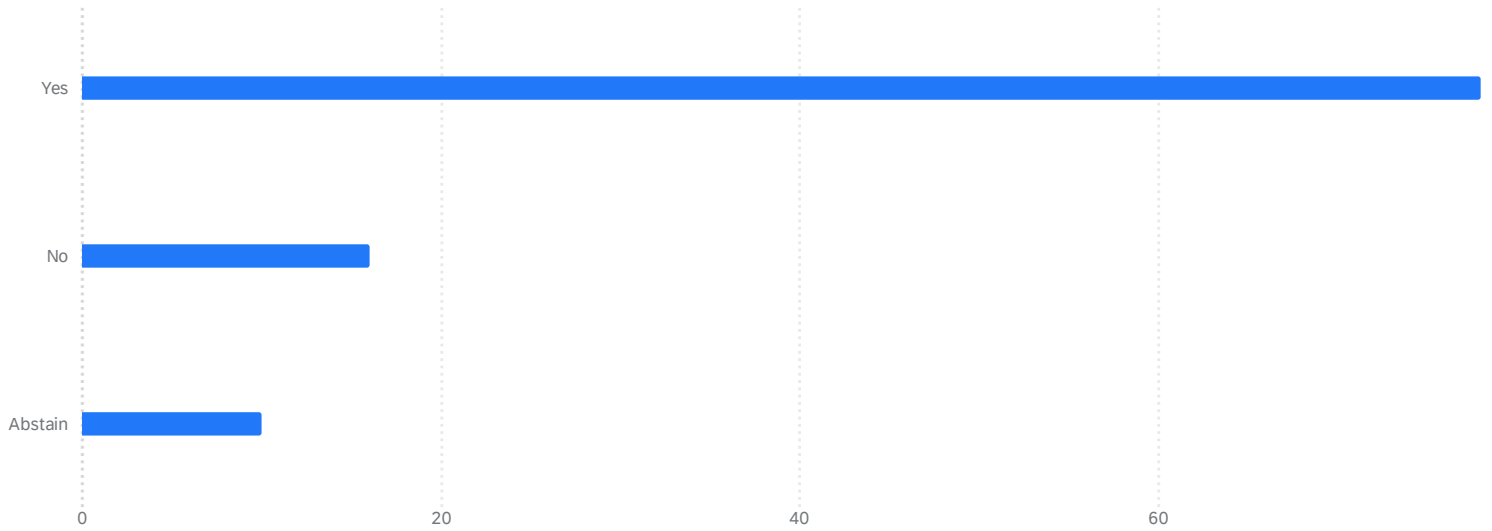Are you in favor of initiating the Part-time Bachelor's Degree for Non-Traditional Students Program? 104 ⓘ

	Percentage	Count
Yes	75%	78
No	15%	16
Abstain	10%	10

Comments

I strongly support the idea of a Cornell on-line bachelor's degree aimed at non-traditional students. I strongly support the "any person, any study" ethos of our University. But I'm extremely worried about faculty oversight and intellectual property of this program. This program should be placed in the regular undergraduate colleges rather than the School of Continuing Education and have explicit safeguards for faculty's intellectual property rights. Faculty Oversight Placing this program in the hands of the School of Continuing Education, which does not have a regular faculty and which is run by "professional managers" rather than academics, will place it away from the faculty oversight that comes with programs housed in regular schools and colleges. The incentives of "professional managers" are different than those of academics. They may be less committed to quality, faculty oversight, faculty intellectual property rights, and safeguarding the Cornell brand long-term. Instead, their incentives may be more geared towards short-term revenue, minimizing cost (including cost of faculty), and pleasing the university administration. Intellectual Property eCornell Asset Reuse Among Academic Units: Policy, Best Practices, Examples, and Discussion v1.0 (July 1, 2022) may not be the latest version of eCornell's asset reuse policy (I've heard there was a new committee but have not seen their report). This policy, however, essentially allows any degree program at Cornell to use any eCornell content without the explicit consent of the authoring faculty member. The policy even allows the academic unit delivering the program to make changes to the authoring faculty's content without that faculty member's explicit consent. The policy does not oblige either the authoring or the delivery unit to compensate the faculty member for the use of their content. My (hopefully incorrect) understanding is that if a faculty member does not want to deliver a course that uses their content in the new undergraduate program, or is not even asked to deliver the course, the School of Continuing Education could just take the authoring faculty member's content and use an eCornell-style "facilitator" to deliver the content. These facilitators are usually outsiders who are not of Cornell caliber. I think that is ok for a certificate program but not for a Cornell degree program. It seems likely that this program will end up using mostly existing course materials from eCornell's business and analytics portfolio delivered by outside facilitators. (Note also that eCornell is not subject to academic oversight either. It can hire anyone it wants to develop any course.) It seems likely that very few new courses will be developed for this program (and that those that do may be developed by the cheapest rather than the most capable faculty). It seems likely that this program will be unworthy of Cornell.

We are voting 'yes' because we support the spirit of this initiative and its stated mission of including "individuals who cannot participate in a full-time residential program at Cornell, such as working adults, active-duty military members, and incarcerated individuals."

We are missing a valuable opportunity for non-traditional students to get a BS from Cornell that they do not currently have if this program not initiated. A lot of thought has gone into this and I think that we we adequately updated since the first resolution was passed.

I am worried about academic integrity.

I think the idea is valid and goals true, but am not convinced this is yet structured in a way that will ensure courses are taught by well-supported and qualified instructors and that the degree will hold up to the academic rigor that should go along with all degrees from Cornell.

I hope this will be evaluated to assess impact for moving to additional degrees.

I support this proposal. Yet, there are other issues that should be considered within the overall context of the Cornell campus writ large. Will course formats, such as instruction delivered online, also be made available to accommodate the needs of such degree students given that many won't have residencies? This seems important to provide and I would suggests its availability. We gained a lot of experience and insights during the peak of the pandemic that would be useful in facilitating such approaches and that should continue to be leveraged. I also believe that there's more to be said about ensuring flexibility in methods of course delivery in keeping with faculty needs, which can help to retain scholars grappling with issues of childcare and elder care. But if these course formats are more broadly institutionalized, the issue takes us back to some of the dialogues related to ancillary degree programs that came up recently, including the question of how such programs might enrich and complement our regular curriculum, and the need to ensure the latter's integrity and solidity for four-year students. There is also the issue of labor for faculty if engaged in online teaching on platforms such as eCornell, issues of intellectual property, etc.

Thanks to those who have worked so hard to expand access to education.

I would like to receive more information about how this will work strictly in terms of logistics, course availability and accessibility (especially for incarcerated students), cost, assessment, etc. Thanks, Makda Weatherspoon mgw49

Significant issues remain, including the second-tier degree created by this part-time program, the pedagogical concerns about asynchronous education, labor capacity, and control over curriculum created by faculty.

In general, I am in favor of providing education to 'any individual'. In this instance, I find the resolution is too vague with reference to supporting the idea 'in principle' and voting on the unresolved issues later.

I was chair of the Educational Policy Committee when the idea arose originally in Fall 2021, EPC's report to the Senate in February 2022 made several cautionary points. The administration took all those points to heart when formulating the proposal's current version. I view the outcome as an exemplary instance of shared governance.

I am voting Yes based on the distinct degree (BPA, not BA or BS) and small cohort size. I continue to be concerned about maintaining academic integrity in an entirely asynchronous online degree program and I hope the senate will receive updates on the successes and challenges as the programs begins and grows.

I have reservations about the proposal, but I am ultimately voting in favor because I have two nephews who are Marine Iraq War veterans - I believe the program will serve military veterans and other working adults well and offer a Cornell degree option to those non-traditional students who need this option.

I support the Part-time Bachelor's Degree for Non-Traditional Students Program as it aligns with Cornell's ethos of inclusivity and offering opportunities to all, staying true to our 'any person, any study' mission.

I strongly support this. Let's bring a Cornell education into the 21st Century.

I am in full support of expanding access to undergraduate education for individuals who cannot participate in a full-time residential program at Cornell, such as working adults, active-duty military members, and incarcerated individuals, however, there remain serious questions about our ability to assess student learning in online programs. While we have heard testimonials, eCornell has not given a demonstration to Senators, despite many visits to the Senate. We are told that systems have improved over the past three years, but have not been presented with evidence.