

# Online Faculty Senate

March 17, 2021

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

Captioning is available on this zoom; available at 'more' in the zoom menu

# Announcements

# RTE Emeritus/a Status

You may recall that in December 2019 the Senate approved a policy whereby these RTE titleholders would be eligible for emeritus/a status upon retirement:

- Senior Lecturer, Senior Research Associate, Senior Extension Associate
- Professor of the Practice, Associate Professor of the Practice
- Clinical Professor, Associate Clinical Professor
- Research Professor, Associate Research Professor
- Senior Scientist, Senior Scholar,
- Principal Research Scientist, Research Scientist
- Librarian, Associate Librarian, Archivist, Associate Archivist

# RTE Emeritus/a Status

That policy has now been approved and takes effect immediately.

The [procedure](#) for granting RTE emeritus/a status is basically the same as what we have for retired professors and associate professors.

Here is a brief 6-slide [overview](#) with rules about retroactive application.

# Policy 1.2 (Research Integrity) Revision

The [Feb 10](#) Senate presentation resulted in [feedback](#) that has been incorporated in this [final draft](#).

Details and background on this [resolution webpage](#).

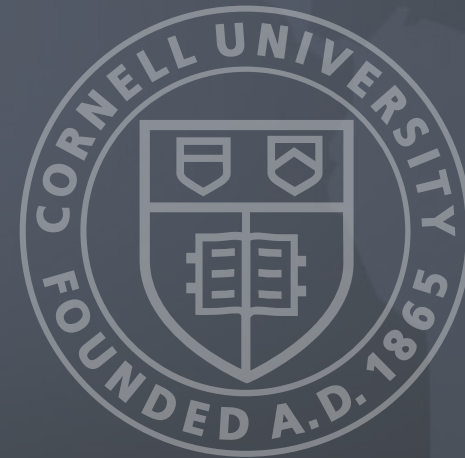
Final discussion at the March 31 meeting with vote then or soon thereafter

# Cornell University and International Collaborations

March 2021

## Outline

- Current Process
- Ethical principles
- Collaborations in China
- Dual degrees



# Members of the International Council

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Wendy Wolford, Chair, OVPIA

Jan Allen, Graduate School

Lorenzo Alvisi, CIS

Linda Barrington, SC Johnson

Victoria Beard, AAP

Marianella Casasola, CHE

Sarosh Kuruvilla, ILR

Patrizia McBride, A&S

Fouad Saleet, Cornell Law

Margaret Smith, CALS

Mickey Stewart, Weill Medicine

Caroline Yancey, CVM

Alan Zehnder, ENG

# Global Operations Team

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Christine Potter, Associate Vice Provost and Executive Director

- **International HR**  
Kristi Shults, Director
- **International Travel Health & Safety**  
Chris Cook, Associate Director
- **Administration and International Consulting**  
Julie Ellis-Grove, Associate Director  
Kenan Omanovic, Specialist



# Navigate: Ticket system for International Questions

[Home](#) > [Global Operations](#) > [Navigate](#)

## Navigate

Home Domestic International Sign in

# Navigate

Helping faculty and staff navigate the operational complexities of off-campus research, instruction, and engagement.

Q Search by keyword(s), or click on a your intended destination below

### Domestic

Explore essential operational information to help you plan or conduct your Cornell activities within the United States.

### International

Explore essential operational information to help you plan or conduct your Cornell activities outside the United States.

Navigate: Help in Preparing for Off-Campus Work

# Faculty Guidelines for International Engagement

[Home](#) > [Global Operations](#) > [Guidelines for Faculty](#) > Engagement with China: FAQ

## Engagement with China: FAQ

Research, teaching, and other activities in China have recently come under increased scrutiny, especially with regard to potential intellectual property theft at U.S. universities. In response, various U.S. federal government agencies have promulgated new requirements pertaining to the interactions between U.S. universities and entities in China. Separately, China has introduced new laws and regulations that impact faculty engagement in and with China.

Please note that there are currently [restrictions on travel to China due to the 2019 Novel Coronavirus](#).

### Table of Contents:

- [Travel](#)
- [Shipments](#)
- [Collaborations and Services](#)
- [Private Consulting and Teaching Time](#)
- [Additional Resources](#)

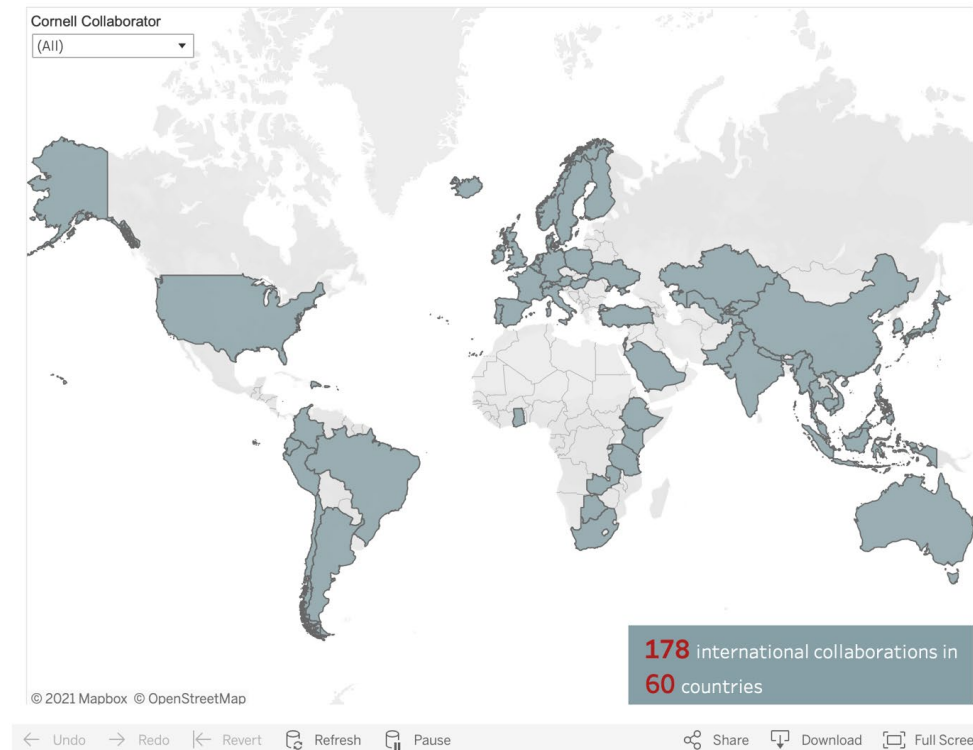
It is important that this increased scrutiny over foreign activities in federally sponsored research does not result in a chilling effect on Cornell's existing and future international collaborations and research. We do not condone threats to academic freedom or discrimination against any person based on ethnicity or national origin. As President Pollack affirmed in a [recent opinion piece](#), Cornell is an international university with a strong commitment to global engagement, an appreciation of intercultural differences, and a spirit of collaboration for mutual benefit. We are a diverse community of students, researchers, and faculty representing over 90 countries.

# International Collaborations: Searchable Database

[Home](#) > [Global Operations](#) > [Collaborations and Agreements](#) > [International Collaborations](#)

## International Collaborations

Cornell's partnerships with other universities and networks open up global opportunities for students, faculty and staff. Below is a searchable map of active Memoranda of Agreement Cornell currently has in place (please note: expired or agreements currently under negotiation are not represented). For additional information about any of these agreements, please reach out to [Global Operations](#). A sample MOA template [can be viewed here](#) (Cornell login required).



# Guidelines on Ethical International Engagement

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- ... free and open inquiry and expression; diversity, inclusion, and non-discrimination; justice and human rights; and respect for the natural environment ...
- ... partner with people you know and trust ...
- ... privilege collaborations that promote the social good...
- ... pay attention to the potential and actual unintended consequences of your programs, and work to ensure that your partnerships do no harm...
- ... promote solidarity, respect for diversity, and equity ...
- ... protect and hold dear academic freedom...
- ... consider how your collaboration may open up spaces for expanded speech ...
- ... where concerns arise ... about violations of academic freedom or of other core Cornell values, carefully consider the response that is most appropriate and useful ...

# Cornell Connections to China

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**2,246** students from China study at Cornell  
(main and tech campuses)

**200+** scholars from China teach and conduct  
research on our main campus

**23 current** Cornell University collaborations  
with Chinese institutions

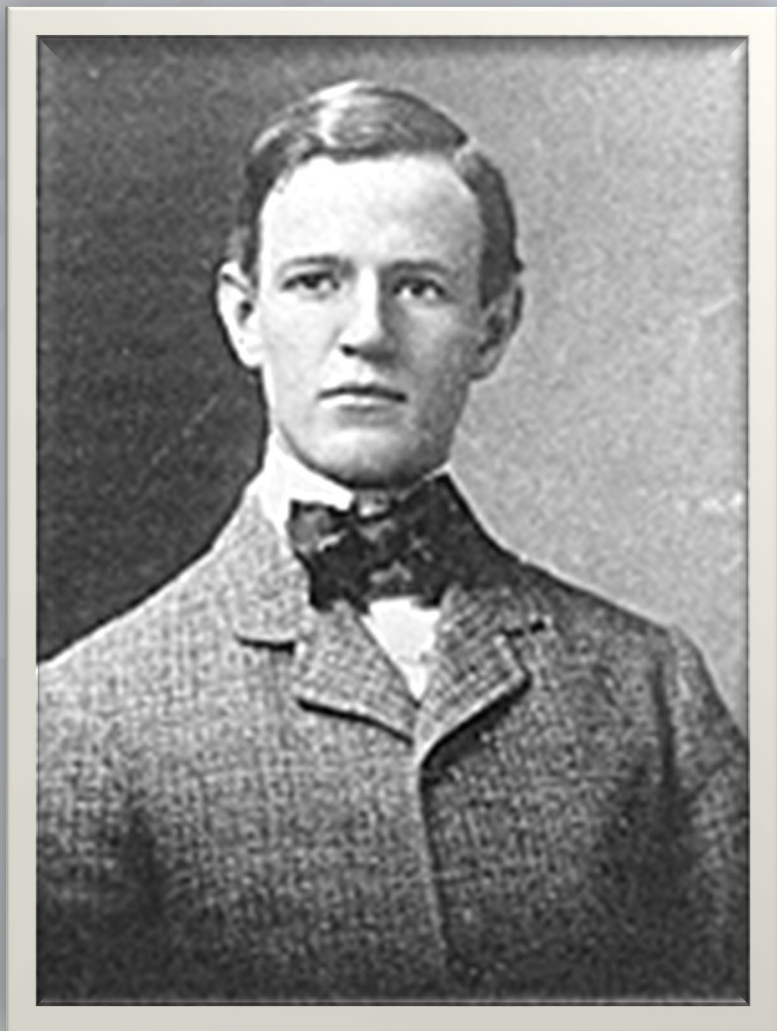


In 1897, Cornell admitted its first Chinese student, Alfred Sao-Ke Sze, who later became China's ambassador to the U.S.

## 施肇基

第一位中国学生  
历史上任期最长的  
驻美使节





**Willard Dickerman Straight Class of 1901**  
U.S. Consul in Shenyang (1906)

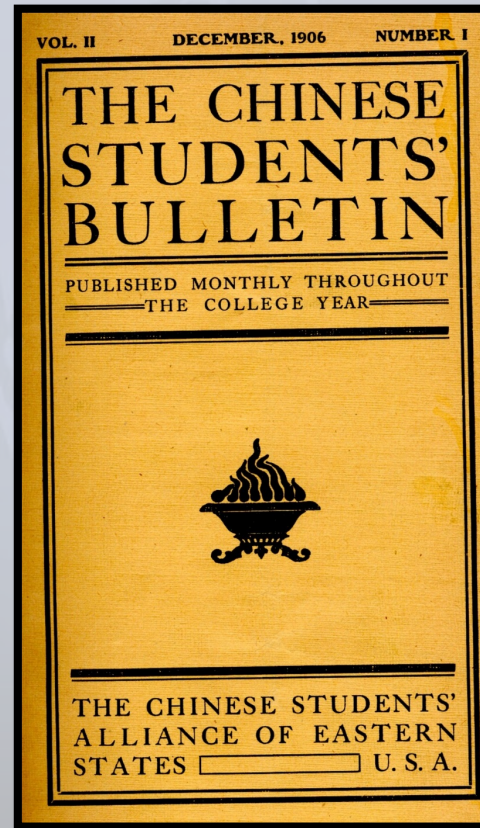


**Willard Dickerman Straight Hall**



# Chinese New Literature Movement started at Cornell

康奈尔是中国新文学运动的摇篮



任鸿隽、陈衡哲、胡适





**Mao Yisheng**

茅以升

Leading Chinese bridge engineer

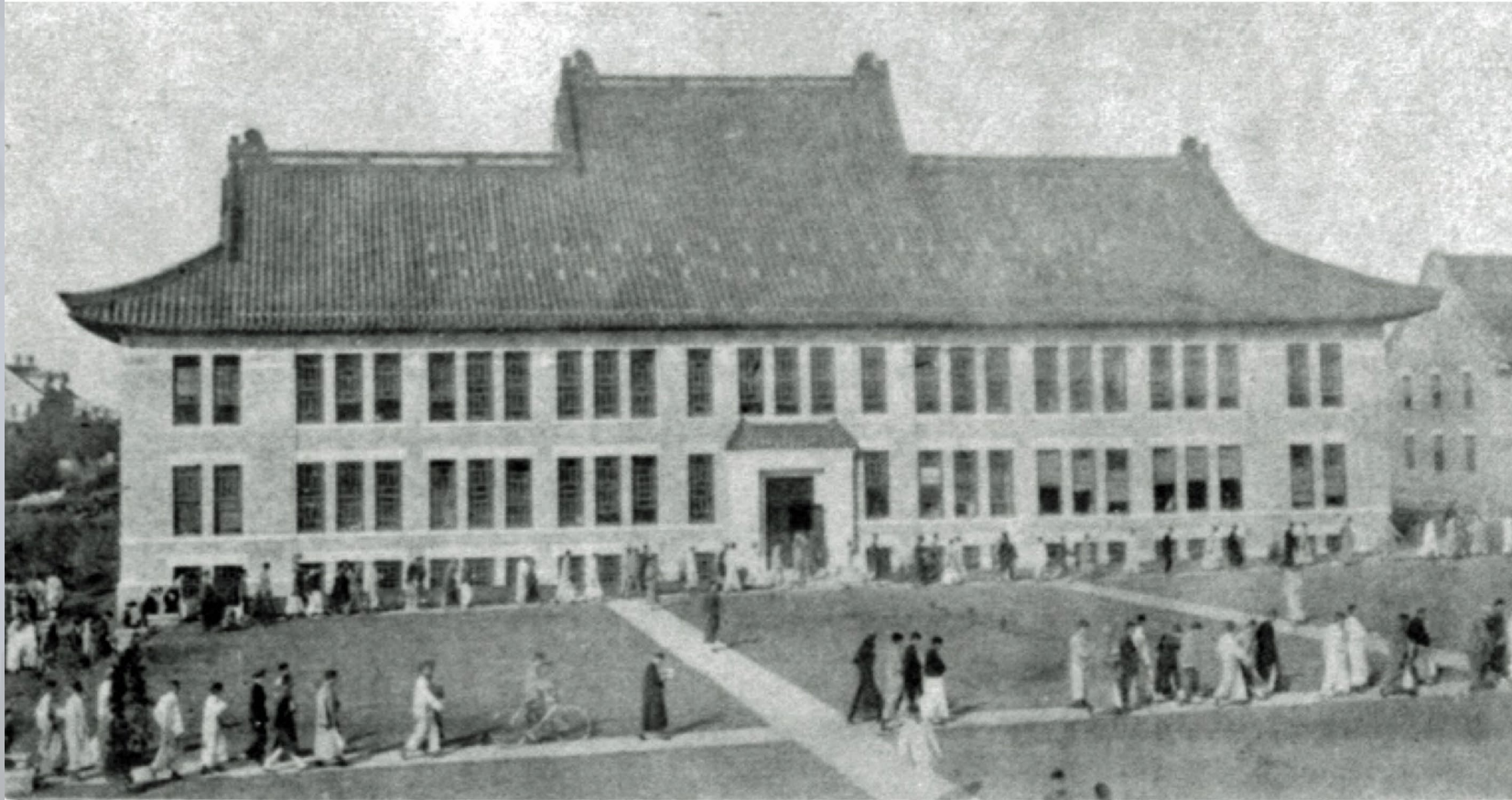
中国桥梁专家

**President Jacob G. Schuman  
welcomed Chinese delegation. He  
later served as the Minister of the  
United States to China (1921–25)**



# The Cornell-Nanking Story

The First International Technical Cooperation Program in Agriculture





Our peers  
have a much  
larger  
institutional  
presence in  
China than  
Cornell

## Peer universities in China

- Columbia Global Centers Beijing
- University of Chicago Center in Beijing and U Chicago campus in Hong Kong
- Harvard Center Shanghai
- Stanford Center at Peking University
- Princeton China Center at Tsinghua University
- Yale Center Beijing
- Penn Wharton China Center, Beijing
- NYU Shanghai
- Duke University Kunshan campus
- Cornell China Center (2018)

# Cornell China Center: New Center Space

Moving to a larger space in the China Central Place in Beijing's central business district.

- [chinacenter.cornell.edu](http://chinacenter.cornell.edu)





# Cornell Asia-Pacific Studies Program

## College of Arts and Sciences with Peking University

Major with one semester in Beijing and optional semester in Washington DC  
= cultural immersion and leadership training.



# Dual Degrees: **Process for approvals**

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- Information template: IRP
- Department and College approvals
- Graduate Committee (if graduate degree)
- Committee on Academic Programs and Policy (Senate)
- External review (SUNY/NYSED) as appropriate
- Board of Trustees

**PROPOSAL:** Make the process more transparent; add the International Council as an additional layer of review and approval, with veto authority



# The Center for Antiracist, Just, and Equitable Futures

A Proposal to the Faculty Senate  
March 2021



# Working Group – C

## Center for Antiracist, Just, and Equitable Futures



Amina Kilpatrick  
Govn & Econ. '21



Anuli Ononye  
FGSS, Govt. '22  
Student Advocate  
College Scholar



Carol Boyce Davies  
English, Africana



Conor Hodges  
History, Govt., '21  
College Scholar



Charlie Van Loan  
DoF, co-chair



Deborah Starr  
Near East. Studies  
Jewish Am.Studies



Ed Baptist  
History



Jamila Michener  
Government



Jolene Rickard  
Art, History of Art  
AIISP

Jessica Diaz Rodriguez  
English, PhD Student

Jenniv Bansah  
Hotel Admin. '23

Youssef Aziz  
Sociology, Psych '22



Karim Aly Kassam  
Nat.Resources  
AIISP



Liz Davis-Frost  
Public Admin.  
MPA '21  
Student-Elected Trustee



Neema Kudva  
City & Reg. Planning  
ADoF, co-chair



Parveen Sethupathy  
Biomedical Sciences



Radwa Saad  
Africana  
PhD Student



Shelley Wong  
English  
Asian Am. Studies



Sherrell Farmer  
ILR '22



Uchenna Chukwukere  
Mol. Biology and  
Chemistry '21



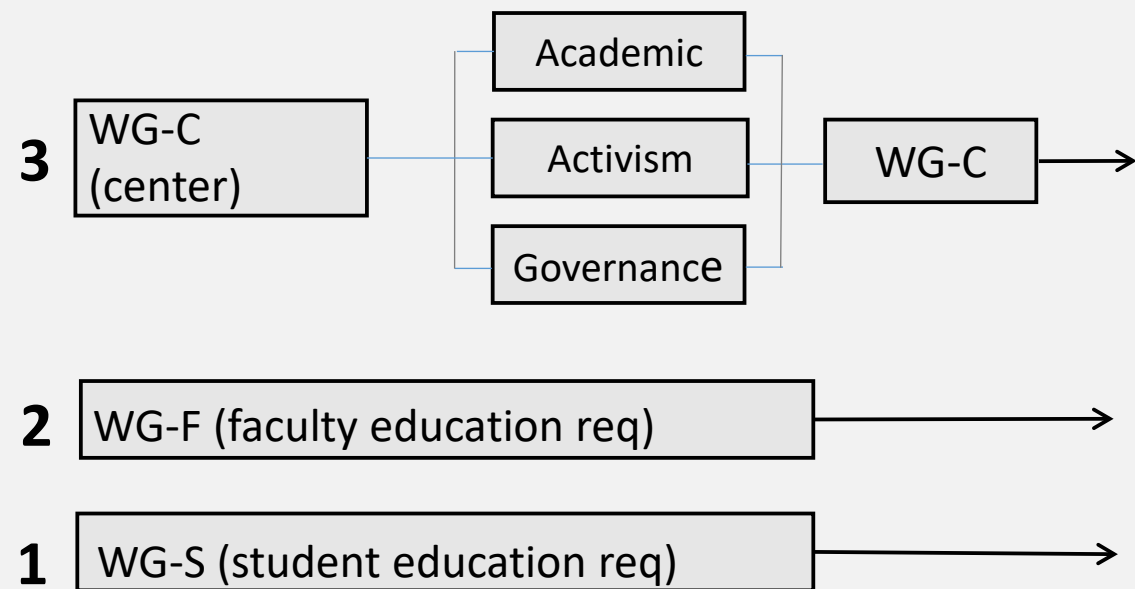
Vilma Santiago-Irizarry  
Anthropology  
Latino/a Studies

# The Process

☐ *Survey of earlier efforts*

☐ *Meetings with*

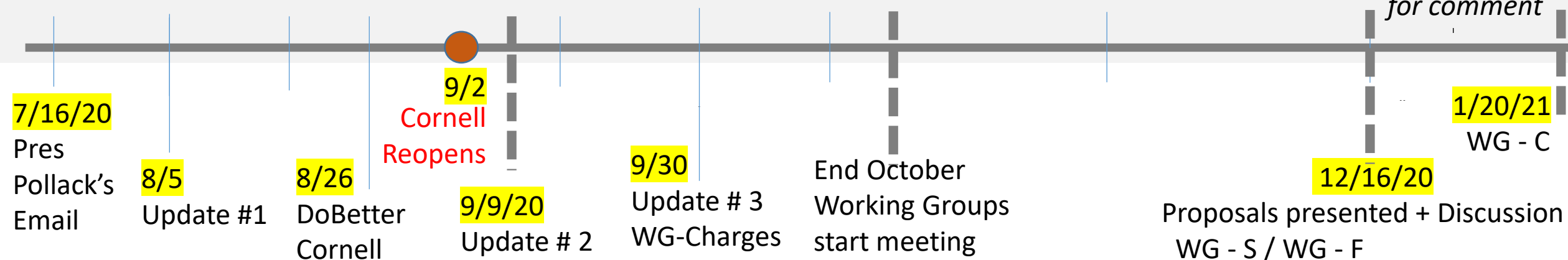
- *Heads and/or faculty of 'impacted' or named units*
- *Student Leadership*
- *Heads of Centers*
- *Vice-Provosts + unit heads*
- *Faculty activists and others involved in earlier efforts*



6/17

Senate Res

☐ *DoF website .... resources ..... meeting agendas / summaries ..... draft proposals for comment*



# Three Questions

## Why do we have centers?

A center focuses scholarly and public attention on issues and research topics in ways that a department, school, or college cannot.

## How do they elevate the quality of scholarship?

They facilitate collaboration by providing infrastructure, programs, and space.

## How do they change outside perceptions?

They become go-to authorities offering tangible proof that the University knows what is important and is doing something about it.

# Our Peers Realize This

Berkeley	Center for Race and Gender
Boston U	Center for Antiracist Research
Brown	Center for the Study of Race and Ethnicity in America
Chicago	Center for the Study of Race, Politics, and Culture
Columbia	Center for the Study of Ethnicity and Race
Dartmouth	Consortium in the Studies of Race, Migration, and Sexuality
Duke	Center for Truth, Racial Healing, and Transformation
Harvard	Initiative for Institutional Anti-Racism and Accountability
Johns Hopkins	Center for Health Disparities Solutions
Johns Hopkins	Hard Histories at Hopkins
Princeton	Ida B. Wells Just Data Lab
Rutgers	Institute for the Study of Global Racial Justice
Stanford	Center for Comparative Studies in Race and Ethnicity
U Penn	Center for the Study of Ethnicity, Race, and Immigration
USC	Race and Equity Center
Yale	Center for the Study of Race, Indigeneity, and Transnational Migration

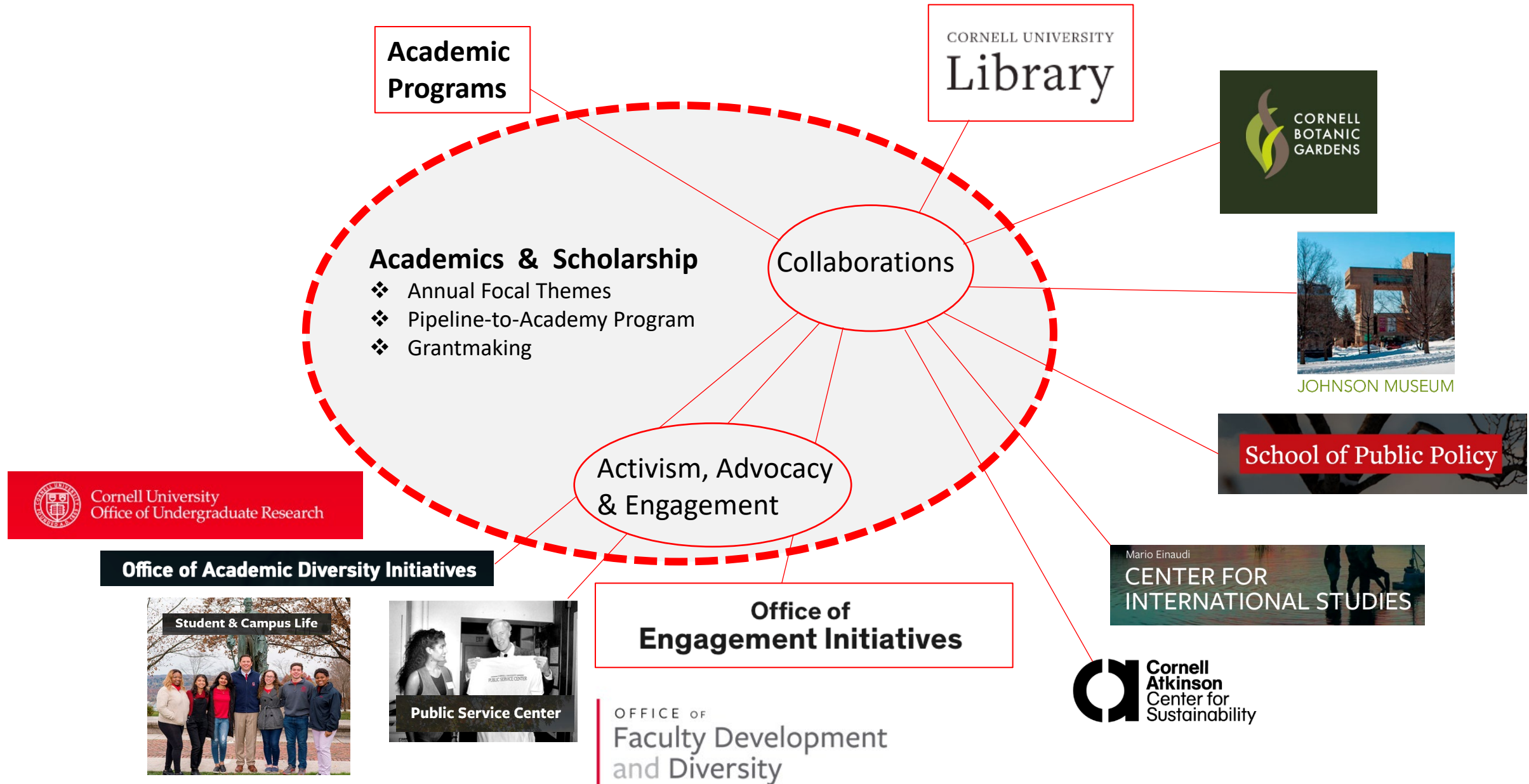
# And So Do We

Africana Studies and Research Center  
American Indian and Indigenous Studies  
American Studies  
Asian American Studies  
Atkinson Center for Sustainability  
Cornell Farmworkers Program  
Cornell Center for the Study of Inequality  
Cornell Center for Health Equity  
Cornell Center for Social Sciences  
Cornell Prison Education Program  
Cornell Public Health  
Cornell Worker Institute

Einaudi Center for International Studies  
Feminist, Gender, and Sexuality Studies  
Institute for Comparative Modernities  
Jewish Studies  
Latina/o Studies  
Lesbian, Gay, Bisexual, & Transgender Studies  
Near Eastern Studies  
Nutrition Science  
Office of Engaged Initiatives  
Polson Institute for Global Development  
Program in Ethics and Public Life  
Society for the Humanities

However, we have an opportunity to amplify through collaboration  
Cornell's existing scholarship in areas that concern race and indigeneity

# Center for Antiracist, Just, and Equitable Futures





# Some Attributes of the Center

## Theme Years

Environmental Justice, Public Health and Race, Internet Disparities, etc.

## A Pipeline-to-the-Academy Program

UGrads, Grads, Post-Docs

## An “A.D. White Style” Professors-of-the-Practice Program

Bringing to campus recognized leaders from the public and civic sectors.

## A Deep Collaboration with the Library and other units across campus

Digital Humanities, Engaged Cornell, etc.

# Collaboration is in Our DNA

A locally hosted international conference on climate change and indigenous knowledge brought together

1. the American Indian and Indigenous Studies Program
2. the South Asia Program
3. the Department of Natural Resources
4. the Botanical Gardens
5. the University Library
6. the Atkinson Center for Sustainability
7. the Global Development Program
8. the Department of Performing and Media Arts
9. the Judith Reppy Institute for Peace and Conflict Studies
10. the Johnson Museum



## The Aim

We want to **amplify research and scholarship** being carried out at Cornell on questions of race, indigeneity and bias.

# Comments on the Proposal



Jamila Michener  
Government



Gerald Beasley  
University Librarian



Andrew Hicks  
Music  
Library Board Co-Chair

# Four Tenure Track Process Resolutions

Committee on Academic Freedom and  
Professional Status of the Faculty

# Background

Most of the recommendations advanced by the AFPSF as part of the [Tenure Track Project](#) fall into the “advice, best practices” bucket.

However, the Committee feels that some of its recommendations warrant formal university-wide adoption and would like to see if the Senate agrees.

In this spirit, resolutions have been drafted that are concerned with

1. The Visibility of College TT Documents
2. The No-contact list
3. The Visibility of the Chair’s Summation Letter to Dean
4. The External Reviewer Selection Process

# Visibility of College TT Policy Docs

## **Current:**

While general policy is provided by the university through the Faculty Handbook, implementation details tend to the colleges.

Sharing college tenure processes is somewhat difficult because most colleges have chosen to store their procedure documents on local intranets that prevent public viewing.

[CALS](#) and [Engineering](#) are exceptions.

# Proposal

Require the colleges put all their tenure policy docs online because

- It helps demystify the process.
- It minimizes the chance for procedural missteps.
- It fosters clarity
- It guarantees that all the players are working off the same version.
- It creates an opportunity for the colleges to learn from one another.

More details on the [resolution webpage](#).

# No-Contact Lists

Reasons for candidate to place Dr. X on the no-contact list:

- candidate had a professional fight with Dr. X.
- candidate worries that Dr. X might steal research plans.
- candidate competing with Dr. X in some external funding venue.

College	What the College Says
AAP	Allowed and optional
CALS	Allowed and optional
CAS	Allowed and optional
CHE	Allowed and Optional
CVM	No comment
ENG	No comment
ILR	No comment
JCB	No comment
LAW	No comment

# Proposal

The candidate can place in the dossier a no-contact list with a brief explanation next to each name.

The department can request a letter from a no-contact individual but then it must produce a justification that becomes part of the dossier.

More details on the [Resolution Webpage](#).



# Visibility of the Chair's Letter to the Dean

Typically, this letter is NOT shared with the voting faculty.

# Proposal

Require making the letter visible to the voting faculty for review before it is sent to the Dean. Reasons:

- insures accurate reporting of the deliberations
- supports the principle of transparency
- reinforces the idea that the decision is more than just the Chair's decision.

More details on the [Resolution Webpage](#).

# The External Reviewer List Selection Process

## Typical Method

- Department receives the candidate's list C.
- With that in hand it produces the final list F by augmenting some subset C with its own chosen reviewers.
- The dossier indicates which of the reviewers are candidate-chosen and which are department-chosen.

Encourages the candidate to play second-guessing games with their selection choices.

# Process

The candidate list and a preliminary department list are independently created with the charge being “produce the list that you would like to be used.” Both lists go into the dossier.

The department then uses the two lists to produce a final list with rules about using some minimum number of candidate names.

The dossier indicates which of the reviewers are candidate-chosen, department-chosen, or both.

More details on the [Resolution Page](#).

Less “gaming” of the system.

**Encourages the candidate to think broadly about external reviewers.**

Instead of “list a few reviewers who are familiar with your work” it’s “list a compete set of reviewers who collectively are familiar with your work **and** its broader impact.”

# Process

These matters will be discussed in detail in a later meeting.

Discussions with chairs, deans, and the provost office in the meantime.

Remember that approval involves all these players.