



Advancing Racial Justice & Equitable Outcomes in Community Colleges Institutes



San Diego Mesa College

San Diego, California

2019

September
12



THANK YOU

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

THANK YOU

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

THANK YOU

FOR ATTENDING!

On behalf of San Diego Mesa College students, faculty, and staff, I am honored to welcome the Office of Community College Research & Leadership (OCCRL) to campus for the Advancing Racial Justice & Equitable Outcomes in Community Colleges Institute. Today's professional development session offers an opportunity for enriching conversations as we all reflect on how to better serve our students, and achieve the equitable outcomes for which we are all striving.

As a proud Hispanic Serving Institution, with a strong commitment to equitable practices, Mesa's efforts are embedded in everything we do, from hiring practices, and professional learning, to curriculum review and continued dialogue across our campus and the region. Through participation in this Institute, we hope to collectively benefit by gaining increased knowledge on how we can all work towards closing and eliminating equity gaps, and provide more resources and opportunities for students from historically minoritized populations.

Thank you for joining us as we work towards improving access and success for underrepresented students that is intentional, institutional, transformational, and rooted in access to equitable outcomes for all of our students.

Dr. Pamela T. Luster
President, San Diego Mesa College



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ABOUT THE

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 of Educational Studies at The Ohio State University where she serves as the Associate Director of Qualitative Methods in the Data Access and Analysis Core (DAAC) in the Education and Human Ecology's Office of Research, Innovation and Collaboration (ORIC). Dr. Pasque's research focuses on higher education qualitative inquiry, educational equity and diversity, indigenous methodologies, organization and administration, 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,

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



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, dis/ability 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.



11:00a.-12:15p.

Dr. Stephen John Quaye



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



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

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

Location: BT 108

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.

Proactively Addressing Whiteness and White Privilege from an Instructional Standpoint

We will explore the definitions of whiteness, white privilege, academic segregation, and equity. Research shows how these categories manifest at the community college level and how they affect student outcomes. The goal of this session will be to have faculty and administrators understand the validated research showing what works in and out of the classroom for students of color combined with an equity lens that includes helping all community college students get significantly better outcomes. Participants will leave with specific techniques to apply immediately to their teaching and administrative practices.



Sim Barhoum, Ph.D.

Associate Professor of
English
San Diego Mesa College

Location: BT 107

BREAK-OUT SESSIONS CONTINUED:



Mohamed Ahmed

Associate Chief

Diversity Officer

San Diego State University

Location: BT 109

Community Awareness Briefing on Domestic Extremism

This training will provide educators with an awareness of domestic violent extremist movements in the United States. More specifically, this training will address the rising challenges from White nationalist movements and discuss the implications of these movements for postsecondary education. Attendees will be presented with a series of case studies to illustrate the radicalization and recruitment process, but more importantly to identify possible points of intervention. This training will build awareness and catalyze community efforts on prevention to help create and sustain more inclusive campus climates.

Developing Coordinated Men of Color Efforts to Account for Black Misandry

A coordinated approach to addressing Black misandry through intentional programming and hiring. There is a unique type of racism that black men experience that is categorically different than the racism experienced by other groups. Therefore race conscious hiring, equity-minded programming and evidence-based practices are all essential to supporting the success of black male students and other male students of color. During the workshop we will discuss transferable lessons learned from the Hermanos Unidos Brothers United (HUBU) Learning Community focus group, which identified essential practices for supporting students in identity-informed learning communities. HUBU was designed to help Black and Latino male students succeed: by informing, motivating, and preparing them for success both academically and personally.



Nesha Savage, Ed.D.

Dean, Student

Development/Matriculation

San Diego City College

Location: BT 106

SCHEDULE AT-A-GLANCE

7:30 - 8:30

Registration/Light Breakfast (Mesa Commons 211 A/B)

8:30 - 9:15

Welcome/Morning Keynote (Mesa Commons 211 A/B)

9:30 - 10:45

Workshop 1 - Dr. Penny Pasque (Mesa Commons 211 A/B)

11:00 - 12:15

Workshop 2 - Dr. Stephen John Quaye (Mesa Commons 211 A/B)

12:30 - 1:15

Lunch (Mesa Commons 211 A/B)

1:30 - 2:45

Workshop 3 - Dr. William A. Smith (Mesa Commons 211 A/B)

3:00 - 4:15

Community College Practitioner Break-Out Sessions
(Business & Technology Building- 106, 107, 108, & 109)

4:30 - 5:30

Closing Plenary (Mesa Commons 211 A/B)



NOTES



Advancing Racial Justice & Equitable Outcomes in Community Colleges Institutes

NOTES



CAMPUS MAP

SAN DIEGO MESA COLLEGE



AP 7981.1 BICYCLES, SKATEBOARDS, ROLLER-SKATES, ROLLER BLADES AND OTHER DEVICES OF SIMILAR NATURE ARE PROHIBITED



MESA COLLEGE IS A SMOKE-FREE CAMPUS

7250 Mesa College Drive, San Diego, CA 92111-4998, General Information: 619-388-2600

POLICE ESCORT SERVICE
619-388-6405



Map Updated Oct, 2018

- ADA PARKING
- PARKING * Permit needed please follow parking instructions
- AED - AUTOMATED EXTERNAL DEFIBRILLATORS
- PARKING PERMIT MACHINES
- MOTORCYCLE PARKING
- MTS BUS STOP, ROUTES 41,44

- A1 President, V.P. Instruction, V.P. Administrative Services (101-105)
- A1 Administration Offices (106-117) *
- B Classrooms B100
- BT Center for Business and Technology
- C1-CT Classrooms and Apollad Theatre CT-C100
- C2 Classrooms C200
- CDC Child Development Center
- CE Continuing Education Building
- CP Central Plant
- D1 Fine Arts Classrooms D100
- D2 Classrooms D200
- D3 Classrooms D300
- DS Merrill Douglas Stadium
- ES Exercise Science
- EV English Village
- G Humanities & Multicultural Studies
- GYM Main Gym
- I1 Veterans Resource Center, Classrooms I100, Honors

- FA Fine Arts
- I400 Student Services Center and Classrooms *
- K1 Classrooms K100
- L1 Exercise Science L100
- L2 Facilities L200
- LRC Learning Resources Center
- MET Met High School (K200)
- MC Mesa Commons *
- MS Math and Science Complex
- P1 Classrooms P100
- P2 Storage P200
- P3 Animal Health Technology P300
- PS Parking Structure
- Q Mesa College Police Offices Q100
- S Allied Health Education S100, S200, S300
- SB Social and Behavioral Sciences Building
- Z Mesa College Design Center

*Student Services Center The Stand AVANZA Engagement Center CalWORKs	*Administration Offices Inst. Effectiveness and Research Foundation/Resource Dev. Office of Communications
*Mesa Commons	
Printing and Mail Services Stockroom/Receiving College Technology Services	Cafeteria Campus Store Culinary Outlook
icommutedsd.com (must be 21 or older)	



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