

10-Point Plan to Address Anti-Blackness

Addressing Anti-Blackness on Campus: Implications for Educators and Institutions

Webinar June 24, 2020

Part 1: <https://youtu.be/xezigYclrJE>

Part 2: <https://youtu.be/an8cws3wR-w>

1. ACKNOWLEDGE THE PAST & REVISIT THE HISTORY OF ANTI-BLACKNESS

- **Addressing anti-Blackness begins with an authentic reconciliation of an institution's history and legacy of racism**
 - Identify a task force that can be charged with conducting archival research and sharing it's findings with the campus community
 - Search for letters, photographs, yearbooks, journals, newspaper articles (campus and community), speeches , meeting minutes
 - Consult with local historical societies
 - Interview former students, leaders, or educators
 - Share findings publicly
- **Identify and remove campus rituals, symbols, and artifacts that express racism and anti-Blackness**
 - Statues, named buildings, donors, scholarships, mascots, traditions
 - Rename schools named after people who helped to advance racism in any way
- **Identify tangible and concrete ways to account for the history and legacy of racism against Blacks**
 - Scholarships, named programs, free tuition, endowed professorships

2. LIFT BLACK VOICES

- **Proactively seek students' and employees' voices and experiences of anti-Blackness in and out of the classroom and in the workplace**
 - Questions to explore:
 - "What is it like to be a Black student here?"
 - "How has racism impacted your health and well-being?"
 - "What are some ways in which anti-Blackness has limited the advancement of your career?"
 - "How can the college/school/university do a better job of supporting Black employees?"
- **Intentionally explore the intersection of Black racial/ethnic identity with other salient identities: Black LGBT students, parents, adult learners, student-athletes, disabilities, justice-impacted, veterans, foster youth, homeless, transfer students**
- **Believe what they say!**
- **Make the findings public**

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3. ADDRESS ANTI-BLACKNESS IN THE CAMPUS CULTURE

- **The Context of Teaching and Learning**
 - Curricula
 - Invisibility and Hyper-surveillance
 - Persistent and unchecked racial microaggressions (ascription of intelligence, pathologizing culture, and assumption of criminality)
- **Student Services**
 - Underserved– “There’s nothing more I can do for you.”
 - Underchallenged – “That is a very rigorous major, I am not sure it’s best for you.”
 - Unwelcomed – “Why are you here?”
- **Human Resources**
 - Position descriptions
 - Hiring committees
 - Campus visits
 - Employee grievances
 - Performance evaluations

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4. CRITICALLY EXAMINE STUDENT CONDUCT & DISCIPLINE DATA

- **School Discipline**
 - Are Black students overrepresented amongst those who are suspended and expelled?
 - For what offenses are Black students being referred?
 - Are punishments equitable?
 - Are there more equitable alternatives to suspension and expulsion?
 - Are “de facto suspensions” occurring?
 - Are interrogation strategies being used?
 - How are parents engaged in the process?
- **Student Conduct**
 - Are Black students overrepresented amongst those referred to student conduct for campus policy violations?
 - Who are the sources of referrals for Black students (faculty, residence hall coordinators, campus police)?
 - Are sanctions equitably applied?
 - Do students have access to an advocate? **but these are areas we want to look at as well.**



5. ADDRESS ANTI-BLACKNESS IN CAMPUS AND SCHOOL POLICING

- Conduct an analysis of campus arrest data, citations, referrals/calls from faculty
- Comprehensive review of complaints filed by students—particularly those that allege mistreatment on the basis of race
- Assess cultural proficiency in the hiring process (ask for concrete examples)
- Include culturally responsive policing as a criterion in performance evaluation
- Intrusive and ongoing professional development that focuses on:
 - Racism and anti-Blackness
 - The experiences of boys and men of color in education
 - Policing in schools and colleges
- Convene an advisory board that includes Black students, faculty, staff, and community members
- Provide opportunities for humanizing and relationship building (open houses, intramural sports, no uniforms at special events and meetings)

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6. DEVISE A COMPREHENSIVE STRATEGY FOR ADDRESSING ANTI-BLACKNESS

- **Statements of solidarity absent of concrete actions are symbolic and performative, but not meaningful**
- **Make addressing anti-Blackness and strategic priority with measurable goals and resources**
- **Add “anti-racism” to the institution’s mission statement**
- **Engage the governing board on a consistent basis**
 - Add “addressing anti-Blackness” (and corresponding action steps) as a standing agenda item
 - Advocate for Black representation on governing boards
 - Hold special governing board meetings that focus on professional learning
- **Engage parent-teacher associations and school site councils**
- **Develop clear policies**

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7. ESTABLISH A BLACK RESOURCE CENTER

- “Black culture centers share a mission of preserving and celebrating Black culture, history, and life through programmatic and service efforts beneficial to the entire campus community” (Patton, 2006, p. 3).
- Black Resource Centers should include:
 - Dedicated space
 - Permanent funding
 - Dedicated staff
 - Student services
 - Student organizations
 - Community resources
 - Academic support
 - Cultural programming
 - Research agenda

Patton, L. D. (2006). Black culture centers: Still central to student learning. *About Campus*, 11(2), 2-5.

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The next recommendation is to develop

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8. DISAGGREGATE STUDENT SUCCESS DATA TO REVEAL HIDDEN PATTERNS OF RACIAL INEQUITY

- **Access**
 - Proportion of Black students applied, enrolled, and were admitted to the university
 - Proportion of Black graduates of local high schools enrolled
 - Proportion of Black student who were admitted to their desired major/program of study
 - Proportion of Black students who transfer to public universities
 - Proportion of Black students enrolled in AP courses
- **Campus Effort**
 - Black student-to-faculty ratio
 - Proportion of Black student who transfer to a university
 - Black student representation on student government
 - Proportion of Black students utilizing campus support services
 - Proportion of Black students involved in high impact programs
- **Retention**
 - Fall to Spring persistence rate for Black 1st year students
 - Fall to Fall persistence rate for Black 1st year students
- **Excellence**
 - Proportion of Black students who graduate with honors
 - Proportion of Black students on the Dean's list (compared to overall representation)
 - 4-year graduation rate of Black students
 - 2-year transfer rate of Black students
 - Proportion of Black students awarded merit-based scholarships
 - Proportion of Black students awarded competitive fellowships (e.g., Fulbright, Rhodes, Truman)

See: Bensimon, E. M., & Malcom, L. (2012). *Confronting equity issues on campus: Implementing the Equity Scorecard in theory and practice.*

indicators of anti-Blackness's when black students don't



9. ENGAGE IN INTRUSIVE OUTREACH TO BLACK STUDENTS WHEN RACIST INCIDENTS OCCUR

- **When racist incidents occur on campus or in the local community contact every Black student (or parents) to check in and offer support.**
 - Deploy a response team
 - Messaging should convey:
 - We are aware of the incident and taking all feasible actions to address it.
 - We are concerned about your well-being
 - These acts are not acceptable and are not aligned with our values, who we are, and who we aspire to be as an institution
 - These are some concrete actions we are taking
 - There is immediate support available to you

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immediately

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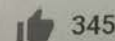
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