Online Faculty Senate

April 14, 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

Statement

We started post the murder of George Floyd and the drumbeat of the death toll continues in Minnesota and across the nation.

We're seeing a horrific rise of violence against Asians across the US, and against different groups across the world.

Our campus is reeling from the death of Shaun West.

Throughout all has been the pandemic.

It's been a brutal year. And it continues.

The Working Group Final Reports
The Antiracism Initiative

Charles Van Loan, Dean of Faculty
Neema Kudva, Associate Dean of Faculty

Three Aims

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

S: We want our students to be
- **critical thinkers and lifelong learners** in all matters that concern race, indigeneity and bias.
- **able to thrive and lead across diverse groups** and communities in multiracial democracies.

F: We want our faculty to deliver **S** as effective educators and scholars in a diverse, multiracial, global Cornell.

Three Resolutions

Resolution C

Do you support the WG-C recommendation for the creation of a Center?

Resolution S

Do you support the WG-S recommendation for a student educational requirement?

Resolution F

Do you support the WG-F recommendation for a faculty educational requirement?

Start by reading the three one-pagers (C, S, F). Comments can be uploaded to the resolution pages. Chairs have been informed about these upcoming votes.

Timeline

Post comments on the resolution pages if you have insights to share.

Make sure your constituency is informed.

Bring questions and concerns to the April 21 meeting.

When we vote will depend on those questions and concerns. We aim for an eVote April 22-29 but are relaxed about a delay.

The Votes Are Advisory

As posted in September:

"The Senate will debate and possibly modify the recommendations before registering formal support through a vote or multiple votes. The recommendations will be made to the President and Provost, who then, in consultation with the deans, will consider academic implications and financial resources."

The Center for Racial Justice
and
Equitable Futures*

*Based on recent feedback, WG-C prefers this title to the earlier "Center for Antiracist, Just, and Equitable Futures". The proposed title does a better job communicating what the Center strives to accomplish as "Racial Justice" is a much more widely understood notion than an "antiracist future". The title change did not require any modification of the report's content.

Working Group – C
Center for Racial Justice 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

Jenniviv 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

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
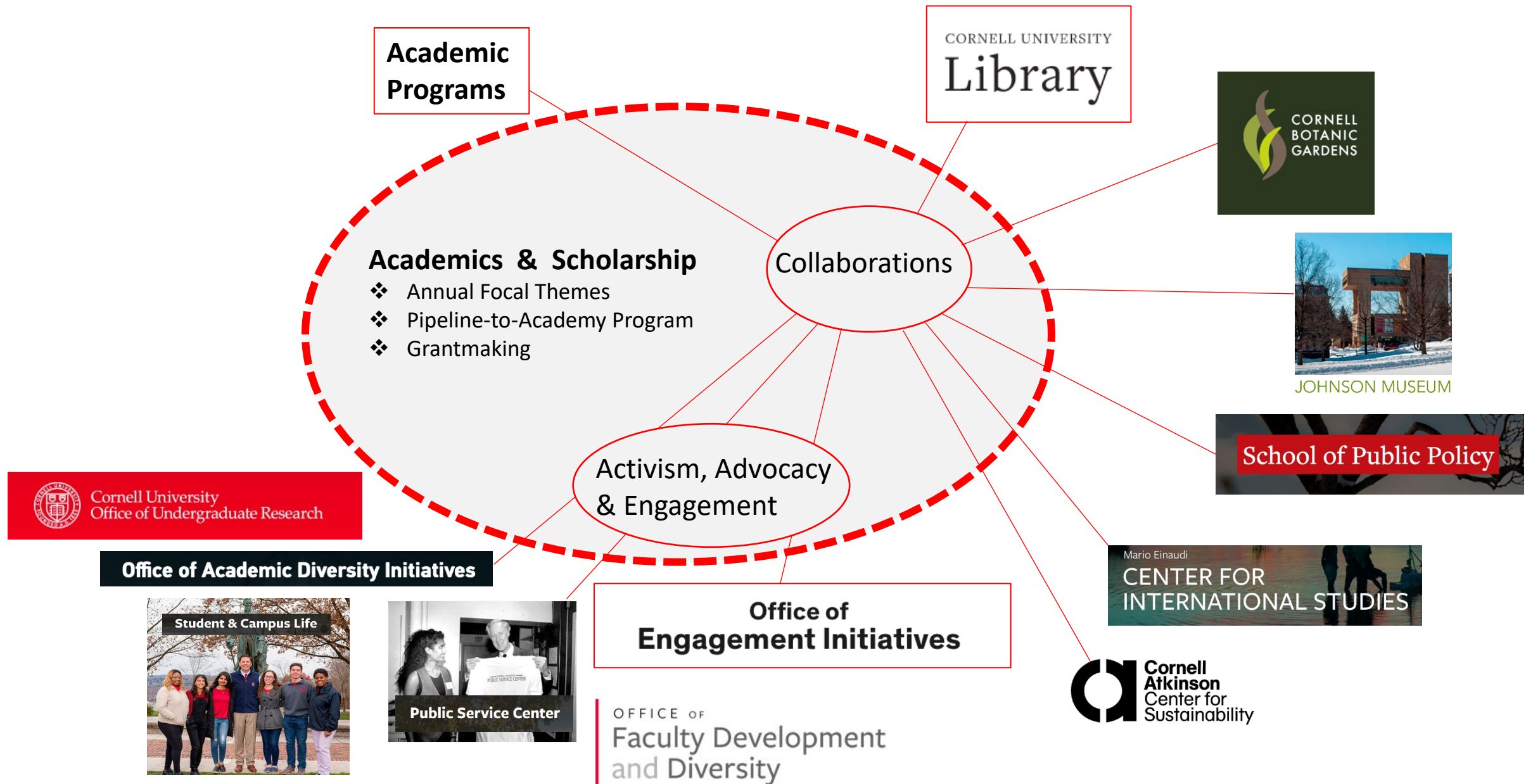
An Educational Requirement
for
Students

Working Group – S
The Educational Requirement for Students

Ashley Bishop
Government '22
Cornell Students 4
Black Lives

Charlie Van Loan
DoF, co-chair

Chiara Formichi
Asian Studies

Corrie Moreau
Ecology &
Evolutionary Biology

David Delchamps
EPC, Educational
Policy Committee

Eric Cheyfitz
Am. Indian &
Indigenous Studies

Glenn Asuo-Asante
ILR '21, Cornell Students 4 Black Lives

Jeff Pea
Biological
Sciences,
PHD Candidate

Julia Felippe
Clinical Sciences
Vet School, OEI

Krinal Thakkar
Psychology '23

Mark Wysocki
Earth & Atmospheric
Sciences

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

Peggy Odom-Reed
Hotel School

Siba N'Zatioula-Grovogui
Africana Studies &
Research Center and
Government

Many of Our Peers Have a University-Wide Req't

Columbia   Global Core Requirement

Brown   Diversity and Inclusion Curriculum

Princeton   41 courses will fulfill new 'Culture and Difference' requirement

Dartmouth   Distributive and World Culture Requirements

Chicago   Civilization Studies Requirement

Stanford   Engaging Diversity Requirement

Berkeley   American Cultures Requirement

USC   Diversity Course Requirement

UPenn and Michigan have college-level requirements as do we (CALS and CAS).

Attributes of the Student Requirement **Framework**

1. Identifies a pair of learning outcomes and incentivizes their fulfillment across all degree programs with adequate support from the central administration.

2. Makes effective use of faculty expertise in critical research areas, and existing infrastructure in matters that concern pedagogy and technology.

3. Respects college/department and graduate field authority over requirements.

Learning Outcome 1: The Literacy Component

The student understands that structural racism, colonialism, injustice, bias, and their current manifestations have a historical and geographic basis.

This requires engagement with scholarly content in the tradition of liberal arts education.

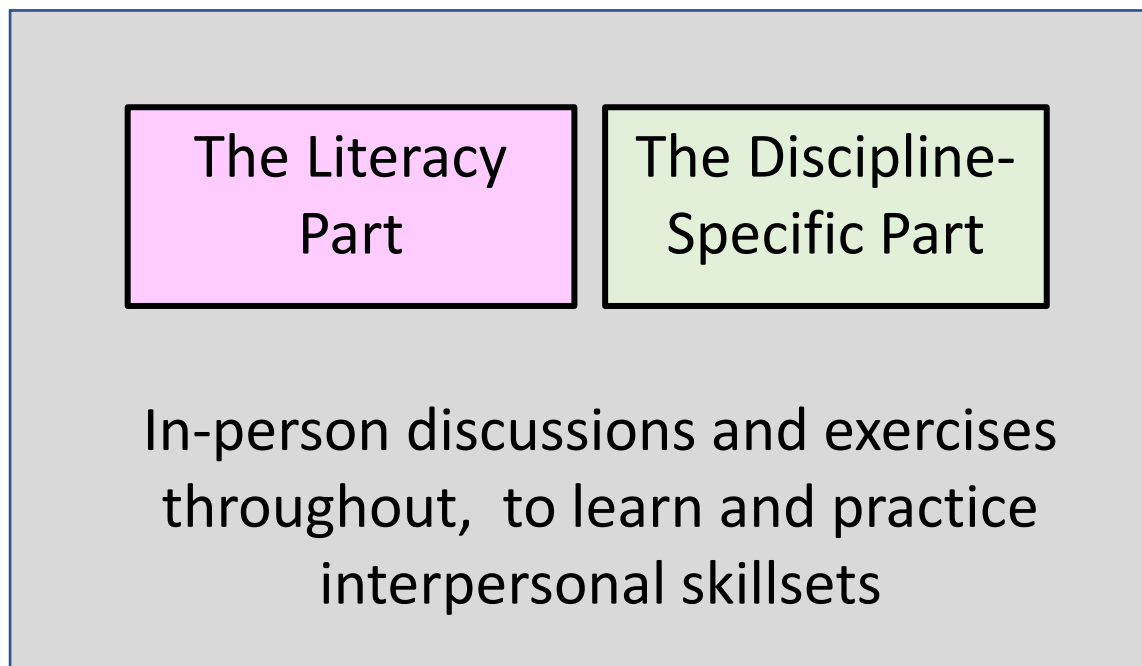# Learning Outcome 2: The Skillset Component

The student learns how to communicate and advocate across the differences that they are bound to encounter throughout their lives and careers.

This requires challenging discussion and writing in the disciplines. A benefit of this is that the student also understands how racism, colonialism, injustice, bias and their current manifestations make their way into the disciplines and professions.
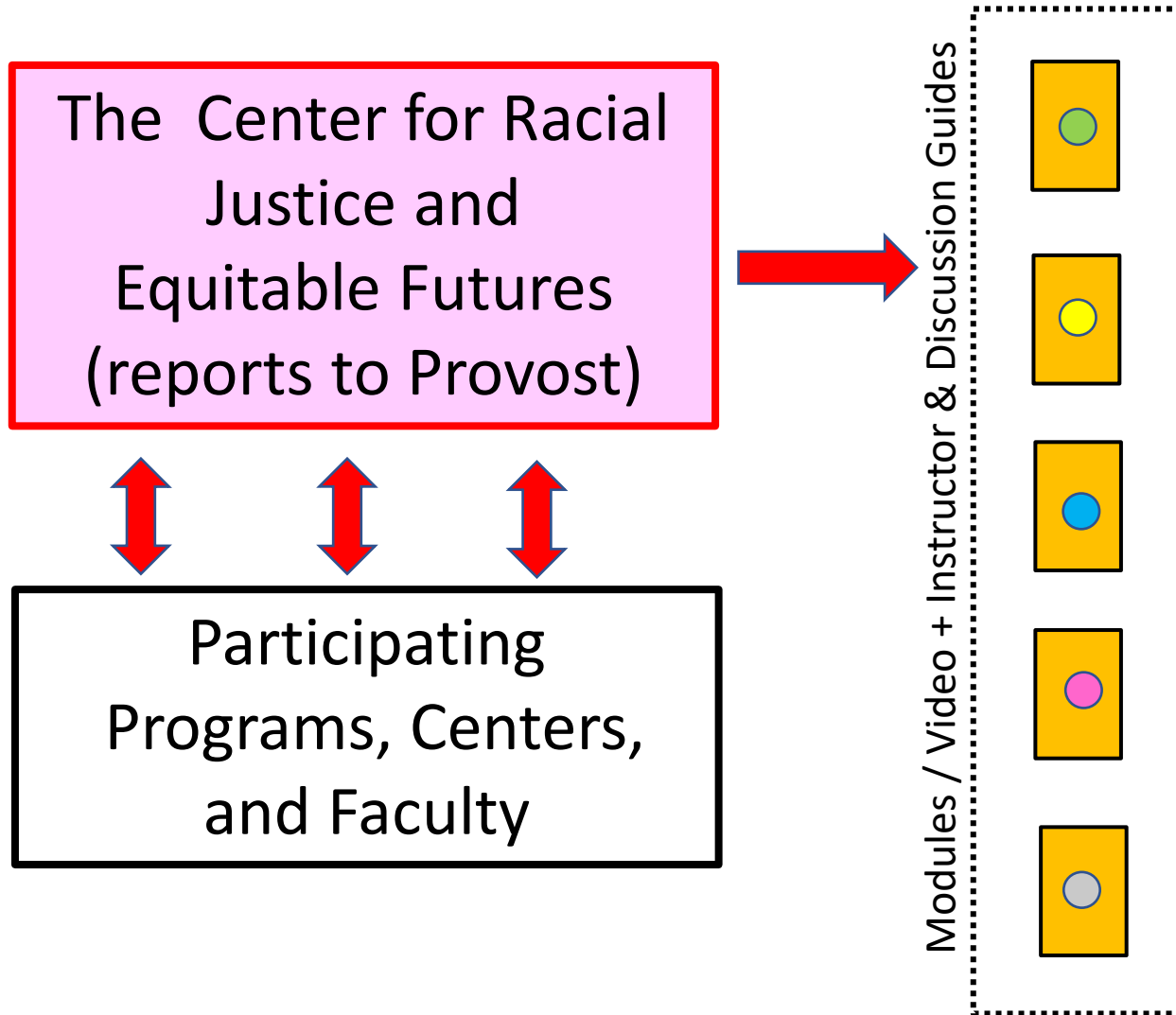
Delivery Essentials

1. Menus (which must incorporate the literacy and skillset components) must be carefully implemented, regularly reviewed, and governed.

2. Technology is critical for the infusion of the literacy content into the disciplines.

3. Unfair burdens must not be placed on BIPOC faculty and students.

LOGIC of Proposed Requirement Framework

The Literacy Part

The Discipline-Specific Part

In-person discussions and exercises throughout, to learn and practice interpersonal skillsets

Over time we expect the two parts to become better integrated. Resources and a willingness to develop new courses and online modules (especially during 2021-22 and in the near-term) will determine the timeline.
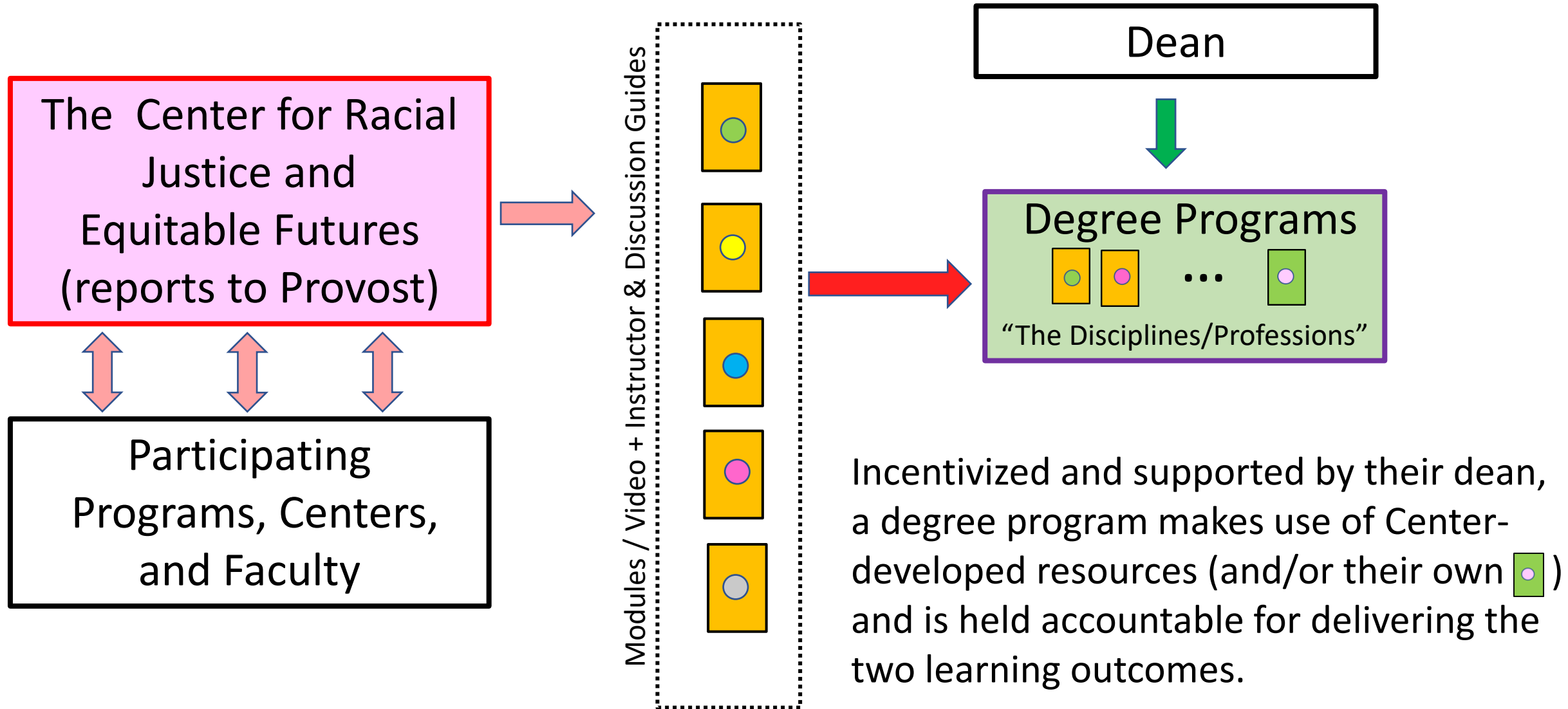
Student Requirement Framework: Developing Resources

The Center for Racial Justice and Equitable Futures (reports to Provost)

Participating Programs, Centers, and Faculty

Modules / Video + Instructor & Discussion Guides

With support from the Provost, the Center collaborates with programs, other centers, and faculty with deep subject expertise to produce and maintain a library of video modules (with instructor guides) that relate to the literacy component.

The Library, CTI , IDP and eCornell are involved.

Student Requirement Framework: Use of Resources

The Center for Racial Justice and Equitable Futures (reports to Provost)

Participating Programs, Centers, and Faculty

Modules / Video + Instructor & Discussion Guides

Dean

Degree Programs

"The Disciplines/Professions"

Incentivized and supported by their dean, a degree program makes use of Center-developed resources (and/or their own) and is held accountable for delivering the two learning outcomes.

An Educational Requirement for Faculty

Working Group – F
An Education Program for Faculty

Ariel Ortiz-Bobea
AEM, Dyson School

Beth Lyons
Law School

Charlie Van Loan
DoF, co-chair

Durba Ghosh
History

Eva Tardos
Computer Science

Jack Liufu
Chemistry '21

John Cawley
PAM

Mark Lewis
ORIE
Engineering

Neema Kudva
City & Reg Planning
ADoF, co-chair

Ufuoma Thaddeus
Biological Sciences '22

The Principles

The WG-F proposal is guided by our [core values](#) and our commitment to the principles of academic freedom and free speech articulated in the [University Statement.](#)

Ensuring an equitable climate on campus is an essential responsibility and this proposal suggests a framework to support the faculty in this effort.
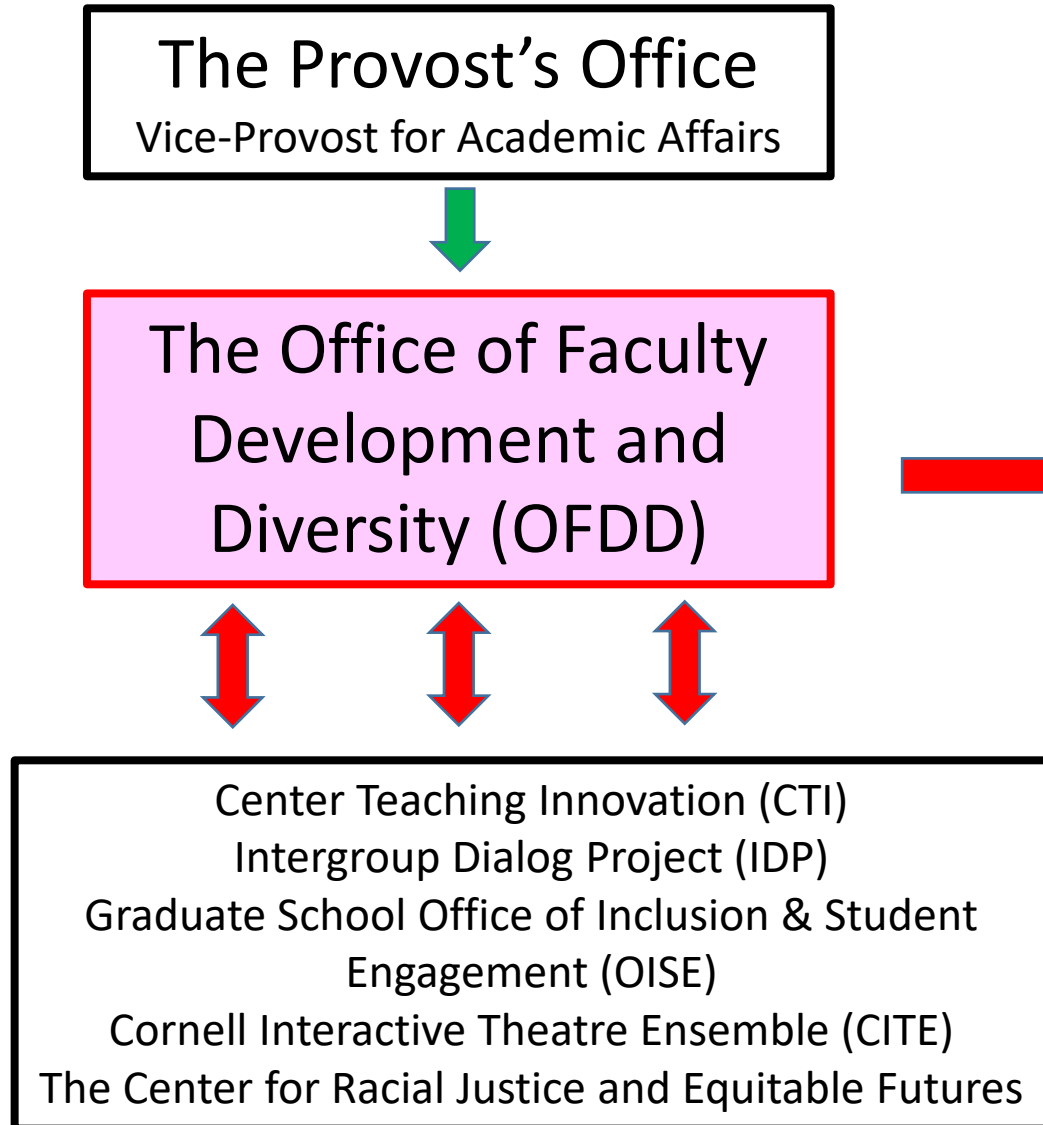
We Are Not Starting from Ground Zero

"It Depends on the Lens"

   - addresses bias in faculty recruiting

"Hang in There and Be Tough"

      - addresses race/gender issues in the classroom.

Faculty Req't Framework: Developing Resources

The Provost's Office
Vice-Provost for Academic Affairs

The Office of Faculty Development and Diversity (OFDD)

Center Teaching Innovation (CTI)
Intergroup Dialog Project (IDP)
Graduate School Office of Inclusion & Student Engagement (OISE)
Cornell Interactive Theatre Ensemble (CITE)
The Center for Racial Justice and Equitable Futures

With enhanced support from the Provost, the OFDD collaborates with the CTI, the IDP, the OISE, CITE, and the Center to produce and maintain a library of resources:
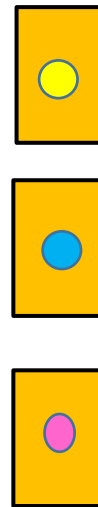
These relate to various faculty roles (mentor, advisor, instructor, supervisor, colleague, director, etc.) as they may occur across a multiplicity of venues (classroom, laboratory, office, department meeting, residence hall, etc.

Faculty Req't Framework: Making Use of the Resources

The Provost's Office
Vice-Provost for Academic Affairs

The Office of Faculty Development and Diversity (OFDD)
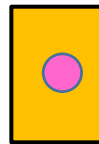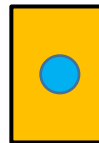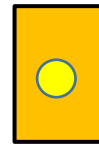
Center for Teaching Innovation (CTI)
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Graduate School Office of Inclusion & Student Engagement (OISE)
Cornell Interactive Theatre Ensemble (CITE)
The Center for Racial Justice and Equitable Futures

The **expectation** is for faculty to engage with a library resource once a semester.

Venue might be a department meeting or an OFDD event or a lab group meeting or etc.

Sequence through a relevant subset of resources in a meaningful way:

F21   **S22**   **F22**   **S23**
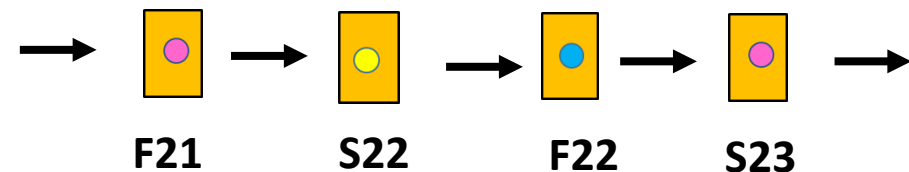
Enhanced Accountability

1. Require a Diversity, Equity, Inclusion (DEI) statement in all renewal and promotions cases. The Senate's AFPSF committee has examined this idea in the context of tenure promotions.

2. Require that there be a DEI-related question on all course evaluations.

3. Annual reports by chairs to the Dean should document faculty participation in OFDD programs, summarize course evaluations and outline departmental climate issues.

4. These annual DEI snapshots must become part of the periodic program review that all units undergo every 8-10 yrs.

It is essential that these enhancements be implemented in a way that addresses shortfalls through education and not retribution.

What Is Next?

Post comments on the resolution pages if you have insights to share.

Make sure your constituency is informed.

Bring questions and concerns to the April 21 meeting.

When we vote will depend on those questions and concerns. We aim for an eVote April 22-29 but are relaxed about a delay.

Dean of Faculty Elections Slate, 2021-2024

Risa Lieberwitz

Professor of Labor and Employment Law
Industrial and Labor Relations School (ILR)

Eve De Rosa

Associate Professor, Rebecca Q. and James C. Morgan
Sesquicentennial Fellow
College of Human Ecology (CHE)

Link to Dean of Faculty candidate profiles