

## WORKING GROUP F SUMMARIES

November 10, 2020

The group went over what we had discussed previously, worked to further refine the charge of creating an “educational requirement for all Cornell faculty” and think through how the “requirement” part of the mandate can be operationalized.

**Agreement 1:** we will frame and arrive at a clear learning goals and outcomes statement for the educational requirement but will do so in an iterative manner as each proposition gets further clarified.

**Agreement 2:** we will maintain a glossary on related terms with brief precise explanations and links. This will help us further the conversation, and state goals of an educational requirement clearly. This is a work in progress and current terms include: [Charlie, add terms]

At the end of today’s discussion, the goal was defined thus

*The ultimate goal is to create a faculty that sees equity as central to their jobs, something that defines their interactions with other faculty, students, members of the staff and indeed the broader community. A goal of the educational requirement is to foster an antiracist and equitable climate by educating faculty on structural racism, and how systemic bias and privilege work. However, mere knowledge is not enough; the educational requirement must encourage faculty to decolonize knowledge in each of our disciplines and support an interest in sharing it with others.*

In an earlier meeting we discussed **inflection points in faculty work-life** to which one could link the educational requirement. This is an accreditation model. By requiring that a faculty member’s “requirement” be current at each of these points will help us operationalize requirements while maintaining faculty autonomy and the chair and deans discretion. A 3-5 year cycle is recommended and when all inflection points are taken together, they will cover the majority of faculty

1. Faculty career trajectory
  - Hiring ----- contract renewal ----- tenure ----- promotion or contract renewal at regular intervals
2. Faculty administrative work
  - DUS ----- DGS ----- Chair ----- Associate Dean --- other admin positions (including Center Directors, FIR/HPD in residential life)
3. Faculty work for which “educational requirement” must be current
  - i. Teaching in the classroom
  - ii. Hiring students on research projects, in labs, as TAs
  - iii. Serving as chair or member on special committees at the Grad School
  - iv. Serving as faculty advisor to student clubs

Discussion continues on the following issues:

## A. FORM of educational requirement

1. Training to be composed of *video modules*. Some examples:
  - a. Staff training on diversity has six 45 minute video modules developed in collaboration with eCornell to be taken over a period of one year along with a journaling exercise. Efficacy unknown.
  - b. Student video trainings on alcohol consumption or plagiarism and cheating. WG student members' response: "It's a joke!"
  - c. Required faculty trainings currently delivered using video and training/test-taking modules. Some examples
    - i. *Title IX training* – video based and required by law. Developed and delivered by Cornell HR
    - ii. *Human subjects training* – required for funding and by the nature of work to be done. Developed by outside center, delivered by Cornell IRB
    - iii. *Search Committee training* – developed by OFDD and required by the nature of the work to be done. Enforcement by committee and department chair
2. Training *in-person in departmental faculty meetings and annual retreats* carried out by an expanded version of CITE or IDP trained trainers (could follow a video module that has to be viewed beforehand. Example: training for all staff, including faculty, on West Campus. Existing informational modules on mental health and wellness developed by Cornell Health)
3. Training in *workshops* offered by OFDD, CITE, HR, IDP, CTI, Engaged, Einaudi on diversity/climate issues for interested faculty (available in various formats – from one hour virtual to week long courses in the summer, and semester long "fellow" programs that meet monthly). This works well for faculty who enroll voluntarily (many do)
4. Whoever is creating 'educational requirements' needs to make sure they are kept current, and renewed at regular intervals.