

Online Faculty Senate

December 16, 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

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

Announcements

C. Van Loan

Announcements

We'll relay the S21 Senate Meeting Schedule soon.

Next meeting most likely Jan 20.

Sense of Senate Vote on Name Change

Department of English



Department of Literatures in English

Approval of Deans, Directors, and Chairs has been obtained.

Approval of Faculty Senate required before the proposal goes to the Provost.

Rationale

1. The primary reason for the requested name change is that the broad majority of the department's faculty feel that the name 'English' implies a commitment to studying England as a nation, while 'Literatures in English' emphasizes English as a language spoken and written in many places around the world.
2. This name change will reflect the department's current diversity and their long-term and deep commitments to the wealth of literatures from around the world in the English language.

Rationale

3. The name change would reflect a change in curricular scope that has already occurred. The department now teaches Caribbean, African, African Diasporic, Native American, African American, Latin American, Chicanx, Latinx, LGBTQ, Indian, Asian diasporic and Asian American literatures, a wide range that is not nationally English, but nevertheless in the English language.
4. The department anticipates future developments in the field that the new name will more accurately reflect but they do not seek to change the formal curriculum or the transcript designation.

Discussion

Vote Via Chat

I support the Department of English's request to have its name changed to the Department of Literatures in English

___ Yes

___ No

___ Abstain

Sense of the Senate Resolution

Matters that Concern Freshman Admissions

(Follow-up to VP Jon Burdick's 11/11 [Presentation](#))

Proposed Sense-of-Senate Resolution
On Matters that Concern Freshman Admissions

Whereas the pandemic greatly complicates the use of SAT/ACT in the next round of admissions;

Whereas the role of standardized testing is being called into question across the country;

Be it resolved that the Senate recommends continuation of the 2020 test optional policies for the coming year;

Be it further resolved that the Senate recommends the formation of an standing admissions advisory committee chaired by VP for Enrollments that includes faculty and activity as described [here](#)

Discussion

Vote Via Chat

I support the Sense of the Senate Resolution on Matters that Concern Freshman Admissions.

___ Yes

___ No

___ Abstain

Discussion of the Revised Academic Freedom Text

Revised Statement About Academic Freedom

The [revision](#) builds on the University Faculty's 1960 Academic Freedom statement by connecting it to the University's [Core Value Statement](#) and by providing more detail on these topics:

1. Broad scope of academic freedom: teaching, research, “private citizen” speech, campus governance.
2. Remaining vigilant about University's commitment to academic freedom and free speech and ongoing consultation between the President and the assemblies.
3. How to handle situations when imminent threat to public safety is involved.
4. How to handle situations when bias, harassment, and sexual misconduct are involved.
5. Freedom to assemble outdoors without permits.

The Committee on Academic Freedom and Professional Status of the Faculty has reviewed the proposed statement and supports this [resolution](#) that would make the revised statement official.

Adoption Plan

1. Professor Lieberwitz will now present four amendments.
2. These amendments together with the feedback from this meeting will be taken up by the Committee on Academic Freedom and the Professional Status of the Faculty (AFPSF). The AFPSF will consult with General Counsel.
3. The AFPSF will present a recommendation to the Senate which we will process together with the four amendments at the next meeting, probably Jan 20.

Proposed Amendments to the Draft
**Cornell Statement on Academic Freedom and
Freedom of Speech and Expression**

Risa L. Lieberwitz

Professor of Labor and Employment Law

ILR School, Cornell University

Faculty Senator

AMENDMENT #1

[new language in **RED**]

Cornell University is committed to fundamental principles of academic freedom and rights of free expression. Freedoms to engage in research and scholarship, to teach and to learn, to express oneself and to be heard, and to assemble and to protest peacefully and lawfully, are essential to the function of the University as an educational institution. **Cornell University will abide by the protections of academic freedom and freedom of speech and expression as set forth in the following Statement and in other Cornell policies.**

Rationale for amendment #1

The amended language confirms that Cornell University will apply the protections in relevant actions, e.g. in pursuing any disciplinary actions.

AMENDMENT #2

[new language in RED]

Responsibilities

The Cornell community, including the University Assembly and other elected governance bodies, have a responsibility for protecting academic freedom and freedom of speech **of faculty, students, and staff**. Towards that end, the President or the President's designee shall consult with the University Assembly, Faculty Senate, Student Assembly, Graduate and Professional Student Assembly, Employee Assembly, and other elected campus governance bodies on a regular basis to ensure that the community's fundamental commitments to free expression, academic freedom, and respect for others are safeguarded.

Rationale for amendment #2

The amendment reinforces that the Statement applies to the full Cornell community, i.e. faculty, students, and staff.

[Note: The order of the terms “academic freedom and freedom speech” is reversed from the original, but does not change the substance.]

AMENDMENT #3

[new language in RED; deleted language crossed through and bracketed]

Responsible enjoyment and exercise of these rights includes respect for the rights of all. Infringement upon the rights of others, including the rights to speak and to be heard, or interference with the peaceful and lawful use and enjoyment of University premises, facilities, and programs, violate this principle. Though the necessity is rare, the University has long affirmed the President's authority and duty to protect the community and maintain public order where imminent **severe** threats to health and safety require it. However, any intervention by the President or the President's designee in campus rights of expression and assembly shall be reported **promptly** ~~in a timely fashion~~ to the **Cornell** community, **including the elected campus governance bodies**, with an explanation of the bases for the actions taken **and the plan for restoring full rights of expression and assembly as expeditiously as possible.**

Rationale for amendment #3

- Clarifies that the President must have a strong justification for exercising authority to intervene in campus rights of expression and assembly.
- Clarifies the importance that the President act promptly to explain the reasons for intervening and the plan for restoring rights full and expeditiously.
- Reinforces the importance of shared governance.

AMENDMENT #4

[new language in RED; deleted language crossed through and bracketed]

The University is committed to protecting academic freedom and to creating a learning, living, and working environment free of discrimination, harassment, and sexual and related misconduct. Based on the protections afforded by academic freedom, speech and other expression will not be considered prohibited conduct unless this speech or expression meets the definition of [~~discrimination,~~ **protected status** harassment [~~,and sexual and related misconduct~~] under Cornell [~~policy~~] **policies and procedures**, and also meets one or both of the following criteria: a reasonable person in the setting would find it to be abusive or humiliating toward a specific **individual** [~~person~~] or **specific individuals** [~~persons~~]; or it persists despite the reasonable objection of the **specific individual or individuals** [~~person or persons~~] targeted by the speech.

Rationale for amendment #4

- The term “protected status” is more clear and inclusive in describing harassment covered by Cornell policies and procedures.
- Issues of academic freedom and freedom of speech are most relevant to defining “harassment” under Cornell policies and procedures.
- The terms “specific individual” and “specific individuals” describe “targets” of speech more clearly than the terms “specific person or persons.”

Progress Report on The Antiracism Initiative

Faculty Senate 12/16/2020

Today's Agenda

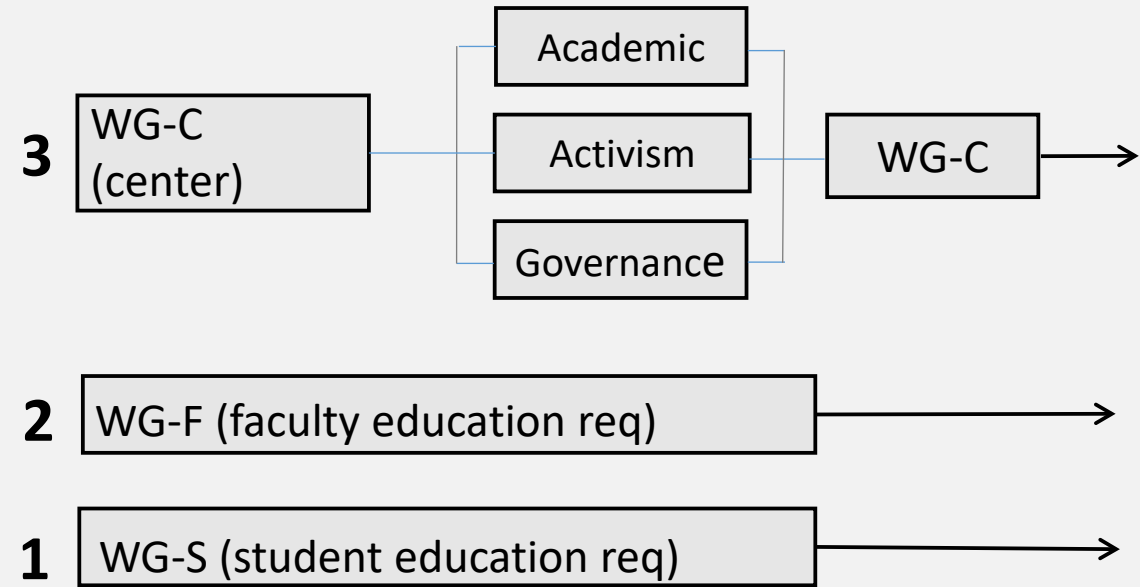
- **Report on the process, and the work done so far** so the Senate can respond to President Pollack's charge to the Faculty Senate (in her [July 16 letter to the community](#)) to develop proposals for
 - A For-Credit Educational Requirement for Students
 - A Required Educational Program for Faculty
 - An Antiracism Center (update will be presented in January)
- **Get feedback on the draft proposals prepared by the Working Groups on educational requirements** so a final set of proposals can be prepared, discussed in the Senate and voted on early in the spring to send back to President Pollack and Provost Kotlikoff

The Process

☐ *Survey of earlier efforts*

☐ *Meetings with*

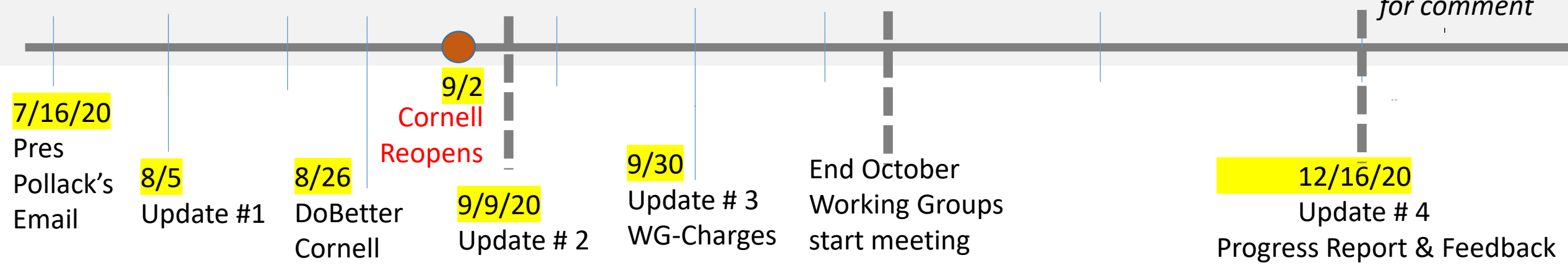
- *Heads and/or faculty of 'impacted' or named units*
- *Student Leadership*
- *Heads of Centers*
- *Vice-Provosts + unit heads*
- *Faculty activists and others involved in earlier efforts*



6/17

Senate Res

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





Ongoing Projects

[Home](#) > [Ongoing Projects](#) > The Antiracism Initiative

The Antiracism Initiative

News:

The (12/16) draft report from Working Group S is open for comments [here](#).
The (12/16) [Draft Report From Working Group F](#) is open for comments [here](#).

President Pollack's [July 16 letter to the community](#) charges the Faculty Senate to develop proposals for

- (a) An Antiracism Center ([Working Group C](#))
- (b) A For-Credit Educational Requirement for Students ([Working Group S](#))
- (c) A Required Educational Program for Faculty ([Working Group F](#))

The referenced Working Groups will report (at least) a draft of their recommendations to the Senate in December keeping students and faculty fully informed of their deliberations all along the way via this website.

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.

Familiarity with this [terminology](#), these [references and resources](#) and these [related efforts in the colleges](#) is important. See also these [Senate discussions and presentations](#).

Announcements

[Online Senate Meeting Dec 16](#)

[Proposed Student Code of Conduct](#)

[F2o Guide for Faculty](#)

[COVID-19 Resources for Faculty](#)

Quick Links

[The DoF Office](#)

[Directory of Other Offices](#)

[Resources for Instructors](#)

[Academic Integrity](#)

[Retirement-Emeritus-CAPE](#)

[The Faculty Trustees](#)

[F2o Academic Calendar](#)

[University/Messenger Lectures](#)

Before We Start...

Going public with messy incomplete rough drafts is all about getting valuable feedback.

Keep in mind that the Working Groups are not homogeneous in their thinking.

This particular topic requires maximum transparency and mutual respect.

Are You Anti-Pandemic?

Do you take steps when you see someone without a mask?

Reasons why you may not:

You are not wearing a mask yourself.

You are wearing a mask and are therefore “doing your part.”

You are wearing a mask and would like to say/do something but lack the confidence.

Are You Anti-Racist?

Do you take steps when you see a racial situation that needs addressing?

Reasons why you may not:

You willingly buy into the situation yourself.

You shake your head and are therefore “doing your part.”

You shake your head and would like to say/do something but you lack the confidence.

Working Group – F

Required Educational 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

Working Group F

Discussion of the (12/16) Draft Report

Charge:

As part of the [antiracism initiative](#), recommend to the Senate an educational requirement for faculty. [More.](#)

The Logic

Structural racism and systemic bias stand between what Cornell is and what it should be.

A faculty that actively works to dismantle racial and cultural barriers is critical.

The required educational program aims to support the faculty in this effort.

Key Features

1. **Expanded DEI Programming** of the kind now offered through OFDD. E.g., more 1.5 hr workshops like “It Depends on the Lens” which covers faculty recruiting.
2. **Historically-oriented programming** designed to educate faculty on matters that concern structural racism, bias, indigeneity. E.g., How was the Morrill Land Grant Act implemented? Why was there a water crisis in Flint or a Superdome situation during Katrina? Affecting behavior through historical knowledge.
3. **Enhanced Participation via Accreditation.** E.g., You can’t be a DGS unless you are accredited and you become accredited through participation in a DGS education workshop. If you are asked to be a DGS and you refuse accreditation then you are refusing to do part of your job.
4. **Enhanced accountability** via course evals, promotion dossiers, and program reviews. View these as opportunities to uplift our commitment to DEI.

Voiced Hesitations

I know this stuff.

Have you ever had your implicit biases exposed?

I do not have time.

What about your colleagues who may have to spend hours cleaning up after missteps?

I am not a racist.

Not good enough. Cannot be passive. Must be antiracist.

I stand against indoctrination.

Learning about alternative viewpoints does not imply you have to share them.

Tacit Assumptions

The excellent programming managed by the Office of Faculty Development and Diversity (OFDD) will continue with extra resources as required.

The proposed Center will not be involved directly with the faculty education piece, it will simply be a partner with the OFDD

The make or break of the requirement will depend on having educational workshops that are interesting: “If **we** build it **we** will come”.

Discussion

Working Group – S

For-Credit 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
ECE, Educational
Policy Committee



Eric Cheyfitz
Am. Indian &
Indigenous Studies



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



Jeff Pea
BM & Biological
Sciences,
PHD Candidate



Julia Felipe
Clinical Sciences
Vet School



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

Working Group S

Discussion of the (12/16) Draft Report

Charge:

As part of the [antiracism initiative](#), recommend to the Senate an educational requirement for students. [More.](#)

The Logic

Our students need to be

literate in matters that concern the historical basis of structural racism, colonialism, bias and injustice.

skilled as antiracists in their everyday life, within their fields of study and beyond.

This requires engagement with scholarly content in the tradition of liberal education and practice through challenging discussion and writing within the disciplines.

The “Central Course”

Students see this
as a unit

The Literacy
Part

The Discipline-
Specific Part

In-person discussions and exercises throughout
to learn and practice antiracist skill-sets

Proximity
of the 2 halves
essential

Content primarily produced by colleagues in

Africana Studies

American Indian & Indigenous Studies

Asian-American Studies

Feminist, Gender & Sexuality Studies

Latino/a Studies

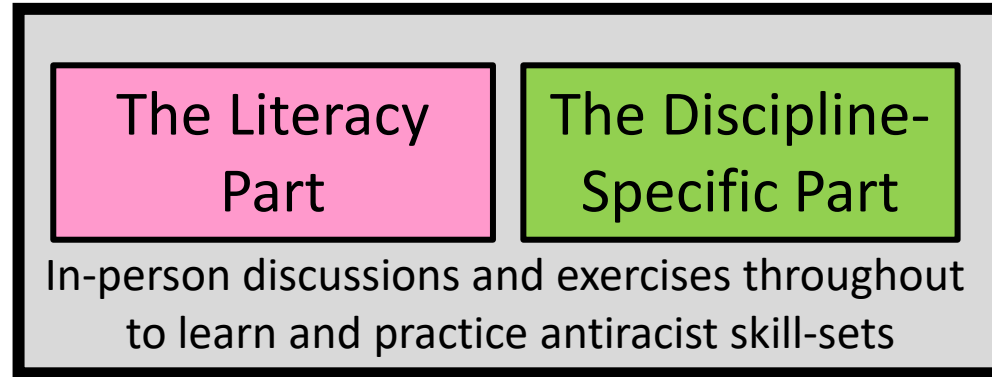
and packaged in modules that promote rich in-
person discussion and easy use.

Embedding antiracist content into the disciplines
is key and there must be adequate support and
incentives for the faculty engaged in this work.

Considerable progress in this direction already.

We recommend that departments and colleges
draw on these efforts to develop an introductory
version of these materials for their version of the
central course.

Some Questions for Discussion



What should be the overall volume of the requirement?

We think 3-4 credit hours with rough parity between the two halves.

Won't this disrupt student schedules?

On the one hand it is supposed to do just that. But it doesn't have to be a zero-sum game.

Does this reduce college control of requirements?

Very slightly, but so does the swim test and the Freshman Writing Seminar

Tacit Assumptions

Additional resources will be required.

The literacy piece will be developed under the auspices of the proposed center.

A realistic rollout strategy is essential.

Special implementations need to be developed for graduate and professional students.

Discussion