Advancing Racial Justice & Equitable Outcomes in Community Colleges Institutes

Prairie State College
Chicago Heights, Illinois
2019
July 25
We are pleased that you are with us today as we seek to bring this professional development opportunity to community colleges campuses. Today's Institute will provide training on Implicit Bias, Racial Battle Fatigue (RBF) and Intergroup Race Dialogues that will stimulate critical conversations and purposeful action steps to improve campus climate and serve historically marginalized, racially minoritized students at community colleges. As you engage in today's workshops and breakout sessions, consider how you can broaden participation and foster student success in a manner that does not reinforce power and privilege through institutional practices. We challenge you to reflect on advancing decolonizing institutional practices, delivering culturally responsive pedagogy and student services, and creating racially just spaces that promote equity for all students. This Institute promises invaluable moments to come away enlightened, renewed, and with approaches to help curb chilly campus climates and intentionally address issues around race, racism, race relations, racial justice, and racial equity.

Eboni Zamani-Gallaher, Ph.D.
University of Illinois at Urbana-Champaign

J. Luke Wood, Ph.D.
San Diego State University
Dear Colleagues,

I would like to personally welcome each of you to the Advancing Racial Justice and Equitable Outcomes in Community College Institutes brought to you by our Office of Community College Research and Leadership (OCCRL), and collaborating partner the Community College Equity Assessment Lab (CCEAL) at San Diego State University through support from the Lumina Foundation. Today’s Institute offers a unique opportunity for professional development and reflection on the racialized campus climate at two-year college campuses. It is critical that higher education transforms the way we operate to continuously improve our ability to meet the needs of diverse student learners. Today is a time for you to consider how to enact racial justice in practice and to effectively lead these efforts at your respective campuses. I hope the workshops, breakout sessions, and conversations at this Institute stimulate you and are extended to your home campuses. Have a wonderful convening!

James D. Anderson, Ph.D.
Dean
Edward William and Jane Marr Gutgsell Professor of Education
University of Illinois at Urbana-Champaign
I want to welcome everyone to Prairie State College for this important event. Thank you to the Office of Community College Research and Leadership and the Community College Equity Assessment Lab (CCEAL) for facilitating today’s discussion about Advancing Racial Justice and Equitable Outcomes in Community Colleges. I also want to thank all the presenters and participants for recognizing the importance of this discussion and the effect it can have on our campuses each and every day.

It is imperative that community college faculty, staff, and administrators understand the cultural bias issues that can arise on our campuses, and have action plans in place to address any issues of equity that occur. We also must continuously advocate for and educate all employees on the need for inclusive campus climates and racial equity.

At Prairie State College, we strive to create an equitable environment for all of our students and community members, as well as our employees. We are sure that today’s institute will help further our determination and encourage open dialogue about the importance of addressing any racial
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Given the intensifying racial backlash and escalating resistance to racial justice, the purpose of OCCRL and CCEAL’s Advancing Racial Justice and Equitable Outcomes in Community Colleges Institutes is to define issues of race on two-year campuses, develop a clear understanding of educational equity, and provide guidance on action plans to improve learning environments and achieve equitable student outcomes.
OUR FEATURED SPEAKERS

EQUITY SCHOLARS

Our featured speakers are leading experts on a broad array of topics related to educational equity, indigenous and critical race methodologies, research, teaching, and practice on racial microaggressions and macro-level aggressions and understanding how to facilitate dialogues about race, racism, and racial justice on campus.

PENNY PASQUE, PHD.

Dr. Penny A. Pasque is a professor and head of the Department of Educational Leadership, Policy, and Human Development at North Carolina State University. Dr. Pasque’s research focuses on higher education organization and administration, qualitative inquiry, educational equity and diversity, indigenous methodologies and the relationships between higher education and society.

STEPHEN JOHN QUAYE, PHD.

Dr. Stephen John Quaye is an Associate Professor in Student Affairs & Higher Education at The Ohio State University. Dr. Quaye focuses on understanding how students can engage difficult issues civilly and honestly, as well as how storytelling is used as an educational tool to foster reflection and learning across differences. He also is interested in the strategies educators use to facilitate these dialogues and what they learn about themselves in the process.

WILLIAM A. SMITH, PHD.

Dr. William A. Smith is a professor of Ethnic Studies & the Department Chair of Education, Culture, & Society at the University of Utah. Dr. Smith focuses on his theoretical contribution of Racial Battle Fatigue. Dr. Smith’s additional research interests include inter-ethnic relations, racial identity & socialization, academic colonialism, affirmative action attitudes, and the impact of student diversity on university and college campuses.
IN SHORT,
THERE IS A NEED
to “center” the institutional climate for diversity and the racialized environment at community colleges using a range of compelling conversations around race, racism, race relations, racial justice, inclusion, and equity. While this would be important in any institutional context, it is especially essential given the high proportion of students of color enrolled in community colleges.
Understanding the Corollaries of Offensive Racial Mechanisms, Gendered Racism, and Racial Battle Fatigue—

People of Color experience acute or chronic stress from discriminatory treatment and racial microaggressions, decreasing their biopsychosocial health. Racial microaggressions include but are not limited to merciless and mundane exclusionary messages, being treated as less than fully human, and civil and human rights violations. Racial microaggressions heighten perceptions of an endangered, questionable existence in People of Color’s minds (Profit & Pierce, 2000) and are key to understanding increases in Racial Battle Fatigue (Smith, 2004) resulting from the psychological and physiological stress racially marginalized individuals/groups experience in response to specific race-related interactions between them and the surrounding dominant environment. Race-related stress taxes and exceeds available, resilient coping resources for People of Color, while many Whites easily build sociocultural and economic environments and resources that shield them from race-based stress and threats to their racial entitlements.

Engaging in Difficult Dialogues about Race and Racism—

Racism continues to be a pervasive issue affecting the relationships between people of color and white people. Often, white people are afraid to engage honestly about racial issues because they are worried about saying the wrong thing, messing up, being seen as ignorant, or worse, as racist. This fear often results in white people being silent in racial dialogues, shutting down, or becoming defensive. People of color, on the other hand, are exhausted from their continued exposure to racism and are often frustrated by their white colleagues’ silence on racial matters and inability or unwillingness to address racism directly. The purpose of this session is to understand how dialogic skills can enable people of color and white people to engage in healthier cross-racial dialogues.
F.U.B.U.: Creating and Maintaining Fugitive Spaces in Hostile Educative Landscapes

College staff, faculty, and administrators of color are forced to navigate hostile educative landscapes bound in white supremacy, capitalism, and patriarchy. Navigating these oppressive structural elements (often times as one of a handful of other people of color on campus) can be fatiguing, if not fatal. This session seeks to explore the role(s) of fugivity and collective care in creating and maintaining contexts for staff, faculty, and administrators of color to name, connect, and move beyond the pain experienced as a result of their institutional responsibilities and aspirations.

Community College Can Be a Battlefield for Black Faculty: You Don’t Have to Get Ready if you Stay Ready

This session will explore the racial battle fatigue perspective as it relates to Black faculty at Community Colleges. We will discuss examples of racial battle fatigue in this context and ways to cope while simultaneously challenging and dismantling its existence. Furthermore, participants will reflect on questions such as: what psychological and emotional impact does devaluation and microscopic critique have on competent Black faculty? How can Dubois’s double consciousness be used as both a tool for analyzing the Black faculty experience and a weapon for eliminating subjugation?
Equity’s Unspoken Dilemmas: Setting Priorities for Racial Justice

Many leaders and institutions adopt an equity agenda with the best of intentions for their college and students, only to be faced with competing demands stemming from multiple communities with a claim to underserved experiences. What is gained or lost as equity is centered on race and how do we have these tough conversations without invalidating members of your community? Even more insidious, an equity agenda requires institutions to think not only who should be included in this vision, but what should be done, how to measure what has been achieved, and who bears the responsibility to act. In defining each of these key parameters, institutional leaders face a set of dilemmas and tradeoffs that will shape the future experiences of countless students, faculty, and staff. These choices are influenced by community and college contexts, and others are shaped by the implicit biases we hold as educators, individuals, and institutional leaders. This session will help attendees unpack key dimensions of these dilemmas, explore their own existing definitions (both formal and informal), and consider the factors that have shaped the existing equity agendas on their campus and avenues toward more aligned and powerful visions for racial justice.

Engaging with intergroup dialogue through racial identity exploration

Racism is a permanent feature of U.S. life that continues to shape the interconnectedness of people of Color (specifically African American or Black, Arabs, Asian and Pacific Islanders, Latinx, Native American Indians). Community colleges like their four-year college counterparts have ongoing racial campus climate concerns. Thus, it is crucial for community college practitioners to engage in open, honest conversations about racism in order to create racially just, equitable, and inclusive campus environments. Prior to facilitating intergroup race dialogues, an understanding of the salience of race, our racial realities, and the influence of race on our day-to-day actions is critical. Therefore, this interactive session aims to have attendees explore racial identity, the conditions needed for interracial learning to occur, and to offer a primer for engaging tough conversations about race.

Heather McCambly
OCCRL Affiliate
PhD Candidate,
Northwestern University

Rm. 1322

Chaddrick James-Gallaway
OCCRL Research Associate
PhD Candidate,
University of Illinois at Urbana-Champaign

Rm. 1315
SCHEDULE AT-A-GLANCE

7:30 - 8:30  Registration/Light Breakfast (Rotunda)

8:30 - 9:15  Welcome/Morning Keynote (Barnes & Noble Auditorium)

9:30 - 10:45  Workshop 1 - Dr. Penny Pasque (Barnes & Noble Auditorium)

11:00 - 12:15  Workshop 2 - Dr. Stephen John Quaye (Barnes & Noble Auditorium)

12:30 - 1:15  Lunch (Atrium)

1:30 - 2:45  Workshop 3 - Dr. William A. Smith (Barnes & Noble Auditorium)

3:00 - 4:15  Community College Practitioner Break-Out Sessions
   (Conference Rooms 1315, 1318, 1320, & 1322)

4:30 - 5:30  Closing Plenary - Take Home Strategies
**Use Parking Lot C, D, or E for Conference**

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**DIRECTIONS**

**To Main Campus**
- From the north: Drive south on I-94 to I-80/94 exit.
  - Follow I-80 west about two miles to Halsted Street south exit (Route 1).
  - Take Halsted Street south about three miles to the campus.

- From the northeast: Take the Tri State Tollway (294) south to I-80/94 exit.
  - Follow I-80/94 west about one mile to Halsted Street south exit (Route 1).
  - Take Halsted Street south about three miles to the PSC campus.

- From the south: Drive south on I-57 to the Vollmer Road exit.
  - Follow Vollmer Road west about five miles to the PSC campus on your right.

- From the west: Follow I-80 west to Halsted Street south exit (Route 1).
  - Take Halsted Street south about three miles to the campus.

**To Platteville Area Center**
- From Lincoln Highway (Route 30) turn south on Cicero Avenue.
- Turn right at the second traffic light onto Southwick Drive.
- The MAC will be on your left.
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