

Minutes for the 156th Meeting of the Faculty Senate

for Thursday, April 14, 2022 from 3:30 to 4:30 pm held virtually.

Attendance:

John Verzani, Susan Holak, Deborah De Simone, Jane Marcus-Delgado, Brian Farr, John Wing, Valerie Forrestal, Susan Imberman, Andrew Colbeck, Jonathan Peters, Tom Tellefsen, Alan Benimoff, Timothy Lynch, Michael Parrish, Christine Flynn Saulnier, Lee Papa, Simone Wegge, Angelo Bongiorno, Catherine Lavender, Mark D. White, Mike Cavagnero, Michael Chiacchiero, Comfort Asanbe, Carles Sola Belda, Cynthia Chris, Wilma Jones, Mark Feuer, Katie Cumiskey, Jay Arena, John Lawrence, Gene Fellner, George Wang, Maryann Feola, Sarolta Takács, Roshen Hendrickson, Lucas Marchante-Aragon, Michael Paris, Orit D. Gruber, Sylvia Kahan, Alfred Levine, Carlo Lancellotti, Zaghoul Ahmed, Siona Wilson, Alyson Bardsley, Cindy Wong, Yumei Huo, Brian Farr, Patti Gross, Vandana Chaudhry, Alan Lyons

Guests:

Maxwell Velikodny, Heidi Bertels, Patricia Kahn, Jennifer Borrero, Suzy Shepardson, Robert Wallace, Mary Murphy, Rosane Gertner, Juline Robinson, Warrick Bell, Emmanuel Esperance Jr., Angelina Raio, Vinay Vaishampayan, Amy Stempler, Debby Meise, Joyce Taylor, Darryl Hill, Maria Rice Bellamy, Jennifer.Durando, Hope Berte, Jessica Stein, Christina Hagedorn, Koby Kohulan, Donna Elwell, Stephanie Gonzalez Allen, Celeste Del Maestro, Jasmine Cardona, Mark Lewental, Ralf Peetz, Sharon Christian, Danielle Dimitrov, Nina Del Gatto, Katrina Fama, Mikael Vejdemo-Johansson, Barbara Cohen, Doriann Pieve-Hyland, Manuela Alongi, Alexander Scott, Terri Sangiorgio, Thomas Lauria, Stephen Ferst, Byron Taylor, Shuqun Zhang, Florinda Mattia, Isabel Rechberg, Jessica Collura, Catherine Ferrara, Stefanie.Gardiner, Danielle Dimitrov, Veronica Dimeglio, Qiao-Sheng Hu, Winnie Brophy, Ruth Silverberg, Janine Scotto, Linda Conte, Michael Volpe, César Arenas-Mena

- I. Approval the agenda.
Moved, seconded, and passed unanimously.
- II. Approval of the minutes of the meeting of the Faculty Senate of April 14th, 2022.
Moved, seconded, and passed unanimously.

III. Executive Committee Report: Appendix A

IV. Provost's Report : Appendix B

Questions: Can we stop using student rating of teachers as a measure of teacher effectiveness?
The research shows these ratings to be sexist and racist.

Provost's Answer: Please forward to me any research you have on this issue. I am happy to review it.

Question: is the Academic Outcomes Assessment Committee being reconstituted and will the position for the Director of Assessment be filled?

Provost's Answer: Nothing has been decided as of yet, but assessment is clearly something that requires more resources.

President's comments: **one of the Middle States recommendations is that we institutionalize & formalize our assessment processes which, right now, are aggregated across campus. Moreover, they're done by individuals who are transient and when they leave, there goes our assessment data. So we really need to institutionalize our assessment processes, and I think one way to do that is to fill that vital role of director of assessment.**

V. Reports of the Committees of the Faculty Senate

a. Admissions Committee – none

b. Curricular Committees – Chairs:

- i. General Education Committee –
- ii. Graduate Studies Committee –
- iii. Undergraduate Curriculum Committee –

Consent Agenda for Thursday, April 14, 2022

AIII. DEGREE CHANGES

AIII.1 Department of Nursing: Nursing AAS

AIII.2 Department of Performing and Creative Arts: Music BA and MHC Music BA

AIII.3 Department of Performing and Creative Arts: Music BS and MHC Music BS

AIV. NEW COURSES

AIV.1 Department of Performing and Creative Arts: MUSP 130 Guitar Ensemble

AVI.2 Department of Performing and Creative Arts: MUSP 144 Jazz Ensemble

AVI.3 Department of Performing and Creative Arts: MUSP 150 Chorus

AVI.4 Department of Performing and Creative Arts: MUSP 164 Orchestra

AVI.5 Department of Performing and Creative Arts: MUSP 115 Chamber Music

AVI.6 Department of Performing and Creative Arts: MUSP 180 Performance Workshop

AVI.7 Department of Performing and Creative Arts: MUSP 181 Private Lessons

AVI.8 Department of Performing and Creative Arts: MUSP 1XX Private Lessons in Composition

Consent agenda was moved, seconded, and passed unanimously.

c. Course & Standing Committee – *Appendix C: Policy on Absences for College Sanctioned Activities*

Motion to table was seconded and unanimously approved.

d. Library Committee – Appendix D

e. Academic Research Committee – none

f. Academic Facilities Committee – none

g. Academic Freedom Committee – none

h. Academic Technology Committee – none

i. Faculty Personnel Policy Committee – none

VI. University Faculty Senate Report – Appendix E

VII. Old Business- none

VIII. New Business – none

IX. Adjournment. *Motion made, seconded, and passed unanimously at 3:22 pm.*

APPENDIX A

Faculty Senate Executive Committee Report April 14, 2022

I am pleased to submit this report on behalf of the Faculty Senate Executive Committee. As we head into spring break, we'd like to express our gratitude to our staff and faculty colleagues for their wonderful work during another challenging year. We are hopeful that the coming weeks will bring us warmer weather, an end to the long COVID pandemic, and peace in Ukraine and around the world. We also wish for complete and speedy recoveries for the victims of the senseless attack in the subway this week. May the government at all levels provide sufficient funding for our security, transportation, education, housing and health care.

As faculty governance leaders, one of our primary responsibilities is to ensure that faculty retain their rights and authority in all matters related to curriculum and teaching. We have seen these rights gradually eroded, as evidenced with the Pathways initiative, the intrusion into teaching modalities during (and after) the COVID pandemic, and in other areas. As the number of fulltime faculty members continues to shrink across higher education, university and college administrations find more opportunities to assert control over areas previously falling under faculty purview.

The most recent such incursion concerns a May 22, 2021 policy change issued by the University Registrar regarding the assignment of grades. The memorandum of that date states, “This Policy shall supersede and override all undergraduate and graduate program-level grading change policies currently in effect at CUNY colleges and schools” (see pp.9-10). The policies concern aspects of the faculty’s primary responsibility for determining whether students have met academic standards meriting a certain grade or their continued enrollment at the college. A letter of opposition to the Chancellor and Board of Trustees, signed by John Verzani and me, among faculty leaders from across CUNY, objects to several provisions in the policy. Among these are the timing of grade appeals, processes by which an INC grade must be changed to a FIN, and a statement on the effect of WUs on students’ academic standing. In each of these cases, the University Registrar’s office has imposed that eliminate an individual campus (and its faculty) the authority to set such policies. We must remain vigilant to this type of administrative overreach, which steadily and persistently eats away at our ability to determine students’ academic progress.

In other areas, the Faculty Senate Executive Committee met with the Provost, Associate Provost and the Deans earlier this month. While the overall budget climate in New York appears brighter than in the past year, CSI continues to face significant financial challenges. Enrollment is down by 13%. A number of lecturer lines and several tenure-track positions have been advertised; there are currently no searches underway for the two dean positions. We are grateful that the Provost has restored some funding for faculty research and travel, and hope that such efforts will continue and grow.

We are heartened by President Lynch’s communications with the College community and efforts to include faculty on committees and decision-making bodies across campus. As always, we remain optimistic about CSI’s future and are grateful for the hard work of our faculty, staff and students. Our thoughts are with our colleagues and friends in this time of Ramadan, Passover and Easter. May you all have a restful and joyous spring break.

Respectfully submitted,

Jane Marcus-Delgado

Chair

APPENDIX B

Provost’s Report April 14, 2022

Thank you Jane, and good afternoon senators and friends. On Monday I attended what I understand was CSI’s first pep rally, at noon outside the Student Center. It was great to see so

many students gathering on campus to celebrate Spirit week, hear from the cheerleader squad, and see Danny the Dolphin back in action. It was also great to see the wide participation in the door decoration competition. The last two years have made connection with the CSI campus difficult, and Spirit week has been a great way to renew relationships among the campus community.

Speaking of Dolphins, I hope you are as excited as I am about the return of the Dolphin Awards which will take place on May 26 following Commencement and the Faculty/Staff Luncheon. Nominations have been extended through the close of business tomorrow, so there is still time to put forth a candidate if you have not done so already.

As you have probably heard, we had a successful Middle States site visit, and the team returned a review with seven recommendations, mostly related to Assessment, but no Requirements, which is very good news for our campus. There were also several commendations, and several useful points of collegial advice. I would like to again thank all that participated in crafting our self-study, as well as those of you who participated in meetings during the site visit. During the coming months, we will be working towards building a campus culture more focused on assessing not only our student learning outcomes, but other aspects of our campus climate and operations.

Last week requests for proposals went out for four Provost Research Fellowships and a dozen Dean's Summer Research fellowships to be awarded this coming summer. I have also earmarked additional funding for faculty travel that will be available to Schools and Divisions through Academic Affairs once their current allotments have been exhausted. I would also like to remind faculty of the three Presidential Fellows focusing on Research, Student Success, and DEI planned for next year. Applications are due by close of business tomorrow.

As we approach the spring recess, I hope you will all have a chance to rest, reflect, and finally enjoy some warmer weather.

APPENDIX C

Report from the Committee on Course & Standing April 14, 2022

Policy on Absences for College Sanctioned Activities

(Modeled on CUNY Religious policy for missed classes)

Policy: Accommodations will be made to meet the needs of students who are missing class due to attendance at CSI sponsored or sanctioned activities, e.g., students representing the college at scholarly conferences, athletic competitions, music or drama performances, class trips, etc. Students will be given the opportunity to make up any examination, study, or work requirements

missed because of such absence. Requests for absences must be made by contacting the relevant professors in sufficient time prior to the event to allow for the professor to make the appropriate accommodations (develop an assignment to be completed in lieu of the class session, make arrangements for an alternative exam time, etc.). In general, approval will not be considered unless requested at least five (5) working days prior to the day of absence.

Procedure: Students must notify faculty during the first week of classes of any absences for predictably scheduled activities, e.g., athletic competitions, conference presentations, and at least five (5) working days prior to unanticipated events, whenever possible. The notification will be made by the sponsoring entity (e.g., student affairs, athletics department, faculty member or department sponsoring a performance, presentation, competition, class trip). A form will be presented to the relevant professors indicating the date(s) and reasons for the absence and requesting the opportunity to make up missed class sessions. The form will be signed by the sponsoring entity, emailed by the student to their professors, and copied to the sponsoring entity.

April 6, 2022

APPENDIX D

Library Committee Report April 14, 2022

The library committee met earlier this month and was updated on the library's operations. Since early March the Library has been open evenings and weekends, with full services.

The Committee was also updated about the library's budget and was pleased to report that we did not have to cancel any database subscriptions!! We have some additional funding for books, some members of the committee did express concern that we were unable to re-subscribe to some of the databases, CSI lost a few years ago.

However, I encourage the group, as I do, everyone to take advantage of our interlibrary loan service to access those resources, so, while they're not one click away, you know, usually you know faculty and students will receive whatever resources they requested within just a few business days.

This is also true for using the click system to get resources through CUNY's library consortium.

And, as always, I encourage everyone to just contact us directly with any of their specific needs and the committee really.

The review committee requested a meeting with President Lynch to discuss support for the library, and we are grateful that the President found time and his busy schedule to meet with us early in May.

APPENDIX E

University Faculty Senate Report April 14, 2022

TO: CUNY University Faculty Senate

FROM: Academic Freedom Committee of the University Faculty Senate

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

Date: February, 2022

RATIONALE:

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 inhibits 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, the City University of New York has a responsibility and opportunity to help build equity and social justice,

THEREFORE BE IT RESOLVED that CUNY University Faculty 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 CUNY University Faculty 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 CUNY University Faculty 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 CUNY University Faculty 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)

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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

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