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.
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

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FGSS, Govt. ’22
Student Advocate
College Scholar

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Near East. Studies
Jewish Am. Studies

Ed Baptist
History

Jamila Michener
Government

Jolene Rickard
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AllSP

Jessica Diaz Rodriguez
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Jenniviv Bansah
Hotel Admin. ’23

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Shelley Wong
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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.
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<th>Institution</th>
<th>Center Name</th>
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<tbody>
<tr>
<td>Berkeley</td>
<td>Center for Race and Gender</td>
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<td>Boston U</td>
<td>Center for Antiracist Research</td>
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<td>Brown</td>
<td>Center for the Study of Race and Ethnicity in America</td>
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<tr>
<td>Chicago</td>
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<td>Harvard</td>
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Center for Racial Justice and Equitable Futures

Academics & Scholarship
- Annual Focal Themes
- Pipeline-to-Academy Program
- Grantmaking

Activism, Advocacy & Engagement

Collaborations

Academic Programs

CORNELL UNIVERSITY Library

Office of Undergraduate Research

Office of Academic Diversity Initiatives

Office of Engagement Initiatives

Student & Campus Life

Public Service Center

Office of Faculty Development and Diversity

CORNELL BOTANIC GARDENS

JOHNSON MUSEUM

School of Public Policy

Center for International Studies

Center for Sustainability
An Educational Requirement for Students
Working Group – S

The Educational Requirement for Students

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Government ‘22
Cornell Students 4 Black Lives

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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

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Clinical Sciences Vet School, OEI

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Psychology ‘23

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Hotel School

Siba N’Zatioula-Grovogui
Africana Studies & Research Center and Government
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<td>Columbia</td>
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<td>Brown</td>
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<td>41 courses will fulfill new ‘Culture and Difference’ requirement</td>
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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

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

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.
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

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Jack Liufu
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John Cawley
PAM

Mark Lewis
ORIE
Engineering

Neema Kudva
City & Reg Planning
ADoF, co-chair

Ufuoma Thaddeus
Biological Sciences ‘22
The Principals

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.
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.).
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:
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.

Be prepared to vote April 22-29.