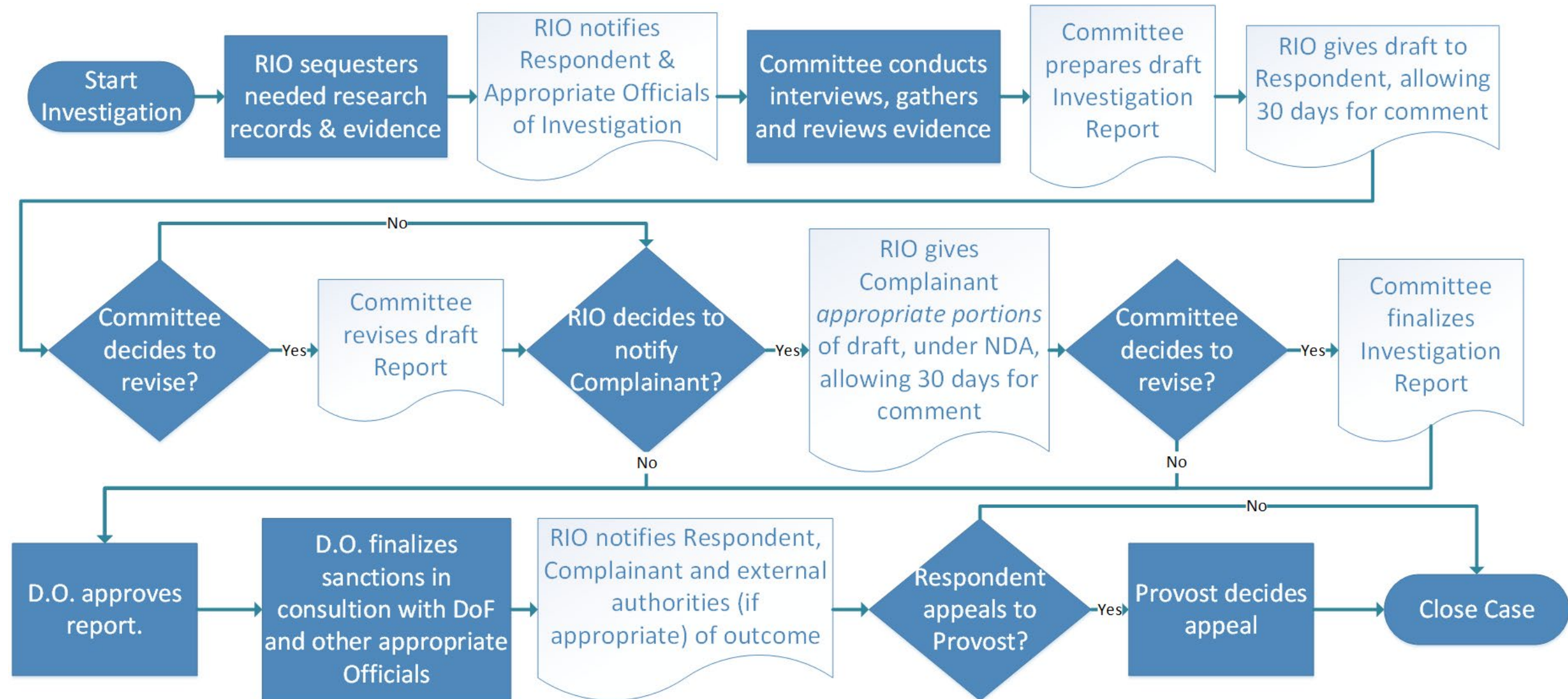- **Counsel** – Advises on process, fairness, confidentiality, and compliance.
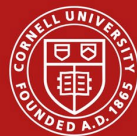
Assessment

Inquiry

Start Inquiry → RIO notifies Respondent & Complainant of Pending Inquiry → DO Appoints Inquiry Committee in consultation with DoF → Committee conducts interviews, gathers and reviews evidence → Committee prepares draft Inquiry Report

RIO gives Respondent draft Report, allowing 10 days for comment → Committee decides to revise? — Yes → Committee revises draft Inquiry Report → RIO decides to notify Complainant?

No (from RIO decides to notify Complainant? back to top flow)

Yes → RIO gives Complainant appropriate portions of draft, allowing 10 days for comment → Committee decides to revise? — Yes → Committee finalizes Inquiry Report → DO approves report. → Investigation warranted? — No → Close Case / Yes → Start Investigation

No

Research&Innovation

Investigation

Senate Q&A

Good of the Order

Adjournment

CORNELL UNIVERSITY
FACULTY SENATE

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SPEAKER
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#IAMYOURSENATOR