

Equity NOW! Session 1: Unpacking Internal and Institutional Racism

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LEARNING OUTCOMES

Participants will:

- 1) Increase their knowledge of key terms related to race and racism
- 2) Develop a clear understanding of their own identities as well as the relationship of their identities to the constructs of power, privilege, and subordination
- 3) Increase their facility at identifying practice-based blindspots – in themselves and in their institutions
- 4) Better understand the racial-colonial foundations of US higher education – and how to spot everyday institutional racism

ENGAGED HUMILITY

- Strive for intellectual humility. Be willing to grapple with challenging ideas.
- Differentiate between opinion—which everyone has—and informed knowledge, which comes from sustained experience, study, and practice. Hold your opinions lightly and with humility.
- Let go of personal anecdotal evidence and look at broader group-level patterns.
- Notice your own defensive reactions and attempt to use these reactions as entry points for gaining deeper self-knowledge, rather than as a rationale for closing off.
- Recognize how your own social positionality (e.g., race, class, gender, sexuality, ability) informs your perspectives and reactions to your instructor and those whose work you study in the course.
- Differentiate between safety and comfort. Accept discomfort as necessary for social justice growth.
- Keep focused on yourself, *What does this mean for me and my life?*
- Identify where your learning edge is and push it. For example, whenever you think, *I already know this*, ask yourself, *How can I take this deeper?* Or, *How am I applying in practice what I already know?*

Identify and
distinguish
between
individual and
organizational
learning





KEY TERMS

race

racism

dominant

subordinated/minoritized

privilege

power

equity

inequity

intersectionality

positionality

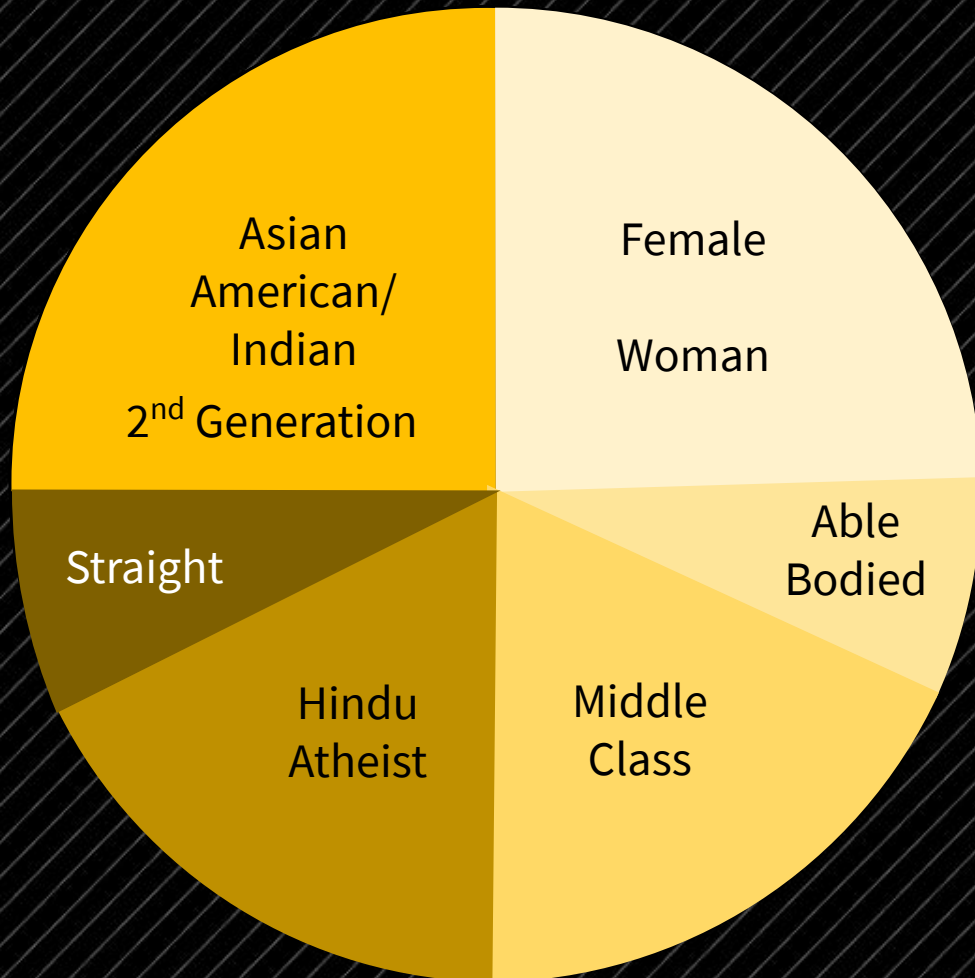
Your Understanding of Race, Racism, Anti-Racism

- Where did you get the information necessary to develop your understanding on these topics?
- What sources of information did you use?
- What do the terms “anti-racism” and “allyship” mean to you?
- How do you understand (or experience) anti-Black racism?
- How is anti-Black racism similar or dissimilar from racism experienced by other racialized groups?
- How do you differentiate White supremacy from White people?

MAPPING IDENTITY **SALIENCE**

Mapping

IDENTITY SALIENCE



Race/Ethnicity Asian American/Indian

Sex Female

Gender Identity Woman

Ability Status Currently Able Bodied

Class/SES Middle Class

Religion/Spirituality Hindu Atheist

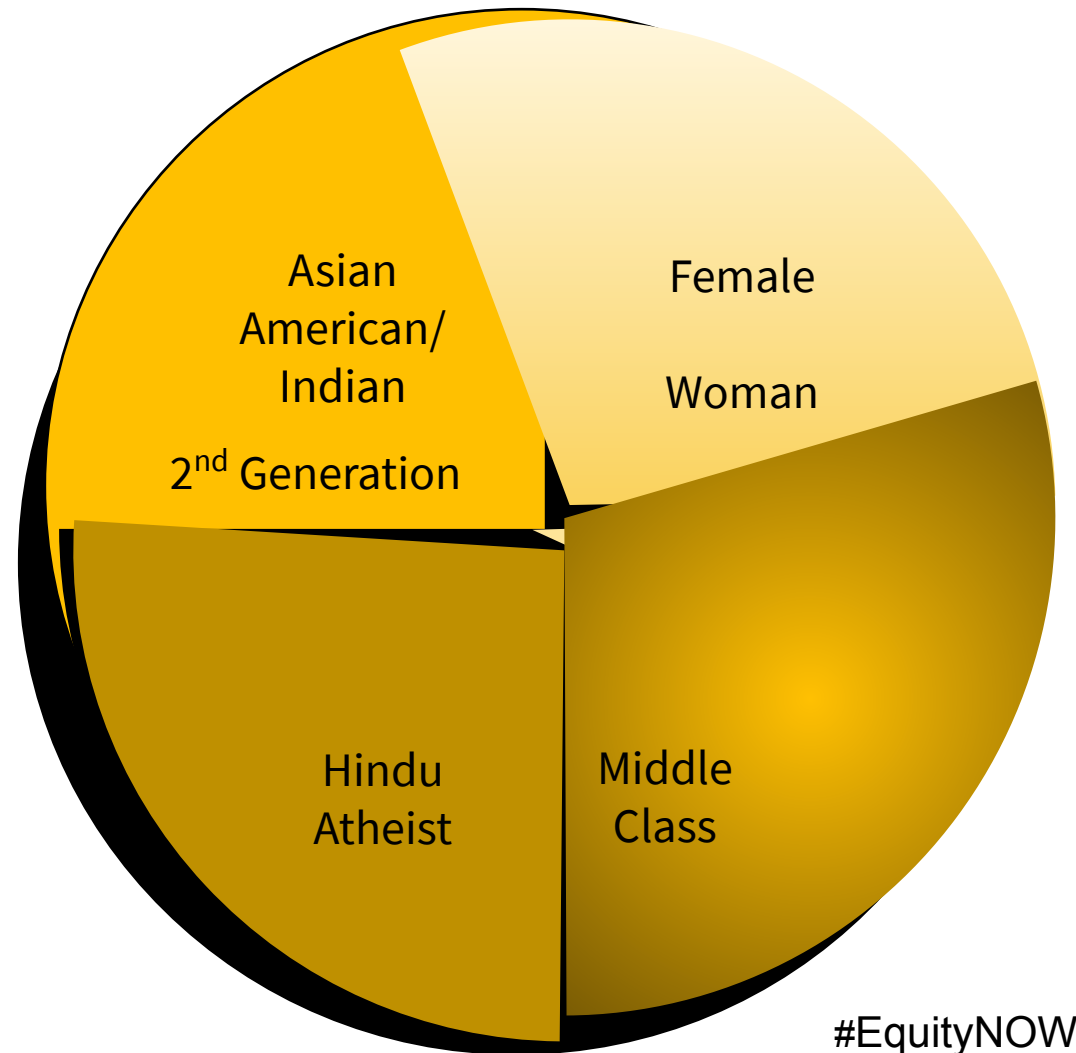
Sexual Identity Straight

Other 2nd Generation; Mom

Mapping IDENTITY SALIENCE



Context Matters!



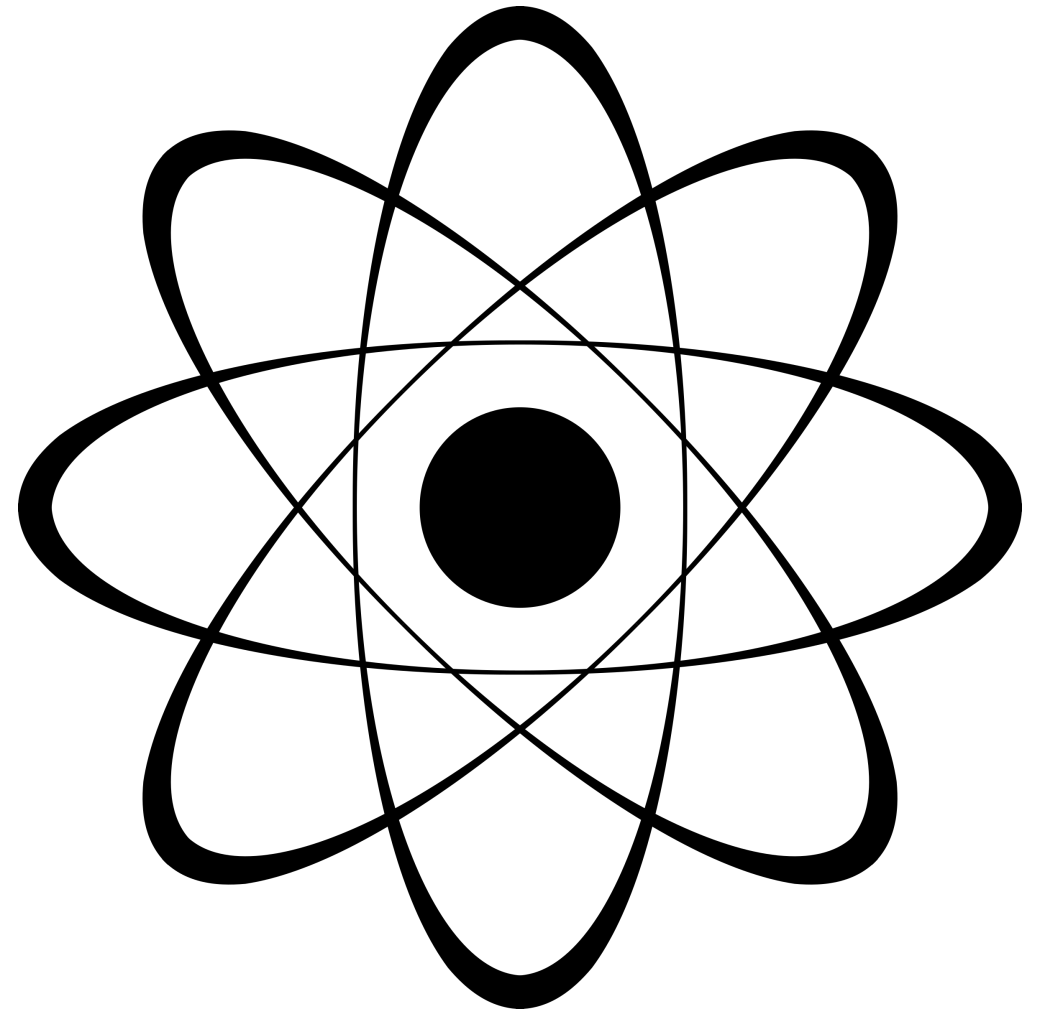
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Mapping

IDENTITY SALIENCE



Intersectionality



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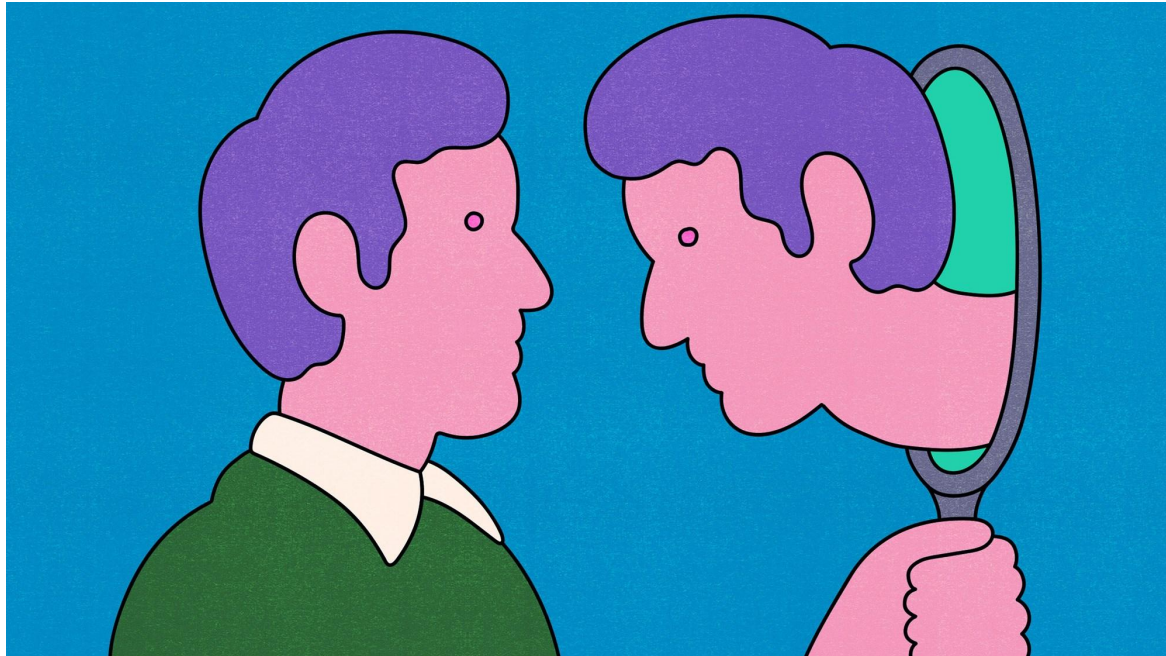
equity

inequity

intersectionality

positionality

What is your
role?



What
blindspots
might be
creating
barriers to full
inclusion?



INTENTIONAL

UNINTENTIONAL

INDIVIDUAL

individual acts of prejudice, ignorance, or hatred

INSTITUTIONAL

Institutional policies, practices, and laws

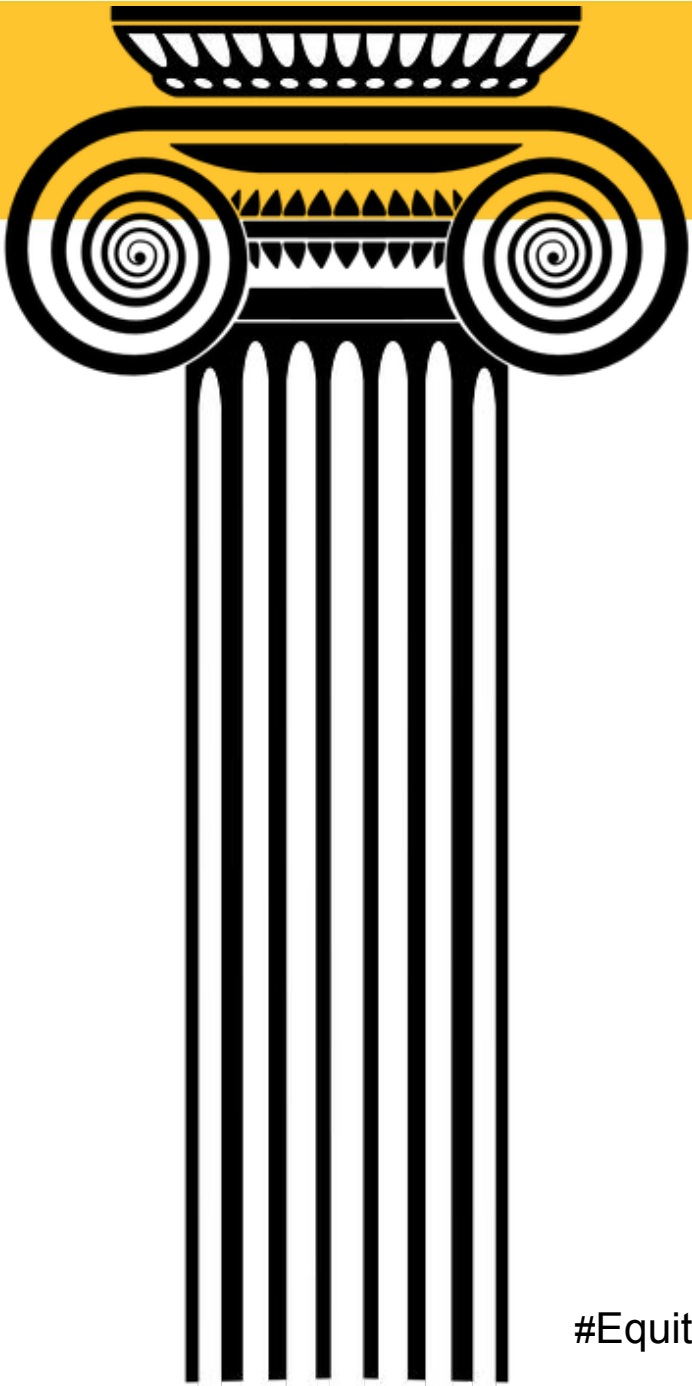
SOCIETAL/CULTURAL

social norms, roles, rituals, language, music and art

**BETWEEN
GROUPS**

INTERNALIZED

RACIAL DISPARITIES IN HIGHER EDUCATION



Racial-Colonial Foundations

- Racial-colonial violence is the constitutive underside of the US's 'shiny' achievements.
- Our institutions, as we know them, are results of certain people being "subject to impoverishment, enslavement, colonial removal and occupation, segregation, incarceration, militarization, environmental pollution, and cognitive imperialism." p.80
- Our campuses specifically are sites of struggle because they are laboratories for democracy, built upon hundreds of years of Whiteness-centering practices. Trauma and empowerment.

ELEMENTS INFLUENCING THE CLIMATE FOR DIVERSITY ON CAMPUS

Government/Policy Forces

Sociohistorical Forces

Historical Legacy of Inclusion/Exclusion

- Resistance to Desegregation
- Mission

Compositional Diversity

- Diverse Student Enrollments
- Diverse Faculty and Staff Hires

Organizational/Structural Dimension

- Diversity of Curriculum
- Tenure Policies
- Organizational Decision-Making Policies
- Budget Allocations
- Policies

Psychological Dimension

- Perceptions of Racial/Ethnic Tension
- Perceptions of Discrimination
- Attitudes and Prejudice Reduction

Behavioral Dimension

- Social Interaction across Race/Ethnicity
- Degree of Intra-Racial and Cross-Racial Campus Involvements
- Classroom Diversity
- Pedagogical Approaches

How to Measure: NACCC Content Areas

- Appraisals of Institutional Commitment
- Racial Learning and Literacy
- Mattering and Affirmation
- Impact of External Environments
- Encounters with Racial Stress
- Cross-Racial Engagement



Everyday Institutional Racism

- Senior leadership is all or majority White (and the only person of color is the CDO)
- Buildings named after racists, eugenicists, White supremacists, slave owners
- The same people of color are asked to serve on every committee
- Art and sculptures across campus reflect Whiteness
- Academic departments hire a faculty member of color and that person is called the “diversity hire”
- When the language of “the right fit” somehow leads to the same or similar type of people being hired....
- Protest policy is different than the regular policies about vandalism or property damage
- Departments don’t invest in anti-racist education and equitable outcomes measurement – until a racial pandemic hits

Key Concepts of Racial Equity on HWIs

- Without racial equity, the benefits of diversity are not realized and institutional excellence is compromised
- We have all been socialized within a racist context
- It is easy to minimize or avoid racism
- White privilege and white fragility undermine anti-racism
- Individuals and institutions must be explicit and intentional in seeking racial equity
- Culture/climate change is essential – not just demographic change
- Ally-building with those from marginalized communities is critical

Impacting Your Locus of Control

- Ask questions
- Reflect on yourself to excavate blindspots in practice - EVERYONE has them!
- Examine where those blindspots are intentionally or unintentionally embedded in the everyday fabric of your campus
- Pull that fabric apart, thread by thread
- Read!
- Be in authentic community with those impacted by historic and current forms of marginalization
- DO
- Reflect again...and again

What
equity-minded
commitments will
you make?

How will your
commitment
show up through
concrete actions?



Preview!

Session 2: Tuesday, October 13
Skill-Building for Racial Literacy
Dr. Constanza Cabello

Session 3: Tuesday, October 20
Leveraging Racial Equity Data
Dr. Monique Snowden

Session 4: Tuesday, October 27
Taking Action for Racial Equity Now!
Jade K. Agua and Esmeralda Hernandez-Hamed

Valuable Resources

- **Action Guide for Beginners Engaging Anti-Racism:**
<https://www.holycross.edu/anti-racism-guidebook>
- **CUE's Racial Equity Tools:** <https://www.cue-tools.usc.edu/>
- **Confronting the Racial-Colonial Foundations of US Higher Education:**
<http://www.jspte.org/Volume3/JSPTEv3p077-098Stein4732.pdf>
- **Five Faces of Oppression:**
<https://www.racialequitytools.org/resourcefiles/young.pdf>

THANK YOU

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#EquityNOW

You are here.
Be present.

