

# Working Group F

Meeting 3 Talking Points  
November 10

# Things NOT to Worry About Now

1. *Finish by December!* Let's reassess where we are after a few more meetings. It would be OK to send the Senate a "rough draft for feedback" at its Dec 16 meeting.
2. *We need a goal statement now!* It will emerge after many iterations.

# Don't Talk About Implicit Bias Without Talking About Structural Racism

Most work on implicit bias focuses on increasing awareness of individuals in service of changing how they view and treat others.

This is important, but insufficient to advancing greater equity of opportunity, experience, and outcomes in our institutions and communities.

Rather, in order to lead to meaningful change, any exploration of implicit bias must be situated as part of a much larger conversation about how current inequities in our institutions came to be, how they are held in place, and what our role as leaders is in perpetuating inequities despite our good intentions.

## Proposed Glossary is [Here](#)

Minority

Underrepresented Minority

Race

BIPOC

Ethnicity

Colonization

White Privilege

Intersectionality

Gender

Anti-subordination?

Bias

Implicit Bias

Systemic Racism

Structural Racism

Institutional Racism

Antiracist

~~Able-ism~~

Microaggression

Need to be able talk about the hard issues  
with a measure of precision and consistency.

More on the Goal of the Requirement

## What Martha Asked For

Development of a new set of programs focusing on the history of race, racism and colonialism in the United States, designed to ensure understanding of how inherited social and historical forces have shaped our society today, and how they affect interactions inside and outside of our classrooms, laboratories and studios. All faculty would be expected to participate in this programming and follow-on discussions in their departments. **The programs would complement our existing anti-bias programs for faculty, such as those from the Office of Faculty Development and Diversity, the Cornell Interactive Theatre Ensemble, Intergroup Dialogue Programs for Faculty, and the Faculty Institute for Diversity.**

## DRAFT OF A GOAL STATEMENT—PLEASE IMPROVE

**The goal of the requirement is to ensure that all faculty understand the implications of structural racism through its history on campus and within their disciplines and that they are sufficiently skilled to act on that knowledge as part of their responsibility to students.**

Responsibility to students, staff, other faculty, and to the broader community.

The red has an ongoing attribute and applies across the units

The green is harder. Driven by department-level discussions.

Being better with the green makes us better with the red.

## DRAFT OF A GOAL STATEMENT—PLEASE IMPROVE

A goal of the requirement is to foster a climate in the units that promotes knowledge of structural racism as it may exist both within the unit and on campus. However, mere knowledge is not enough; there must be a willingness to act on that knowledge and an interest in sharing it with others. The ultimate goal is to create a faculty that sees these ambitions as an integral part of the job, something that defines their interactions with other faculty, students, members of the staff and indeed the broader community.



# Can there Be an Analog of This?

These 6-module online course is mandatory for staff...

[CU101: Cultivating Cornell's Inclusive Working Environment](#)

[CU102: Developing a Culture of Belonging and Respect](#)

[CU103: Understanding ourselves and Our Ability to Create Change](#)

[CU104: Engaging with Different Perspectives](#)

[CU105: Speaking up and Responding](#)

[CU106: Your Commitment to Advancing Diversity, Equity, and Inclusion](#)

What would be the content?

How would it be different from all the D&I programs?

Is this something that should be delegated to the colleges?

Free Speech Issues  
a.k.a.  
Pushback on the “Mandatory” Part

## Replies

*This is Indoctrination!*

While attendance is mandatory, you are free to think however you want during and after the training. What's critical is that you understand alternative views and are able to explain them professionally as you handle questions and concerns from students.

## Replies

*What can you do to me if I refuse to participate?*

Think of training as accreditation. Must have classroom training if you teach. Must have bias training if you serve on a search committee or have authority to hire students/staff. Must have another kind of training if you serve as DUS, DGS, or chair. Etc.

No accreditation no work and no work implies a shirking of duty.

# Accountability

Is it possible to enhance accountability and a commitment to antiracism by embellishing the evaluative processes associated with course evaluations, promotions, annual reviews, and program reviews?

**Course Evals:** These are run by the colleges but there re is a move afoot to have university-wide questions show up. An opportunity?

**Promotion and Annual Reviews:** [Academic Freedom and Professional Status of the Faculty Committee](#)

**Department Reviews:** [Faculty Committee on Program Review](#)