Faculty Senate

September 11, 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

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

May 8, 2024

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

Proposed resolution on
Enhancing transparency in the tenure process:
External Reviewers

Tracy Stokol, Clinical Pathology
Chair of the Academic Freedom and Professional Status of Faculty (AFPSF)

What Colleges have to say about external letters and reviewers…

For simplicity we shall assume that **A**n external reviewer is an individual who provides an evaluation of the candidate's **research and** scholarship **and is external to Cornell University**. and who is not a voting member of the candidate's unit. Note that by this definition an external reviewer can be a Cornell faculty member, e.g., a member of the candidate's graduate field who is in a different department. The purpose of an external reviewer is to provide an outside perception of the candidate's research and scholarship. Collectively, the external reviewer letters should inform the reader about the candidate's breadth, depth, impact, and **anticipated** trajectory.

What Colleges have to say about external letters and reviewers…

Because of the importance of this dossier component, the candidate should be able to suggest reviewers. The broader the engagement of the voting faculty the better. **To identify prospective reviewers, broad engagement of the voting faculty by the chair or unit head is recommended.** However, it is understood that in the larger units the task may be delegated to a subset of the voting faculty.

What Colleges have to say about external letters and reviewers…

A typical selection method starts with the candidate submitting to the department a list of potential reviewers. The department subsequently produces the final list by augmenting a subset of the candidate's list with its own choices. Numerical rules govern the process, e.g., the candidate might be told to "provide six names of which two will be selected." The end result is a final list that is the union of two **disparate** lists; there are candidate-selected reviewers and department-selected reviewers. The trouble with this approach to external reviewer selection is that it invites second guessing by the candidate: "if I leave Professor X off my list then the department will most assuredly select Professor X." Moreover, the strategy has no inspirational value in terms of getting the candidate to think early and often about their "radius of impact". The candidate invariably focuses on reviewers who are deeply familiar with their work and not at all about reviewers who can attest to its far flung implications.

Independent List Method – Part 1

The independent list method (ILM) for choosing external reviewers addresses these shortcomings and is as follows. The candidate and the department independently produce their own list of reviewers. The lists should be equal in length and assembled with one goal in mind: the collection of individuals on the list provide an accurate **fair and informed** assessment of the candidate's work. **A "fair and informed** accurate assessment" requires the inclusion **may include** some individuals whose area of expertise has some "distance" from the candidate's area of expertise. This compels the candidate to think in a productive way about radius of impact and why it is important.

Independent List Method – Part 2

Using the two lists, the department proceeds to develop the final list of external reviewers. There are three numbers associated with the process that need to be identified: the length L of the independently-produced lists, the minimum number C of selected reviewers that must be chosen from the candidate's list, and **a range of** the total number T of selected reviewers (**8 external reviewers is a suggested minimum**). The independent lists need to be included in the dossier so that it is clear which of the received letters are from reviewers chosen by the candidate only, which are from reviewers chosen by the department only, and which are from reviewers chosen by both. **The list should include reviewers that were asked and declined, plus the reason for declining, if given. Note that individuals may decline to review a promotion dossier for multiple reasons and declining a request for dossier review without a given reason does not reflect on the candidate's suitability for promotion, i.e. should not be viewed negatively against the candidate.**

The Resolution

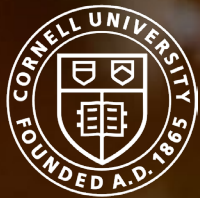*Whereas* the selection of external reviewers is central to the tenure review process;

Whereas candidate input to the process should be structured in a way that is fair and which inspires an understanding of why radius of impact is important **transparent**;

Be it resolved that the ILM **independent list** method for selecting external reviewers be adopted by each college.

Senate Q&A

Recording and classroom privacy, classroom speech, and the year ahead

Steve Jackson, Information Science and Vice Provost for Academic Innovation

Update: Recording and Classroom Privacy

Reminder: from Faculty Senate, Nov 8, 2023

- Several faculty have reported concerns around unauthorized student recording of classroom discussions
- Concerns have been expressed around student safety (potential doxxing or harassment, social media controversies, safety of international students expressing ideas critical of home country governments)
- Concerns have also been expressed around unauthorized and out-of-context sharing of faculty comments
- Additional concerns exist around third-party (esp. commercial) sharing of lecture and discussion materials as violations of faculty intellectual property

Update: Recording and Classroom Privacy

Response (w EPC, University Council, etc.): updates to Academic Integrity Code

"3. Unauthorized Recording and Classroom Privacy.

The openness and privacy of classroom discussions is essential to Cornell's traditions of open inquiry and freedom of learning, which include the right to explore, experiment, try out ideas, debate, and change one's mind in the relative openness and safety of the classroom environment. Students are not permitted to record classroom lectures and discussions, in whole or in part, or related instructional spaces like laboratories or studios, without the prior written permission of instructors. Where such permission is given (for example, to support student accommodations or second language learners) or where recordings or other materials are made available to all students by instructors, students may not share instructor- or student-generated content (lectures or lecture slides, photos, student assignments or presentations, class discussions or discussion board postings, etc.) either within or beyond the course environment without prior instructor permission. Note that unauthorized sharing of classroom materials may also violate other university policies – for example, the university's Anti-Doxxing Policy (https://policy.cornell.edu/policy-library/interim-anti-doxxing-policy) or the Student Code of Conduct (https://scl.cornell.edu/studentconduct).

In addition, students are not authorized to replicate, reproduce, copy, or transmit lectures and course materials, or materials derived from the course including class notes that incorporate the original content in new ways, for sale or general distribution to others without the written consent of the faculty or academic staff member or class participant who is the original source of such materials."

Summary: 1. no recording without instructor permission (but note important SDS and ESL uses); 2. no sharing of recordings, instructor- or student-generated materials without prior instructor permission. NB: applies to classroom and related instructional spaces; does NOT apply to office hours or other faculty-student interactions.

The Year Ahead (in teaching):

- Reminder!

- Teaching During an Election Year
  - recognizing (varied!) student perspectives and struggles
  - pedagogical opportunities
  - assignment timing
  - 501c3 restrictions on campaign advocacy (Policy 4.18) – but encouragement/support to vote is welcome(!)

The Year Ahead (in teaching):

- [Building Inclusive Classrooms](#):

    - [Fostering Community and Belonging](#)
    (building community, fostering trust, establishing culture, community agreements, etc.)

    - [Engaging Viewpoint Diversity in the Classroom](#)
    (rationale, guidance, facilitating tough conversations, responding to flashpoints, etc.)
    IDP: [Strategies for Cultivating Democratic Education and Dialogue](#)

    - [Using Inclusive Teaching Strategies](#)
    (inclusive teaching strategies, universal design for learning, accessibility, etc.)

The Year Ahead (in teaching) :

- ## Teaching During Periods of Disruption
  Preparation: grade security; security of access to student work; departmental access to all Canvas course sites; establish communication channels (email and cell phones); spreading of student work and grading; resilient syllabus design
  Communication: clear and frequent communication on adjustments, changes, and updates; clear and consistent messaging (including w university guidance and policies)
  Adjustments: lightening load, adjusting roles and responsibilities, changing assignment structure or grading methods (peer assessment, Gradescope, etc.) – is there a plan B (and C)?

- Note: see also Friday Sep 6 email on teaching and research continuity from grad school
- Follow email updates from 'graduateunionupdate@gradschool.cornell.edu' and FAQs at: https://unionupdate.gradschool.cornell.edu/
- **** area, department or college-specific challenges and concerns **** – feedback to Associate Deans

Academic freedom and classroom speech: a faculty discussion

Cornell upholds a strong and enduring commitment to academic freedom. (see: Cornell [Faculty Statement on Academic Freedom and Responsibility](#) (1960; 2021)

Classroom speech is *different* than freedom of expression in general, and is different (per [AAUP](#)) than the rules that would apply to the statements of faculty members in their research capacity, or political expression in the world at large (AAUP: 'extra-mural speech'), or to public events on campus (see [Interim Expressive Activity Policy](#)) .

Classroom speech is limited (per the AAUP) by topicality (is the speech connected to the subject of the class, as evaluated by disciplinary peers?); and by restrictions (given by the university's non-profit status) against direct advocacy of an electoral campaign ('here's why I think you should vote for candidate X or Y').

It may also be conditioned by the university's **Title VI**, **Title VII** and **Title IX** obligations (as expressed under university [policy 6.4](#)): namely, the obligation to provide all students a school environment free from discrimination or harassment based on race, color, or national origin, including shared ancestry or ethnic characteristics ('Title VI') or on the basis of sex ('Title IX'). [Title VII: same categories, but in employment]

Academic freedom and classroom speech: a faculty discussion

(discuss!)

Classroom speech is also bound by standards of professional conduct and a wide-ranging duty of care for our students – our commitment to engaging ALL students in a spirit of openness, fairness, and support. This does NOT include a right to always be comfortable, but it DOES include a right to be listened to, considered, heard and fairly treated coming from a wide variety of subject positions, and a commitment to a wider goal of belonging (very broadly construed) that should underpin all our classroom environments. It may also require an element of respect and basic safety needed if students are to engage, try out, and express ideas, and perhaps ultimately to learn, grow and change their understanding of the world.

Academic freedom and classroom speech: discuss!

- DISCUSS !!!
- Conversations w faculty in your departments? (freedom and responsibility in the classroom?)
- Classroom adjacent spaces? (labs, studios, office hours, living learning spaces, engaged teaching environments, etc.)
- Places where multiple speech categories meet and collide (expressive activities, extra-mural, research, classroom speech)?
- Questions / challenges / concerns ???

Thank you! Questions, thoughts, discussion, feedback welcome.

- CTI drop-in office hours:
  Monday-Friday 1-3 pm (or by appointment)
  https://teaching.cornell.edu/online-drop-sessions

- VPAI office hours:
  Wednesdays 11-1, 449B Day Hall (or by appointment)
  (vpai@cornell.edu; sjj54@cornell.edu)

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

2024-25 New Committee Members

Academic Freedom and Professional Status of the Faculty (AFPSF)
Beth Lyon – 2027 – Law School
Eric Rebillard – 2027 – Arts & Sciences
Gautam Hans – 2027 – Law School

Academic Programs and Policies Committee (CAPP)
Ernesto Arevalo – 2027 – Arts & Sciences
Gen Meredith – 2027 – Veterinary Medicine
Julia Markovits – 2027 – Arts & Sciences
Kathleen Long – 2027 – Arts & Sciences

A.D. White Professor-at-Large Selection Committee (PAL)
Chair: Bob Weiss – 2027 – Veterinary Medicine
Samantha Sheppard – 2027 – Arts & Sciences

Committee on Financial Policies (FPC)
Diane Burton – 2027 – ILR School

Committee on Music
Chair: Roger Gilbert – 2028 – Arts & Sciences
Emad Atiq – 2028 – Law School
Kaja McGowan – 2028 – Arts & Sciences
Ruth Collins – 2028 – Veterinary Medicine

Educational Policy Committee (EPC)
Antonia Jameson Jordan – 2027 – Veterinary Medicine

Faculty Advisory Committee on Tenure Appointments (FACTA)
Jane Wang – 2026 – Arts & Sciences
Julia Finkelstein – 2026 – Human Ecology
Rachana Kamtekar – 2026 – Arts & Sciences

Faculty Advisory Committee on Athletics and Physical Education (FACAPE)
Chair: Ashleigh Newman – 2027 – Veterinary Medicine
Jennifer Newsom – 2027 – AAP
Kendra Bischoff – 2027 – Arts & Sciences
Kevin Kniffin – 2027 – SC Johnson College of Business
Natalie Capiro – 2027 – Engineering
Yuval Grossman – 2027 – Arts & Sciences

Nominations and Elections Committee (appointed)
Sarosh Kuruvilla – 2027 – ILR School

University Assembly:
David Bateman – 2026 – Arts & Sciences, Brooks School
Ellen Gainor – 2026 – Arts & Sciences
Jonathan Butcher – 2026 – Engineering

University Assembly: Campus Welfare Committee
Andre Kessler – 2026 – CALS

University Assembly: Campus Planning Committee
Thomas Campanella – 2026 – AAP

University Faculty Library Board
Chair-In-Waiting: Karim-Aly Kassam – 2028 – CALS (begins as Chair 1/1/25)
Annetta Alexandridis – 2028 – Arts & Sciences
Karen Levy – 2025 – Bowers CIS
Mildred Warner – 2028 – AAP, CALS
Shaoyi Jiang – 2028 – Engineering

University-ROTC Relationships Committee (URRC)
Juan Hinestroza – 2027 – Human Ecology

Academic Integrity Working Group

- **Objective is to review and update the academic integrity code, design a standardized reporting system, and streamline procedures to ensure consistent adherence to the code.**

  - **Faculty Senate**
  - **Continuing Education**
  - **Agriculture and Life Sciences**
  - **Architecture, Art and Planning**
  - **Arts and Sciences**
  - **Brooks Public Policy**
  - **Bowers Computing and Information Science**
  - **Cornell Engineering**
  - **Graduate School**
  - **Human Ecology**
  - **Industrial and Labor Relations**
  - **Cornell Law**
  - **SC Johnson College of Business**
  - **Veterinary Medicine**
  - **Cornell Tech**

Senate Announcements and Updates

- **Graduate Student Unionization Update**
  - **FAQs**
  - **Teaching and Research Continuity**

- **Teaching Professor title has been approved by the Board of Trustee's Academic Affairs committee**

- **Road trip!**
  - **Inspired by our discussion of representing 3 campuses at the Orientation**
  - **We will tour and hold a faculty forum on the AgriTech campus as well as the CornellTech campus this academic year**

What does 'any person…any study…' mean in 2025 and what could it mean in the future?

- **Time of transition**: Interim President and Interim Provost what do we want our future President and our near future Provost to know about the faculty?

- **What will matter to the faculty about our community and our academic future?**

- Launch for small group discussions across campus and record for our future
  - Take it on the road…
    - With Interim President Kotlikoff in September – SENATORS ONLY
    - At the Ithaca campus
    - At the Cornell Tech campus
    - At the AgriTech campus

Senate Discussion

Good of the Order

Adjournment