

Online Faculty Senate

October 14, 2020

Stay muted unless you are called upon to speak.

Use 'Raise Your Hand' to request permission to speak. Stay muted until recognized. Once unmuted, **you have 2 minutes** to pose a question or make a statement.

You can submit online questions or comments via the Chat or Comments function. Be brief. Time permitting, questions/comments will be read to all participants.

'Gallery View' within Zoom allows you to see this slide and the participants.

Audio and Chat will be posted on the meeting webpage

Announcements

C. Van Loan

Heads Up: The Mental Health Review

To be released soon. Culmination of two years work that involved external consultants, surveys, focus groups, presentations, etc.

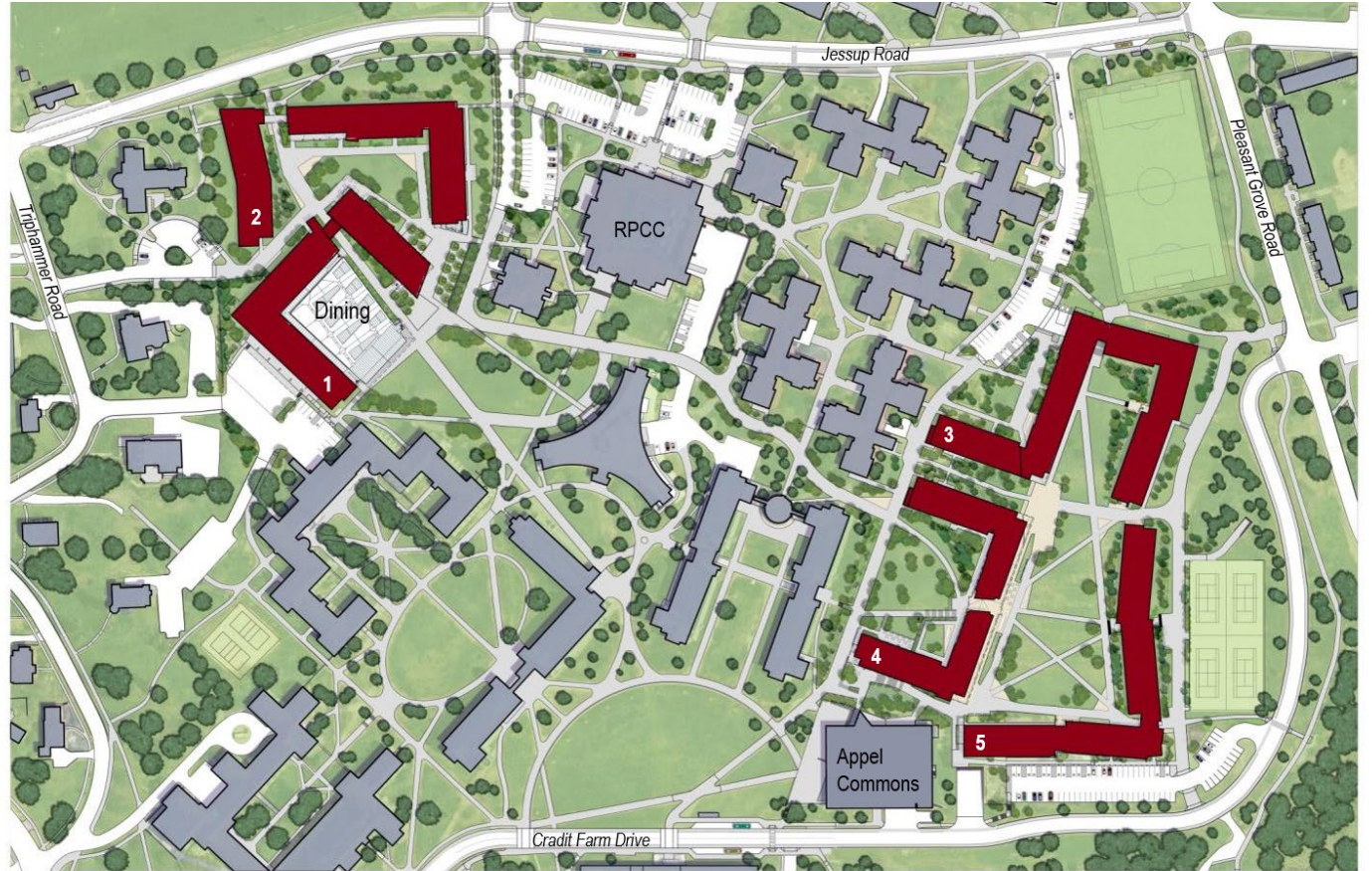
Senate will need to discuss and weigh-in on a number of recommendations that are voiced in the report, especially those that concern how we interact with students.

This will help determine what actually gets implemented.

Some topics:

A completely S/U first semester; grading –on-curve; evening prelims & scheduling; university-wide course evals that get at well-being & inclusiveness; PhD advising; mental health education for faculty.

Two North Campus Dorms Will Be Named!



A Committee will be reviewing naming recommendations for the other three dormitories.

Working with Life Science Faculty to Nominate Barbara McClintock



BS '23 (Plant Breeding)

MS '25

PhD '27

Medal of Science 1970

Nobel Prize 1983

[More](#)

Emphasizing Indigenous Concerns in the Present Moment



This vision of American history, and the University, erases a legacy of violence and dispossession directed at Indigenous peoples.

President Pollack's messages this year stress the need to come to terms with Cornell's historical and current participation in systems of oppression.

John Gast, "American Progress" (1872), oil on canvas in the collections of the Autry Museum of the American West



Indigenous Dispossession and Violence Naturalized

Indigenous Studies scholars assert this is an aspect of *Settler Colonialism*.

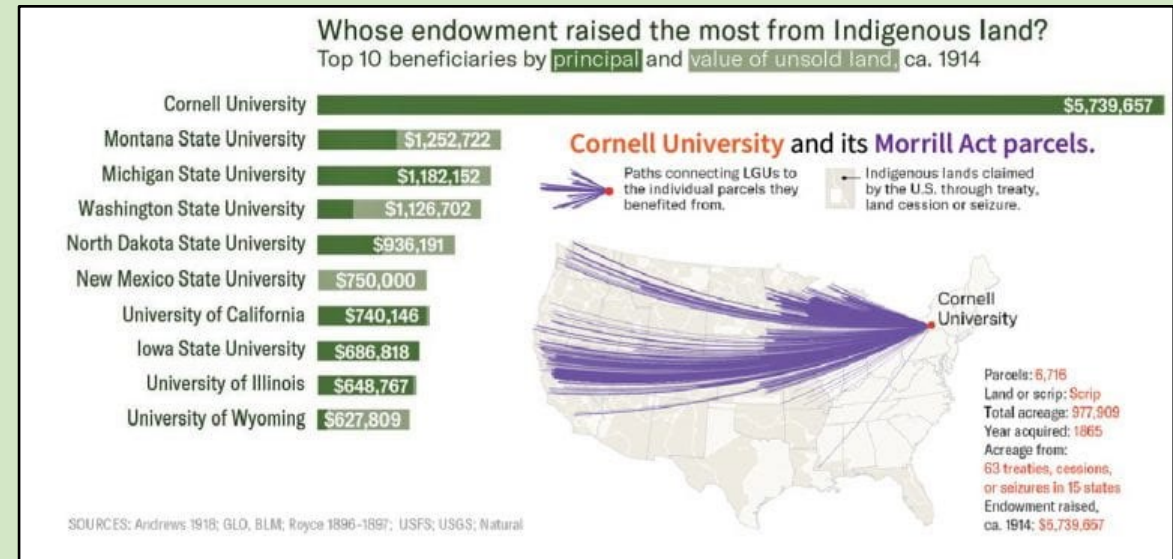
High Country News

Cornell University / University of Minnesota / University of California / Washington State University / Colorado State University / University of Florida / University of Arizona / Pennsylvania State University / Kentucky State University / Alcorn State University / Clemson University / South Carolina State University / Virginia State University / University of Kentucky / Massachusetts Institute of Technology / University of Massachusetts Lowell / University of Massachusetts Dartmouth / Michigan State University / Pennsylvania State University / University of Connecticut / University of Wisconsin / University of Iowa / University of Kansas / University of Missouri / University of North Carolina / University of Nebraska / University of Nevada / University of Oregon / University of Rhode Island / South Dakota State University / University of Tennessee / Texas A&M University / Utah State University / University of Vermont / University of Wisconsin / West Virginia University / University of Wyoming

LAND-GRAB UNIVERSITIES

BY ROBERT LEE AND TRISTAN AHTONE
Vol. 52 / April 2020 / No. 4 • hcn.org

- March 30, 2020 *High Country News* article by Tristan Ahtone and Robert Lee identifies roots of Land-Grant colleges in Indigenous dispossession.
- Cornell University is specifically mentioned as the largest recipient of Morrill Act lands, and also as the school that made (by far) the most money from these lands.



Cornell Morrill Act Details (from HCN)

Total Acreage By State of Cornell University's Morrill Act Land Parcels	
State	Total Acres
Wisconsin	511,458
California	273,570
Minnesota	52,647
Michigan	49,409
Nebraska	27,403
Colorado	17,625
Iowa	15,505
Kansas	12,128
Washington	8,992
Montana	2,759
Oregon	1,909
South Dakota	1,753
Utah	1,644
Missouri	794
Mississippi	311
Total	977,909

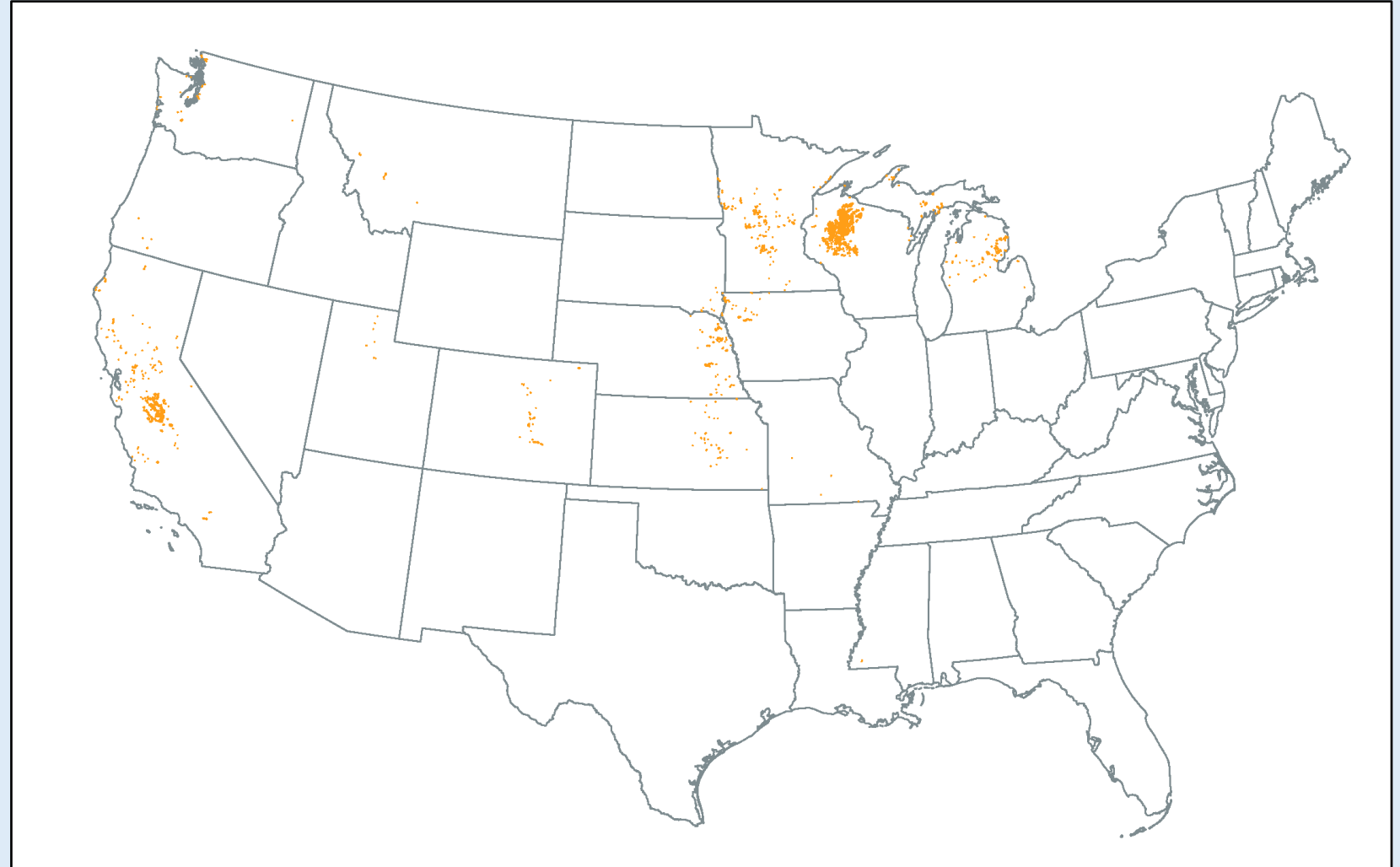
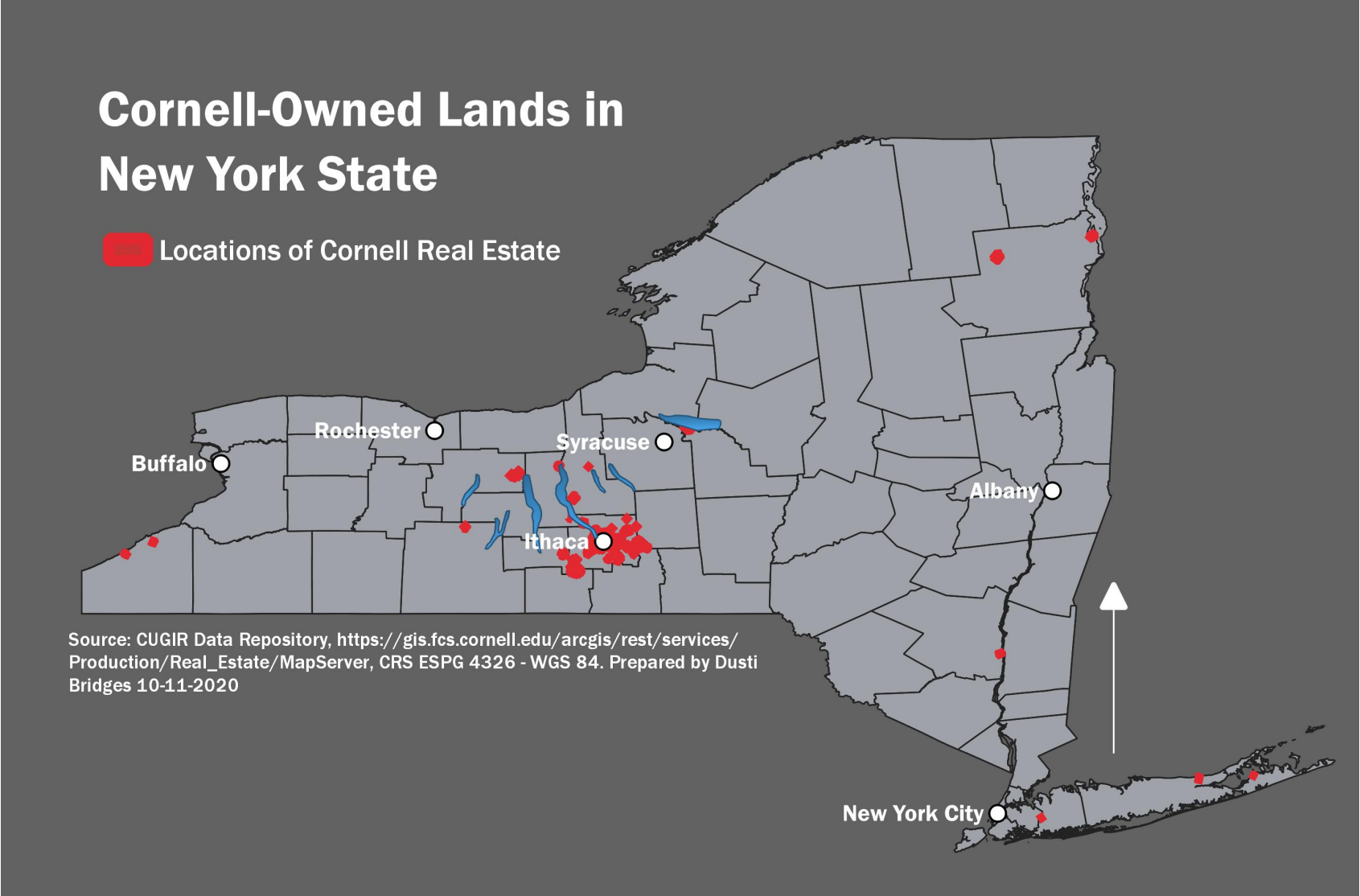


Table and Map prepared by Cornell Alum Dr. David Strip based on data provided by HCN.

Not Just the Morrill Act: Cornell's New York State Lands



Remedies?

- AIISP is committed to determining remedies in consultation with affected communities
- This is likely to be a long process
- Other land grant universities also are thinking about and acting on this issue
- Some possibilities (adapted from Prof. Beth Rose Middleton's September presentation at Berkeley):
 - Invest in Indigenous Students (Scholarships, Financial Aid, Tuition Waivers)
 - Invest in Indigenous Studies Education and Research (Faculty, Major, Department)
 - Land Transfer
 - Financial Transfer
 - Co-management Agreements or Easements
 - Monuments
 - Building Community Engagements and Collaborations

Recommended Changes to the Code of Academic Integrity

Professor Dave Delchamps (ECE)
EPC Chair

The EPC Looked at Several Possible Changes

Instructors Allowed to Change the Chosen Grade Option

Using Video in Lieu of the Primary Hearing Witness

A More Efficient Method for Handling Large Cases

All driven by Spring 2020 Experiences and all discussed at the Sept 9 meeting.

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."

Recommended Code Change

A student charged with violating the Code of Academic Integrity in a course may not drop **or change the grading option** in that course without the consent of the instructor unless the student has subsequently been cleared of the charges.

If the student is taking the course S/U, the instructor may offer the student the choice to change the grading option to LET before assigning a grade penalty following a guilty finding.

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.

Solution?

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

Recommended Code Change

At the primary hearing the following shall be present: the faculty member concerned, the student in question, and a third-party independent witness. The independent witness shall be a faculty **or staff** member or a student appointed by the Hearing Board Chairperson or the chairperson of the faculty member's department. The student may also bring to the hearing an advisor and additional witnesses to testify to his or her innocence.

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.

Recommended Code Change

If a case involves more than three students, the instructor may delegate the instructor's role in one or more primary hearings to another tenured, tenure-track, emeritus, or RTE faculty member. Any primary hearing with the instructor not present must be recorded. The instructor retains responsibility for ruling on each case (see II.B.4(c) below) and therefore may wish to engage with a student from whose primary hearing the instructor was absent. If such engagement takes place, it will be treated as part of the primary hearing.

What Next?

The resolution and discussion documents are posted [here](#) for commenting.

Planned vote at the October 28 or November 11 meeting.

Q&A With

President Martha Pollack