Faculty Senate

April 21, 2021

Cornell University is located on the traditional homelands of the Gayog̱ohó:nǫ' (the Cayuga Nation). The Gayog̱ohó:nǫ' 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 Gayog̱ohó:nǫ' dispossession and honor the ongoing connection of Gayog̱ohó:nǫ' people, past and present, to these lands and waters.

This land acknowledgment has been reviewed and approved by the traditional Gayog̱ohó:nǫ' 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

Yesterday the Chauvin trial finally came to an end and the guilty verdict came as a relief to many. It marked an important break where justice was provided for the murder of a Black man on the street.

The trial brought into focus many things --it could never have happened without the video taken by 17 year old Darnell Frazier, who carefully shepherded her little cousin into a store before she started filming; that justice could never have been delivered without a Police chief and an EMT who were willing to go against the grain to stand up and testify.

That awareness would not have built without many millions who marched against injustice, and the many more who are seeking to educate themselves and understand how they can proceed differently.

 It also highlighted that our challenges still exist: as the verdict was being read, a 15 year old teenager was shot dead by police in Ohio.

Announcement

A Faculty Election Issue

RTE faculty with University Voting Rights are those who have the title

research professor (all ranks)
clinical professor (all ranks)
professor-of-the-practice (all ranks)
senior lecturer
senior research associate
senior extension associate
librarian, associate librarian
archivist, and associate archivist.

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Because of an error some additional RTE titleholders received ballots.

The Assemblies Office will take steps after the polls close to make sure such ballots are not counted.

Can be done w/o violations of confidentiality.

Some Background
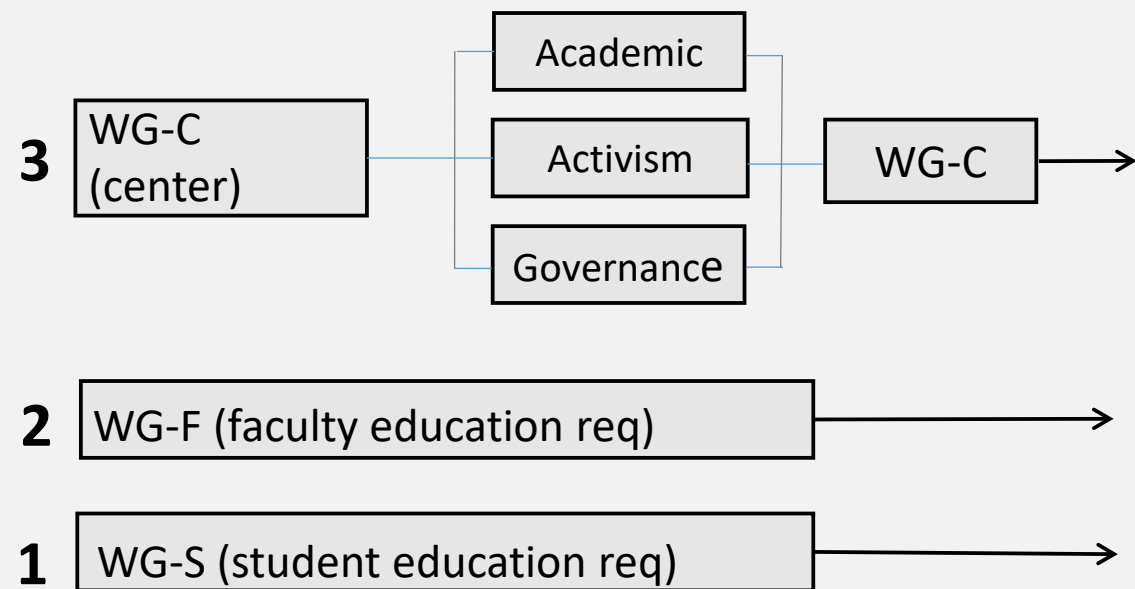
Build on Work Already Done

2020	Several Ongoing Initiatives
2018	Presidential Task Force Reports on Campus Climate
2018	Provost's Task Force to Enhance Faculty Diversity
2013	Hurtado Qualitative Study of Climate for Diversity at Cornell: Student Experiences. A quantitative Study of Student Engagement and Inclusion
2011	Warhaft report on faculty diversity
2006	Faculty Committee Report on a Center for the Comparative Study of Race and Ethnicity
2003	Task Force on Ethnic Studies Report
1998	(Report in University Archives)
1987	(Report in University Archives)

The Process

❏ *Survey of earlier efforts*

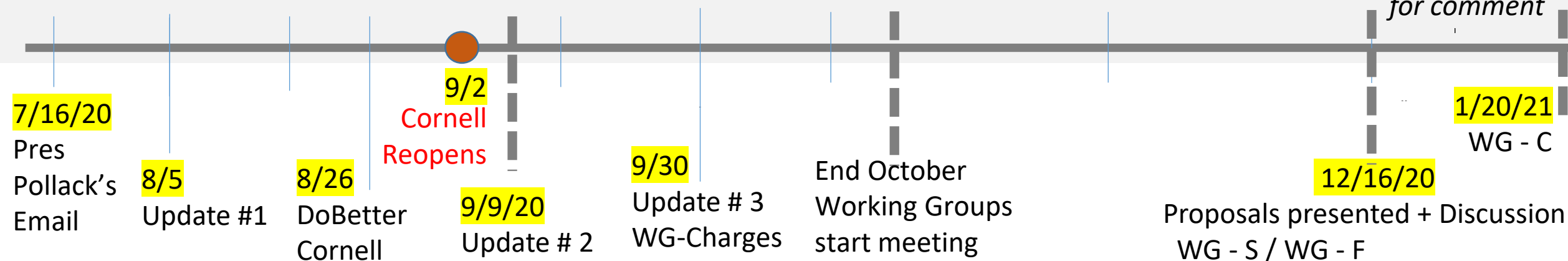   ❏ *Meetings with*
   - *Heads and/or faculty of 'impacted' or named units*
   - *Student Leadership*
   - *Heads of Centers*
   - *Vice-Provosts + unit heads*
   - *Faculty activists and others involved in earlier efforts*

3 | WG-C (center) — Academic / Activism / Governance — WG-C →

2 | WG-F (faculty education req) →

1 | WG-S (student education req) →

6/17
Senate Res

❏ *DoF website …. resources ……………. meeting agendas / summaries ………. draft proposals for comment*

7/16/20
Pres Pollack's Email

8/5
Update #1

8/26
DoBetter Cornell

9/2
Cornell Reopens

9/9/20
Update # 2

9/30
Update # 3
WG-Charges

End October
Working Groups
start meeting

12/16/20
Proposals presented + Discussion
WG - S / WG - F

1/20/21
WG - C

The Final Reports Were Group Edited

Sample email to WG-S on 3/30/2021 11:06 PM

Hi WG-Sers

Our work is nearly done. **Please take a look at the attached and relay your edits and concerns.**

The new draft is a permuted version of the December draft with some detail left out. There is an emphasis on a "requirement framework" that is resourced by the central administration but executed by the colleges and grad fields. Based on feedback over the past few months we had to back off the single course idea. Nevertheless, it still has a prominent role in the proposal.

Good to hear back from you by the end of Thursday. Presentation in the Senate is

Moved from Mar31 to an extra meeting that is being help on April 14. Voting two weeks after that likely.

Thanks!
Charlie

Where We Are

April 21 Meeting

      Final Discussion of C-Report.

      Continued discussion of S-Report and F-Report

April 22-29

      eVoting on the Center Proposal

May 5 Meeting

      Final Discussion of S-Report and F-Report

May 6-13

      eVoting on Student and Faculty Education proposals

Where We Are in the Process

The Senate will debate and possibly modify the [Working Group] 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. This is the "implementation phase."

There Will Be Votes on Three Resolutions

Each report is "packaged" in a resolution.

Originally, they looked like this:

Whereas President Pollack charged the Faculty Senate to develop plans for an educational requirement for Faculty in her July 2020 letter to the Cornell community.

Be it resolved that the Faculty Senate endorses the recommendations that are set forth in the WG-F Final Report.

Says nothing about the importance of Faculty engagement during the implementation phase.

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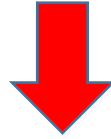
Be it resolved that the Faculty Senate believes that the recommendations set forth in the WG-F Final Report. are worthy of careful consideration by the President and Provost;

Be it further resolved that broad, transparent consultation with the faculty must attend any decision to implement a WG-F recommendation;

Be it finally resolved that such consultation include engagement with the Faculty Senate and whatever standing committee might be relevant, e.g., the Academic Freedom and Professional Status of the Faculty Committee, the Educational Policy Committee , and the Faculty Committee on Program Review.

Voting Yes or No

Yes. You think (overall) that the report recommendations have sufficient potential to be considered for implementation by the President and Provost and trust that the continued engagement of faculty and the Senate is effective.

No. You think (overall) that the report recommendations are so bad that they should not even be considered for implementation by the President and Provost, even if continued engagement of faculty and the Senate is effective.

Concerns About C-Report

The Center Shouldn't "Blow in the Wind"

Concern over this phrase in the Report:

"... we envision a permanent, institutionally supported unit that responds to in Center must focus instantiations of racism that are brought to the fore by current events while at the same time being a constant, unrelenting advocate for racial equality and healing."

Response:

This phrase does not imply that the Center's research directions change from day to day based on the news. Think more along the lines about CAS 2020-21 Lecture Series "Racism in America" that was prompted by protests around the Floyd killing. Also important to note that the the text emphasizes the "support [for] long term work."

Financial Competition With Other Centers

A website poster says

It is reasonable to ask whether cobbling together another center would not be another familiar instance of bolstering the existing system with educational and research activities that fit readily into the established structure.

Another broad concern, evoked by a cursory reference to "competition for a fixed pool of resources," is the absence from the report of any attention to budgetary adjustments the university, already battered by the pandemic,

Response:

Resource-related questions belong in the "implementation phase."

C-Report: Final Discussion

Five Ways to Look at Concerns Related to the S- and F-Reports

Accountability

A1.   Accountability is about coercion and sanctions.

A2.   Accountability is about institutional commitment and a framework for learning and improvement.

What is your stance on required course evaluations and required teaching statements in a tenure dossier?

Others

O1. Required education is OK for staff and students but faculty are busier and should be more concerned about their academic freedom.

O2. Required education for faculty saves faculty time in the long run and sends the right message to students, staff, and less protected members of the faculty.

Empathy

E1. "DEI expectations will necessarily detract from faculty teaching and research as traditionally understood. Such a step might be necessary on a campus where there is clear evidence of widespread bias, prejudice, and racism. But that, as noted above, is not the case on Cornell's campus today." American Council of Trustees and Alumni President's letter to DoF.

E2. Although I may not have been on the receiving end of a bias or prejudice, I understand that many on our campus have and believe that we must "up our expectations".

Faculty Expertise

FE1. It makes sense to use scientific expertise in VET and Operations Research when confronting the pandemic, but tapping into the humanities and social science faculty to deepen our understanding of racial issues is a step towards political indoctrination.

FE2. Collegiality and respect across research paradigms are essential if we are to successfully apply faculty talent when confronting a crisis.

Use of Video

UV1. "The plan for using videos made by experts alongside a discussion guide for non-experts does not properly assess the intellectual and interpersonal work it takes to really think about structures of racism (as it coincides with sexism, classism, homophobia, and ableism). Such a discussion, if guided poorly can lead to racial resentment for white students and further entrenched alienation and frustration for students of color.

UV2. Use of video has risks but so does a roll-out plan whose pace is linked to tenure track hiring in the key areas.