Diversity & Inclusion
Professional Development Programs 2015-16

Programs can be scheduled “in house” by colleges/administrative units who design a 2015-16 Toward New Destinations (TND) initiative with a professional development component.

Pre- and post-program surveys to measure impact of program will be available to colleges and units.

Please note that presenters have limited availability.

Toward New Destinations Professional Development Programs

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Note: On April 8, 2015, Executive Order 13672, Affirmative Action Sexual Orientation and Gender Identity became law. As a federal contractor, it is important that Cornellians understand the regulations regarding sexual orientation and gender identity in the workplace, so that we can remain in compliance with the new law. The following workshops also provide an opportunity to expand our commitment to diversity based on sexual orientation, gender identity, and gender expression.

The following two workshops are available (in either 90-minute or 3-hour format) to three college/unit groups in 2015-16. Pre- and post-tests, which can be used to measure the impact of the program on participants’ knowledge, understanding, and attitudes, are currently being developed and will be available for use with this program. First come, first served. To schedule a college/unit program, contact Brian Patchcoski, Associate Dean/Director LGBT Resource Center, bjp86@cornell.edu.

**Safer People: Safer Places LGBTQA Support Network**
Registration limited to 30 participants
The Safer People/Safer Places network seeks to create a safer and more inclusive environment for all members of the campus community by reducing heterosexism, homophobia, biphobia, transphobia, and queerphobia. After completing this program, participants will be able to:
- Define common concepts and language relating to sexuality and gender identity
- Explore the experience of homophobia, heterosexism and genderism
- Identify specific actions to create welcoming, affirming and inclusive space for people marginalized by their sexuality and/or gender identity

**Trans* 101**
Registration limited to 30 participants
This workshop explores basic terminology associated with the transgender and/or gender non-conforming community, engages participants in a discussion around gender non-conforming issues, processes, and highlights some of the challenges encountered by these community members.
Race

Race, the Power of an Illusion
This series of 3 one hour-long videos produced by PBS is best viewed as three separate programs, guided by a trained facilitator. Pre- and post-tests, which can be used to measure the impact of the program on participants’ knowledge, understanding, and attitudes regarding race, are available for use with this program.

Series Overview: The division of people into distinct categories—“white,” “black,” “yellow,” “red” peoples—has become so widely accepted and so deeply rooted in our psyches that most people would not think to question its veracity. This documentary tackles the theory of race by subverting the idea of race as biology, tracing the idea back to its origin in the 19th century.

- Video One: The Difference Between Us examines the contemporary science—including genetics—that challenges our common sense assumptions that human beings can be bundled into three or four fundamentally different groups according to physical traits.
- Video Two: The Story We Tell uncovers the roots of the race concept in North America, the 19th century science that legitimated it, and how it came to be held so fiercely in the western imagination. The episode is an eye-opening tale of how race served to rationalize, even justify, American social inequalities as "natural."
- Video Three: The House We Live In asks, If race is not biology, what is it? This episode uncovers how race resides not in nature but in politics, economics and culture. It reveals how our social institutions "make" race by disproportionately channeling resources, power, status and wealth to white people.

Contact Vivian Relta at ver1@cornell.edu or Liz Field at lizfield@cornell.edu.

Race and Gender Dynamics
This one hour program provides an introduction to how our assumptions are often influenced by stereotypes and unconscious bias. Participants view a four minute video, followed by a facilitated discussion about stereotypes and assumptions, and an introduction to the concept of unconscious bias. Pre- and post-tests, which can be used to measure the impact of the program on participants’ knowledge, understanding, and attitudes regarding unconscious bias, are available for use with this program.

Maximum audience: 50. This program will be available to a limited number of college/unit groups in 2015-16. First come, first served.

Contact Vivian Relta at ver1@cornell.edu.
Disability

A group of disability specialists on campus is currently interested in collaborating with colleges/units to develop TND professional development focused on disability issues and customized for faculty, staff, or students. If you are interested in incorporating professional development in this area, please contact Ruth Katz (rk563@cornell.edu / 5 – 7006)

Making the Strategic Case for Disability in the Workplace
(eCornell program)

This course provides the necessary tools to enable leaders to build a case within their organization on how inclusion of people with disabilities can add a significant advantage to the organization’s strategic plan.

Topics Covered:
• Why individuals with disabilities should be part of a human capital strategy
• Myths and misconceptions about people with disabilities
• How to successfully recruit this talent pool
• Aligning these efforts with an organizational strategy and global imperatives
• How to get implementation in your organization

Who Should Enroll:
This course is designed for human resource practitioners, managers, business partners, communications managers, or other professionals responsible for hiring and retaining talent. Eligible for one contact hour of credit from the Commission on Rehabilitation Counselor Certification (CRC) and/or one contact hour of credit from the HR Certification Institute (HRCI).
Cornell Interactive Theatre Programs

Colleges/administrative units can also contract directly with CITE to schedule an “in house” program. During 2015-16, CITE will provide programs to colleges and units who have scheduled them as part of their TND initiatives to colleges/units at a reduced rate. Contact danecruz@cornell.edu for more information and to schedule programs.

Your Story, My Story

The purpose of this theatrical program is to provide an opportunity for administrators and staff to hear, explore, and experience each other in a way that illuminates their similarities rather than their differences.

The goal for the theatrical piece is to bring to life accessible characters who are fully human, both credible and fallible. The theatrical piece will introduce eight characters who share their own stories about the following topics:

- Assumptions around age
- Sexual orientation
- Biracial and multiracial families
- Local versus external hires
- Status and hierarchies
- Communication style
- Family challenges around health and illness
- Conservative perspective in a liberal environment

The primary objective is to stimulate discussion about the opportunities for greater understanding of diversity and inclusion. Listening to the stories of the characters in the theatrical piece will provide an opportunity for learning about:

- Experiences of exclusion and inclusion in the workplace
- Experiencing empathy for and identification with all of the characters
- Seeing the commonality of our human experience that flows underneath all the stories.
- Our own unconscious bias

Proposed Program Timeframe: 2 hours for up to 125 participants

Understanding Unconscious Bias and Micro-Inequities

This program may be used as a follow up program to “Your Story My Story” or as a stand-alone program. The goal for this program is to bring to life the stories of two characters from “Your Story, My Story” who experience challenging interactions that make them feel judged or stereotyped. The audience can experience and understand each character to more fully understand how unconscious bias and micro-inequities impact the workplace.

Learning objectives of the program are designed to stimulate discussion about opportunities for greater understanding of diversity and inclusion, including:
• Understanding “unconscious bias”
• Providing a definition of micro-inequities/unconscious bias that people can relate to
• Recognizing behaviors related to micro-inequities and discussing how we might limit those behaviors
• Identifying strategies of what can be done on personal, interpersonal and group levels
• Identifying skills that are useful in creating a climate of respect: Listening for understanding, especially when we think we are different from one another

Program
Two scenes followed by brief monologues depict how characters experience being stereotyped followed by discussion, PowerPoint on unconscious bias and micro-inequities and small group work using case studies that give examples of micro-inequities.

Proposed Program Timeframe: 2 hours for up to 50 participants

“It Depends On the Lens: Addressing Unconscious Bias in the Staff Search Process”
The Cornell Interactive Theater Ensemble and the Cornell University Recruitment and Employment Center worked very closely to develop this interactive scenario on unconscious bias in the staff search process.

In this workshop for hiring managers, supervisors and search committee members, participants watch a filmed scenario of a search committee meeting, as five staff members begin to articulate their opinions about candidates for the short list. Following the scenario, the participants have an opportunity to ask two of the characters questions about the meeting. The CITE facilitator conducts a guided discussion of the participants responses to the scenario and the characters. This discussion is followed by a research talk on unconscious bias, describing the studies used to develop the interactions depicted in the scenario. The session concludes with a discussion of best practices for combating unconscious bias in searches.

Objectives:
The objective of this scenario is to depict a complex, realistic, group interaction in order to stimulate group discussion about:
• the behaviors, perspectives, emotions, assumptions and biases of the members of the staff search committee as they evaluate applicants during a discussion of materials submitted for review
• unconscious bias which undermines fairness in the search process because of the tendency to evaluate applicants in a way that puts ‘minorities’ at a disadvantage
• the onus of responsibility for recognizing racial, gender and other forms of bias in the evaluation of applicants and for challenging our implicit hypotheses about applicants

Proposed Program Timeframe: 2 hours for up to 125 participants
Social Identity Profile

Theme: to more fully understand “how we think about how we think” about identity, inclusion, exclusion, and moving towards accomplishing our goals for enhancing the work place climate that is inclusive of all its members.

Background

This program will use and build upon the institutional experience and extensive research from University of Michigan’s Intergroup Dialogue Program (IDP) that is now part of Cornell as of fall 2012. The IDP model is used in conjunction with the Cornell’s former program, the Human Relations Training Program (later known as Peer Educators in Human Relations) that informs the core curriculum. This program will feature 2 teaching models from both programs that address the identified training theme.

Proposed Program Timeframe: 2-2 ½ hours

*A 3 hour version of this program would include an exercise that examines inclusion and exclusion from the participant’s life experiences.

First model: Social Identity Profile

Objectives:

- To help participants begin to understand the concept of social group identities and multiple identities
- To practice and further enhance dialogue skills (listening, restating or summarizing)

The purpose of defining social identity groups is to allow participants to explore their own group memberships and the various roles multiple memberships play in our lives. The concept of group membership and multiple identities may be new to some participants and the focus will be on developing common ground on which to relate while understanding the complexities and fluidity of social group categories.

Second model: Cycle of Socialization

Objectives:

- To provide a common language to name, analyze and discuss how we are socialized about our multiple identities
- To provide participants an opportunity to listen and share with others about their own personal, interpersonal and group identities while using the Cornell Skills for Success

The purpose of using this cycle is to examine our socialization into identities that accord more or less privilege (for example, being white, affluent, heterosexual, being Asian, an immigrant, low income). This model can be used to begin a dialogue in which we consider our individual story of socialization on any identity we identified in the social identity profile. This structured interaction will involve participants from different backgrounds in active learning as we consider how socialization has shaped us.