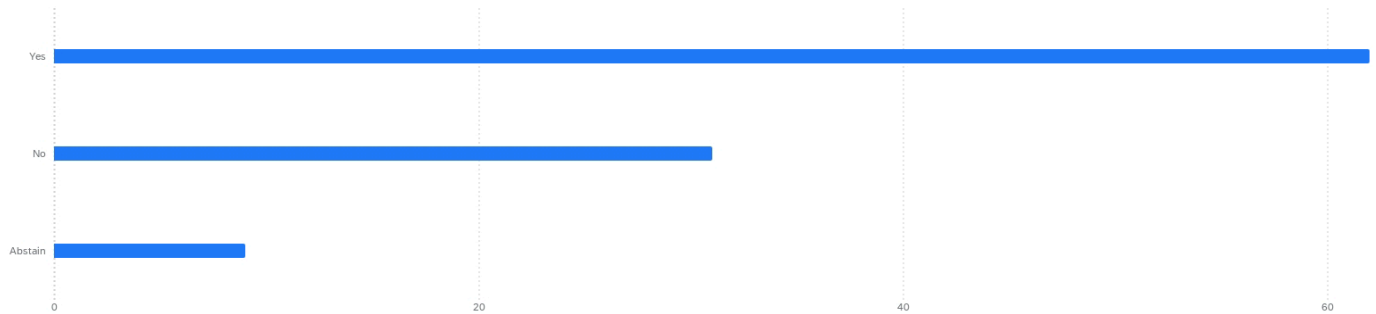


Senate Vote - May 2025

Are you in favor of the pending Resolution to adopt a unified Cornell University transfer credit policy for undergraduate transfer students? 102 ⓘ



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Q8 - Are you in favor of the pending Resolution to adopt a unified Cornell University transfer credit policy for undergraduate transfer students?	Count	Count
Yes	61%	62
No	30%	31
Abstain	9%	9

Comments:

Transfer students and transfer credits for current Cornell students should be handled differently.

More work is required concerning how assessments are done for on-line courses.

This proposed procedure does not address the significant difference between standards applied to transfer students from another institution and rules applied to students already enrolled at Cornell seeking to meet Cornell requirements by substituting courses at other schools taken after they enrolled at Cornell. In the former case, transfer students should be held to a more lenient standard that acknowledges that they have played by the rules of the institution they were attending, even if those rules are more lenient than those of Cornell. Forcing transfer students to retake similar courses at Cornell would be counterproductive. For students already enrolled at Cornell who wish to substitute courses elsewhere for ones at Cornell, the standard should be more rigorous. This distinction leads to what might seem inconsistent to some: the same course at another school is accepted for a transfer student and rejected for a Cornell student. In fact, recognizing this distinction is perfectly consistent: in each case the student is held to the rules of the institution that they are currently attending.

A university-wide system for tracking transfer credit approvals sounds good. My concern is as much with Middle States requirements, I think. We must be able to regulate the conditions under which courses are taken. It is just not true that an online offering of a technical course that lacks rigorous proctoring of evaluations is instructionally equivalent to a course taught in-person at Cornell. We need to be able to make this distinction.

Yes definitely - there is unfair discrimination across colleges in what is accepted for course transfer!! this is important. Also for the Dean of Faculty - Cornell colleges provide specific study abroad programs (e.g. agriculture program study abroad for CALS students) but when they apply and try to transfer credits toward the major, they are told very restrictive requirements that these courses will not transfer for the major requirements. E.g. very specific ag courses from the Ag universities in France or Dublin, This is ridiculous and thwarts our Cornell students having the opportunity to study abroad. If Cornell is promoting these as "Cornell CALS study abroad programs", then the major faculty need to be more flexible. Or they will prohibit students from study abroad, or lose more students from their majors.

Lack of dept faculty input.

The proposed policy needs further work to restrict the acceptance of on-line or poorly-supervised courses.

Many concerns about online courses have not been addressed. Calculus 1, for example, is taught at essentially every 2-year college and 4-year college and university around the country. In 2021 (the most recent national data I have access to), 2.76 million students took a math course at an institution of higher education. Many of those enrollments are pre-calculus, which Cornell does not award credit for. But I am certain that many, many of the calculus offerings are not equivalent to Cornell's. The online offerings are a large part of the reason why. I think the two pieces of the resolution (a system for tracking transfer credit approvals and a policy about transfer credit) need to be separated. I believe that we need to treat the second question much more slowly and deliberately. And we need Cornell to advocate for us with Middle States.

I understand the concerns raised in the Senate but feel the implementation group can make wise decisions as those kinds of detailed questions arise!

I agree with Prof. Holm that we need the proposed tracking system for courses, but that the blanket awarding of credits for online courses is a bad idea.

This needs more work.

It's not ready for prime time. OUR seems compliance- and uniformity-obsessed these days, and nuance is getting buried. When I asked why Middle States insisted on agnosticism with respect to online vs. in-person, OUR "answered" that Middle States had insisted on that for two years --- not a word about rationale or an indication of whether Cornell had expressed an opinion.

it feels the conversation in Senate made clear there are some concerns across differing departments which escalate work load- it feels this need a but more thought - before it I can be approached. The ideas is one I favor- but feel for the parties who vehemently oppose- and hear their concerns.

Will not allow necessary quality control nor adequate assessment integrity.

Needs further discussion

I appreciate the effort it took to develop this policy. There is no perfect process and so it is important to move forward. It did seem that several colleagues have the bias that no place is as good as Cornell University. Having attended myself and having helped a child navigate courses with faculty that are inattentive and unresponsive, I do not share this feeling. If a department finds that one or two courses have students consistently looking to take the course elsewhere, perhaps they should not think the course is too rigorous or the students lazy. Perhaps they should consider that students know the instructor is no good and they will not be taught well. Our students are not stupid, They know which faculty are good instructors.

I believe that this policy would work fine for my constituency (the Vet School), but colleagues from other units have explained their deep reservations, and I am voting in solidarity with them. Specifically, the policy appears to address the issue of determining *what* a course teaches, and so streamlines the ability of faculty to assign course equivalence for transfers at that level. However, it does not address the rigor/difficulty of these courses, and I have been informed that 'course shopping', in which a student will seek out the easiest possible version of a course in order to get Cornell credit for it, is already a problem. This leads to both students getting unfair credit for high grades compared to Cornellians who took the Cornell version of the course, and those students potentially being unprepared for the next course in a sequence due to their comparatively poorer mastery of a subject. Allowing units to require a 'B' rather than a 'C' grade universally does not change that some versions of, say, Calc2 are simply much easier than others - I don't know if a sliding scale can be reasonably implemented, but that seems to be what is required to address these concerns. I am somewhat reminded of policies regarding transcripts that we discussed last year, and unintended consequences from these policies. But they also make me wonder - would it be an acceptable compromise to label courses with the school at which the course was taken? This wouldn't effect preparedness for the next course, but might at least slow the rate of students looking to find an easier way through their core curriculum.

The resolution received multiple enthusiastic expressions of support from faculty in the Communication department, along with gratitude for the team who put it together.

Policy is good for transfer but not appropriate for credit transfer with matriculated students. Many issues remaining that need discussion.