

November 20, 2020

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. On 11/20/2020 we agreed that

The 'for credit educational requirement' applies to *all* Cornell students in *every* field of study. It aims to educate students on the historical formation, current manifestations, and structural basis of racism, colonialism and injustice, both on the campuses where we are located, in the United States, and globally, in all the places where we work, study and belong. In addition, our students will learn the skills and tools they can apply in their daily lives, in their communities, in professional careers and in their workplaces, to help build anti-racist, just and equitable societies.

(fyi Agreements 2, 3 are in notes from 11/11)

Agreement 4: Modules on the historical formations, current manifestation, and structural basis of racism, indigeneity, ethnic relations, colonialism, injustice, and inequity, will be prepared and delivered by faculty whose expertise lies in these areas and who have a distinguished record of scholarship on these questions. The format of these modules will include various technologies of dissemination (video/asynchronous-synchronous/in-person). They will be complemented by an education focused on gaining skill-sets, and the abilities to engage in conversations around these issues while learning to thrive and build a better society. These skill set focused modules will draw on the expertise of university staff and faculty in identified units.

Still to be resolved: where do the disciplines and fields come in (2.a.ii from 11/11/20)? Will the "requirement" be designed to include a "required course" that is university-wide, and a second course that will be specific to a major or a group of majors i.e., biology, design, and so on?

Other Discussions

We also discussed the funding implications related to different course types (single, large required course, or menu model) and the impacts these would have on related units. Issues of roll-out and time involved were also discussed, as was the challenges involved in recording courses/possible D&I minor on a student transcript.

Issues of form of requirement and governance were tabled for the next meeting.