

Progress Report on The Antiracism Initiative

Faculty Senate 12/16/2020

Today's Agenda

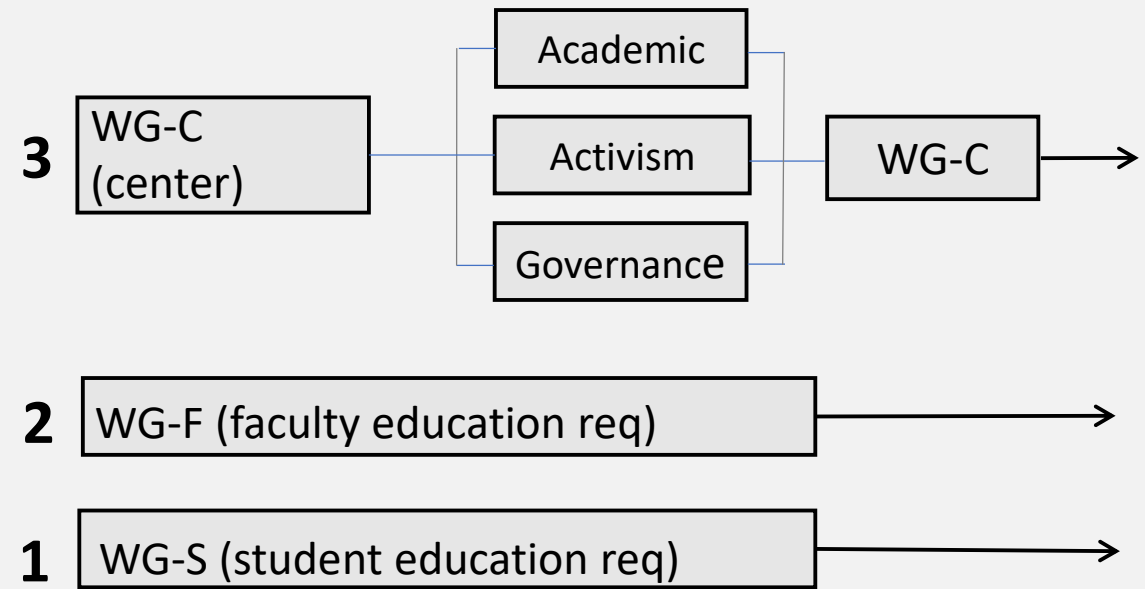
- **Report on the process, and the work done so far** so the Senate can respond to President Pollack's charge to the Faculty Senate (in her [July 16 letter to the community](#)) to develop proposals for
 - A For-Credit Educational Requirement for Students
 - A Required Educational Program for Faculty
 - 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*

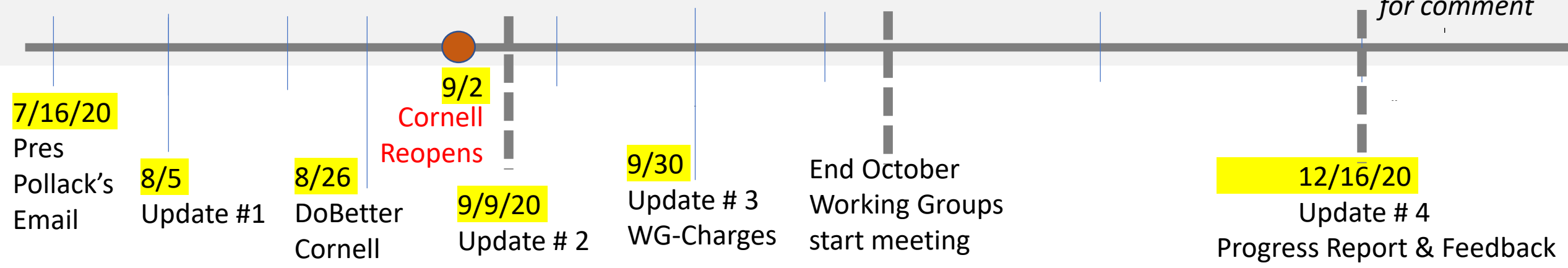
- *Heads and/or faculty of 'impacted' or named units*
- *Student Leadership*
- *Heads of Centers*
- *Vice-Provosts + unit heads*
- *Faculty activists and others involved in earlier efforts*



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



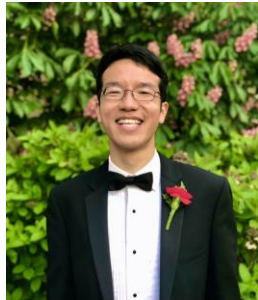
Charlie Van Loan
DoF, co-chair



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



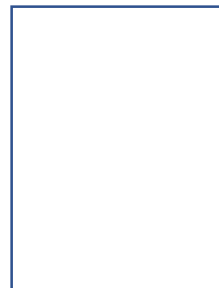
Glenn Asuo-Asante
ILR '21, Cornell Students 4 Black Lives



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

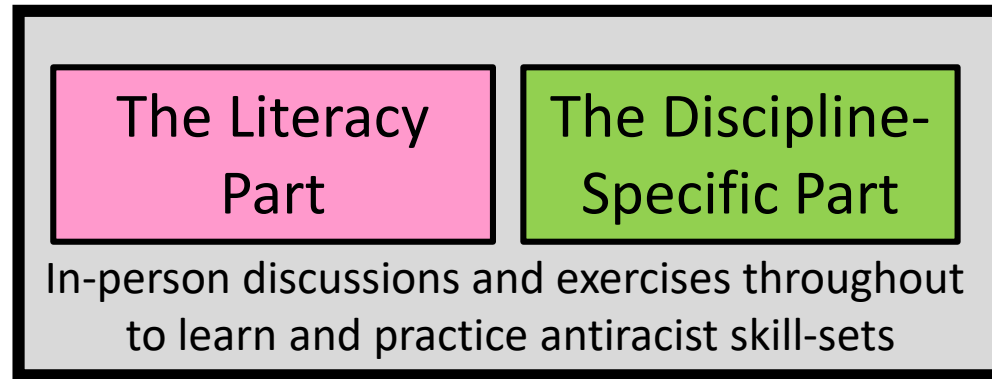
and packaged in modules that promote rich in-
person discussion and easy use.

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