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.
• 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.
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

Cornell-Owned Lands in New York State

Locations of Cornell Real Estate

Source: CUGIR Data Repository, https://gis.fcs.cornell.edu/arcsgis/rest/services/Production/Real_Estate/MapServer, CRS ESPG 4326 - WGS 84. Prepared by Dusti Bridges 10-11-2020

Note: does not include NYC campuses or Cooperative Extension offices
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):
  o Invest in Indigenous Students (Scholarships, Financial Aid, Tuition Waivers)
  o Invest in Indigenous Studies Education and Research (Faculty, Major, Department)
  o Land Transfer
  o Financial Transfer
  o Co-management Agreements or Easements
  o Monuments
  o 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.”
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