

# Three Proposed Changes To the Code of Academic Integrity

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GPSA: Sept 14, 2020

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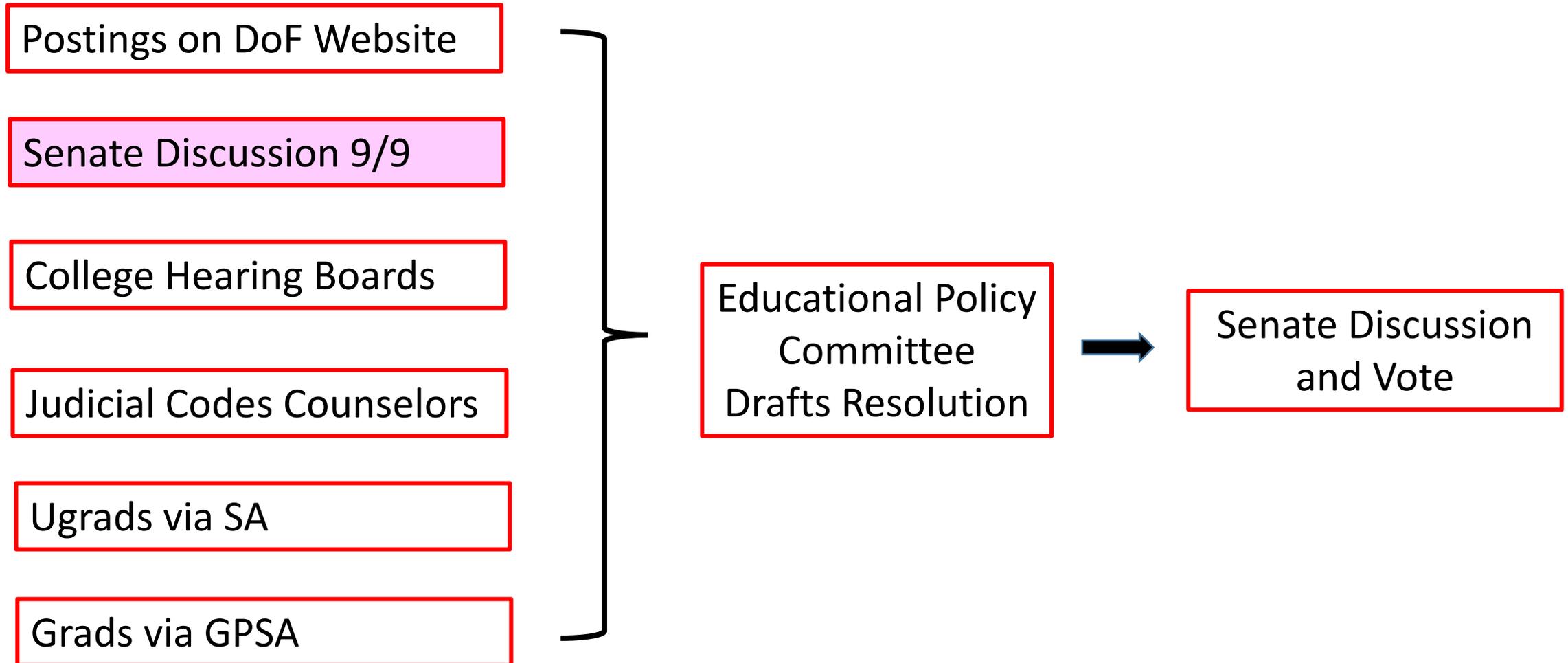
[Using Video in Lieu of the Primary Hearing Witness](#)

[A More Efficient Method for Handling Large Cases](#)

[Instructors Allowed to Change the Chosen Grade Option](#)

All driven by Spring 2020 Experiences

# The Discussion/Approval Process



# Using Video in Lieu of Having an Independent Witness At the Primary Hearing

## The Issue

The job of the independent witness is to take sufficiently detailed notes of the hearing so that subsequent disputes as to what transpired can be resolved. The independent witness is a significant overhead associated with the Primary Hearing and historically has had marginal value.

## The Solution

Hold the hearing via Zoom and let the video/audio recording play the role of the independent witness?

# Preliminary Feedback

- Recording captures too much thereby creating legal vulnerability?
- Can the recording be played at an appeal? If so, will it facilitate getting at the truth? That's an [interesting question.](#)
- The recording itself: Who has access to it? Where is it archived? Rules for erasing?

# A Method for Handling Cases that Involve Many Students

## The Issue

If a case involves a large number of students then it becomes impractical for the instructor to attend every primary hearing.

## The Solution

If a case involves more than three students then the instructor has the option of delegating their role in the Primary Hearing to a member of the staff or faculty who is affiliated with their department. The designee must be approved by their chair and it is upon the advice of the designee that the instructor makes a ruling. The instructor may wish to engage with the student before making a decision. If such a dialog takes place then it is to be treated as part of the Primary Hearing.

# Preliminary Feedback

- Without actual instructor-student dialog the “educational value” of the hearing is diminished.
- Distancing the student from the instructor at the hearing and then having the instructor make the ruling threatens is a recipe for unfairness. OK for the instructor to delegate the presentation of evidence at the hearing, but then some neutral party should make the ruling.

# Giving the Instructor the Right to Change the Student's Chosen Grade Option

## The Problem

A typical sanction might involve the lowering of the final grade by some specified amount. This option is generally not available to the instructor if the violator is taking the course S/U.

## The Solution

If the student is taking the course S/U then the instructor has the authority to have the selected grade option changed to "letter grade" provided the course is not "S/U Only".

# Preliminary Feedback

- Let the S/U student decide, e.g., “Do you want a U or some reduced letter grade?”
- Forcing a student to change to a letter grade option while also imposing a grade penalty is akin to sanctioning a student twice for a single infraction. Let the student decide.
- For registrars, the grade change would be a manual operation

# Status of the Anti-Racism Initiatives

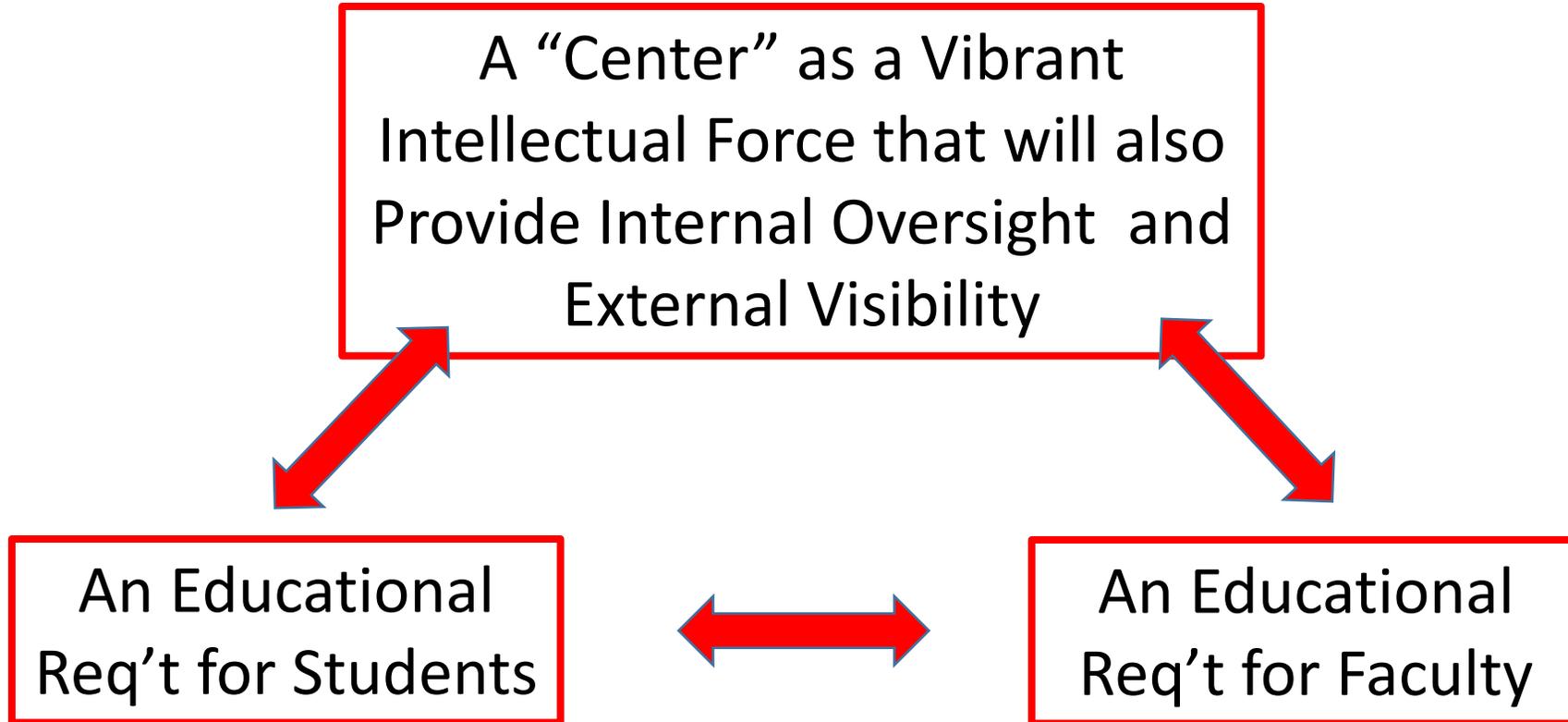
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For one historical perspective, see Chapter 5 (Race at Cornell) and Chapter 8 (Academic Identity Politics) in Altschuler and Kramnick's *Cornell, A History, 1940-2015*.

# Three Interconnected Components



Everything is related. For example, the Faculty Educational Requirement might be to help deliver the Student Educational Requirement.

# Build on the Work of Others

2020	<a href="#"><u>Several Ongoing Initiatives</u></a>
2018	Presidential Task Force Reports on Campus Climate
2018	Provost's Task Force to Enhance Faculty Diversity
2013	Hurtado Qualitative Study of Climate for Diversity at Cornell: Student Experiences. A quantitative Study of Student Engagement and Inclusion
2011	Warhaft report on faculty diversity
2006	Faculty Committee Report on a Center for the Comparative Study of Race and Ethnicity
2003	Task Force on Ethnic Studies Report
1998	Report on the State of the Humanities at Cornell
1987 & 1975	(working with University Archives to get reports)

# Build on Current Strengths

Africana Studies and Research Center
American Indian and Indigenous Studies Program
Center for the Study of Inequality
Cornell Center for Health Equity
FGSS Program
LGBT Studies
Einaudi Center + Programs
Atkinson Center for Sustainability
Community and Rural Development Institute
Community Learning and Service Institute
Cornell Worker Institute
Cornell Prison Program
Program in Ethics and Public Life
Center for Comparative Modernities

American Studies
Asian American Studies
Jewish Studies
Latino/a Studies
China and Asia Pacific Studies
Near Eastern Studies
<a href="#">Possibly More</a>

# A “Center” for “Anti-racism”

“Center” is a placeholder--a term that is to be refined as we discover what the entity should be doing. Could be an office with a staff and programs to administer. A post doctoral program that could provide an important pipeline for future faculty. Or it could be a low overhead “wrapper” of what we have now.

‘Anti-racism’ is also a placeholder—a term that is to be refined as we get clearer on scope. Final name might involve the terms “decolonization”, “systemic” , “research”, “teaching”, etc.

# Build on Data

IRP maintains a Diversity Dashboard where information is organized according to diversity and inclusion framework.

The Dashboard includes information from various surveys.

Cornell Diversity & Inclusion Framework					Cornell Surveys																	
(The New Directions, TND)					(IRP 2005-2020, Graduate School, GS 2013-2020, HR 2020)																	
	A. Demographic / Compositional	B. Achievement	C. Belonging / Inclusion	D. Engagement		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	
<b>STUDENTS</b>					1. Senior Survey																	
UG					2. PULSE/CUE Surveys																	
Masters					3. Graduate Exit Survey (GS)																	
PhD					4. PhD Student Exp Survey (GS)																	
<b>STAFF</b>																						
Academic					5. Belonging Survey (HR)																	
Regular																						
<b>FACULTY</b>																						
Tenure-track					5. Belonging Survey (HR)																	
Visitor-long-term					6. Faculty Work-Life Survey																	
Visitor-short-term																						
**Post-Doc																						

Publicly available information is limited.

The Office of Faculty Development and Diversity (OFDD) also maintains data on faculty hiring and retention efforts

Now Let's Talk About Required  
Educational Programs

# Educational Req't for Students

Propose to the Faculty Senate by December 1, 2020 the design of a for-credit, university-wide educational requirement for all undergraduates that is concerned with decolonization and systemic racism.

The design must take into account the fact that both students and faculty are typically booked solid—the former with course requirements and the latter with broad commitments to research, teaching, and service.

There must be an examination of the [Intergroup Dialog Project](#), the [Freshman Writing Seminar](#), [Engaged Cornell](#), and various [college requirements](#) all with an eye towards how they might relate to the University Requirement

# Educational Req't for Students

If the requirement involves selection from a menu of options or if each college is allowed to have its own specific implementation, then a well-defined low-overhead approval mechanism needs to be specified that will ensure consistency across campus.

It is understood that some version of the requirement would also apply to graduate and professional students. However, the “delivery system” would have to be totally different.

# Educational Req't for Faculty

An absolute ton of great [programs and resources](#) currently available through the Office of Faculty Development and Diversity.

The catch here is to implement the “required training part” in a way that does not trigger blow back from faculty.

Plus, it is widely accepted that instead of breaking down bias required training tends to solidify it.

# Educational Req't for Faculty

Our initial plan is to work on the “accountability” side of things engaging two standing committees of the Senate with a pair of questions:

Is there a way to hold faculty accountable for unethical behavior at promotion time? The AFPSF Committee will weigh in on this. It might involve a more systematic approach to student letters.

Is there a way to hold departments accountable for their climate shortcomings? The Faculty Committee on Program Review will weigh in on this. It might involve a heightened role that students play in the review process.

# Right Now We are..

On the verge of setting up an ad hoc committee (one member from each college) to work on the educational requirement for students.

Working with the AFPSF Committee and the FCPR on accountability mechanisms.

Talking with groups that have a stake in the idea of a center. We need to ascertain what the center should do and how it should do it.