

Three Requests for GPSA Input

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Dean of Faculty

The Faculty wants your advice because we are in the middle of

1. Revising Policy 1.2 (academic and research misconduct)
2. Improving Tenure Processes (e.g., the role of student letters)
3. Proposing Antiracism Measures (a Center, educational requirements)

1. The Revision of Policy 1.2

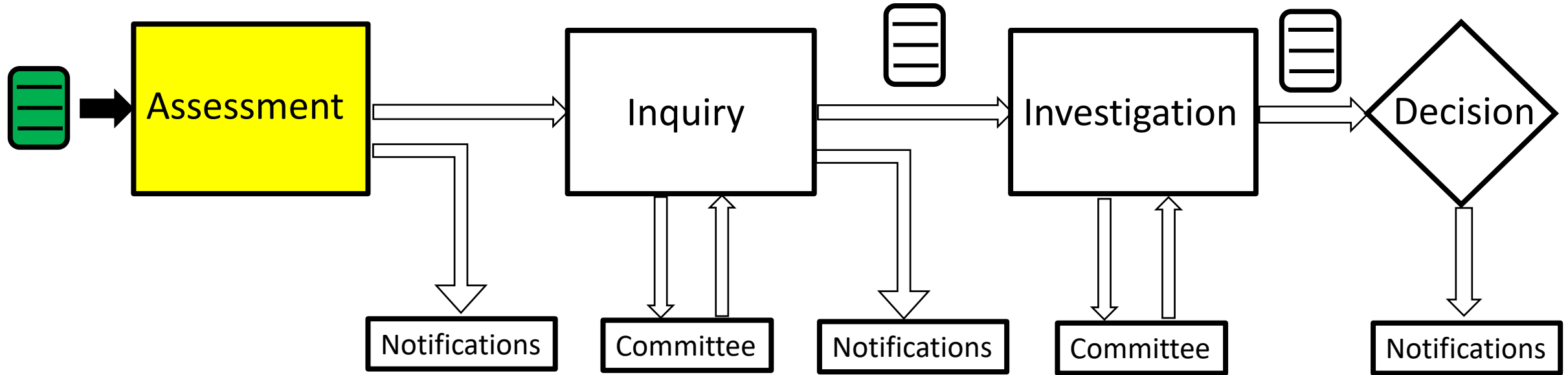
This Policy is concerned with academic and research misconduct.

A major revision is before the Senate and will likely be acted upon within a month.

Graduate students are often involved in these cases as witnesses, complainants, and respondents.

Details on the revision and an opportunity to upload comments [here](#).

Need GPSA Input on the Assessment Step



Is Policy 1.2 relevant or does the alleged infraction fall under:

[Code of Academic Integrity](#)

[Policy 6.3](#) (Consensual Relationships)

[Policy 6.4.](#) (Harassment/Bias)

Etc

Illuminating Example

At a professor's for-credit, graded research seminar, PhD Student A presents a write-up that includes something that is billed as a new idea. Shortly thereafter PhD Student B discovers that the text related to this idea was lifted from a journal publication.

Things to determine:

Simple Oversight?

An attempt to impress the professor because the presentation was not graded?

An attempt to get a better grade because the presentation "counted" ?

Write-up was from A's annual report that was submitted earlier to the NSF?

2. The Tenure Track Project

<u>A</u>	Recruitment
<u>B</u>	The Probationary Period
<u>C</u>	Launching the Tenure Review
<u>D</u>	External Reviewer Selection
<u>E</u>	Letters from Students on Teaching and Advising
<u>F</u>	Department-Level Deliberations
<u>G</u>	College-Level Deliberations
<u>H</u>	University-Level Deliberations

Let's take
a look...



During this semester the Faculty Senate is reviewing every process that shows up from point of hire to trustee approval. [Details](#)

GPSA Input Sought on Student Letters

<u>E1</u>	How should peer review of teaching be organized and reported?
<u>E2</u>	How should course evaluation data be presented?
<u>E3</u>	Should some number of former students be asked to write?
<u>E4</u>	How should the candidate's ability to supervise projects and research be assessed?
<u>E5</u>	How should the candidate's mentoring and advising skills be assessed?

[Learn more](#) about this topic and communicate your thoughts via this brief [Qualtrics questionnaire](#)

3. The Antiracism Initiative

Components

An Antiracism Center ([Working Group C](#))

A For-Credit Educational Requirement for Students ([Working Group S](#))

A Required Educational Program for Faculty ([Working Group F](#))

Timeline

July	President Pollack's Directive
Aug-Oct	DoF and ADoF Groundwork
Nov-Dec	WF-C , WG-S , WG-S are formed and deliberate
Dec 16	Draft recommendations from WG-S and WG-F presented
Jan 20	Draft recommendations from WG-C presented
Feb-Mar	The WG's and Senate refine the recommendations
April	Final recommendations delivered to President Pollack

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.

Student Educational Requirement: The Logic

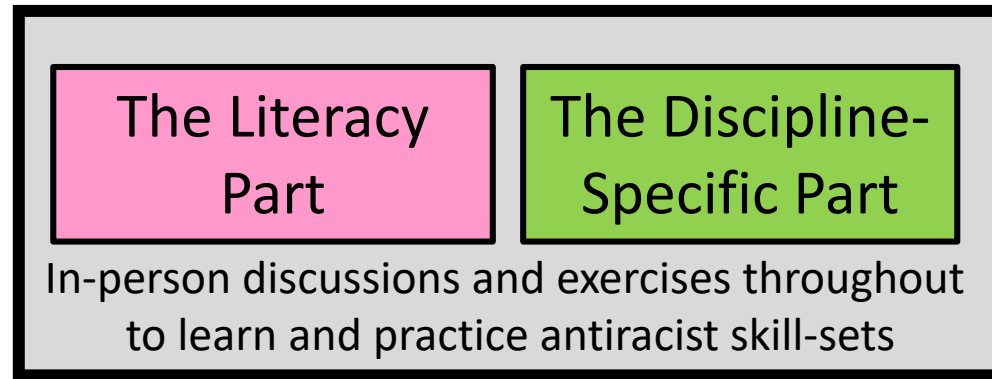
Our students need to be

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.

Educational Requirement: WG-S Vision



For the literacy part, will rely on expertise from faculty in ASRC, AIISP, LSX, AAS, FGSS, and other areas/fields.

Working on details that pertain to roll-out, delivery, and how to integrate the two halves.

Lots of discussion about taking a “menu approach” instead

The Idea of a Center: The WG-C Vision

We envision a Center that will focus our attention on a just and equitable future, while acknowledging that our lives and their meanings are inscribed in violent pasts of colonization, dispossession, enslavement, exclusion, and racialization.

The Center must be a permanent, institutionally-supported unit that responds to instantiations of racism brought to the fore by current events while at the same time being a constant, unrelenting advocate for racial equality and healing.

Tentative Name: The Center for Antiracist, Just, and Equitable Futures

What We Already Have At Cornell

Africana Studies and Research Center

American Indian and Indigenous Studies

American Studies

Asian American Studies

Atkinson Center for Sustainability

Cornell Farmworkers Program

Cornell Center for the Study of Inequality

Cornell Center for Health Equity

Cornell Center for Social Sciences

Cornell Prison Education Program

Cornell Public Health

Cornell Worker Institute

Einaudi Center for International Studies

Feminist, Gender, and Sexuality Studies

Institute for Comparative Modernities

Jewish Studies

Latina/o Studies

Lesbian, Gay, Bisexual, & Transgender Studies

Near Eastern Studies

Nutrition Science

Polson Institute for Global Development

Program in Ethics and Public Life

Society for the Humanities

How will the Center Interact with these Units?

Amongst Our Peers...

Berkeley	Center for Race and Gender
Boston U	Center for Antiracist Research
Brown	Center for the Study of Race and Ethnicity in America
Chicago	Center for the Study of Race, Politics, and Culture
Columbia	Center for the Study of Ethnicity and Race
Dartmouth	Consortium in the Studies of Race, Migration, and Sexuality
Duke	Center for Truth , Racial Healing, and Transformation
Harvard	Initiative for Institutional Anti-Racism and Accountability
Johns Hopkins	Center for Health Disparities Solutions
Johns Hopkins	Hard Histories at Hopkins
Princeton	Ida B. Wells Just Data Lab
Rutgers	Institute for the Study of Global Racial Justice
Stanford	Center for Comparative Studies in Race and Ethnicity
U Penn	Center for the Study of Ethnicity, Race, and Immigration
USC	Race and Equity Center
Yale	Center for the Study of Race, Indigeneity, and Transnational Migration

On Academic Activity...

An Annual Focal Theme

A Visiting Faculty Fellows Program

A Visiting Professor-of-the-Practice Program

A Cornell Faculty Fellows Program

A Pipeline-to-the-Academy Program

Pre-Doctoral

Post-Doctoral

Various Grantmaking Programs



Technologies of Racism and Liberation
Internet Access and Race
Afro-Asian Connections
Environmental Justice
Public Health and Race
Language Hierarchies and Race
Settler Colonialization and
White Supremacy in the Americas
Comparative Entanglements:
Blackness and Indigeneity

On Activism ...

The Center's activism should have two components, each of which induces change.

An education-driven component that prompts students and faculty to examine the extent of their personal antiracist behavior and change accordingly.

A research-driven component that prompts authorities to create policy based on new understandings of structural racism and bias.

The Faculty Education Piece: 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.

The Antiracism Initiative: Questions

Where you can upload your comments and insights...

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