

Episode 4: Does Diversity Include White People?

Released on April 27, 2019

- Angela Winfiel...: Welcome everybody. You are listening to the Inclusive Excellence Podcast. I'm one of your co-hosts, Angela Winfield.
- Sherron Brown: And I'm Sherron Brown.
- Angela Winfiel...: Today, we are talking with two of our colleagues.
- Sherron Brown: We have Sarah Jefferis, and she's a lecturer in the Department of English College of Arts and Sciences. And we also have today, Mike Bishop, and he is a Director of Student Leadership at the Office of Engagement Initiatives. Welcome both of you.
- Mike Bishop: Thanks.
- Sarah Jefferis: Thanks. It's great to be here.
- Angela Winfiel...: And before we get started, we've got some great questions for you. I know we're going to have a wonderful conversation. Sherron and I do have to regretfully-
- Sherron Brown: Yes, it hurts my heart.
- Angela Winfiel...: ...to say farewell to our friend and colleague, Cornell Woodson, who was your host on this podcast.
- Sherron Brown: Yes, he was my co-host. He brought all kinds of good energy and good conversation to the Inclusive Excellence Academy network of programming that we do. He has regretfully left the university.
- Angela Winfiel...: Well, regretfully for us, right?
- Sherron Brown: For us.
- Angela Winfiel...: For him, it's a wonderful move. He is out in California, soaking up the sun, said goodbye to all of these upstate New York winters, and is doing global diversity and inclusion at a startup there. So, we're really proud and excited for him.
- Sherron Brown: Yes, I am.
- Angela Winfiel...: And he'll be back, right?
- Sherron Brown: Yes.
- Angela Winfiel...: He promised us.
- Sherron Brown: He promised. He promised. And I know he's listening to this. So [crosstalk 00:01:25] come back and visit.

Episode 4: Does Diversity Include White People?

Released on April 27, 2019

- Angela Winfiel...: So, we have, again, we have Mike Bishop and Sarah Jefferis. Welcome. Welcome to the pod cast.
- Sarah Jefferis: Thank you.
- Angela Winfiel...: Could you tell us... So, Sarah and we introduced you, we know you are a lecturer here in English, but I also know that you are a poet, author, and mama.
- Sarah Jefferis: Yeah.
- Sherron Brown: Yes.
- Angela Winfiel...: Can you tell us a little bit about that and then a little bit about yourself?
- Sarah Jefferis: Well, I was raised in Virginia, and I grew up in a really small house where the lights were rarely on. And I was always hungry, but I had books. And books were the things that saved me. So, I often got fed at the church, but my mom, who is a wild, interesting woman and a wonderful woman who did the best she could, gave me Langston and Emily Dickinson really early. So, I read early, and I knew that books were the way that I could get out of Virginia and get out of the situation that I was in very early on. So, I think that is what in fact would be one of the many things that made me a poet early on.
- Sarah Jefferis: I'm a mama of two girls, they are 13 and nine, and I feel deeply honored to raise powerful feminists in this day and age. And I have two books of poetry. One is called Forgetting the Salt and the other is What Enters the Mouth. And I have other collections forthcoming.
- Angela Winfiel...: Wonderful. And Mike, how about you? Can you tell us a little bit about yourself? Where are you from?
- Mike Bishop: I grew up in this region on the other side of the Finger Lakes and in a very small community, Mount Morris, New York, and my family has very deep roots there. And really, growing up in that small town gave me a sense of what community means. My grandmother was one of several siblings who all settled in that County, and so growing up, I always had first cousins, second cousins, third cousins in my classrooms. And thinking about how tight knit the community was, if one was white and straight and a man and so on, and the other hand it opened my eyes to folks who were definitely other in that small town. And so, I brought with me a lot of those experiences in my travels from Boston to Oakland, now back to this area, and it's really helped shape how I think about community and my work in supporting students in getting involved in their off campus communities here at Cornell.
- Angela Winfiel...: Well, that is wonderful. And you know, this podcast is about diversity and inclusion, and we usually do a question of the day. And Mike, you've

Episode 4: Does Diversity Include White People?

Released on April 27, 2019

already started to take us there. You've mentioned being white, straight, and male, so our question for today is, does diversity and inclusion really include white people? And before you answer, I have one question for both of you since no one can see us. How do you identify in terms of diversity and inclusion? What are your pronouns? How do you describe yourself? What are some of the labels that [crosstalk 00:04:35]?

Mike Bishop: My pronouns are he, him, his. I consider myself an anti-racist organizer when I'm not working at Cornell. And so, I'm very active in my local communities. I mentioned race and gender and sexuality, but I also believe that coming from a middle class background, being raised Catholic, I had certain advantages and privileges, unearned benefits that I continue to unpack in my life, and so I've been fortunate to have met mentors along the way who have supported me in thinking about my role in supporting students and being active in communities. And I definitely think there's a place for folks from privileged backgrounds to be in conversations, especially when we're asked to, and at the same time, I believe that it's my responsibility to support those who do come from so-called dominant backgrounds in this country, meaning white or middle-class or Christian and so on, to support them and educate those of my own kind, so to speak. Because I think it's imperative that folks with privilege are in these conversations, partly for the benefit of all communities, but partly for my own benefit, including ensuring that morally, spiritually, intellectually that I am trying to be the best I can in the world. But also, that I have a responsibility based on the mentors who have supported me, the people who've invested in me, to be a part of conversations like this.

Angela Winfiel...: Absolutely. That's incredible. Question for you, though, because you said that you benefit from this as well. What benefit do you get from doing this work?

Mike Bishop: So many. I feel connected to a larger community, and so as one example, I'm a volunteer with the Multicultural Resource Center. I've been spending a lot of evenings the past few months there, and just this past Monday, left a very powerful conversation. And oftentimes, I find that that is grounding for me. It helps me connect with folks who I wouldn't normally come in contact with if I just let the inertia of my day-to-day life carry me down the river. And so, I think that whatever system we could call it does a very good job of keeping us isolated from each other, and it takes a little extra effort to put ourselves in contact across these differences of race or ethnicity and so on. And so, during the work that I do in supporting students to get off campus, I also often find that I find solutions to my challenges in community, and I could bring those back to campus and then work with students in a new, more powerful way. And so, my personal involvement has definitely benefited my effectiveness as a professional in this area.

Sherron Brown: That's the perfect example of walking the walk.

Episode 4: Does Diversity Include White People?

Released on April 27, 2019

- Mike Bishop: Trying to.
- Sherron Brown: [inaudible 00:07:36].
- Sarah Jefferis: Yeah, I was just thinking about that. So, my pronouns are she and her, and I've been thinking a great deal about diversity and inclusivity, particularly in relationship to intersectionality which is how I come to the table with that same question. So, I think, deeply, that we all exist in both places of privilege and oppression often at the same time, and so if we ask the question around diversity and inclusion, I think we're also asking a question around intersectionality identities. So, when I am asked to come to the table around diversity inclusion, that sort of-
- Sherron Brown: As a white woman.
- Sarah Jefferis: As a white woman, as a white, bisexual woman, that's where I come to the table and saying, "How does one sexual identity intersect with one's gender, which intersects with one's race, which intersects with one's class? Right? I could also say, as a bisexual first gen, low income woman from the South who is a single mama, if you want to add all those things on to the identity piece, I think our identities are really complicated and complex, and we can't ask questions around diversity and inclusion unless we're looking at all of the parts of the identity, both the visible and the invisible at once.
- Angela Winfiel...: So, how did you first dip your toe into this diversity and inclusion space? In the work that we do, Sherron, oftentimes don't we hear people are nervous?
- Sherron Brown: Yes. That comes up a lot. That comes up a lot as people who are involved in diversity inclusion conversations, depending on the label that they where, or maybe even how they present, they are nervous about having conversations, because diversity inclusion, it can be uncomfortable. It can be a little hard. And especially in your place of employment, it feels like there's some risk, so yeah.
- Angela Winfiel...: And they may not see themselves in the conversation. So, for you, I know I'm not going to say you speak for all white people because you don't, right? You speak for yourself, but as members of the majority in terms of phrase, how did you dip your toe in?
- Sarah Jefferis: Oh, that's a great question. I think I would say first books, right? In terms of the sense of, "Okay, my mom said, 'Here's Emily Dickinson. Here's Langston Hughes. Here are speeches by Martin Luther King.'" So,, like very early knowing all different kinds of communities. I grew up in Southern Virginia in a weird place called Colonial Williamsburg, where many people dressed up and pretended to be British to reenact Colonial America. So, my first understandings of diversity and inclusion and questions around race came steeped in 18th century history and in

Episode 4: Does Diversity Include White People?

Released on April 27, 2019

colonialism. So, that's sort of where I first got it intellectually. Also, I would say my mom had a really, really good friend who was a mechanic, and so he would often take me to his church. And in that moment, I was the little white girl in the Black Baptist church, but I also knew for him to hang out with my mom, deeply, would have cost him his life in Virginia at that time. Because in that moment, he was a man of color, but my mom moved us between both communities.

Sarah Jefferis: So, it's a question of asking like, when did I choose to do the work of diversity? But also, when did I understand race and class and diversity and inclusion early on/ Right? I think where I grew up has a huge part of that for me. Also, I would say that diversity inclusion are asking questions about race and ablebodied-ness and that people may be nervous. I think they are nervous because you're asking questions about power.

Angela Winfiel...: Were you nervous when you started this progression of, "I want to go there," right? So when you were a little girl and you were the white girl in the Black church-

Sarah Jefferis: Right? Was I nervous?

Angela Winfiel...: ... what did that feel like? Did you know at that point?

Sarah Jefferis: I did not feel nervous. I felt welcomed, but I also remember wondering, his name was Roosevelt, I remember wondering what other people thought of him to bring a white woman and a white child into a Black Baptist church in the '80s in the South. I wondered how that felt for him and what his sisters thought of that. Right? but we were in a church, so everyone was like incredibly welcoming. But I was not nervous.

Sarah Jefferis: I teach freshman writing, right? So, diversity for me is also about bringing up vast amount of texts that come from a bunch of different authors from a whole different amount of communities. I don't think I get nervous. I have students who push back. I have students who say, "Why are we talking about issues of race? Why are we talking about issues of class? Why are we talking about issues of gender? I came to ask about the semi-colon." Right? Like, "I came to ask about the comma." They're like, "Dr. Jefferis, I came to ask about the comma."

Sherron Brown: Yeah, semicolon is a gateway conversation.

Sarah Jefferis: Right? And I'm like, "Okay, well we're going to take [Tamahashi Kota's 00:12:59] text, and then we're going to look at the grammar." I was not nervous. I was aware that I had students, when I have taught at different places, push back. Not here at Cornell, but in other places, really push back. And really ask questions for me about, "What does it mean to be an immigrant? What does it mean to be a citizen? Why are you teaching these texts?" I ask that question of myself all the time.

Episode 4: Does Diversity Include White People?

Released on April 27, 2019

- Sherron Brown: Right.
- Sarah Jefferis: Right?
- Sherron Brown: Yeah.
- Sarah Jefferis: Right? Like what permission do I have to teach a variety of voices?
- Angela Winfiel...: Okay. We're going to get to that. We're going to [Inaudible 00:13:39] get to that. This is juicy stuff. Now, Mike, how did you dip your toe in?
- Mike Bishop: I think it was through my first career working with court committed youth that I saw right away that the staff that I was a part of, the professional staff, we were very different from the demographics of the youth that we were working with. Looking backward, and this is what I encourage students to do all the time, is to integrate their experiences. There's that experience working in rural Missouri, in Washington DC, working with youth on probation, and really, then, it took me a while to make sense of even some childhood experiences that I had as well. And similarly, I was fortunate that my family was befriended by an African American family as we were growing up.
- Mike Bishop: And as one example, I was fortunate to spend time with some of the siblings, the son who was about my age, and here's just one example where the son's nickname was Man. And I asked my parents, "Why is this nickname Man"? And they said, "Well, his parents want to make sure no one ever calls him boy." And I thought, as a 12, 13 year old, "What?" trying to make sense of that. And so, that's where, again, being fortunate to have folks in my life who, teaching by example or just being in my life, planted seeds that later have been bearing tremendous fruit. I've made some incredible mistakes in getting involved. I've been in large lecture rooms in university diversity trainings and asked a question and had a response that I felt was I took to heart, and I was thinking that, "Well, that wasn't a fair response." But then after thinking about it, I thought, "Well no, wait, actually, who was I to ask that particular question or make that particular comment?"
- Mike Bishop: And so, as I dip my toes, as I've gotten more involved, I've made a lot of mistakes, and I've been willing to hang in there mainly because of the supportive mentors who've encouraged me to stick with this work. And ultimately, to see that race is central to the work that I do in communities now, but it's only through, again, being exposed along the way to difference, to friends, now lifelong friends, and hanging in there even when I made mistakes.
- Angela Winfiel...: Because we all make mistakes. Right?
- Sherron Brown: Yes, we do. We do. And then, do you feel like, although you've been at this work for a long time, that there are still moments where you feel like

Episode 4: Does Diversity Include White People?

Released on April 27, 2019

you're still dipping your toe? Even though we submerge ourselves in the subject matter, in the diversity inclusion work and conversation, there's still some areas that are still new to us, even in 2018, just learning the new terminologies and things like that. And I find that, for me, I'm always learning. I am always learning a different intersectionality that I never even thought about before, so I love that whole process.

Sarah Jefferis: Yeah, I would agree. I feel like, I don't know that I've been doing this a long time, and there is a lot to learn around intersectionality, but also around that idea that we all carry our individual and historical selves into the room and that people may read our historical selves first. Right? And so, because my energy is very warm and I'm very outgoing and I trust deeply, I recognize that not everyone will meet me with the same amount of trust because I'm a white woman.

Sherron Brown: Right.

Sarah Jefferis: Right? And to not even expect people to meet me immediately with that same amount of trust right away, right? And not just in making a mistake about how much trust is given or earned or when it can be earned, but also that same sense of I may be read as a white woman first, right? Versus a mama or a poet or a woman who's so proud to be first gen, like those kinds of things that may be in the forefront of my identity may not be the way that I am interpreted.

Sherron Brown: Exactly.

Sarah Jefferis: Right? And those can create great moments of conversation, but also confusion, if that makes sense.

Mike Bishop: And I'll just add, students have been some of my greatest teachers, that especially where I'm encouraging students to step off campus. So, there's often a cultural divide between communities that our universities are located in, in the wider community, and as I supported students serving in New Orleans for 10 years, at a certain point we had tremendous success and had two students leading our trip to the Lower Ninth Ward, the historical Black community there, which had the highest rate of Black home ownership in the nation before Hurricane Katrina. And these two young men, when some challenges came up, called me in, in a very powerful way, and helped me to see that even though it wasn't my intent, I was having a very devastating impact on them and their community. And I'm grateful to both Anthony and Daniel for that, and we worked through that thankfully that they were willing to work through that. And again-

Angela Winfiel...: So, you know what I'm going to ask, right?

Mike Bishop: Okay.

Angela Winfiel...: Tell us about this. What happened?

Episode 4: Does Diversity Include White People?

Released on April 27, 2019

- Mike Bishop: So, what happened was, at many organizations on the ground working around racial justice issues or working with working class folks are hanging on by a thread, and so that was the case in New Orleans. And there was a particular organization there that I was connected with through a mentor in the Oakland Bay area, and so I had an inside track. And knowing as the students were coordinating this trip for 12 of their peers for a week over winter break, that what they were communicating and what I was hearing from on the ground were very different stories. And so, as I realized at a certain moment that in order for the professionally speaking, I put on the balance, the safety of the participants, not seeing that the impact it was going to have for me to remove these two men from leadership. Right? And they told me very clearly when we sat down in a cafe that, "Mike, but what this looks like is you as a white administrator removing us as African American men from a trip we had established with other African American students, that this is a case of injustice that we're actually trying to remedy in New Orleans."
- Mike Bishop: So, people stepped into leadership roles, and we did make the trip happen, but it was a learning experience for me. It really shook me because it was one of those... I thought I knew how to move in this space, and yet here I was making a very, I would say, grievous mistake that fortunately the two of them were gracious with me around that.
- Angela Winfiel...: And what helped you move through that? What tools or techniques did you use to not give up?
- Mike Bishop: Part of it was sitting with the discomfort, and now there's this notion of white fragility. And so, how easy it could be for me to remove myself from conversations because of my privilege and say, "Well, I'm just not going to do this work anymore." That in and of itself is a privilege. And so, part of it, as well, was the fact that I had found some mentors who had really supported me along the way, and so I was able to turn to them and say, "What do you think of this? Did I really overstep here?" And so, I mentioned it, my mentors Sharon Martinez, Tim Thomas, and others here like Cal Walker, I would put on that list and [inaudible 00:21:10] Cologne and folks who support my development. And so, having those trusted folks to turn to that I've established relationships with, and that's what's kept me in it, is the personal relationships and knowing that I have my mentors behind me now, even while I'm speaking. And it's not just because of a professional role I'm in, it's the relationships that I've developed with folks that keep me in this conversation.
- Angela Winfiel...: What about you, Sarah?
- Sarah Jefferis: What keeps me in the conversation?
- Angela Winfiel...: Yeah. Yeah. Yeah. What keeps you in?
- Sarah Jefferis: What keeps me in? I love, love, love, love teaching, so if I bring the text, for example, Citizen by Claudia Rankine... I'm not sure if you guys know

that text. It's an incredible poetry theory, cultural criticism text. And we do class discussions about it. I ask the personal question, "Who am I to bring a Jamaican American poet to these students? And who am I to talk about it?" But I also ask the question, "Where do they become the teachers in the classroom?" And because I believe in a culturally responsive pedagogy, because I believe in shared authority in the classroom, many of them get very excited about the text because there is something about Serena Williams and then there's something about basketball and then there's poetry criticism and then there's historical criticism. And so, I stay in the work because I can stay in it through literature and through those really... Sorry, I get excited [crosstalk 00:22:36] powerful moments in the classroom where the student says, "I didn't realize that about," fill in the blank, "About citizenship, about sexual orientation, about the female body, about the historical oppression of the female body. I didn't realize that before I came to this text, and now I see it differently."

Sarah Jefferis: So, those moments where their individual self and the historical self come together, I stay in it for... And I do also much, like Mike, feel greatly responsible for helping other young white women, especially who seem to be often blind to their positions of privilege, to ask questions about privilege and ownership and inclusion and what doors they are opening or closing for others. So, I stay in the work because I feel like I have a responsibility to it because of teaching and because of language. I think if we're going to ask questions about power and change, we have to ask really hard questions that no one else wants to talk about.

Sherron Brown: And there's so much power in making the hard questions not so hard. There's power in... Yes, there's an initial jolt when you hear a subject matter that's like, "Ooh, I'm revealing too much about myself," or, "Ooh, I'm afraid." But once you get past that fear, or past that sense of vulnerability, and you can speak honestly because, like Mike said, you have built a relationship. It's not just, "I'm sitting here in judgment, and I'm going to ask you all these questions." It's because we have a rapport. There's a relationship that has been cultivated, so that makes the conversation less and less uncomfortable to have. And that's when we can really get to a level of understanding ourselves and those that we impact.

Angela Winfiel...: Right. And, I mean, going back to Mike's version [inaudible 00:24:39] there are personal gratifying benefits that make us more effective as not only professionals but people, but particularly like at Cornell, here where it's so diverse, and we've got a wide swath of the population in all different aspects of diversity here. But how do we engage in that? And I think the two of you have shared some really great insights and about your experience and your journey and the path. As our kind of final thought here because we can keep talking all afternoon, I got a sense, what are your final thoughts to our audience, our colleagues out there in the university about white people being a part of the conversation? And does diversity and inclusion really include white people?

Episode 4: Does Diversity Include White People?

Released on April 27, 2019

Mike Bishop: A friend of mine recently shared with me, and I was fortunate to know Hip, and Hip said, "We're going to be fine. We Black folks, we're going to be fine. It's you white folks who need to do something about what's going on in this country."

Angela Winfiel...: Seriously.

Mike Bishop: Right. And that's coming from someone who's built strong community around himself, but I think there's something to that, that I'll call it white supremacy culture, it's something that's been initiated that's maintained mainly by folks who consider themselves to be white. And we can dissect what whiteness is, but a few things that I've learned from doing this work, from being active, and from finding support, is the importance of being visible and the importance of being accountable. And so, as I think about, "Is it my role to be visible? Or is it my role to create space for others to be visible in this case, and especially when I'm doing work in communities and organizationally to be accountable?"

Mike Bishop: And I think part of how that is done is by making affirmative statements that, "This is why I do this work," and not letting it go unexplained or just have it be taken for granted by showing up that's simply enough. I think there's tremendous power in folks with skin privilege in making those sort of affirmative statements about, "This is why I'm in this space. This is why this work is important to me. This is why I do diversity and inclusion work." And so, those are a few thoughts that I think about that get at the root of why I continue to put my time and energy into not only doing this work here at Cornell but in my unpaid time in the community as well.

Sherron Brown: We appreciate it.

Angela Winfiel...: Yes we do.

Sarah Jefferis: One thought I had was, I often ask myself, "How can I contribute to this work by writing?" So, when those conversations are hard in the classroom, we spend a lot of time writing, and I feel like the more we start writing about issues around diversity and inclusion then conversations can come from that. So, writing is sort of a safe space to begin. So, I think about that for colleagues who are like, "I'm afraid or I'm nervous or I don't know how to approach this subject in my classroom." I often have writing exercises for them if they want to find me, to get students writing about those issues. [crosstalk 00:27:43] to get them writing regardless of the discipline. Right?

Sarah Jefferis: And then, the second thing I wanted to say is, I was thinking about what you said about white supremacy culture, and I do feel deeply that part of it's like spit or root is to keep me isolated and quiet. And so, in my resistance to white supremacy and white culture, I will ask the hard questions, and I will also reach to create spaces for people who may not have been asked to speak.

Episode 4: Does Diversity Include White People?

Released on April 27, 2019

Angela Winfiel...: So, I know I said that was the final question-

Sherron Brown: Just a good conversation.

Angela Winfiel...: It is a wonderful conversation, but here's what I'm thinking. Right? How do you feel like you're not giving something up? You've got this privilege as a white person, but you're resisting it and you're creating space for people who don't have that privilege and for the other. And you've embraced it and you've expressed it so well, but how do you do that? What keeps you going... I don't even know how to ask the question. But do you see where I'm going with this? How do you do that as a white person?

Mike Bishop: It gets to that phrase that I heard about a couple of years ago, "When you're used to privilege, equality looks like oppression." Right? I mean, on the one hand, taking a long view, a historical context about where we are and how we've gotten to this point, and rather than thinking about that I'm giving something up, that I'm actually becoming more whole. I'm restoring my humanity by ensuring that I'm a part of this system and in some ways, consciously or subconsciously, I'm contributing to it. I'm also resisting as much as I can. And so, rather than look at it as a deficit and giving something up, I often talk with my students about, there's a lot of different ways of being busy. There's busy that drains your energy, and there's busy that gives you energy. And so, if at the end of a lot of activity, you have more energy, there's something about that that's saying... It's aligning with your spirit and your purpose.

Mike Bishop: And so, even though this work, it can be grueling, it can be exhausting, it can be tiring, that's the reason they have groups around us to support us. And yet, through that work, as I mentioned to the Multicultural Resource Center, spending a lot of evenings there, but I walk away more energized. I walk away feeling like I am refusing to go along with the current, and I'm going to try to make some effort, especially if I'm doing that with others, to restore our shared humanity. And so, that's this wider view, I think, is one way I try to keep in perspective. And my partner is very gracious, ensuring that I have this time to contribute to the community, and she knows that it's important not only to me but to us, our community, our region, our state, our nation, our world.

Sarah Jefferis: It's bigger than just us.

Angela Winfiel...: Yeah. How do you feel like you're not giving something up?

Sarah Jefferis: I don't think in terms of deficit. I think in terms of abundance. So, if I'm giving something up, or it would mean that I would have had it in the first place, right? Or that it belonged to me. And while I understand that white privilege will allow me to walk around a store and not be followed, that it will get me into rooms or into doors or into universities or into jobs, so while I understand all of those places of privilege, I also feel deeply that I have an opportunity in each one of those moments to ask, "Who else is there? How many other doors have been opened for people who don't

Episode 4: Does Diversity Include White People?

Released on April 27, 2019

look like me? How many other doors have been opened for people who don't sound like me, who don't speak like me?"

Sarah Jefferis: Those are those moments, right? In that exact moment when I am given privilege, if I ask, "How do I feel like I'm not giving something up?" Or I ask, "Who else is standing with me?" Or, "Who else can I bring along?" Toni Morrison said, "Of course we are not free unless we pull the people up next to us." So, I don't know how to think of myself in that individual of, "Oh, I'm going to give something up." I don't think the thing that I'm giving up is anything I ever wanted. Even as I know that it is given to me.

Sarah Jefferis: And each of those moments when I am receiving a privilege that it is actually a moment of choice for me to look around and ask, "Who else is receiving this privilege?" And call it a privilege in that moment, which often makes people uncomfortable and keeps me-

Angela Winfiel...: Not me.

Sarah Jefferis: But I'd call it a privilege, right? Which leads to discussion and sometimes makes people uncomfortable, because people want to keep the idea of privilege quiet. Right? And that's what I meant by sort of calling out the moments.

Sherron Brown: And there's definitely that need for self-awareness. We go through our lives. There are certain things that are very natural and easy for us because we've never had to think otherwise. But when we are in a situation where we have to pay attention, we have to be very aware of what we are going through, that's when we can see where the privilege is happening. We can see the deficits and the other things that are around us.

Angela Winfiel...: And the other thing that I'm hearing is that it's about more than just us individually. Right? We are a co-unit. We're a community, and that there's enough freedom, there's enough power, there's enough to go around. That were not really giving anything up.

Sarah Jefferis: Right, right. Like as soon as you said that, I was like, there is more than enough. There's more than it.

Angela Winfiel...: Unfortunately, we don't have any more time, but this has been a wonderful conversation and I want to thank you both for being visible and being a voice for diversity and inclusion here.

Sherron Brown: Thank you for sharing your stories and bringing you're authentic selves to the conversation, because that's always what we ask of our Cornell folks.

Sarah Jefferis: Yes. Thank you for the opportunity. It's been really wonderful.

Angela Winfiel...: And thank you all for listening. We will be back.

Episode 4: Does Diversity Include White People?
Released on April 27, 2019

Sherron Brown: We will be back, and we'll put out when we are coming back so keep an eye on our website, diversity.cornell.edu. And look for Inclusive Excellence Network. It's our Academy, it's our podcast, and it is our Summit.

Angela Winfiel...: Until next time.

Sherron Brown: Have a great day.