

PATHWAYS TO RESULTS

IMPLEMENTATION PARTNERSHIPS STRATEGY BRIEF

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Dismantling White Patriarchal Hegemony Through Institutional Professional Development

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Harold Washington College (HWC), located in downtown Chicago, is one of seven institutions in the City Colleges of Chicago system and is federally eligible to become a Hispanic-serving community college (HSCC). HWC's Pathways to Results (PTR) project focused on the dismantling of white supremacist capitalistic patriarchy (hooks, 2009), which was causing racial equity gaps for students of color at the institution.

Identifying the Problem

To roadmap the closing of racial equity gaps, HWC's PTR team focused on two key areas: developmental education and dismantling deficit ideologies (e.g., white supremacist capitalistic patriarchy). Data revealed racial equity gaps in the developmental education courses at HWC due to deficit mindsets of instructors who tore students down instead of uplifting the assets they brought with them into the classroom, which affects student performance. The PTR team also found that HWC personnel (i.e., faculty, advisors, tutors, and administrators) seldom aligned to holistically support students who were placed in developmental education courses. Mainly, the team wanted to know about and change how institutional systems were contributing to inequitable outcomes for students through the creation of a collaborative space for all members of the HWC community (i.e., students, faculty, advisors, tutors, and administrators).

HWC's Improvement Efforts

To improve the success and experiences of students placed in developmental education courses, HWC furthered support for an embedded advising and tutoring initiative. This initiative took the strain off of students in seeking help from a tutor or advisor by incorporating them into the classroom. To radically change HWC's campus, and by proxy developmental classrooms, the PTR team created T.E.A.M. (Transitional Education through Affective Methodologies). The purpose of T.E.A.M. is to understand, disrupt, challenge, and change deficit ideologies that HWC, as well as the more extensive system of education, was founded upon (Ladson-Billings, 1998). To do so, T.E.A.M. had to first recognize and work through the foundation of education under the white supremacist, capitalist, and heteropatriarchal constructions and procedures at HWC.

The conversations in T.E.A.M. shifted from a student focus to an advisor, tutor, administrator, and faculty focus. The rationale for this shift happened as a result of thinking about practices of

About Pathways to Results: Implementation Partnerships

PTR is an outcomes-focused, equity-guided process designed to improve student transition to and through postsecondary education and into employment. The process engages community college practitioners and their partners to identify and understand the problematic aspects of systemic design--whether processes, practices, policies, or pedagogies--and to find sustainable solutions that will support equitable student outcomes. In 2016 a second project was added to the Pathways to Results model titled PTR: Implementation Partnerships. Teams participated in Implementation Partnership, or "Year Two," project work to implement, evaluate, and scale their work in a network of other colleges that were striving to improve equitable student outcomes in innovative ways.

care. Members of HWC's PTR team and the T.E.A.M. members realized they did not do an excellent job of taking/practicing care of themselves and had no roadmap for how to take/practice care of students. Taking and practicing care of students and removing deficit mindsets within the classroom was important, but HWC's PTR team found they first had to do this themselves on an institutional level. This led to the development of HWC's Equity and Justice Seminar, which faculty, administrators, tutors, and staff participated in to dismantle deficit mindsets and practice acts of care and love with each other.

The seminar was built by HWC's PTR team leader, Dr. Asif Wilson. As Dr. Wilson scoped out the sequencing for the seminar, he connected with 20 contributors (researchers, scholars, educators, and practitioners) for readings, guiding questions, and multimedia resources. During the Spring 2019 semester, 11 participants completed the seminar.

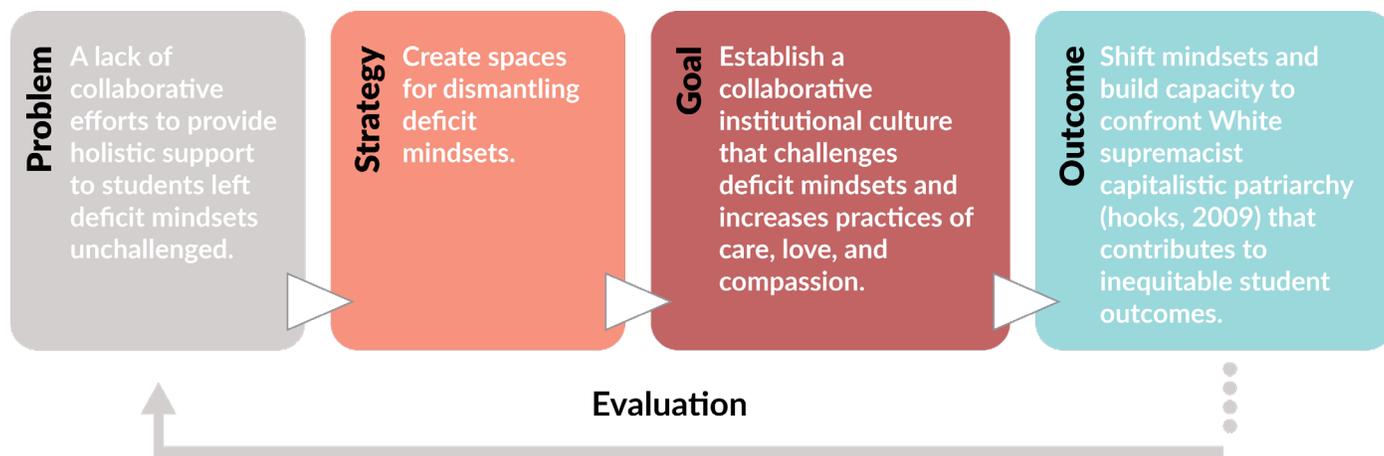


HAROLD WASHINGTON COLLEGE



The Process for Dismantling Racial Equity Gaps

To reduce the deficit mindsets of faculty and staff, HWC focused on increasing cross-departmental collaboration via the Equity and Justice Seminar to more holistically serve HWC students. Various members of the HWC community rarely collaborated outside of their departments to meet the needs of students. Additionally, the seminar provided a space for personal, departmental, and cross-collaborative growth by providing a centralized setting for HWC community members to work together. Finally, the seminar was centered on shifting deficit mindsets that the HWC community held about its students while providing techniques of care, love, and compassion that could be used to better serve students. The seminar was built to confront white supremacist capitalistic patriarchal norms that inhabited various sects of HWC's campus.



Concluding Thoughts on Scaling, Sustainability

HWC's scaling efforts are primarily concentrated on expanding the Equity and Justice Seminar so all members of the HWC community can participate in the nine-week course. HWC's PTR team understands that PTR is more than a one-year project that provided funds for the seminar. HWC's PTR team wants the equity and justice seminar to be an institutional process that is weaved into the fabric of the institution. Additionally, HWC's PTR team wants the seminar to remain active yearly for the lifetime of the institution. The continuation of the Equity and Justice Seminar is vital for HWC to continue increasing practices of care, love, and compassion while still challenging white supremacist capitalistic patriarchy that is present at the institution.

The largest barrier for the continuation of the Equity and Justice Seminar, like many PTR projects, is funding. Without financial resources, HWC's PTR team understands that the seminar is not likely to continue. To demonstrate the importance of the seminar, HWC's PTR team sought external funding to interview, transcribe, and publish the innerworkings of the event.

Led by Dr. Wilson, HWC has applied for and received the Educational Leaders Equity-Centered Transformation (ELECT) Spark Grant as part of the Equity Conscious Community College Pathways project to complete a qualitative study on participant experiences within the seminar. Preliminary results from participant interviews have shown promising results for the continuation of the seminar. The data from the seminar will showcase how the participants see themselves through lenses of equity and justice.

Additionally, the data will highlight practices used by the co-facilitators of the seminar to help participants develop a systemic analysis of the world and how these practices increase the participants' development of equity and justice. Because members of HWC, like most higher education institutions, often work in silos to close equity gaps, data from the study will also highlight opportunities to build coalitions for working on equity and justice throughout the college. While coalition-building was important to the seminar, data will show how participants challenged each other's deficit mindsets that were based in white supremacist norms. Moreover, the Equity and Justice Seminar spurred thinking about how to transform HWC into an equitable and just space devoid of white supremacist capitalist patriarchy.

Once the results of the study are disseminated, Dr. Wilson plans on advocating for more resources to expand upon the seminars.

Acknowledgements

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Reference

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