



# Advancing Racial Justice & Equitable Outcomes in Community Colleges Institutes



# Bronx Community College

Bronx, New York

# 2019

August  
8



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# THANK YOU

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FOR ATTENDING!

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

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# THANK YOU

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FOR ATTENDING!

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, College of Education  
Edward William and Jane Marr Gutgsell Professor of Education  
University of Illinois at Urbana-Champaign

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# THANK YOU

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FOR ATTENDING!

On behalf of the Bronx Community College (BCC) students, faculty, and staff, I am excited to welcome the Office of Community College Research & Leadership (OCCRL) to campus for the Advancing Racial Justice & Equitable Outcomes in Community Colleges Institute. We are proud to host a day of enriching conversations brought to you by OCCRL and their collaborating partner the Community College Equity Assessment Lab (CCEAL) with resources from the Lumina Foundation. The BCC and CUNY communities will greatly benefit from attending the Institute by increasing awareness and providing tools to address systemic challenges within our system. This, in turn, supports rigorous and equitable pathways for all students in their learning and faculty and staff in their professional career growth.

Bronx Community College is a Hispanic Serving Institution. We remain committed to identifying ways to engage in dialogue surrounding diversity, inclusion, and finding avenues to support and highlight all groups. Participation in this Institute is another step in BCC's journey to improve access for all. We look forward to transforming the lessons from this program into our everyday best practices.

**Thomas A. Isekenegebe, Ph.D.**  
President, Bronx Community College





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*ABOUT THE*

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# INSTITUTES

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 the Higher Education & Student Affairs Program 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,

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# 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.*





## WORKSHOP SESSIONS

1

9:30a.-10:45a.

**Dr. Penny Pasque**

### **Understanding Implicit Bias & Identifying Action Strategies Toward Change**

Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Implicit bias exists around race, ethnicity, gender, national identity, disability or any social identity. This interactive session will explore your own social identities and, focusing on race, define and explore the complexities of implicit bias for yourself, students, and colleagues. We will focus on how racial implicit bias shows up on community college campuses and work toward tangible action strategies toward change.

### **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.

2

11:00a.-12:15p.

**Dr. Stephen John Quaye**

3

1:30p.-2:45p.

**Dr. William A. Smith**

### **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.

## CONCURRENT BREAK-OUT SESSIONS

**3:00-4:15 PM**



North Hall Classroom 141

**J. Luke Wood, Ph.D.  
and  
Frank Harris III, Ph.D.**

Co-Directors of the Community  
College Equity & Assessment Lab  
San Diego State University

### **Becoming the “People’s College”: Advancing Equity in Climates of Resistance**

Community colleges have engaged in an extensive array of initiatives designed to increase equitable outcomes for underserved students. However, efforts to promote equity are often inhibited by people, climates, and organizational structures that only reify and extend systems of oppression and power. In this session, the presenters will highlight frameworks that educators can employ to engage strategic change management within their organizations. The frameworks provide a pathway for advancing equity in climates of resistance and understanding the role of organizations in developing cultures and strategies that can support the success of minoritized students.

### **Critical Consciousness as a Tool for Advancing Racial Equity in Community Colleges**

This session will explore the concept of critical consciousness and discuss its integral components— paying particular attention to how it can be utilized as both a transformative and educative tool to advance racial equity in community colleges. More specifically, this session will discuss the ways in which community colleges as institutions can (and should) encourage and foster the development of a strong critical consciousness among its administrators, faculty, staff, and students as well as the potential positive effects of individuals and institutions engaging in critically conscious behaviors and processes on educational outcomes—particularly, racially equitable student outcomes. Session attendees will also have the opportunity to reflect on and engage in important conversations about the development and/or strengthening of their own critical consciousness as well as ways to incorporate critically conscious policies, practices, and programs to advance racial equity at their institutions.



North Hall Classroom 131

**Raina Dyer-Barr,  
Ph.D.**

Project Coordinator,  
Equity Conscious  
Community College  
Pathways University  
of Illinois at Urbana-  
Champaign

## BREAK-OUT SESSIONS CONTINUED:



North Hall Classroom 133

### **Mara Lazda, Ph.D.**

Associate Professor

### **Monique A. Guishard, Ph.D.**

Associate Professor  
CUNY Bronx  
Community College

### **Racial Equity and Social Justice at the Community College: Creating Curricular and Co-Curricular Opportunities**

Do community colleges have a particular role in advancing social justice? What does this role look like, and what are specific steps faculty, administrators, advisors, students, and community members can take to advocate for social justice and racial equity? What kinds of opportunities can we create inside the classroom, on campus, and in the community? This session will share the experience of BCC efforts—from the perspectives of faculty and students—to foster social justice through campus-wide workshops on topics such as policing and profiling, community activism, and voting and constitutional rights, opening to a conversation with all breakout session participants. Through this conversation, we will identify resources for social justice at the community college as well as acknowledge challenges and how to overcome them.

### **Advancing Black and Brown Male Students' Persistence in Community College**

This session is dedicated to improving the educational outcomes of Black and Latino males in community colleges. The question that will guide this study is “what does it mean to be a male student of color enrolled in an urban community college?” Currently enrolled male students of color will serve as panelists and they will share their educational experiences with session attendees. Panelists and session attendees will engage in a scholarly discussion to better understand the educational experiences of Black and Brown men enrolled at community colleges, and what faculty and staff need to do to promote persistence and their success.



North Hall Classroom 137

### **Ted Ingram, Ph.D.**

Professor  
CUNY Bronx  
Community College

## SCHEDULE AT-A-GLANCE

**7:30 - 8:30**

Registration/Light Breakfast (outside Roscoe Brown Playhouse)

**8:30 - 9:15**

Welcome/Morning Keynote (Roscoe Brown Playhouse)

**9:30 - 10:45**

Workshop 1 - Dr. Penny Pasque (Roscoe Brown Playhouse)

**11:00 - 12:15**

Workshop 2 - Dr. Stephen John Quaye (Roscoe Brown Playhouse)

**12:30 - 1:15**

Lunch (2nd floor Cafeteria)

**1:30 - 2:45**

Workshop 3 - Dr. William A. Smith (Roscoe Brown Playhouse)

**3:00 - 4:15**

Community College Practitioner Break-Out Sessions  
(North Hall Classrooms 131, 133, 137, & 141)

**4:30 - 5:30**

Closing Plenary (Roscoe Brown Playhouse)





## NOTES

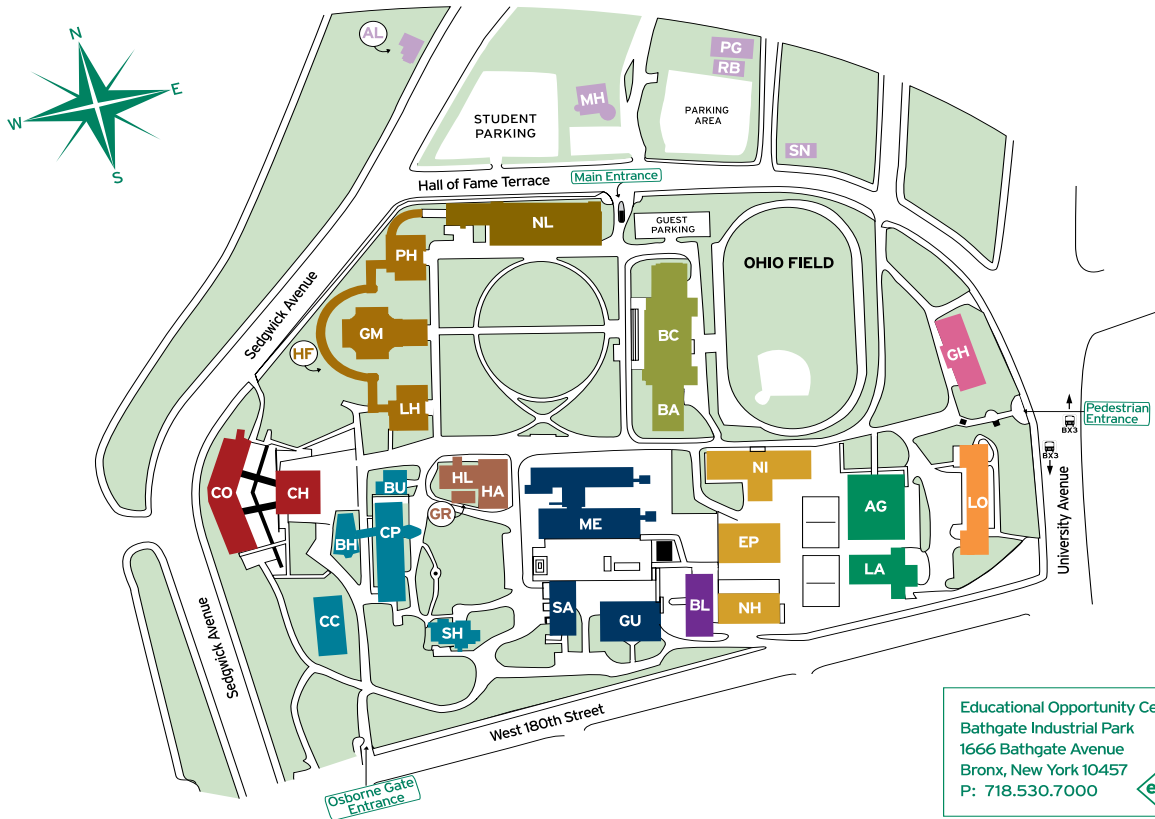


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# NOTES



# CAMPUS MAP



Educational Opportunity Center  
 Bathgate Industrial Park  
 1666 Bathgate Avenue  
 Bronx, New York 10457  
 P: 718.530.7000



AL	ALTSCHUL HOUSE	
AG	ALUMNI GYM	♿ +
BA	BROWN ANNEX	♿ +
BH	BEGRISCH HALL	♿
BL	BLISS HALL	
BU	BUTLER HALL	
CC	CHILDREN'S CENTER	♿
CP	CARL POLOWCZYK HALL	♿
CH	COMMUNITY HALL	♿
CO	COLSTON HALL	♿
EP	ENERGY PLANT	♿ +
GH	GOULD HALL	♿ +
GM	GOULD MEMORIAL LIBRARY	♿ +
GR	GREENHOUSE	
GU	GUGGENHEIM HALL	♿ +
HF	HALL OF FAME FOR GREAT AMERICANS	♿
HA	HAVEMEYER ANNEX	

HL	HAVEMEYER LAB	
LH	LANGUAGE HALL	
LA	LOEW ANNEX	♿
LO	LOEW HALL	♿
MH	MACCRACKEN HALL	
ME	MEISTER HALL	♿
NL	NORTH HALL & LIBRARY	♿
NH	NEW HALL	♿ +
NI	NICHOLS HALL	♿
PG	PATTERSON GARAGE	♿
PH	PHILOSOPHY HALL	
RB	RECEIVING BUILDING	♿
BC	ROSCOE BROWN STUDENT CENTER	♿
SA	SAGE HALL	
SH	SOUTH HALL	
SN	SNOW HALL	♿ +

♿ + Ground floor accessible only



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