

# Concerns About C-Report

## C-Report Concerns

# The Center Shouldn't "Blow in the Wind"

Concern over this phrase in the Report:

"... we envision a permanent, institutionally supported unit that responds to in Center must focus instantiations of racism that are brought to the fore by **current events** while at the same time being a constant, unrelenting advocate for racial equality and healing."

Response:

This phrase does not imply that the Center's research directions change from day to day based on the news. Think more along the lines about CAS 2020-21 Lecture Series "Racism in America" that was prompted by protests around the Floyd killing. Also important to note that the the text emphasizes the "support [for] long term work."

## C-Report Concerns

# Financial Competition With Other Centers

A website poster says

It is reasonable to ask whether cobbling together another center would not be another familiar instance of bolstering the existing system with educational and research activities that fit readily into the established structure.

Another broad concern, evoked by a cursory reference to “competition for a fixed pool of resources,” is the absence from the report of any attention to budgetary adjustments the university, already battered by the pandemic,

Response:

Resource-related questions belong in the “implementation phase.”

Five Ways to Look at  
Concerns Related to the  
S- and F-Reports

# Accountability

- A1. Accountability is about coercion and sanctions.
- A2. Accountability is about institutional commitment and a framework for learning and improvement.

What is your stance on required course evaluations and required teaching statements in a tenure dossier?

## Others

- O1. Required education is OK for staff and students but faculty are busier and should be more concerned about their academic freedom.
- O2. Required education for faculty saves faculty time in the long run and sends the right message to students, staff, and less protected members of the faculty.

# Empathy

- E1. “DEI expectations will necessarily detract from faculty teaching and research as traditionally understood. Such a step might be necessary on a campus where there is clear evidence of widespread bias, prejudice, and racism. But that, as noted above, is not the case on Cornell's campus today.” [American Council of Trustees and Alumni](#) President’s [letter](#) to DoF.
- E2. Although I may not have been on the receiving end of a bias or prejudice, I understand that many on our campus have and believe that we must “up our expectations”.

# Faculty Expertise

- FE1. It makes sense to use scientific expertise in VET and Operations Research when confronting the pandemic, but tapping into the humanities and social science faculty to deepen our understanding of racial issues is a step towards political indoctrination.
- FE2. Collegiality and respect across research paradigms are essential if we are to successfully apply faculty talent when confronting a crisis.



# Use of Video

- UV1. “The plan for using videos made by experts alongside a discussion guide for non-experts does not properly assess the intellectual and interpersonal work it takes to really think about structures of racism (as it coincides with sexism, classism, homophobia, and ableism). Such a discussion, if guided poorly can lead to racial resentment for white students and further entrenched alienation and frustration for students of color.
- UV2. Use of video has risks but so does a roll-out plan whose pace is linked to tenure track hiring in the key areas.

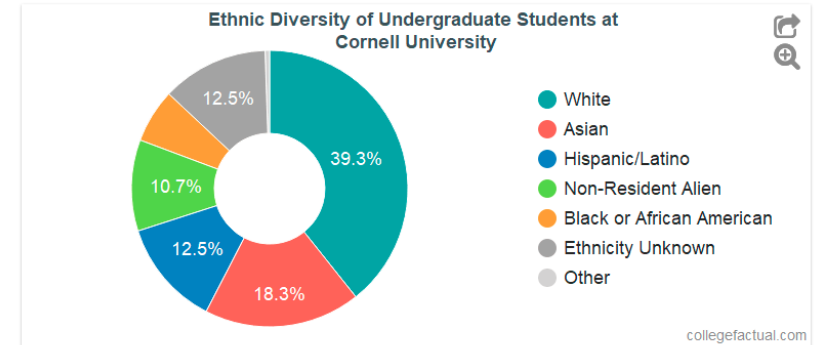
# Scope of the Problem

# From 'Cornell By the Numbers'

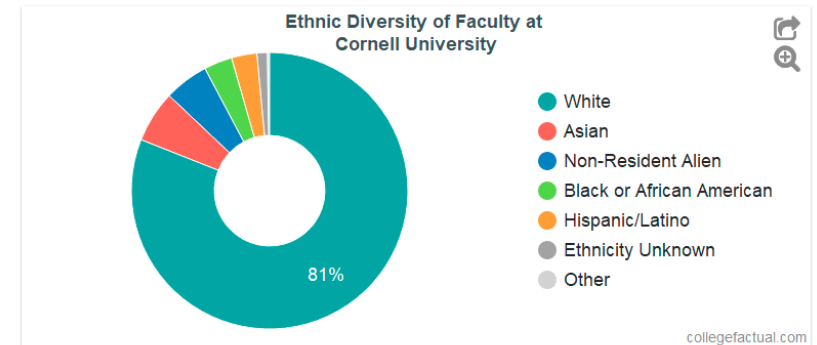
## STUDENT GENDER, ETHNICITY AND CITIZENSHIP, FALL 2020

		FEMALE	MALE	MINORITY	INTERNATIONAL
<b>14,743</b>	Undergraduates	54%	46%	48%	10%
<b>6,239</b>	Graduate	47%	53%	20%	47%
<b>2,638</b>	Professional	47%	53%	25%	30%

"Minority" includes Asian, Black, Hispanic, American Indian and multi-racial students who are U.S. citizens or legal residents. Ithaca campus only (includes Cornell Tech).



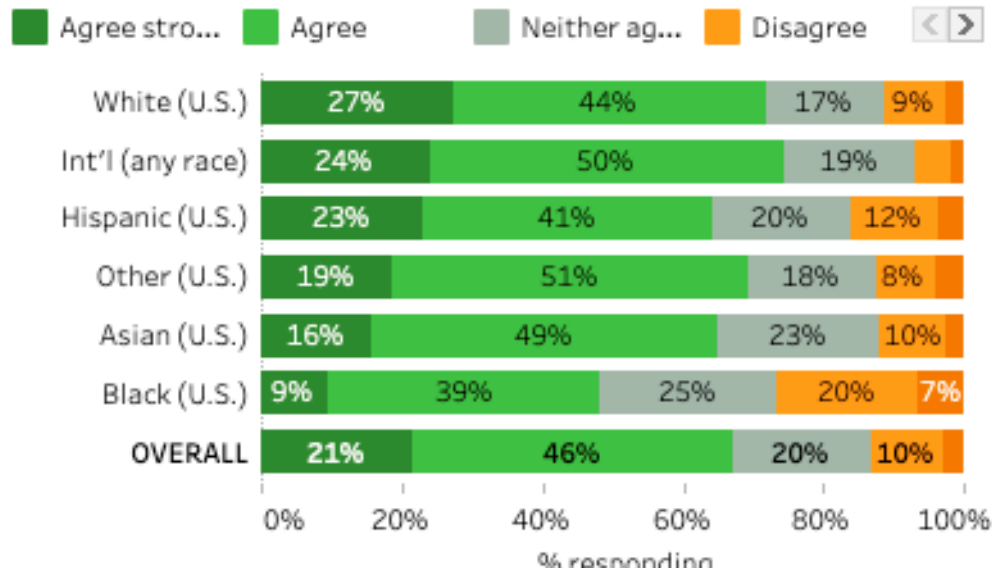
Average racial representation in the faculty.



# The experience of undergraduate students

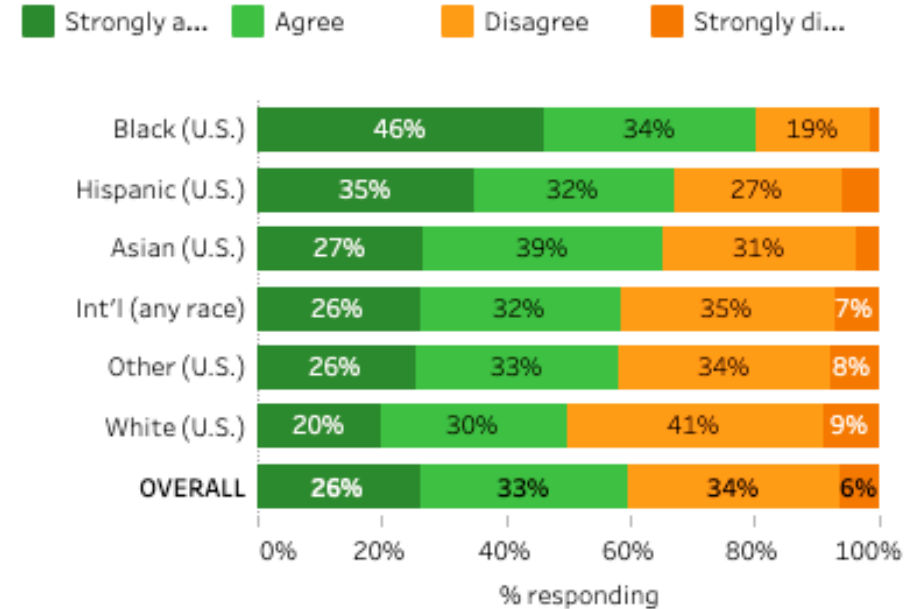
To what extent do you agree or disagree that:

I feel like part of the community at Cornell



Perceptions of faculty parameter

I feel I have to work harder than other students to be perceived as a...



The Diversity Dashboard

<http://irp.dpb.cornell.edu/university-factbook/diversity/inclusion>

Select a social identity group for comparisons:

Race/citizenship

Survey year:

2019

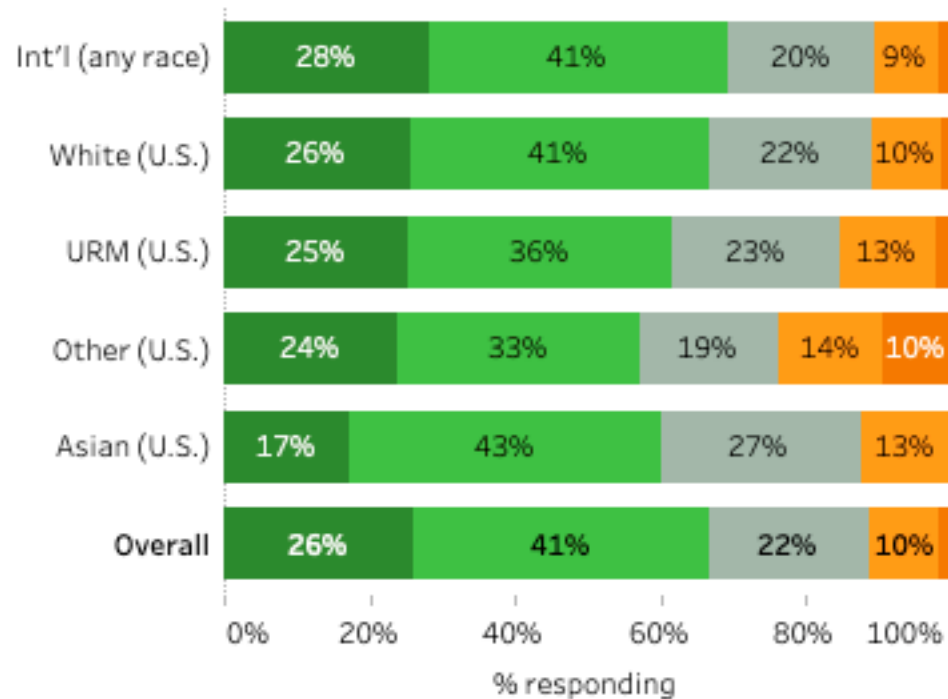
Please rate each of the following:

Your academic experience at Cornell

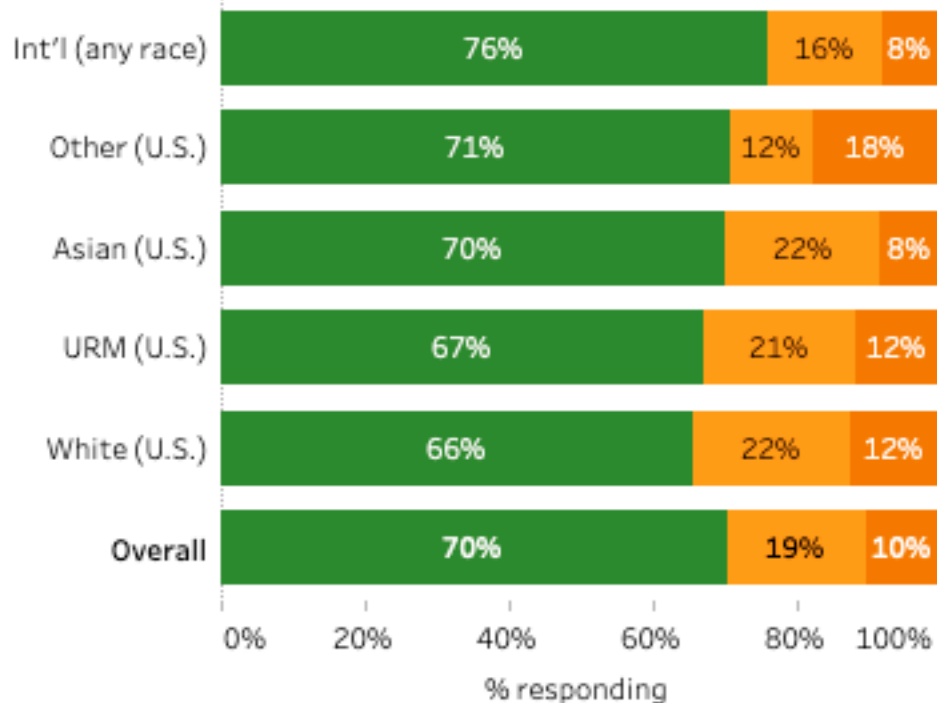
Rate the extent to which the following have been obstacles to your academic progress in the last year:

Relationship with advisor

Excellent Very g... Good Fair Poor



Not an obstacle A minor obstacle A major obstacle

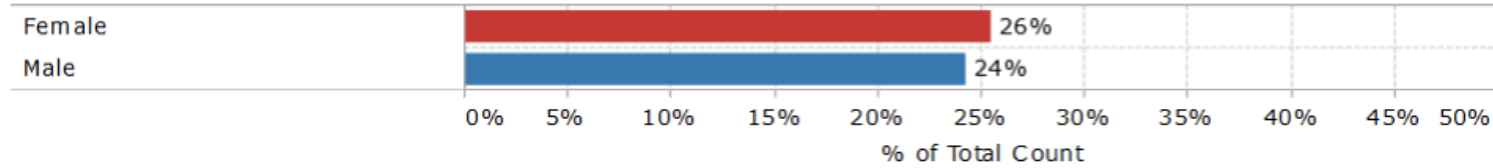


# Percent of Undergraduates with cumulative GPA in top 25% of college, Fall 2017

Pick Fall Term:

Fall 2017

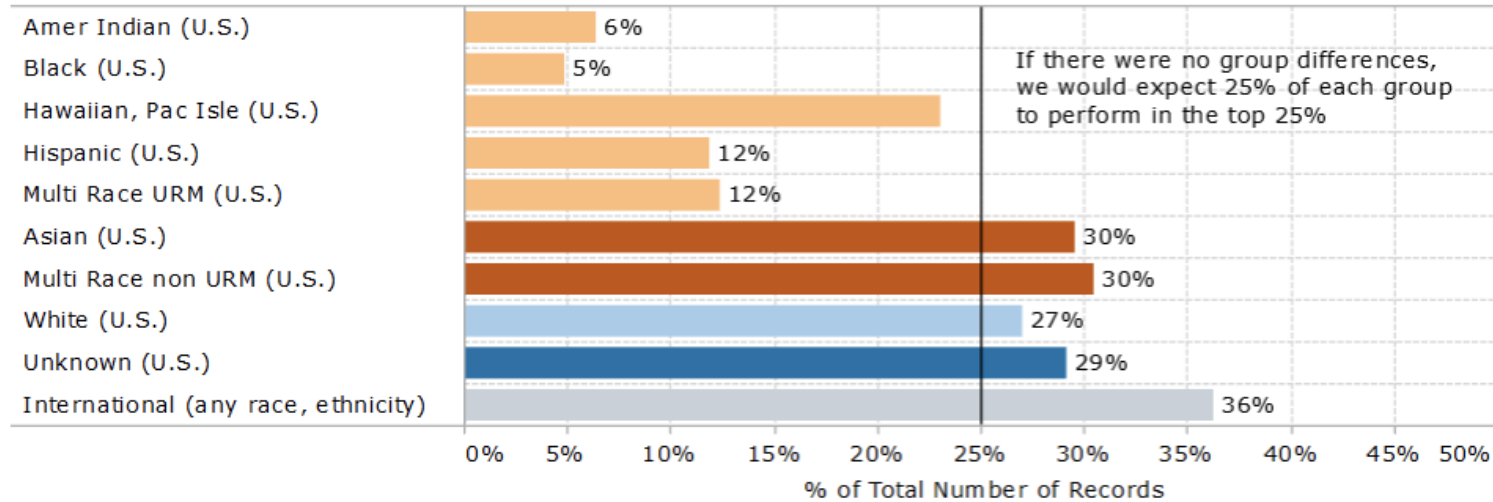
## Sex



## Total UG\*

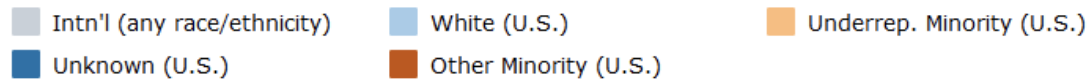
5,661
5,184
10,845

## Ethnicity



## Total UG\*

47
682
13
1,377
226
2,047
266
4,258
831
1,098
10,845



All results shown here are from the Graduate Student Experience Survey of PhD students conducted in the spring of the stated year.

Select a social identity group for comparisons:

Race/citizenship

Survey year:

2019

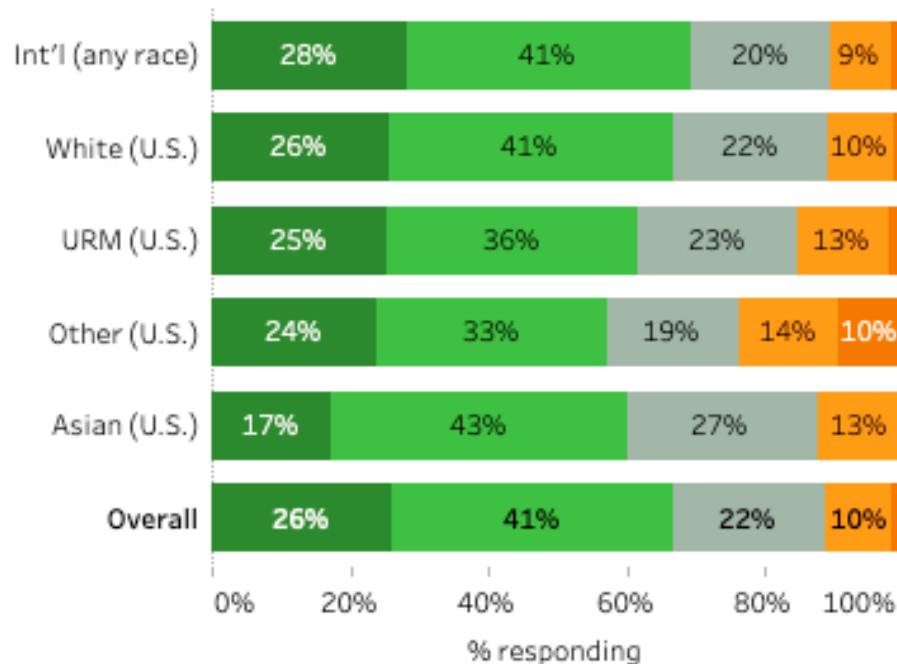
Please rate each of the following:

Your academic experience at Cornell

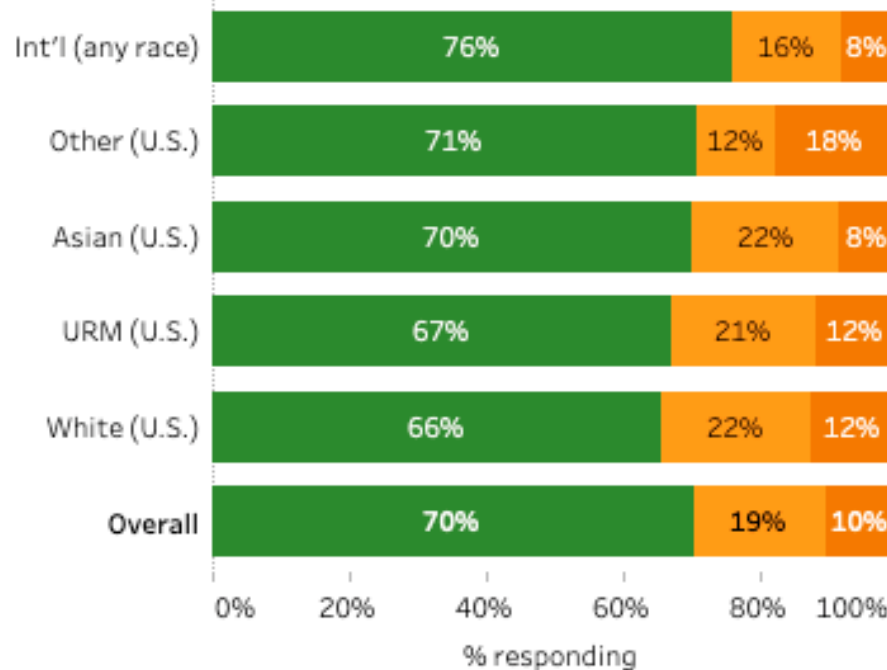
Rate the extent to which the following have been obstacles to your academic progress in the last year:

Relationship with advisor

■ Excellent
 ■ Very g...
 ■ Good
 ■ Fair
 ■ Poor



■ Not an obstacle
 ■ A minor obstacle
 ■ A major obstacle



Please rate the extent to which you agree or disagree with the following statements:

■ Strongly agree
 ■ Generally agree
 ■ Neither agree no...
 ■ Generally disagree
 ■ Strongly disagree
 ■ Don't know

# What was the most positive aspect of Cornell?

My advisor was not only a mentor, but has become a collaborator. She was a great advocate for me and continues to be in my corner...

My advisors have enlightened me a lot, not only in terms of intellectual rigor, but also in terms of their generous and genuine attitudes towards students.

I became adept at things I did not think that I could do; my weaknesses became strengths (quantitative data analysis!). My committee was excellent. Unified and they worked well together. They pushed me hard in directions I struggled with, but they were fair and transparent. Their demands improved my abilities as a scholar. My adviser was incredible. Committed, kind, and humane...

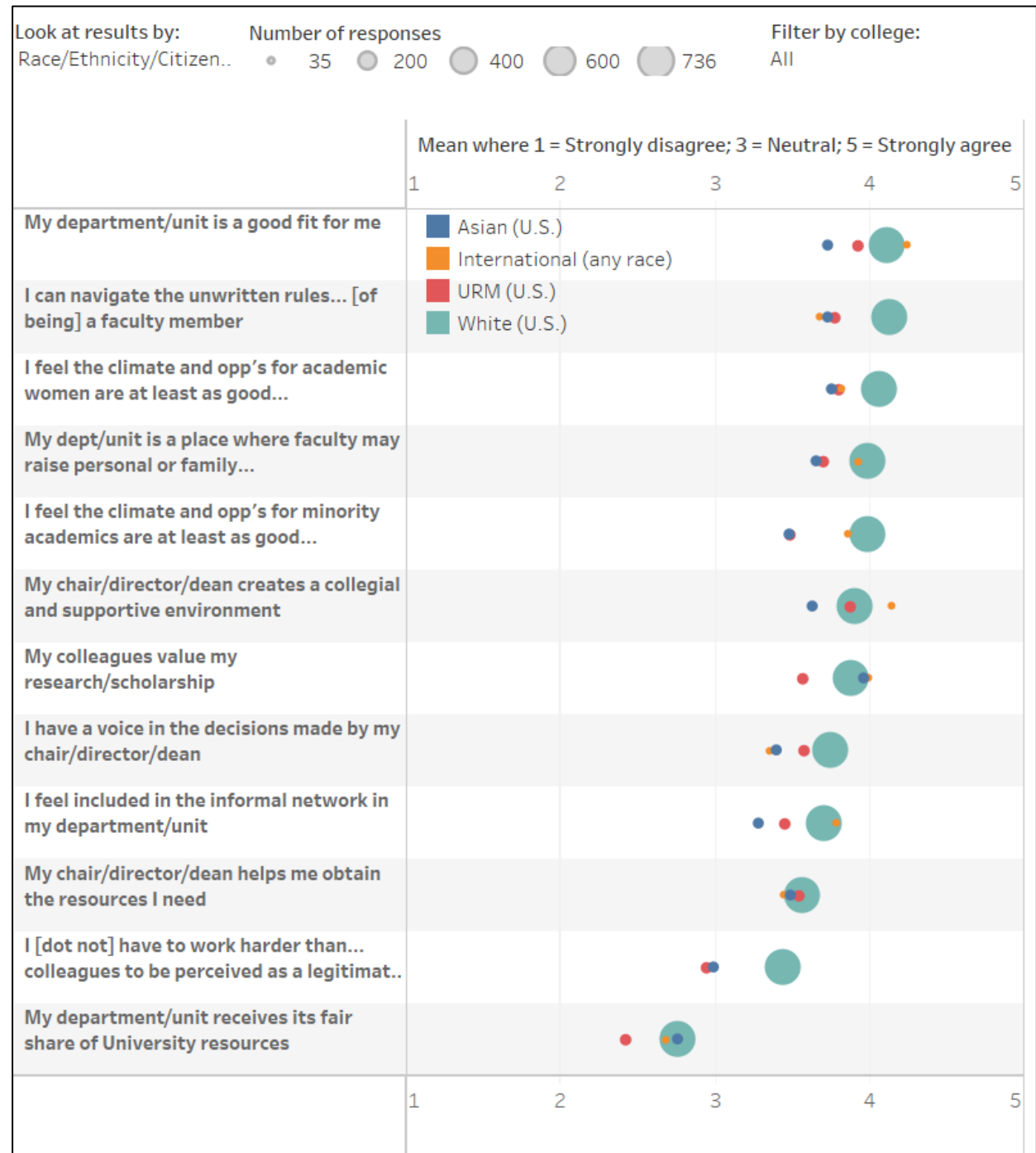


# What was your biggest challenge as a Cornell graduate student?

Racism. The faculty in XXX have no idea how to talk to students concerning issues of racism and other injustices. I entered this program stereotyped, and faculty members vocalized their own preconceived notion of who they expected me to be. Once I didn't fit the mold that they had imaged I was, everyone turned their back on me. It wasn't just the faculty that engaged in racism, but the second-year graduate students when I was a first-year. I had a XXX fellowship...due to this, everyone decided that I had come in with "colored" money, and therefore not worth their time.

Two: first, watching the dramatic difference between how I as a white woman was treated by the department and institution generally and how my colleagues who are women of color were treated was absolutely awful. More awful for them to have to experience microaggressions, demeaning comments, and dismissive/disrespectful behaviors, but the knowledge that whatever ease I found at Cornell had at least as much to do with my whiteness as it did with any "fundamental goodness" in the organization was challenging for me.

# Faculty Work Life Survey



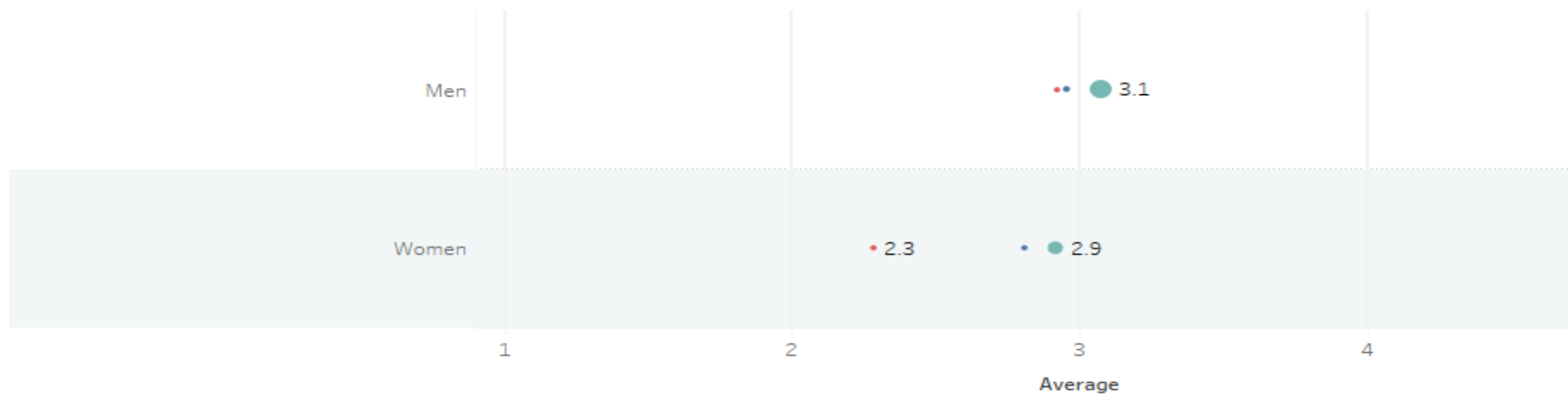
### How would you characterize the climate at Cornell for academics like you?

(1=very disrespectful, 3=neither respectful nor disrespectful, 5=very respectful)



### Cornell demonstrates a strong institutional commitment to diversity.

(1=strongly disagree, 3=neither agree nor disagree, 5=strongly agree)



Marks

Asian

URM

White

Number of Records

27

100

200

300

433

# Aggressions and (Micro)Aggressions

1. **“(Micro) aggressions”** are subtle behaviors that lead someone to feel devalued. They reduce psychological safety and promote conformity or withdrawal to reduce chances of being a target
  - Speaking over others
  - Failing to acknowledge others’ good ideas, or perhaps even taking credit for others’ ideas
  - Being condescending
  - Showing little interest in someone’s opinion
  - Excluding someone from professional camaraderie
  - **They do not feel ‘micro’ to the person who experiences them.**
2. **Status differences** shape the flow of information
  - Who talks first; who wraps up a conversation
  - Whose vote carries more weight

# What do (micro)aggressions sound like in Higher Ed?

## What is said?

- Of course you'll get this grant, you're a woman/person of color.
  - They got this grant because they are a....
- Don't worry about your tenure, they're not going to turn down a woman/person of color.
- Students in a lab: don't worry, you'll get into grad school. They want more women in our field...
- Can you join this committee -- we need to hear women's voices/Black voices.
- I think we've made enough offers this year to women/people of color (hires/admissions)
- Every kid now claims some disability. I don't think they're justified.
- Now what? This student's request for religious accommodation is just laziness
- In meetings, colleagues report being talked over; not getting credit for what they say.

## What is heard?

- You're inferior, but you get by because of your identity
- You are all the same because of your identity
- Your struggle is not real
- You think people of my religion are lazy
- When someone else says this, it matters more – they are being heard -- I am not being heard.