

Faculty Senate

May 5, 2021

Cornell University is located on the traditional homelands of the Gayogohó:nq' (the Cayuga Nation). The Gayogohó:nq' are members of the Haudenosaunee Confederacy, an alliance of six sovereign Nations with a historic and contemporary presence on this land. The Confederacy precedes the establishment of Cornell University, New York state, and the United States of America. We acknowledge the painful history of Gayogohó:nq' dispossession and honor the ongoing connection of Gayogohó:nq' people, past and present, to these lands and waters.

This land acknowledgment has been reviewed and approved by the traditional Gayogohó:nq' leadership.

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.

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 want to note that many in our community are hurting as a result of the horrific impacts of continued waves of COVID-19 globally, in Brazil, a second wave across Europe, and across South Asia – in India, Bangladesh, Nepal and Pakistan.

We are very sorry to hear about the exceptionally heavy impact that the pandemic has brought to the people there. And we recognize that the news is particularly intense and distressing for our many students, staff and faculty colleagues who have family and friends there.

Please be aware of this as we enter the last intense stretch of the semester here.

Announcements

Mike Thonney 1949-2021



Professor, DGS, Senator (Animal Science)
Director, Cornell Sheep Program
Member, University Faculty Committee

2021 Election Results

DoF Eve DeRosa

UFC Mark Lewis, Mariana Wolfner

N&E Ella Diaz, Carla Gomes, Marilyn Migiel

Senator-at-Large Carrie Adler, Ashleigh Newman, Jeffrey Palmer

Thanks to all who ran for these positions.

Starting F21: The Admissions Advisory Group ([AAG](#))

Valerie Aymer	Landscape Architecture	CALS
Kendra Bischoff	Sociology	CAS
David Lee	Applied Economics and Management	JCB
Alan Mathios	Policy Analysis and Management	CHE

The AAG is a faculty group that works with the Vice Provost for Enrollments (VPE) and college admissions leaders to ensure that Cornell's evolving admissions policies are equitable, fair, and remain consistent with our long-term commitment to academic excellence and diversity.

Last Meeting: May 19

Q&A with President Pollack

Financial Policy Committee Annual Report

Heads Up Things:

Latin Honors, FWS Ballot System

Wrap-Up Things:

IDDP Approval Resolution

Tenure Doc Transparency Resolution

Online Harassment One-Pager

Antiracism Initiative Wrap-Up

The Antiracism Initiative

A Version of Chicago to LA



The destination is important, but what we see and learn along the way is equally if not more important.

It is supposed to be hard and uncomfortable.

Glad that we did not take the easy interstate route.

The C-Resolution Passed

Yes =	101
No =	12
Abstain =	5
DNV =	9

[20+ uploaded comments from voters](#) most of which express some kind of hesitation over the idea of having a Center for Racial Justice and Equitable Futures.

Today We Will Repeat this Six Times...

1. Brief presentation of a resolution.

Better to listen than to chat.

2. Q&A with Senators

Understand what you will be voting on. Use chat if necessary.

3. Q&A with Senators and others in attendance.

Be brief and remember that the chat transcript is shared afterwards.

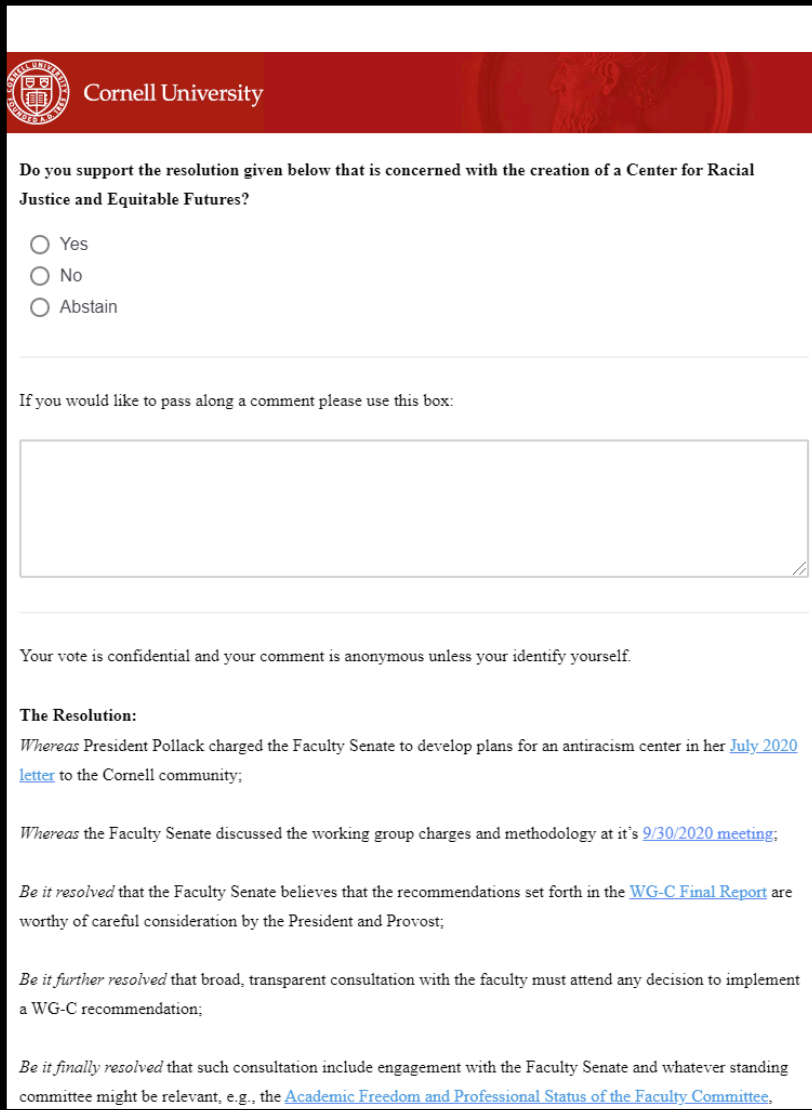
On the Upcoming Ballot You Will See This for Each Resolution...

The Vote (Yes/No/Abstain) →

Comments are not associated with votes and are totally anonymous. They will be collected and published.

The Comment Box →

The Resolution →



The screenshot shows a ballot form from Cornell University. At the top left is the Cornell University logo and name. The main question is: "Do you support the resolution given below that is concerned with the creation of a Center for Racial Justice and Equitable Futures?" Below this are three radio button options: "Yes", "No", and "Abstain". Underneath is a text box for comments with the prompt: "If you would like to pass along a comment please use this box:". Below the comment box is a disclaimer: "Your vote is confidential and your comment is anonymous unless you identify yourself." The resolution text follows, starting with "The Resolution:" and containing several paragraphs of text with blue hyperlinks to external documents like "July 2020 letter", "9/30/2020 meeting", "WG-C Final Report", and "Academic Freedom and Professional Status of the Faculty Committee".

F-Resolutions

These resolutions relate to Faculty Education

UFC F-Resolution

The Faculty and Student Education Requirements Are Highly Related

Intent

The goal of the requirement is for our ~~students~~ *faculty* to become critical thinkers and lifelong learners in all matters that concern race, indigeneity, ethnicity, and bias, and who thrive and lead across diverse groups and communities in a multiracial ~~democracy~~ *university*

Practical Concerns

S: menus, choice, learning from experts, classroom & workplace climate, tight schedules, roll-out, resources
F: menus, choice, learning from experts, classroom & workplace climate, tight schedules, roll-out, resources

Why is it the volume of F comments on the DoF website is 10X the volume of S-comments?

Sending Signals

What does it say about the Faculty (a.k.a. the core of the University) if it resists required **education** for itself while advocating more of the same for both students and staff?

What does it say about the Faculty (a.k.a. the core of the University) if it regards accountability as a mechanism for coercion and an excuse for sanctions while in other professions ongoing **education** and credentialing are seen as important?

Senators Must Navigate this Fork in the Road

Despite current events and realizations, adequate DEI progress is possible through voluntary programs supported by the OFDD, the CTI, and the Colleges.

Because of current events and realizations, adequate DEI progress is only possible through something more than voluntary programs supported by the OFDD, the CTI, and the Colleges.

Senator F-Resolution-1

Resolution Supporting Faculty Educational Programs to
Address Issues of Racism and Systemic Injustice and to
Enhance Diversity, Equity, and Inclusion

Sponsors: Thomas Bjorkman (Senator), Brian Chabot, Eanna Flanagan, Carl Franck (S), Yuval Grossman, TJ Hinrichs, Natasha Holmes, Andre Kessler (S), Risa Lieberwitz (S), Joanie Mackowski (S), Brad Ramshaw, Neil Saccamano (S), Chelsea Specht (S), Robert Thorne

The Resolution SUPPORTS

- A strong and effective institutional response to address issues of racism and systemic inequalities,
- A collective faculty commitment to understanding and addressing systemic inequalities and enhancing diversity, equity, and inclusion at Cornell,
- Building on the educational initiatives by the Office of Faculty Development & Diversity (OFDD) and colleges, schools, and departments,
- Engaging the Faculty Senate and its committees in the process of developing university-wide programs for faculty education.

“Resolved” provisions call on the Faculty Senate to endorse and support:

- WG-F report’s goal to create educational programs “to support faculty in creating an antiracist, just and equitable climate for our campus community.”
- University and college/school/department level development of faculty educational programs to address issues of systemic injustice, diversity, equity and inclusion.
- Departments and colleges working with each other and with the OFDD to evaluate the participation rates and effectiveness of these programs.
- Faculty Senate standing committees’ (e.g. Academic Freedom and the Professional Status of the Faculty, Educational Policy Committee, Faculty Committee on Program Review) participation in the process of developing university-wide programs for faculty education.

Senator F-Resolution-2

Resolution Supporting Voluntary Participation by
Faculty in Educational Programs to Address Issues of
Racism and Systemic Injustice and to Enhance
Diversity, Equity, and Inclusion

Sponsors: Tomas Arias, Thomas Bjorkman (Senator), Brian Chabot, Eanna Flanagan, Carl Franck (S), Yuval Grossman, Sol Gruner, TJ Hinrichs, Natasha Holmes, Andre Kessler (S), Risa Lieberwitz (S), Joanie Mackowski (S), Liam McAllister, Brad Ramshaw, Neil Saccamano (S), Chelsea Specht (S), Robert Thorne

The Resolution SUPPORTS

- A strong and effective institutional response to address issues of racism and systemic inequalities,
- A collective faculty commitment to understanding and addressing systemic inequalities and enhancing diversity, equity, and inclusion at Cornell,
- A positive, non-punitive approach to achieving broad participation in faculty education programs addressing systemic inequalities and ways to enhance diversity, equity, and inclusion.

The “resolve” clauses, therefore, provide that the Faculty Senate:

- Strongly encourages voluntary participation by the faculty in educational programs addressing systemic inequalities and ways to enhance diversity, equity, and inclusion.
- Supports developing positive incentives for faculty to participate in such educational programs, such as supplemental funding for departments with high levels of faculty participation.

S-Resolutions

These resolutions relate to Student Education

UFC S-Resolution

We Are a Research University

Graduate Field



Undergraduate Major



Undergraduate Minor



Introductory Courses

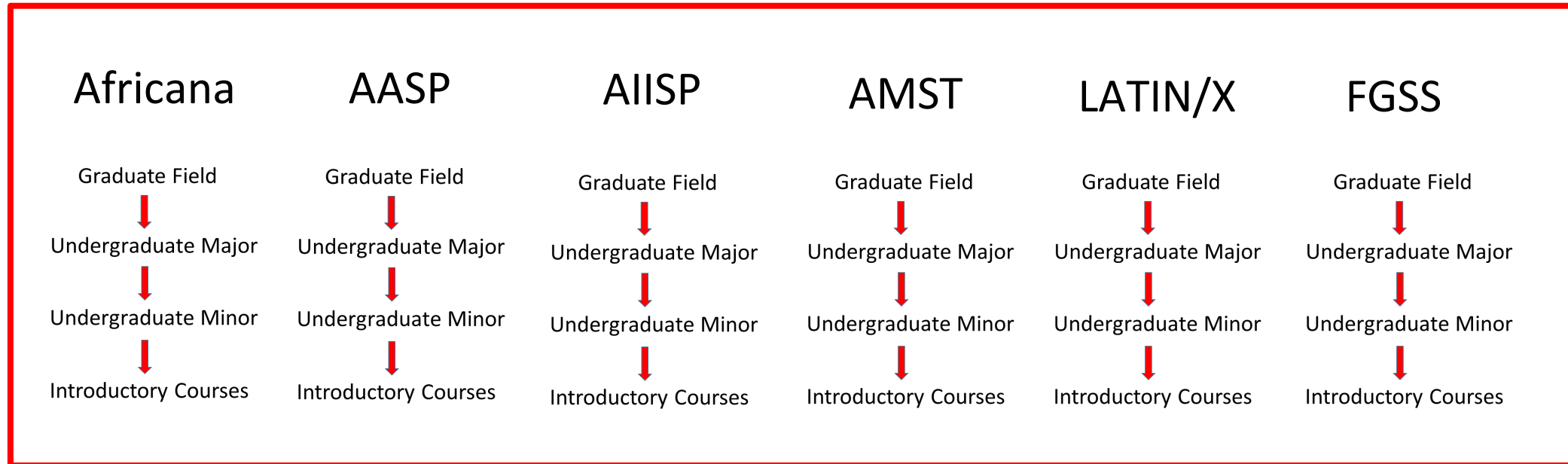
Research and scholarship “shapes” majors

Majors are “edited” into minors by knowledgeable scholars.

Introductory courses are “snapshots” of what shows up in the minor..

A silo approach to the requirement is not enough →

A Research University with a Liberal Arts Tradition

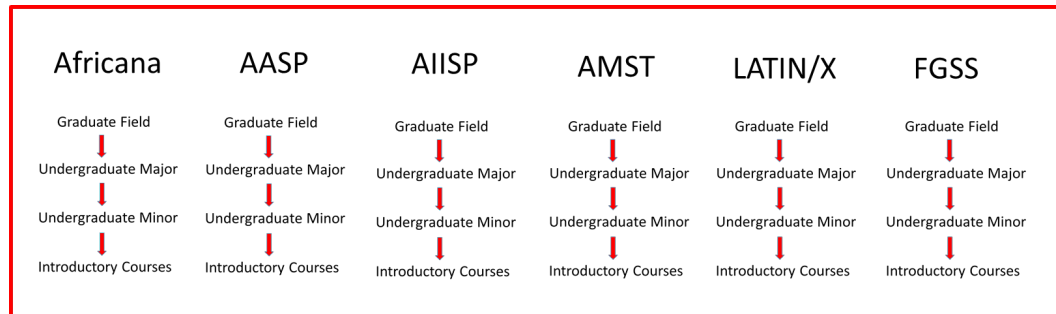


New Curriculum

“We appreciate ... the call for teaching that adopts an integrated, intersectional approach to the study of contemporary systems of inequality in the U.S.”

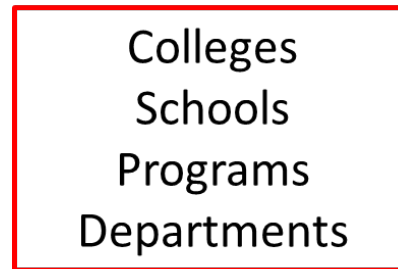
But even this is not enough →

A Research University with a Liberal Arts Tradition That Is Large and Decentralized



New Curriculum

“We appreciate ... the call for teaching that adopts an integrated, intersectional approach to the study of contemporary systems of inequality in the U.S.”



“...the process of creating new courses **is already underway** across colleges ... We suggest building on this further by inviting interested colleges, departments and graduate fields to create courses to demonstrate how they would incorporate the materials produced by the core faculty group.”

We recommend that the requirement look like this.

Inner workings will be transparently developed with faculty in the “implementation phase.”

WG-S Report → S_mod

Things clarified in S_mod:

1. The “literacy” part:

Adds much needed detail from the six directors about lare-enrolment course, roll-out, interim menus, online resources, and resource needs.

2. The “skillset” part

*Clarifies why it is an important and separate **outcome** that cannot supplant literacy goals, and can be within the purview of faculty in the disciplines.*

Motion to replace the reference to WG-F Final Report to S_mod in the UFC-S Resolution?

Second?

Be it resolved that the Faculty Senate believes that the recommendations set forth in the WG-S Final Report are worthy of careful consideration by the President and Provost;

Be it resolved that the Faculty Senate believes that the recommendations set forth in the S_mod Report are worthy of careful consideration by the President and Provost;

Discussion

Is there a motion to close debate?

Second?

Vote in Chat

I support the motion.

_____ Yes

_____ No

_____ Abstain

Directors' S-Resolution

Alternative Proposal for a Required Course on Racism, Colonialism, Antiracism, and Decolonization (Proposal S-6)

Submitted by:

Christine Bacareza Balance, Director, Asian American Studies Program

Olúfẹ́mi Táíwò, Chair, Africana Studies and Research Center

Kurt Jordan, Director, American Indian and Indigenous Studies Program

Noliwe Rooks, Director, American Studies Program

Jane Juffer, Director, Feminist, Gender, and Sexuality Studies Program

Vilma Santiago-Irizarry, Director, Latina/o Studies Program

Rationale for the Proposal

- Our proposal attempts to ensure that every Cornell student has a class with a professor for whom teaching about racism, sexism, and other forms of institutionalized inequality is their reason for being at Cornell.
- Faculty in our units were hired, tenured, promoted and asked to lead based on our expertise. We are committed to employing it in service to this institution in this antiracism effort.
- Our faculty have the specific pedagogical experience necessary to teach these difficult and delicate subjects.
- We believe that academic rigor is best achieved through the specifics outlined in our proposal. We do not see a separation between “literacy” and “skills.”
- Our proposals seek resources to strengthen our units, rather than leaving them in their current marginalized and overburdened condition.

Specifics of the Proposal

- Our approach culminates in a plan to offer a large-enrollment course to many students on campus. This eventually may serve as the sole means to fulfill the “required course” function, or be one option from a menu of courses.
- This will need to be developed gradually and resources will need to be provided.
- Representatives from our six units, alongside officers from the proposed Antiracism Center, will evaluate any additions to the list of approved courses.

Proposed Timeline

- Fall 2021 and Spring 2022:
 - Interested students directed to a menu of relevant introductory courses taught by our units
 - A series of public presentations on racism, colonialism, antiracism, and decolonization – similar to “Racism in America” panel series, in various formats
- Fall 2022: Exploratory pilot large-enrollment in person course, ideally six-way team taught
 - All classroom segments recorded, since six-way team teaching unlikely to be repeated
 - Videos as “place-holder” content, to be replaced with higher-quality versions shot in studios or in pertinent locations
- Spring 2023: second iteration of exploratory course
- Fall 2023 and beyond: Full version of large-enrollment course, offered each semester

Roster of Introductory Courses

- AAS 1100: Introduction to Asian American Studies
- AAS 2130/AMST 2640/HIST 2640: Introduction to Asian American History
- AAS 2620/AMST 2620/ENGL 2620: Introduction to Asian American Literature

- AIIS 1100 / AMST 1600 / ANTHR 1700: Indigenous North America
- AIIS 1101 / AMST 1601: Indigenous Issues in Global Perspective
- AIIS 2100: Indigenous Ingenuities as Living Networks
- AIIS/ANTHR 2XXX: From the Swampy Land: Indigenous Peoples of the Ithaca Area

- AMST 1101: Introduction to American Studies

- ASRC 1500: Introduction to Africana Studies

- FGSS 2010: Introduction to Feminist, Gender & Sexuality Studies
- LGBT 2290: Introduction to Lesbian, Gay, Bisexual, and Transgender Studies
- FGSS 2421: Worlding Sex and Gender

- LSP 2100 Introduction to Latina/o/x Studies
- LSP 1802/ HIST 1802/AMST 1802: Introduction to Latinos in US History
- LSP 2720/PMA2720: Introduction to Latina/o/x Performance
- LSP 2400 /ENGL 2400/AMST 2401: Introduction to Latina/o Literature

Senator S-Resolution

Resolution in support of requiring that all students, before graduation, complete at least one for-credit course addressing race, indigeneity, ethnicity, and bias.

Sponsors: Thomas Bjorkman (Senator), Brian Chabot, Eric Cheyfitz, Carole Boyce Davies (S), Laurent Dubreuil (S), Carl Franck (S), Andre Kessler (S), Risa Lieberwitz (S), TJ Hinrichs, Neil Saccamano (S)

The Resolution SUPPORTS

- Requiring that all students, before graduation, complete at least one for-credit course addressing race, indigeneity, ethnicity, and bias, already taught in departments and programs or newly created.
- Placing implementation of the course requirement primarily in the schools and colleges, as required by the Cornell By-laws.
- Bringing university-level faculty governance into the implementation through:
 - Support from Faculty Senate committees (e.g. [Educational Policy Committee](#)) and
 - An ad hoc committee of faculty currently invested in the research on structural racism, colonialism, and injustice, including representation from Africana Studies, American Studies, American Indian and Indigenous Studies, Asian American Studies, Feminist, Gender, and Sexuality Studies, and Latinx Studies.