



Advancing Racial Justice & Equitable Outcomes in Community Colleges Institutes



Prairie State College

Chicago Heights, Illinois

2019

July
25



I ILLINOIS
Office of Community College
Research & Leadership
COLLEGE OF EDUCATION



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

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

THANK YOU

FOR ATTENDING!

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

Terri L. Winfree, Ph.D.
President, Prairie State 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 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.



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 Quaye3

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



Rm. 1318

Dr. Asif Wilson

Associate Dean of
Instruction,
Harold Washington
College

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?



Rm. 1320

Evelyn Reynolds

Associate Professor of
Sociology,
Parkland College



BREAK-OUT SESSIONS CONTINUED:



Rm. 1322

Heather McCambly

OCCRL Affiliate

PhD Candidate,
Northwestern University

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.



Rm. 1315

Chaddrick James-Gallaway

OCCRL Research
Associate

PhD Candidate,
University of Illinois at
Urbana-Champaign

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



NOTES

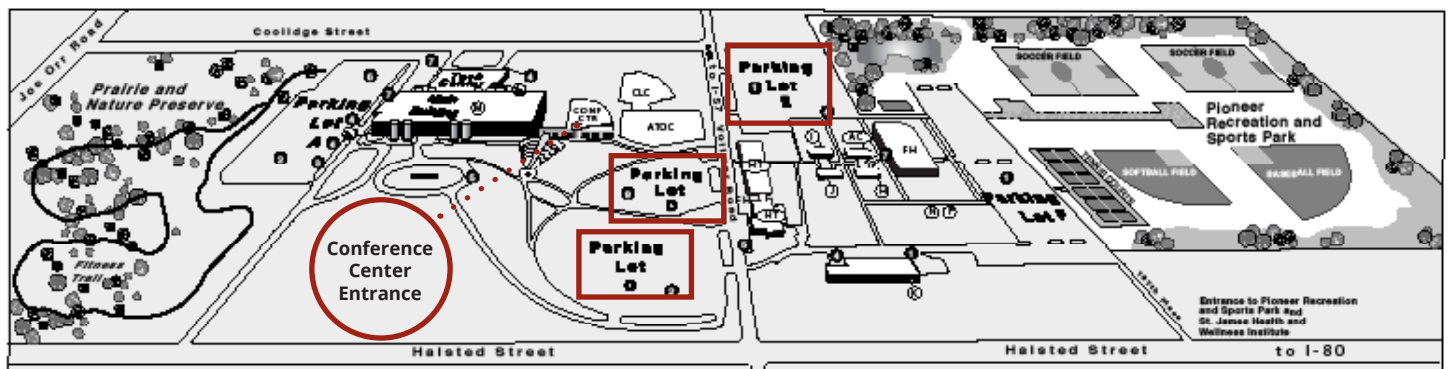


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NOTES

CAMPUS MAP

****Use Parking Lot C, D, or E for Conference****



LEGEND

- ① General Parking
- ② Student Parking by permit
- ③ Visitor Parking by permit
- ④ Handicapped Parking

- ⑤ Short-Term Parking
- ⑥ Faculty/Staff Parking by permit
- ⑦ Bldg. Parking
- ⑧ Conf Ctr/Visitor Parking
- ⑨ ODL Training Facility

- Ⓐ North Annex
- Ⓜ Main Building
- ⓂⓂ Health/Tech Center (L on student schedules)
- Ⓜ Confined Space Training Facility
- Ⓜ Pioneer Apparatus and Equipment Center
- ⓂⓂ The Fitness & Health Complex (including Pioneer Fieldhouse)

- ATOC Adult Training and Outreach Center
- CONF CTR Conference Center
- CLC Children's Learning Center



DIRECTIONS

To Main Campus

From the north Drive south on I-94 to I-80 west 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.

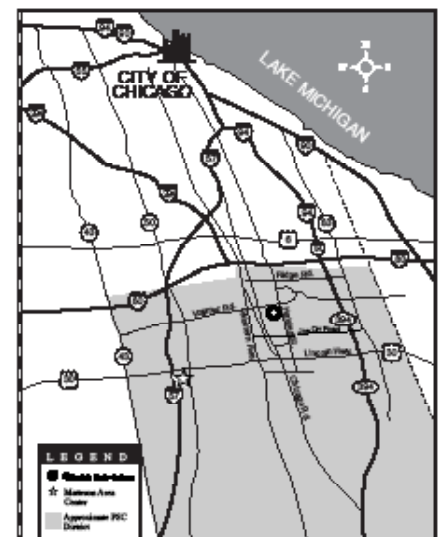
From the north/west Take the Tri-State Tollway (294) south to I-80/94 east.
Follow I-80/94 east about one mile to Halsted Street south exit (Route 1).
Take Halsted Street south about three miles to the PSC campus.

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

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

To Matteson 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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