



Date: April 12, 2019

Memorandum to: Andrew D. Hamilton, President
Katherine Fleming, Provost

From: Wen Ling
Chairperson, T-Faculty Senators Council
A/Y 2018-2019

Subject: T-Faculty Senators Council Resolution: Education Against Racism at NYU

We are very proud to report that today the T-FSC came together to look past our diverse perspectives and experiences of racism. We debated and discussed the complex topic of racism and listened and heard each other, and driven by our mutual respect and devotion to making NYU a place that we all wish deeply to belong to, the T-FSC came together to pass this anti-racism resolution. We intend that it will empower you to lead our university in a comprehensive and ideally mandatory program that will limit the race-based bias that prevents NYU from achieving the excellence we are all committed and working towards.

cc: Richard S. Baum, Chief of Staff to the President
Ellen Schall, Senior Presidential Fellow
Gigi Dopico, Vice Provost for Undergraduate Academic Affairs
Carol Morrow, Vice Provost
Lisa Coleman, Senior VP for Global Inclusion, Diversity, and Strategic Innovation
Nicholas Economides, T-FSC Vice Chairperson
Amanda Watson, T-FSC Secretary
André Fenton, T-FSC Inclusion, Equity, Diversity Committee Co-Chair
Darcey Merritt, T-FSC Inclusion, Equity, Diversity Committee Co-Chair
Mary Killilea, C-FSC Chairperson

EDUCATION AGAINST RACISM AT NYU RESOLUTION

PREAMBLE

The T-FSC is aware that *The Role of Critical Race Theory in Higher Education* (2010) by Hiraldo indicates that systems of higher education based on cultural norms, expert opinion, and tradition can provide racist and oppressive infrastructures, which can challenge acknowledgement of lived experiences of people of color and impede diversity initiatives; and

That essays collected in *Our Compelling Interests: The Value of Diversity for Democracy and a Prosperous Society* (2017) edited by Lewis and Cantor suggest that racism unaddressed in institutions of higher education contributes to crisis and instability, impacting student enrollment, graduation, career success, and faculty retention; and

That acts of exclusion and microaggression transcend race, as addressed in *The Everyday Language of White Racism* (2009) by Hill and “Welcome to America? International student perceptions of discrimination” (2007) in *Higher Education* by Lee and Rice; and as evidenced in the *Being@NYU Assessment*, members of our community also endure exclusion and bias due to their language, gender, religion, nationality, culture, sexual preference, and physical ability; and

That studies, such as *Racism and Health I: Pathways and Scientific Evidence* (2014) by Williams and Mohammed, indicate that institutional racism creates and sustains a hostile environment and nurtures a culture of silence and fear of retaliation among targets of discrimination; and

That no credentialed, matriculated student should be excluded from our academy, explicitly or implicitly; and that no students, faculty, staff, or administrators of color should suffer from racism, bias, or microaggressions; and

That studies such as *The Diversity Bonus: How Great Teams Pay Off in the Knowledge Economy* (2016) by Page suggest that the eradication of racism, bias, and microaggression in academia has quantifiable benefits; and *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World* (2017) edited by Paris and Alim, suggests that increasing the diversity of students and faculty is insufficient to redress present inequities; and

That discussions of racism can be uncomfortable and the impact of race discrimination easily dismissed by those who have not endured it; and people of color who participate in these discussions often suffer a “racial battle fatigue” identified by studies in *Confronting Racism in Higher Education: Problems and Possibilities for Fighting Bigotry and Isolation* (2013) edited by Brooks and Arnold; and

That studies, such as *Long-term reduction in implicit race bias: A prejudice habit-breaking intervention* (2012) by Devine et al., indicates that anti-racism education and training may help to modify overt behaviors relating to unintentional racial bias; and a Faculty silent on these issues undermines the excellence for which New York University strives.

WHEREAS, in *Reckoning with Racism at NYU Silver* (Feb. 20019), the Silver School of Social Work Deans report that a Black student “received an email from a peer in his class that expressed racism against a Black student,” and

WHEREAS, the Silver School of Social Work Deans state “this incident took place in a broader context of ongoing institutional racism at Silver, especially in classrooms” and express a commitment to improve the situation in their School; and

WHEREAS, data in the *Being@NYU Assessment of Climate for Learning, Living, and Working* suggest that the situation at the Silver School is not anomalous; and that “a higher percentage of Black/of African Descent respondents (60%, n = 889) and a lower percentage of White respondents (5%, n = 323) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their racial identity when compared to other groups by racial identity;” and

WHEREAS, the substantial progress New York University has made towards a more diverse, equitable, and inclusive community, especially under the present administration, encourages that we increase our anti-racism educational efforts; and

NOW, THEREFORE BE IT RESOLVED

That New York University undertake to provide anti-racism education for its faculty, students, staff, and administrators; and

FURTHER RESOLVED

That New York University designate support and resources to provide assessment, oversight, and anti-racism education in all Schools and departments, and promote actions to empower those students of color, who bear the brunt of discrimination; and

FURTHER RESOLVED

That New York University institute yearly evaluations of anti-racism practices across all Schools, faculty, students, staff, and administrators.