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/xezigYcIrJE
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 its 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

- **but these are areas we want to look at as well.**

*Note: Text continues below the image.*
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 and accountability structures.

Right now we see many institutions releasing statements in support of #BlackMindsMatter #PCCD_Chancellor #LasagnaJr #LukeWood #fharris3 #BlackMindsMatter
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

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)

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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10. BUILD A CULTURE OF COMMITMENT TO ELIMINATING ANTI-BLACKNESS

- Pursue ongoing professional learning opportunities on anti-Blackness
- "Black Minds Matter"
- Reading list:
  - Revolutionary Pedagogy - Molefi Asante
  - The History of White People - Nell Irvin Painter
  - Teaching to Transgress - bell hooks
  - How to Be An Anti-Racist - Ibram X. Kendi
  - Raising Racists - Kristina DuRocher
  - Before the Mayflower - Lerone Bennett
  - The White Architects of Black Education - William Watkins

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