

Faculty Executive Committee Meeting

January 25, 2022

3- 4:00 pm ZOOM

[ZOOM LINK here](#)

Tentative Agenda

1. Approval of Agenda
2. Approval of Minutes – **11-23-21—Edmund Clingan (see attached below)**
3. Treasurer’s Report: Faculty Account and Call for Dues 2022 –**Julia Rothenberg (see attached below)**
4. Faculty Website: Status Report –**Marvin Gayle –all is up to date on FEC and ARC sites**
5. Chairperson’s Report – **Philip Pecorino**
 - Monthly conversation with President Mangino
 - Guide for ARC on Due Process
 - FEC Email account access
 - Update: VOE too soon = too many WN grades –possible FEC action
 - Prohibition of appointments above adjunct assistant professor
 - Student evaluations of faculty – possible Senate Action-see attached-below
 - Grade appeal process- see attached-below
 - Academic Freedom Committee proposal to Academic Senate- see attached-below
6. Referendum, on Governance Plan and Faculty Bylaws
7. Faculty Elections-Beth Counihan - see timeline attached-below
8. Update [QCC FACULTY GOVERNANCE LEADERS EVENTS: TENTATIVE CALENDAR 2021-2022](#)
9. COVID mandates and protocols for faculty
10. Old Business:
11. New Business

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Philip Pecorino is inviting you to a scheduled Zoom meeting.

Topic: FEC MEETING 1-25-22 3pm

Time: Jan 25, 2022 03:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/89896506584>

Meeting ID: 898 9650 6584

One tap mobile

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Dial by your location +1 646 558 8656 US (New York) +1 301 715 8592 US (Washington DC) +1 312 626 6799 US (Chicago) +1 346 248

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FACULTY EXECUTIVE COMMITTEE
QUEENSBOROUGH COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

Remote Meeting of November 23, 2021 Minutes

Present: Phil Pecorino (Chair), Edmund Clingan, Beth Counihan, Marvin Gayle, Ted Rosen. Absent: Pete Mauro, Julia Rothenberg

The Chair called the meeting to order at 3:05 pm.

1. The **agenda** was approved without objection.
2. The **minutes** of October 26 were approved without objection.

3. Treasurer's Report

There have been no changes since last month's report.

4. Website

Gayle reported that the Website is up to date.

5. Dean of Faculty Search

The search has now moved to the stage of interviewing finalists.

6. Chair's Report

- a. The Chair has not asked for a meeting with the President this month.
- b. There has been no acknowledgment of the ARC Guide that FEC sent.
- c. After investigation, it was determined that there is a problem with Faculty giving out premature WN grades. The Committee agreed to send a message to Faculty.
- d. Our elections program will send out reminders on balloting.

7. New Business

The Chair has asked the administration about the grades of WA (Administrative Withdrawal due to not having been vaccinated). There don't seem to have been many.

Discussion followed about the upcoming Town Hall.

The Committee adjourned at 3:42 pm.

Respectfully submitted,
Edmund Clingan,
Secretary

Treasurer's Report
QCC Faculty Association Account

To: Faculty Executive Committee

From: Julia Rothenberg

Date: January 25, 2022

Current balance checking: \$692.51.

Current balance money market: \$5,905.13

Total balance: \$6,597.64

This balance reflects a \$500.00 payment made to the QCC Fund for a one page advertisement in the virtual gala

Respectfully submitted,

Julia Rothenberg

Treasurer

Treasurer's Report
QCC Faculty Association Account
Faculty Dues Record

Tuesday January 25, 2022

Submitted by Julia Rothenberg, Treasurer

Current Balance: \$9,628.51

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| <p><u>Administration:</u></p> | <p><u>Art & Design</u> Mauro 18/19* Tekleab 18/19* Tudor 18/19* Wentrack 20/21** (23)</p> | <p><u>Library</u> Galvin 19/20**22 Jia 20/21**23 Wengler 19/20**22 Williams 20/21**23</p> | <p><u>Music</u> Berkhout 18/19* Chang 22/23**25 Dahlke 20/21**23 Litroff 18/19*</p> |
| <p><u>History</u> Clingan 24/25**27 Hall 18/19* Pearl 21/22**24 Tai 19/20**22 Van Cleef 19/20**22 Van Els 19/20**22 Visoni 18/19*</p> | <p><u>Engineering Technology</u> Asser 19/20**22 Birchfield 19/20**22 Gayle 27/28**30 Lam 20/21**23</p> | <p><u>Counseling</u> Capozzoli 18/19* Fletcher-Anthony 21/22**24 Urcioli 21/22**24</p> | <p><u>Physics</u> Cheung 20/21*23 Depihawala 18/19* Holden 18/19* Kokkinos 19/20**22 Lieberman 20/21**23 Marchese 19/20**22 Riegel 21/22**24</p> |
| <p><u>Business:</u> Ford 20/21*23 Francis 20/21*23 Hammel 29/30**32 Katz 20/21**23 Kolios 19/20**22 Masterson 19/20*22 Manzo 28/29**31 Murolo 19/20*22 Pace 19/20**22 Rosen 19/20**22 Sarkar 23/24**26 Ulrich 18/19* Volchok 20/21**23</p> | <p><u>English</u> Anderst 19/20*22 Bateman 20/21**23 Bogacka 18/19* Byas 20/21**23 Carroll 18/19* Cercone 21/22**22 Che 19/20**22 Cimino 19/20**22 Counihan 20/21**23 Darcy 19/20**22 Denbo 22/23**25 Diaz 19/20**22 Dupre 20/21*23 Edlin 20/21**23 Ford 19/20**22 Fragopoulos 19/20**22 Hock 19/20**22 Humphries 20/21**23 Jacobowitz 21/22**24 Katz 22/23**25 Kuszai 18/19* Lane 19/20**22 Lago 18/19* Lau 18/19* Maloy 21/22**24 McAlear 18/19* Miller 18/19* Murley 20/21**23 Murray 19/20**22 O'Donnell 19/20**22 Ridinger-Dotterman 20/21**23 Rochford 19/20**22 Rothman D. 19/20**22 Rothman T. 21/22**24 Shaheen 18/19* Schrynemakers 20/21**23 Schwartz 18/19* Sexton 20/21**23 Talbird 19/20**22 Tarafdar 20/21**23</p> | <p><u>Social Sciences</u> Alimaris 19/20**22 Culkin 19/20**22 Gilleaudeau 25/26**28 Goldhammer 20/21**23 Honey 19/20**22 Jankowski 22/23**25 Kincaid 20/21**23 Pecorino 27/28**30 Peller 19/20**22 Poulsen 18/19* Roberston 18/19* Saindon 19/20**22 Traver 20/21**23</p> | <p><u>Nursing</u> Byfield 20/21**23 Campbell 19/20**22 Colalillo 21/22**24 Cupelli 22/23**25 Menendez 18/19* Molloy 21/22**24 Nelan 22/23**25 Prepetit 20/21**23 Rosa 18/19* Riehurt 18/19* Spencer 19/20**22 Stroehlein 18/19* Tarasko 18/19* Weber 18/19*</p> |

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| <u>Administration:</u> | <u>Art & Design</u> Mauro 18/19* Tekleab 18/19* Tudor 18/19* Wentrack 20/21** (23) | <u>Library</u> Galvin 19/20**22 Jia 20/21**23 Wengler 19/20**22 Williams 20/21**23 | <u>Music</u> Berkhout 18/19* Chang 22/23**25 Dahlke 20/21**23 Litroff 18/19* |
| | Toohey 18/19* Tuszynska 19/20**22 White 18/19* Ye 21/22**24 | | |
| <u>Biological Sciences and Geology</u> Gadura 18/19* Stark 18/19* Tawde 21/22**24 Timbilla 20/21**23 Trujillo 23/24**26 | <u>Health, Physical Education and Dance</u> Desepoli 18/19* Garcia 19/20**22 Iconis 18/19* Kim 19/20**22 Marchitello 20/21**23 Salis 19/20**22 Sinclair 18/19* | <u>Mathematics and Computer Science</u> Bertorelli 19/20**22 Carvajal 19/20**22 Cheng 20/21**21 Chiu 19/20**22 Cifone 18/19* Franco 19/20**22 Holt 23/24**26 Kim 20/21**23 King 19/20**22 Khomyak 19/20**22 Lee 19/20**22 Liu 18/19* Molina 19/20**22 Pham 18/19* Pinheiro 19/20**22 Ren 27/28**30 Russell 22/23**25 Sassoulas 19/20**22 Soonza 18/19* Sosnovski 18/19* Stroumbakis 23/24**26 Wallach 18/19* Wajngurt 19/20**22 Yao 20/21**23 Yildirim 18/19* | <u>Speech Communication And Theatre Arts</u> Adair 19/20**22 Cesarano 19/20**22 Ferrari-Bridgers 21/22**24 McGill 19/20**22 Thompson 20/21**23 Van Der Horn-Gibson 18/19* Vogel 19/20**22 Yonker 21/22**24 |
| <u>Foreign Languages and Literature</u> Ansani 19/20**22 Avens 18/19* Chaves 19/20**22 Ellis 18/19* Lai 18/19* Lin 19/20**22 Osorio 21/22**24 Raya 18/19* Reeves 18/19* Ruiz 18/19* Sabani 19/20**22 Sanchez 20/21**23 | <u>Chemistry</u> Hemraj-Benny 20/21**23 Kolack 19/20**22 Lall-Ramnarine 27/28**30 Sarno 20/21**23 Rutenburg 27/28**30 Zhou 19/20**22 | <u>CWC</u> Rabinovich 18/19* | <u>CETL/ACC/Media Services</u> Perez 19/20**22 Prancl 18/19* |

Date: [January 30, 2022](#)

From: Philip Pecorino, Chairperson, Faculty Executive Committee

To: Rezan Akpinar, Chair, Academic Senate Committee on Academic Development/Elective Academic Programs

Subject: Student Evaluations of Faculty

I submit the following for the consideration and approval of the Academic Senate Committee on Academic Development/Elective Academic Programs to then be forwarded to the Academic Senate Steering Committee for inclusion on the Agenda of the Academic Senate.

WHEREAS the minutes of the Faculty Council January 1977 contain this:

Faculty Council Meeting 1/11/77 Vol. 9, #5

V. (d) The report of the Faculty Evaluation Committee, dated December 15, 1976, attached, was presented to the Faculty Council.

A motion was made, seconded and carried to eliminate the summary index for all faculty,

A motion was made, seconded and carried to eliminate the individual indexes for each question,

A motion was made, seconded and carried to conduct the evaluations once a year during the Fall semester.

NOTE: Professors Behr, Alterman and Blecher were recorded as voting no.

The above resolutions are in effect as of now.

A motion was made, seconded and carried to request the Committee to consider a new type of evaluation form to be implemented by the Fall 1977 semester.

, and

WHEREAS we do not have the report of the Faculty Evaluation Committee, dated December 15, 1976 and cannot determine for whom these evaluations were to be carried out if that report contained that information, and

WHEREAS the resolution indicates that the College would “conduct the evaluations once a year during the Fall semester.” No mention is made of any faculty evaluations being carried out in the Spring semesters, and.

WHEREAS since 1977 in many Academic Departments such evaluations were not made mandatory for faculty who were not going through the personnel review process for a promotion, and

WHEREAS the resolution indicates that the College would “conduct the evaluations once a year during the Fall semester.” No mention is made concerning which faculty would be subject to these evaluations being carried out, and

WHEREAS already in 1976 the evaluations were not being carried out for each and every faculty member in each and every department. If that was then to be the case, then any such resolution intending the process to be otherwise than what was happening would have made a clear statement to that effect, and

WHEREAS the value for faculty in having such evaluations is known and appreciated,

THEREFORE, BE IT RESOLVED THAT it shall be QCC College Policy that (1) student evaluations of faculty shall be conducted in the Fall semester of all faculty except for those faculty who are tenured with the rank of Associate or Full Professor and who opt out of such evaluations or for faculty who have a CCE and who opt out. Communications of the opt out option must be made to the chairperson of the academic department, and

THEREFORE, BE IT FURTHER RESOLVED THAT (2) student evaluations of faculty shall be conducted in the Spring semester of all faculty except for those faculty who are tenured with the rank of Associate or Full Professor and who opt out of such evaluations or for faculty who have a CCE and who opt out. Communications of the opt out option must be made to the chairperson of the academic department.

ALTERNATE (2) THEREFORE, BE IT FURTHER RESOLVED THAT student evaluations of faculty shall be conducted in the Spring semester only for faculty who request it. Such requests must be made to the chairperson of the academic department.

Faculty Executive Committee

DATE: Spring 2022

TO: QCC Academic Senate, Faculty, Adjuncts, CLT's

FROM: Office of Academic Affairs and Faculty Executive Committee

SUBJECT: QCC affirms the QCC Grade Appeal Process Despite Memo on Changes to CUNY's Uniform Grade Policies, and Guidelines

Background: In May of 2021 the CUNY Registrar circulated a document . With regard to the [grade appeal process](#) the CUNY BOT has not approved of what the Registrar has set out. Further what the Registrar has set out makes the process pointless if not futile as it is possibly frustrating as it leaves the final decision on a grade change to the faculty member who assigned the grade in the first place thus nullifying any appeal.

The QCC Policy adopted by the QCC governing body, the Academic Senate , has served the College well and should remain as the process used at QCC unless and until the CUNY BOT overrides it. If and when it might do so it will not have the process as described in the recent memo from the CUNY Registrar located here: [here](#)

Here is the QCC policy/process:

Academic Senate Agenda_April 9, 2019_Attachment K

Proposed Grade Change Policy Grade Change Appeal Policy:

Students must request a review of an official final grade with their course instructor NO LATER than 2 years following the term in which the grade was given. The term is defined as winter/spring or summer/fall. Students with questions about a grade should first discuss the reasons for the grade with the course instructor. If their concerns are not resolved, then students are advised to consult the chair- person of the department. A formal request for an appeal of a course grade can be submitted in writing, along with copies of all relevant course work, to the departmental chairperson. A committee of 3 faculty members (other than the course instructor) will review the student's work and make a determination about the appropriate grade. The committee will ask for, receive and consider all relevant information from both the student and the instructor. The final decision will be communicated to both the student and the instructor. The decision of the departmental appeals committee is final.

Here is the passage in the recent memo from the CUNY Registrar: [here](#)

Grade Appeals Process

- Student or Faculty request shall be reviewed by the department grade appeals committee (or campus equivalent.) The departmental shall review the matter and make a recommendation to the faculty member within*

30 calendar days.

- If the departmental grade appeals fail to make a recommendation to the faculty member within 30 calendar days, the grade appeal will be escalated to the college-wide grade appeals committee (or campus equivalent.)*

- The college-wide grade appeals committee (or campus equivalent) shall have 30 calendar days to make a recommendation to the department and faculty member.*

- The faculty member, upon receipt of the department or college-wide committee's recommendation, must render*

a judgment within 15 calendar days and communicate in writing/via online form to the Campus Registrar his or her decision to either sustain the grade or submit a grade change.

Issue: In the words of the CUNY registrar's memo with emphasis added to highlight what undermines the entire process **the faculty member**, upon receipt of the department or college-wide committee's recommendation, **must render a judgment** within 15 calendar days and communicate in writing/via online form to the Campus Registrar his or her decision **to either sustain the grade or submit a grade change.**

QCC has a policy covering Grade Appeals as established as [College Policy](#) by the QCC Academic Senate. It can only be overridden by the CUNY BOT itself. The QCC policy has a process whereby a faculty committee can change the grade and the judgment of the faculty review committee is final.

The wording of this current CUNY text appears to leave the decision with the original faculty member who gave the grade. QCC policy does not.

Resolution of Issue: QCC affirms the QCC Grade Appeal Process Despite Memo on Changes to CUNY’s Uniform Grade Policies, and Guidelines

No action needed by the Academic Senate. Affirmation of the current policy not needed. Notice is being given to the Academic Senate by the QCC administration that the current QCC policy shall be followed.

End of memo

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Possible Questions raised by the proposed changes to the process of grade appeals.

Question: Faculty participation in the process

Why would any faculty member even participate in a CUNY grade appeal process when it starts after the faculty member has already made an initial judgment and awarded a grade and then made a decision on the appeal request by the student and then in the end it is left to the same faculty to make the “decision to either sustain the grade or submit a grade change” ?

Question: college-wide grade appeals committee

In addition this wording appears to call for the creation of a college wide committee under certain circumstances. “ If the departmental grade appeals committee fail to make a recommendation to the faculty member within 30 calendar days, the grade appeal will be escalated to the college-wide grade appeals committee. The college-wide grade appeals committee shall have 30 calendar days to make a recommendation to the department and faculty member.”

At QCC do we really need to create such a college wide committee via action of the Academic Senate and expect that it would have no cases to consider if departments do what they have been doing for decades?

If we created such a committee how do faculty on it make academic judgments in disciplines they are not in?

To: QCC Academic Senate

From: QCC Academic Freedom Committee

RE: Resolution: Defending Academic Freedom to Teach About Race and Gender Justice and Critical Race Theory

Date: February, 2022

WHEREAS state legislative proposals are being introduced across the United States that target academic discussions of racism and related issues in American history in schools, colleges and universities, and

WHEREAS both the [Collective Bargaining agreement of the City University of New York](#) with the Professional Staff Congress and the [Policy \(1.02\) of the CUNY Board of Trustees](#) affirm in 1973 the importance of academic freedom to the proper functioning of universities, and

WHEREAS the American Association of University Professors' [1940 statement of Principles on Academic Freedom and Tenure](#) affirms Academic Freedom, and

WHEREAS faculty have responsibility for the curriculum at their universities, as stated in both AAUP policy and the CUNY BOT Bylaws [8.5, 8.6], and

WHEREAS the term “divisive” used in reference to teaching matters involving race in the history and institutions of the United States and its states and territories is indeterminate, subjective, and chills the capacity of educators to explore a wide variety of topics based on subjective criteria that are inapposite from the goals of education and the development of essential critical thinking skills, and

WHEREAS educating about systemic barriers to realizing a multiracial democracy based on race or gender should be understood as central to the active and engaged pursuit of knowledge in the 21st century to produce engaged and informed citizens, and

WHEREAS over seventy organizations, including the American Association of University Professors (AAUP) and the Association of American Colleges and Universities (AACU), issued the [Joint Statement on Legislative Efforts to Restrict Education about Racism and American History](#) (June 16, 2021) stating their “firm opposition to a spate of legislative proposals being introduced across the country that target academic lessons, presentations, and discussions of racism and related issues in American history in schools, colleges and universities . . . In higher education, under principles of academic freedom that have been widely endorsed, professors are entitled to freedom in the classroom in discussing their subject. Educators, not politicians, should make decisions about teaching and learning.”

WHEREAS CUNY Chancellor, Félix V. Matos Rodríguez [describes CUNY](#) as having “ its historic mission of diversity, inclusion, opportunity and social justice” and

WHEREAS CUNY Chancellor, Félix V. Matos Rodríguez has [stated that](#) “It is incumbent on all of us to champion diversity and support society’s contributions to advancing racial and social justice”, and

WHEREAS most recently the CUNY Board of Trustees of the University adopted [a resolution that further supports the Governor’s Executive Order No. 204](#) that “observance of Juneteenth honors the history, perseverance, and achievements of African Americans, and celebrates America’s progress and continuing commitment to realizing the principles of liberty and equality upon which our nation was founded;”

WHEREAS in a nation that has for centuries struggled with issues of racial inequity and injustice, many students do not have adequate knowledge of BIPOC and LGBTQI history and the policies that contributed to

inequities, Queensborough Community College of the City University of New York has a responsibility and opportunity to help build equity and social justice,

THEREFORE BE IT RESOLVED that QCC Academic Senate resolutely rejects any attempts by bodies external to the faculty to restrict or dictate college curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the state legislature, city council, any outside entities or even the Board of Trustees, and

BE IT FURTHER RESOLVED that the Academic Senate stands with our K-12 colleagues throughout the country who may be affected by this pernicious legislation when they seek to teach the truth in U.S. history and civics education,

BE IT FURTHER RESOLVED that the Academic Senate calls upon CUNY Chancellor, Félix V. Matos Rodríguez and University Provost, Dan Lemons to affirm that they reject any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the state legislature, city council, any outside entities or even the Board of Trustees,

BE IT FURTHER RESOLVED that Senate affirms the [Joint Statement on Efforts to Restrict Education about Racism](#), (see below) authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges & Universities, endorsed by over seventy organizations, and issued on June 16, 2021.

Background:

- Scholarly Groups Condemn Laws Limiting Teaching on Race (New York Times, June 16, 2021)
- Texas 'critical race theory' bill limiting teaching of current events signed into law (ABC13, June 16, 2021)
- Republicans Want Federal Funding Cuts to Schools Using '1619 Project'—But There's a Twist (Education Week, June 15, 2021)
- Critical race theory battle invades school boards — with help from conservative groups (NBC News, June 15, 2021)
- Teachers across the country protest laws restricting lessons on racism (Washington Post, June 12, 2021)
- 'Children deserve to be taught': Teachers in 22 cities are planning protests over laws restricting racism lessons in schools (USA Today, June 11, 2021)
- 'Critical Race Theory Is Simply the Latest Bogeyman.' Inside the Fight Over What Kids Learn About America's History (TIME Magazine, June 24, 2021)
- Uncovering Who Is Driving The Fight Against Critical Race Theory In Schools (LISTEN) (Fresh Air, June 24, 2021)
- How the media's helping GOP fuel critical race theory hysteria (Press Run, June 23, 2021)
- Critical race theory has been around for decades — why's it a powder keg now? (LISTEN) (Marketplace, June 22, 2021)
- VIDEO: Creator of term 'Critical Race Theory' Kimberlé Crenshaw explains what it really is (MSNBC/The Reid Out, June 21, 2021)
- VIDEO: The truth about 'critical race theory': co-founder breaks down GOP gaslight (MSNBC/The Medhi Hasan Show, June 20, 2021)
- Fox's anti-"critical race theory" parents are also GOP activists (Media Matters, June 17, 2021)
- Critical Race Theory: What It Means for America and Why It Has Sparked Debate (Wall Street Journal, June 17, 2021)

- Why are states lining up to ban critical race theory?
(University World News, June 12, 2021)
- The New York Times' Culture-War Definition of Free Speech
(Melissa Gira Grant, The New Republic, June 8, 2021)
- Guest Blog: Where Does the Bizarre Hysteria About 'Critical Race Theory' Come From? Follow the Money!
(Inside Higher Ed, June 3, 2021)
- Opinion: Why Conservatives Really Fear Critical Race Theory
(Christine Emba, The Washington Post, May 26, 2021)
- (VIDEO) What critical race theory is really about
(CNN/Don Lemon Tonight, May 17, 2021)

Joint Statement on Efforts to Restrict Education about Racism

At a time when the country is confronting deep-rooted racial inequity and having overdue conversations about our history, legislators in a number of states have moved to restrict teaching about oppression, race, and gender.

We strongly oppose these efforts to stifle education about racism and American history in schools, colleges, and universities. Along with more than seventy other organizations who have signed on to a statement authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges & Universities, we affirm that Americans of all ages deserve nothing less than a free and open exchange about history and the forces that shape our world today. Read the joint statement below.

Joint Statement on Legislative Efforts to Restrict Education about Racism and American History June 16, 2021

We, the undersigned associations and organizations, state our firm opposition to a spate of legislative proposals being introduced across the country that target academic lessons, presentations, and discussions of racism and related issues in American history in schools, colleges and universities. These efforts have taken varied shape in at least 20 states, but often the legislation aims to prohibit or impede the teaching and education of students concerning what are termed “divisive concepts.” These divisive concepts as defined in numerous bills are a litany of vague and indefinite buzzwords and phrases including, for example, “that any individual should feel or be made to feel discomfort, guilt, anguish, or any other form of psychological or emotional distress on account of that individual's race or sex.” These legislative efforts are deeply troubling for numerous reasons.

First, these bills risk infringing on the right of faculty to teach and of students to learn. The clear goal of these efforts is to suppress teaching and learning about the role of racism in the history of the United States. Purportedly, any examination of racism in this country's classrooms might cause some students “discomfort” because it is an uncomfortable and complicated subject. But the ideal of informed citizenship necessitates an educated public. Educators must provide an accurate view of the past in order to better prepare students for community participation and robust civic engagement. Suppressing or watering down discussion of “divisive concepts” in educational institutions deprives students of opportunities to discuss and foster solutions to social division and injustice. Legislation cannot erase “concepts” or history; it can, however, diminish educators' ability to help students address facts in an honest and open environment capable of nourishing intellectual exploration. Educators owe students a clear-eyed, nuanced, and frank delivery of history so that they can learn, grow, and confront the issues of the day, not hew to some state-ordered ideology.

Second, these legislative efforts seek to substitute political mandates for the considered judgment of professional educators, hindering students' ability to learn and engage in critical thinking across differences and

disagreements. These regulations constitute an inappropriate attempt to transfer responsibility for the evaluation of a curriculum and subject matter from educators to elected officials. The purpose of education is to serve the common good by promoting open inquiry and advancing human knowledge. Politicians in a democratic society should not manipulate public school curricula to advance partisan or ideological aims. In higher education, under principles of academic freedom that have been widely endorsed, professors are entitled to freedom in the classroom in discussing their subject. Educators, not politicians, should make decisions about teaching and learning.

Knowledge of the past exists to serve the needs of the living. In the current context, this includes an honest reckoning with all aspects of that past. Americans of all ages deserve nothing less than a free and open exchange about history and the forces that shape our world today, an exchange that should take place inside the classroom as well as in the public realm generally. To ban the tools that enable those discussions is to deprive us all of the tools necessary for citizenship in the 21st century. A white-washed view of history cannot change what happened in the past. A free and open society depends on the unrestricted pursuit and dissemination of knowledge.

Signed,
American Association of University Professors
American Historical Association
Association of American Colleges & Universities
PEN America

Accrediting Commission for Community and Junior Colleges
ACPA-College Student Educators International
African American Intellectual History Society
African Studies Association
Agricultural History Society
Alcohol and Drugs History Society
American Academy of Religion
American Anthropological Association
American Association for State and Local History
American Association of Colleges for Teacher Education
American Association of Community Colleges
American Association of Geographers
American Association of Hispanics in Higher Education
American Catholic Historical Association
American Classical League
American Council of Learned Societies
American Council on the Teaching of Foreign Languages
American Counseling Association
American Educational Research Association
American Federation of Teachers, AFL-CIO
American Folklore Society
American Humor Studies Association
American Library Association
American Philosophical Association
American Political Science Association
American Psychoanalytic Association
American Society for Engineering Education
American Society for Environmental History
American Society for Theatre Research
American Society of Criminology Executive Board
American Sociological Association
American Studies Association

Anti-Defamation League
Association for Ancient Historians
Association for Asian American Studies
Association for Asian Studies
Association for Counselor Education and Supervision
Association for Documentary Editing
Association for Slavic, East European, and Eurasian Studies
Association for Spanish and Portuguese Historical Studies
Association for the Study of African American Life and History
Association for the Study of Higher Education
Association for the Study of Literature and Environment
Association for Theatre in Higher Education
Association of Academic Museums and Galleries
Association of African American Museums
Association of College and Research Libraries
Association of Collegiate Schools of Planning
Association of Governing Boards of Universities and Colleges
Association of Research Libraries
Association of University Presses
Association of Writers & Writing Programs
Berkshire Conference of Women Historians
Business History Conference
Center for Research Libraries
Central European History Society
Chinese Historians in the United States
ClassCrits, Inc.
Coalition of Urban & Metropolitan Universities (CUMU)
College Art Association
Committee on Lesbian, Gay, Bisexual, & Transgender History
Comparative & International Education Society
Conference on Asian History
Conference on Faith and History
Consortium of Humanities Centers and Institutes
Contemporary Freudian Society
Coordinating Council for Women in History
Council on Social Work Education
Czechoslovak Studies Association
Dance Studies Association
Executive Committee of the American Comparative Literature Association
Forum on Early-Modern Empires and Global Interactions
French Colonial Historical Society
German Studies Association
Higher Learning Commission
Hispanic Association of Colleges and Universities
Historical Society of Twentieth Century China
Immigration Ethnic History Society
International Studies Association
International Society for the Study of Trauma and Dissociation
Italian American Studies Association
John N. Gardner Institute for Excellence in Undergraduate Education
Keats-Shelley Association of America
Labor and Working-Class History Association
Middle East Studies Association
Middle States Commission on Higher Education

Midwestern History Association
Modern Language Association
NAFSA: Association of International Educators
NASPA - Student Affairs Administrators in Higher Education
National Association for College Admission Counseling
National Association for Equal Opportunity in Higher Education
National Association of Dean and Directors Schools of Social Work
National Association of Diversity Officers in Higher Education
National Association of Graduate-Professional Students
National Association of Social Workers
National Coalition for History
National Council for the Social Studies
National Council of Teachers of English
National Council on Public History
National Education Association
Network for Public Education
National Prevention Science Coalition to Improve Lives
National Women's Studies Association
New England Commission of Higher Education
North American Conference on British Studies
Northwest Commission on Colleges and Universities
Ohio Academy of History
Organization of American Historians
Pacific Coast Branch-American Historical Association
Peace History Society
Phi Beta Kappa Society
Popular Culture Association
Radical History Review
Rhetoric Society of America
Roy Rosenzweig Center for History and New Media
Scholars at Risk
Shakespeare Association of America
Society for Austrian and Habsburg History
Society for Classical Studies
Society for Community Research and Action
Society for Ethnomusicology
Society for French Historical Studies
Society for Historians of the Early American Republic
Society for Historians of the Gilded Age and Progressive Era
Society for Historical Archaeology
Society for the Study of Early Modern Women and Gender
Society for the Study of Social Problems
Society for the Study of the Multi-Ethnic Literature of the United States
Society for US Intellectual History
Society of American Historians
Society of Architectural Historians
Society of Civil War Historians
Society of Transnational Academic Researchers (STAR Scholars Network)
Southern Association of Colleges and Schools Commission on Colleges
Southern Historical Association
The Authors Guild
The Freedom to Read Foundation
United Faculty of Florida - University of Florida, NEA/AFT/FEA, AFL-CIO
University Film and Video Association

Urban History Association
WASC Senior College and University Commission
Western History Association
Western Society for French History
Women in French
World History Association

Publication Date:
Wednesday, June 16, 2021

Elections to be Run by the FEC in 2022

| Election event | Nomination Ballots | | FEC responsible party | Electorate | Election Balloting | |
|---|--------------------|----------|-----------------------|--------------------------------|--------------------|-----------------------------|
| | Start date | End date | | | Start date | End date H-345 witnesses |
| Governance Plan | | | FEC ELECTIONS OFFICER | Full time faculty Inc CLT's | March 21 | April 21 |
| Faculty Bylaws | | | FEC ELECTIONS OFFICER | Full time faculty Inc CLT's | April 1 | April 30 |
| UFS Full-Time Three-Year Delegates (2) | March 13 | March 27 | FEC ELECTIONS OFFICER | Full time faculty Inc CLT's | March 29 | April 12 |
| UFS Full-Time One-Year Alternate(s) (1) | | | | | | |
| Academic Review Committee (2) | March 13 | March 27 | FEC ELECTIONS OFFICER | Full time faculty Inc CLT's | March 29 | April 12 |

Elections to be Run by the FEC in 2023

| Election event | Nomination Ballots | | FEC responsible party | Electorate | Election Balloting | | |
|---|--------------------|----------|--|--------------------------------|--------------------|------------------------------|--|
| | Start date | End date | | | Start date | End date H-345 for witnesses | |
| FEC Chairperson | Jan 30 | Feb 13 | FEC ELECTIONS OFFICER/other FEC member if Elections officer is a nominee | Full time faculty Inc CLT's | Feb 15 | Mar 1 | |
| FEC Members | March 2 | March 16 | FEC ELECTIONS OFFICER/other FEC member if Elections officer is a nominee | Full time faculty Inc CLT's | March 20 | April 3 | |
| UFS Full-Time Three-Year Delegates (4) | Feb 13 | March 3 | FEC ELECTIONS OFFICER | Full time faculty Inc CLT's | March 6 | March 20 | |
| UFS Full-Time One-Year Alternate(s) (2) | | | | | | | |
| Elected Adjunct CLT (if necessary) | March 2 | March 16 | FEC ELECTIONS OFFICER | Adjunct Clt's | March 20 | April 3 | |
| CLT Member of College P&B | March 2 | March 16 | FEC ELECTIONS OFFICER | Clt's | March 20 | April 3 | |
| Academic Review Committee (2) | March 2 | March 16 | FEC ELECTIONS OFFICER | Full time faculty Inc CLT's | March 20 | April 3 | |
| QCC Auxiliary Enterprises, Inc. Board (2 from 6) | March 2 | March 16 | FEC ELECTIONS OFFICER | Full time faculty Inc CLT's | March 20 | April 3 | |
| QCC Student Activity Association, Inc. Board (3 from 6) | March 2 | March 16 | FEC ELECTIONS OFFICER | Full time faculty Inc CLT's | March 20 | April 3 | |
| QCC Student Faculty Disciplinary Committee(2 from 6) | March 2 | March 16 | FEC ELECTIONS OFFICER | Full time faculty Inc CLT's | March 20 | April 3 | |

