



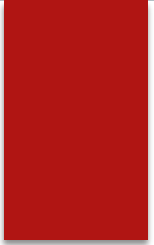
# Comprehensive and Intentional: Imagining Anti-Racist Education

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# Goals

- ▶ Explore what it means to be an anti-racist institution by asking critical questions about the existing dynamics of higher education
- ▶ Identify areas within our purview where we can focus our efforts in order to address manifestations of systemic racism
- ▶ Acknowledge areas where we need additional learning/development/skill-building in order to advance anti-racist practices



# Identifying Systemic Racism: Critical Accountability Questions

# Who's At The Table? Whose Table Is It? (I)

- ▶ Who holds power at each level of the institution AND what is their lens with respect to recognizing and addressing systemic racism?
  - ▶ How do we avoid tokenizing people of color in institutional spaces (at the administrative level, within our academic departments, within our non-academic offices on campus)?
  - ▶ How are we intentional about ensuring there are people at the table who have a critical lens on these issues?
  - ▶ How do we create space for push back against existing institutional culture and create accountability for ongoing and meaningful change?

# Who's At The Table? Whose Table Is It? (II)

- ▶ Who are we hiring AND what are we doing to actively recruit a more diverse faculty and staff applicant pool?
  - ▶ What excuses do we make that prevent us from engaging in more proactive efforts to recruit a more diverse pool?
- ▶ Who are we hiring as student employees/researchers?
  - ▶ What process do we use to identify prospective student employees and does it allow equity of access in terms of applying and being considered?

# Whose Perspectives Are We Centering? (I)

- ▶ Whose perspectives have shaped and been centered in our academic disciplines AND how do we challenge and begin to restructure those foundations?
  - ▶ How do we avoid tokenizing people of color in our classrooms (i.e., not merely adding different identities, but challenging the framework of the discipline with perspectives that address exclusion and call-out/reimagine a white/western-centered ideology)?

# Whose Perspectives Are We Centering? (II)

- ▶ How are we assessing—as part of the hiring process—the ability of prospective faculty and staff to support anti-racist efforts and broader efforts to make our campus, departments, and classrooms more inclusive?
  - ▶ How prepared are we to ask the questions and evaluate the answers that are necessary in order to do this type of assessment?

# Who Are We Investing In? Who's Investing? (I)

- ▶ How are we supporting and mentoring new faculty and staff, especially faculty and staff of color, in ways that are mindful of their needs and the challenges they face both as new employees and in navigating environments that cause harm?
  - ▶ Who does this work get delegated to and what does it mean if we don't see this as the work of everyone in our departments?



## Who Are We Investing In? Who's Investing? (II)

- ▶ What are we doing to mentor students of color, especially in disciplines in which they have been historically underrepresented, to allow them to excel and to push back in ways that create spaces for themselves in our departments and in our fields?
  - ▶ How prepared are we to provide mentoring that is intentionally mindful of race and racism (as opposed to a colorblind approach that imagines our students will all benefit from the same support)?

# What Spaces Are We Creating/Maintaining? (I)

- ▶ How mindful are we of the dynamics happening in our classrooms, of whose voices are being heard and whose aren't, of whose ideas and perspectives are being affirmed and whose are being dismissed?
  - ▶ How do the dynamics in our classroom impact the willingness of our students, especially students of color, to participate, to seek support, or to name climate concerns that should be addressed?
  - ▶ How often and how do we solicit feedback from students about classroom climate/dynamics and how do we adjust as needed based on that feedback?

## What Spaces Are We Creating/Maintaining? (II)

- ▶ What are we doing to proactively shape expectations for how we want students to engage with each other in our classrooms?
  - ▶ How does an inclusive classroom environment foster active and engaged learning, and how can we make learning how to maintain such an environment a learning outcome for our students?

## What Spaces Are We Creating/Maintaining? (III)

- ▶ How willing and prepared are we to engage with comments or behaviors that are microaggressions, both in our classrooms and with our colleagues?
  - ▶ What message does our silence send to our students?
  - ▶ What message does our silence send to our colleagues?

# What Spaces Are We Creating/Maintaining? (IV)

- ▶ How prepared are we to hear and respond when our students or our colleagues challenge our own attitudes and actions?
  - ▶ How does the way we respond to criticisms of our own behaviors cause further harm or make it less likely that our students or our colleagues will raise additional issues in the future?
  - ▶ How does the way we respond impact student engagement and success?
  - ▶ How does the way we respond impact faculty and staff retention?

# What Spaces Are We Creating/Maintaining? (V)

- ▶ How often and how do we solicit feedback from students about their experiences and perceptions of the climate in our departments?
  - ▶ How do we adapt our policies and practices, including our attitudes and actions, based on that feedback?
- ▶ How often and how do we solicit feedback from faculty and staff of color about their experiences and perceptions of the departments they work in and of campus climate in general?
  - ▶ How do we adapt our policies and practices, including our attitudes and actions, based on that feedback?

# How Do We Provide Support? (I)

- ▶ How aware are we of the added labor that faculty and staff of color engage in as they provide support for students of color who must navigate a campus environment that was never designed for them and that has never been accountable for the ways it causes harm to them?
  - ▶ How do we evaluate the contributions of this labor?
  - ▶ How do we assess the toll it takes on our colleagues?
  - ▶ How do we offset this labor and ensure it doesn't contribute to overwhelming our colleagues?

## How Do We Provide Support? (II)

- ▶ How are we supporting students of color across the institution in non-academic spaces, ensuring they can report climate concerns, and helping them succeed in spaces that have much transforming to do?
  - ▶ Do we know where to refer students who need support?
  - ▶ How prepared are our staff members to provide needed support that is culturally responsive?



# How Are We Holding Each Other Accountable? (I)

- ▶ What are we doing to foster a community—both inside and outside our classrooms—that engages in critical conversations about systemic oppression and its impact?
  - ▶ How are we creating space for active and ongoing dialogues that prepare members of our campus community to engage in anti-racist work, both on our campus and in the larger society?

# How Are We Holding Each Other Accountable? (II)

- ▶ How often do we center anti-racism in our conversations with colleagues?
  - ▶ How do we challenge the underlying assumptions or practices of our disciplines?
  - ▶ How are we working together to identify the work that needs to be done in our departments?
  - ▶ How are we sharing resources and best practices for anti-racist education and student engagement?
  - ▶ How do we push back against arguments that there isn't time for this work, that it isn't relevant, or that it isn't a priority?

# How Are We Holding Ourselves Accountable? (I)

- ▶ What assumptions do we have about the students in our classes, about how prepared they are to be successful, and how do our assumptions impact the way we do or do not engage with them?
  - ▶ How does the way we do or do not engage with students impact their willingness or comfort to participate or ask for help if they have questions?

# How Are We Holding Ourselves Accountable? (II)

- ▶ How do we hold ourselves accountable for “making time”?
  - ▶ How do we make time to set expectations for our students in terms of classroom climate?
  - ▶ How do we make time to respond when harmful comments or behaviors occur in the classroom?
  - ▶ How do we make time to connect with, support, and mentor our students of color?
  - ▶ How do we make time to critically reflect on and reimagine the curriculum?
  - ▶ How do we make time to connect with, support, and mentor our colleagues of color?

# How Are We Holding Ourselves Accountable? (III)

- ▶ What does it mean if we don't seek answers to these questions or make time to do the work?
  - ▶ How does our silence/inaction impact the experiences of our students of color?
  - ▶ How does our silence/inaction impact the experiences of our colleagues of color?
  - ▶ What kind of community do we want to be part of on this campus?
  - ▶ What is our individual and collective responsibility to build and maintain that community—and to challenge attitudes and actions that threaten it?

Any  
Final  
Questions?

**Last  
Call**

