

November 17, 2020

Process related issues:

- Our deliverable to the Senate is a statement of goals, form and content of the “educational requirement for faculty.”
- We will ask for input on the draft from OFDD and two Senate Committees AFPSF and FCPR
- We will share a draft to the Senate on December 16 (other dates available on PPT)

Discussion

1. We started with **Agreement 2** (11/11/2020), in particular the use of the term ‘privilege’ and whether and how it should address white privilege and/or ethnic privilege. We also discussed the role a glossary could play not just in the deliberations of the WG F, but also in educating the faculty more broadly.
2. We continue to debate the exact framing and language of the goals statement.
3. We focused attention on **accountability** and how we would hold faculty accountable for their behavior and work in the classroom, the labs/research spaces and their departments and units more broadly. One outcome of the educational requirement would be active faculty engagement in creating a more equitable and just climate at Cornell, and creating a culture of accountability will allow us to maintain such a climate through the turnover of faculty, staff and students at the institution.

Agreement 3: we need to build in structures that will require faculty to commit to engaging with the educational requirement. Various ideas were discussed and there was agreement that several pieces would need to be simultaneously implemented. This included

A. Including a question on diversity, inclusion and belonging to *all* course evaluations.

Example: Engineering included a question on course environment in evaluations, starting two years ago. See question on evaluation form below.

61. [Course Environment]

Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly?

1. Extremely non-inclusive with inappropriate comments and/or behaviors
2. Actively not inclusive with certain students ignored, left out, or treated dismissively
3. Passively not inclusive; comments or contributions by some students are valued less than those of other students
4. Passively inclusive where everyone is welcome to participate, nothing specific to encourage or discourage anyone
5. Actively inclusive, all are fully encouraged to participate and are supported

- B. Require diversity and inclusion statements from faculty** at time of hire / contract renewal and in tenure and promotion dossiers (this is already being implemented in several units)
- C. Require D&I climate statement from department chair in annual report to Dean,** with specific section on how racist and biased behavior has been addressed
- D. Require D&I climate statement from department in Self-Study document prepared for Program Review (every 7 years)** with specific section on how racist and biased behavior has been addressed in that 7 year period.
- E. Require D&I climate statement from dean in annual report to the Provost.**
- F. Incorporate guidance for department chairs** in 'Chair Training' and prepare guidance for college deans to ensure that they are prepared for difficult conversations with faculty holding them accountable for climate issues in their classrooms, research labs and department/units, without violating academic freedom.