

There have been incidents of poor advising because the student's abilities were obscured by the prejudice of an advisor.

Professional remuneration – minority faculty often negotiate lower entry salary or do not have insider networks/ lack of confidence to ask for what they are worth.

Even today many of the books on multicultural education and racism are published by whites.

Schools are generally set up to assimilate minority students. This has generally benefited whites but persons of color have to endure a loss of their culture or face a special kind of incorporation in to the racial order. The assimilation also leads to tokenism which delays significant change.

The Asian model minority

This in some ways is a success story but it is also a stereotype that minimizes or denies the racism Asians continue to face. It also contributes to blaming other persons of color for their social and economic problems by implying that if others would follow their example they would be successful too. It also minimizes the challenges in Higher Education that other subgroups of Asian's face.

Blacks, Latinos and Native Americans have the lowest graduation rates than either whites or Asians, a result of decades of exclusion from higher education.

Low enrollments due to the fact that overt political and economic discrimination, inadequate precollege experience and lack of parental knowledge or legacy in Higher Education

Relationships with Professors (Social Capital)

White students may likely have network connections to some professors, either through their parents or siblings or through common cultural affinity. Students of color may have the same with faculty of color. White faculty sometimes fear that they will be viewed as patronizing or feel awkward with students of color. Examples given in class may conflict with culture and values of students of color.

Sometimes even books on the history of higher education fail to include critical and in-depth treatment of how racism was institutionalized in colleges and universities and how it was maintained by white majorities in most educational institutions and the larger white power structure

Blackout policy

List

Ignorant comments and verbal attacks/ general hostility

Aversion and lack of engagement

Residence dorm situations

Lack of knowledge/sensitivity

Racial bias incidents, hate speech and graffiti

Colorblind approach

Societal racism may reflect in the college. Race neutral practices – can have an adverse effect. Prejudice by white institutional staff – for example not giving students of color full information about institutional awards or grants because they want them to first prove themselves – or if they are (opposed to) meritocratic and believe that blacks want everything for nothing. Prejudice sometimes when whites would rather give a break to a poor white family than to a struggling black family – doubting the creditworthiness of the family, and often such families may not be creditworthy because of their lower incomes

Seniority

When faced with the need to reduce the workforce, many employers lay off those workers who have been employed for fewer years. Because minorities often tend to be the last hired, they will be disproportionately represented amongst those who are laid off. Are there ways to cut costs without hurting people of color who need those jobs? Equality is as important as being fair but sometimes it is not fair (numerically).

Racism's cumulative effect and compound effect

Departments who compete for funds and do not get it, often have higher numbers of students of color who suffer from lower quality or lack of equipment

Institutions often do not provide the necessary academic support for students who need it most due to funding shortages.

Faculty who lack an awareness of the culture of certain minority groups

“College readiness” – Students of color often lack a family legacy in higher education. They lack family relationship networks or siblings who may have graduated from the college and who can show them the way.

Students of color may lack assertiveness or may not understand Higher Education systems and bureaucracy.

Hurtado and Chang wrote about students of color “feeling like guests” on the campus

Sometimes students of color come from high levels of poverty and may have less access to college prep curriculum such as IB program

When a disproportionate number of people are affected by a decision/practice and we can define it by race, it is racism.

Institutionalized racism

Challenging racism and privilege through student organizing (by Michelle Asha Cooper)

Subjugated identities

One-sided discourse

We are indebted to the work of Sylvia Hurtado and Mitchell Chang who did a lot of research on the experiences of students of color, faculty and staff.

They have found that students feel like “guests” on a campus.

Also spoke about their invisibility in the curriculum, programs and events. They are often an afterthought or tokenized.

Achievement gap and campus social environments

Hiring across race/ethnicity

Leadership roles

Faculty evaluation

Lack of discourse

Discrimination

Race-neutral policies

Incidents that maintain, reproduce and in some cases increase racial disadvantage and injustice.

Higher Education often helps to reproduce the social arrangements.

1. Racism’s structural impact in Higher Education
Give a short introduction to this and cite examples – then ask participants for examples – It is like walking through a minefield – you know it’s there but not sure where
2. The Challenge:
 - a. We use an organizing model. Minorities have always done this.
 - b. What are systemic/structural transformation in the processes of Higher Education
 - i. Critical mass – increasing #. Recruitment and retention of faculty, staff and students
 - ii. Preparing students

The lack of validation of the experience of minorities is aimed at avoiding white embarrassment but denying the pain of people of color

Racism Impact in Higher Education

Racism's impact, although stemming from a long history of events still has a ripple (and sometimes Tsunami) effect on us.

Higher education today still produces disproportionate outcomes and experiences, including micro-inequities for staff, students and faculty of color.

It is often difficult to recognize the institutional and organizational factors that create and maintain privileges and advantages to whites while penalizing and negatively impacting people of color.

Both privileges and penalties occur in the present, but they often invoke and incorporate historical accumulations and lead to future expectations of entitlement or of deprivations (Chesler & Jim, 2005).

Institutions are set up to perpetuate themselves and this includes dominant patterns of inequality - we would say they reproduce the current social arrangements. They typically mirror the larger society and are in the position of either passing on or sometimes challenging dominant patterns and their effects.

I want to discuss some of the direct benefits of the racist nature of institutions/society as well as the indirect effects.

Institutions may also act in a racist way by not promoting an analysis of racism and providing students with the tools and insights to challenge this within and outside of the institution (Sometimes this is limited to a class on racial justice but students are more encouraged to get the assignments done, complete the reading and get the grade).

When disproportionate numbers of people are affected by decisions and practices and we can define its impact by race, we call it institutional racism (racial disparities).

Higher education structure is fundamentally racist and therefore any attempt at introspection is less possible. What we need in higher education is an agitation and organizing to eliminate the disproportionate outcomes for people across race and ethnic backgrounds.

Hooks (1992) wrote that one of the core features of the power of whiteness is its positional privilege of being racially unmarked and invisible. It is borne in such a way that it is taken for granted and naturalized to the point of being invisible. Charles Mills states that fish do not see water and whites do not see the racial nature of a racialized society (white privilege) because it is natural to them, the element in which they move (1997:76).

As a group of diversity professionals, using an antiracism approach, our objective for today's workshop is to:

1. Share and get your ideas about systemic racism in our institutions of higher education
2. Discuss some of the challenges and successes including strategies
3. Share about the work of the Higher Education Anti-racism Team, a collaborative that has been working together for the last 5 years
4. Motivate you to participate in an activist movement