

A Model for Anti-Racism Training in Higher Education

By Ngoc H. Bui, James J. Garcia, Monique J. Williams, & Alexandra M. Burrell

Higher education's attempts at tackling the issue of anti-racism in its ivory towers may be facing an uphill battle. Strong opposition within and outside academia, in addition to perceptions of cultural competency training, force institutions to rethink the ways anti-racism training should be designed and delivered. In this article, we present several challenges to anti-racism training and rebuttals to those challenges. In addition, we suggest a multipronged model to increase investment and engagement in anti-racism training for faculty using the Participatory Action Learning and Action Research (PALAR) framework in the form of a colloquium.

Introduction

Racial tensions continue to rise in the U.S. and worldwide, as people protest the killings of unarmed Black people. Data from the National Violent Death Reporting System show that among 17 states that reported (2009–2012), Blacks were 2.8 times more likely to be killed by law enforcement than Whites (DeGue et al., 2016). Among those killed, Blacks were more likely to be unarmed (14.8%) than Whites (9.4%). Using the same database, Wertz et al. (2020) reported that between 2014 and 2015, among 27 states that indicated crimes classified as low threat, with the person being likely unarmed, Blacks made up the majority of deaths by law enforcement (35.4%), but were only 12% of the population of the states that reported data. Furthermore, the increase in White nationalism hate groups and rallies in the U.S. when President Trump took office in 2016, and upon his departure (Wilson, 2020), have resulted in violent and deadly confrontations with Black Lives Matters protestors and police (Signer, 2020). Thus, the importance of anti-racism education cannot be overstated at this moment in U.S. history.

Anti-Racism Movement and Higher Education

Racism, the belief that certain racial groups are inherently inferior to others (Smedley & Smedley, 2005), can manifest in overt (individual racism) and covert (institutional racism) ways (Carmichael & Hamilton, 1967). However, institutional racism is more insidious because it includes social, economic, and political systems that create barriers for Peo-

ple of Color, with few identifying these barriers as racist (Carmichael & Hamilton, 1967). Institutional racism has been a part of American history since its founding (Carew, 1988). This is evidenced by laws that include the Naturalization Act of 1790, which restricted U.S. citizenship to only White immigrants and their children (Fox, 2020), the 1896 Supreme Court decision of *Plessy vs. Ferguson*, which supported the constitutionality of racial segregation between Blacks and Whites (Hoffer, 2014), Executive Order 9066 in 1942, which ordered the mass incarceration of 120,000 Japanese Americans (Kamp-Whittaker, 2020), and the U.S.A. Patriot Act of 2001, which detained suspected “terrorists” (mostly profiled as Arab, Muslim, and South Asian men) indefinitely without legal representation (United States Congress, 2001).

Institutional racism has permeated higher education for many years in the form of unwelcoming campus climates and discrimination in promotion, tenure, and hiring practices (LaLand, 2020). American universities have made attempts to tackle these issues by introducing diversity training. A survey of 281 higher education administrators in the U.S. between 1996 and 1997 revealed that 70% implemented voluntary diversity workshops at their institutions, with only 5% requiring faculty to attend (McCauley et al., 2000). We argue that race-related training should go beyond diversity training because it only develops awareness of issues. Training should also focus on structural inequalities, systemic racism, power, and privilege (Hanover Research, 2020). Specifically, we contend

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Racism In American Education A Model:

Racism in American Education William E. Sedlacek, Glenwood C. Brooks, 1976 **The Race Controversy in American Education** Lillian Dowdell Drakeford Ph.D., 2015-07-28 In this unique two volume work expert scholars and practitioners examine race and racism in public education tackling controversial educational issues such as the school to prison pipeline charter schools school funding affirmative action and racialized curricula This work is built on the premise that recent efforts to advance color blind race neutral educational policies and reforms have not only proven ineffective in achieving racial equity and equality of educational opportunities and outcomes in America s public schools but also exacerbated existing inequalities That point is made through a collection of essays that examine the consequences of racial inequality on the school experience and success of students of color and other historically marginalized populations Addressing K 12 education and higher education in historically black as well as predominantly white institutions the work probes the impact of race and racism on education policies and reforms to determine the role schools school processes and school structures play in the perpetuation of racial inequality in American education Each volume validates the impact of race on teaching and learning and exposes the ways in which racism manifests itself in U S schools In addition practical recommendations are presented that may be used to confront and eradicate racism in education By exposing what happens when issues of race and racism are marginalized or ignored this collection will prepare readers to resist and perhaps finally overcome the racial inequality that plagues America s schools **Race, Curriculum, and the Politics of Educational Justice** Wayne Au, This one of a kind collection will help today s educators feel and understand the power that communities can harness through organizing and solidarity This volume highlights some of Wayne Au s most impactful essays and articles across his 25 years as an educator activist and scholar In this carefully curated collection Au traces the development of his politics and analyses of schooling education policy curriculum and racialization Featuring concrete examples chapters address antiracist education and the politics of knowledge the racial politics of high stakes testing and neoliberal education reforms and the racialization of Asian Americans as a model minority and its connection to anti Blackness Importantly this book illustrates the power of writing for different audiences by placing scholarly essays alongside those written for teachers parents and community members while also linking educational activism with educational research In addition to providing a broad examination of the politics of curriculum and educational policy in America Book Features Written by an internationally known scholar in the areas of curriculum multicultural and antiracist education high stakes testing and neoliberal reforms racial justice and critical education Provides a model for how to translate educational research and analysis between academic and public discourses embodying the intersections of theory practice and justice Combines searing political analysis of education with the hope offered through activism solidarity and educational justice *Class, Race, and Gender in American Education* Lois Weis, 1988-01-01 Most educators might agree that the hidden agendas on class

race and gender to a large extent condition and determine the form and the content of schooling But how much of this situation is due to school factors and how much to social background factors is heatedly discussed and debated by scholars working within both the mainstream and critical traditions in the field of education Class Race and Gender in American Education represents a groundbreaking overview of current issues and contemporary approaches involved in the areas of class race and gender in American education In this book the first to combine a consideration of these issues and to investigate the manner in which they connect in the school experience authors consider the particular situations of males and females of divergent racial and class backgrounds from their earliest childhood experiences through the adult university years While providing valuable original in depth ethnographic and statistical analyses the volume also incorporates some of the important current theoretical debates the debate between structuralists and culturalists is highlighted for example

Research and Reflections on Southeast Asian American Education and Advancement Wayne E. Wright, Vikrant Chap, Phitsamay S. Uy, Chhany Sak-Humphry, Vichet Chhuon, Bryan Thao Worra, 2025-05-15 This book is in commemoration of the twentieth anniversary of the Journal of Southeast Asian American Education and Advancement JSAAEA and the fiftieth anniversary of Southeast Asian American refugee resettlement in the United States Pivotal research articles reviews and creative works from past issues of JSAAEA have been selected for this volume to document the history and experiences of Cambodian Laotian Hmong and Vietnamese Americans since initial refugee resettlement began in the United States in 1975 as well as the experiences of more recent Southeast Asian immigrant and refugee groups Reviews of academic books novels memoirs children s books and motion pictures further highlight Southeast Asian American perspectives and experiences Creative works including poetry and short stories by Cambodian Laotian Hmong Vietnamese Thai and Burmese American writers provide additional and often intimate insights and reflections on the Southeast Asian American experience

Envisioning a Critical Race Praxis in K-12 Education Through Counter-Storytelling Tyson E.J. Marsh, Natasha N. Croom, 2016-08-01 While critical race theory is a framework employed by activists and scholars within and outside the confines of education there are limited resources for leadership practitioners that provide insight into critical race theory and the possibilities of implementing a critical race praxis approach to leadership With a continued top down approach to educational policy and practice it is imperative that educational leaders understand how critical race theory and praxis can assist them in utilizing their agency and roles as leaders to identify and challenge institutional and systemic racism and other forms manifestations of oppression Stovall 2004 In the tradition of critical race theory we are charged with the task of operationalizing theory into practice in the struggle for and commitment to social justice Though educational leaders and leadership programs have been all but absent in this process given their influence and power educational leaders need to be engaged in this endeavor The objective of this edited volume is to draw upon critical race counter stories and praxis for the purpose of providing leaders in training and practicing K 12 leaders with tangible narratives that demonstrate how racism

and its intersectionality with other forms of oppression manifest within K 12 schooling An additional aim of this book is to provide leaders with a working knowledge of the central tenets of critical race theory and the tools that are required in recognizing how they might be complicit in the reproduction of institutional and systemic racism and other forms of oppression More precisely this edited volume intends to draw upon and center the lived experiences and voices of contributors that have experienced racism in K 12 schooling Through the use of critical race methodology and counter storytelling Sol rzano Yosso 2002 contributors will share and interrogate their experiences while offering current and future educational leaders insight in recognizing how racism functions within institutions and how they can address it The intended goal of this edited volume is to translate critical race theory into practice while emphasizing the need for educational leaders to develop a critical race praxis and anti racist approach to leadership

Bibliography on Racism, 1972-1975 Center for Minority Group Mental Health Programs (U.S.),1978

Contextualizing Critical Race Theory on Inclusive Education from A Scholar-Practitioner Perspective Jose W. L alas,Heidi Luv Strikwerda,2023-12-12 Race does not only resonate with the dichotomy of blackness and whiteness but also on its impact on non physical attributes this includes factors such as indigenous status social class religion language ethnicity class gender sexuality and immigration The intersection of these factors are key considerations on inclusive education

The Edge of Race Kalervo N. Gulson,Zeus Leonardo,David Gillborn,2017-10-02 The phrase the edge of race can be used both as a description and as a response to two key concerns The first of these is that while race is increasingly on the periphery of education policy with a growing disregard shown for racist inequities as education systems become dominated by market driven concerns it is important that we map the shifting relations of race in neoliberal politics and policies The second concern is that at this time within and outside the spaces of the academy even to mention race equity is to risk condemnation marginalization and ridicule The authors in this collection use the edge of race as a provocation in order to examine the concepts methodologies policies politics processes and practices associated with race and racism in education The chapters offer empirical examples of the perpetuation and perniciousness of racism that point to the continued salience of research about race Additionally the chapters make contributions to conceptual and methodological understandings of race and racism The contributors illustrate the contingency productivity and fragility of race as a concept and point to how educational research continues to be a contested site in and from which to study race and education This book was originally published as a special issue of Discourse Studies in the Cultural Politics of Education

Racism and Racial Equity in Higher Education Samuel D. Museus,María C. Ledesma,Tara L. Parker,2015-11-17 What does it means to work toward racial equity in higher education in the 21st century This monograph answers just that with a synthesis of theory research and evidence that illuminate the ways in which racism shapes higher education systems and the experiences of people who navigate them Higher education leaders must move beyond vague notions of diversity and do the difficult work of pursuing systemic transformation and creating more inclusive environments

in which racially diverse populations can thrive Such work necessitates a deep understanding of the historic and contemporary role of racism in shaping postsecondary access and opportunity This work will be of interest to those who recognize how advancing racial equity benefits all members of the campus community and larger society This is the 1st issue of the 42nd volume of the Jossey Bass series ASHE Higher Education Report Each monograph is the definitive analysis of a tough higher education issue based on thorough research of pertinent literature and institutional experiences Topics are identified by a national survey Noted practitioners and scholars are then commissioned to write the reports with experts providing critical reviews of each manuscript before publication

Cultivating Race Julia Tischler, 2025-02-17 Simultaneous to the rise of industrial capitalism agriculture still the mainstay of most human communities around the globe in the late nineteenth and early twentieth centuries underwent dramatic changes In many countries including most settler economies a large scale input heavy and increasingly mechanized commercial agricultural sector emerged while scores of struggling rural producers were squeezed off the land The same period saw the rise of a global colour line increasingly rigid social categorizations based foremost on skin colour By considering agricultural progressivism as both a Pan Africanist and white supremacist movement Julia Tischler here demonstrates how the agrarian question and the colour line intersected Taking a uniquely transnational and comparative approach the book explores these rural transformations through the lens of agricultural education including agricultural colleges extension services children s clubs and domestic training In so doing and by taking South Africa in the segregation period as its central case study an extreme example of both rapid agrarian change and state sanctioned racism the book offers important insights into global questions of rural reform and race politics addressing all scholars and students who seek to understand the intricate links between race knowledge and rural reform in the twentieth century

Racism in American Public Life Johnnetta Betsch Cole, 2021-02-16 For some in our society diversity is a threat Others feel society should be more inclusive if only out of fairness But as Johnnetta Cole argues in her new book embracing diversity and inclusiveness is more than a virtuous ideal it is essential to a healthy productive society Focusing on higher education and other arenas of cultural development Cole explores our institutions vulnerability to the influence of racism and the wider implications for American society At the core of Cole s argument is the belief that increasing the representation of historically marginalized groups on college campuses and in museums media and other institutions is like the liberal arts vitally important to social progress Accompanying Cole s urgent calls to implement social change are vividly rendered experiences from her own remarkable life Cole issues a challenge for courageous conversations about race and racism and places unique responsibility and accountability on institutions of higher education in leading these conversations

Race & Class on Campus Jay Rochlin, 1997 Racism Is it alive and well and living on college campuses across the United States Is it a factor in high dropout rates and other crises affecting minority college students and if so how Are controversial programs of affirmative action proving to be a solution or are they part of the problem Here are some

insights into the hot issues sparking debate over equal opportunity and American education In these pages through the use of a fictional character author Jay Rochlin presents more than forty very real African American and Mexican American men and women who struggled to earn degrees at a large nationally recognized university in the west Their goals their gains and their disappointments echo the experiences of millions of others around the country during much of the twentieth century Perhaps most important their true stories will provide inspiration to the many young people who wonder whether pursuing the dream of a college education is possible for them Readers will warm to the words of Carlos V ez Ib ez learning as a toddler from his father that the university represented toda la sabidur a del mundo all the wisdom in the world Their hearts will go out to young Laura Banks barred as a black woman from a whites only pool and the swimming class required for her degree in physical education In the face of open hostility and closed doors these students and many others persevered When they were shunned by Anglo social clubs they created their own When they were assigned back of the room seating because of discrimination they rose above it And when their ultimate goal graduation was threatened by racism they fought it Looking back many in the book remember coming from poor families who nonetheless considered themselves middle class and as such simply expected their children to go to college This family support bolstered by the students own drive ambition and sense of responsibility seemed to be pivotal to their success Thus the book comes out strongly on the side of critical race theorists who emphasize individual effort as a means of combating racism and personal narratives as a way of analyzing the complex issue These pages are filled with the voices of everyday men and women Their language is straightforward and from the heart Their message is timely in the midst of current debates over race class and affirmative action And their words for American education and for the country as a whole carry force and meaning guaranteed to reach far into the future

American Education Joel Spring, 2019-06-19 Featuring current information and challenging perspectives on the latest issues and forces shaping the American educational system with scholarship that is often cited as a primary source Joel Spring introduces readers to the historical political social and legal foundations of education and to the profession of teaching in the United States In his signature straightforward concise approach to describing complex issues he illuminates events and topics that are often overlooked or whitewashed giving students the opportunity to engage in critical thinking about education Students come away informed on the latest topics issues and data and with a strong knowledge of the forces shaping the American educational system Thoroughly updated throughout the new edition of this clear authoritative text remains fresh and up to date reflecting the many changes in education that have occurred since the publication of the previous edition Topics and issues addressed and analyzed include The decline of the Common Core State Standards particularly as result of a Republican controlled administration currently in place Increasing emphasis on for profit education vouchers charter schools and free market competition between schools expected to surge with the appointment of the new U S Secretary of Education Betsy DeVos Current debates about immigration and Dreamers new statistics on immigrant

education discussion of education proposals to accommodate the languages cultures and religions of newly arrived immigrants New education statistics on school enrollments dropouts education and income school segregation charter schools and home languages The purposes of education as presented in the 2016 platforms of the Republican Democratic Green and Libertarian parties Discussions around transgender students Voice and Identity Rockford Sansom,2024-10-25 Voice and Identity draws from the knowledge and expertise of leading figures to explore the evolving nature of voice training in the performing arts The authors in this international collection look through both practical and theoretical lenses as they connect voice studies to equity diversity inclusion and belonging and to gender and gender diversity The book offers chapters that focus on practical tools and tips for voice teachers and the text also includes chapters that give rich social cultural and theoretical discussions that are both academic and accessible with a particular focus on gender diverse gender non binary transgender and inclusionary voice research Offering interdisciplinary insights from voice practitioners and scholars from the disciplines of actor training singing public speaking voice science communication philosophy women s studies Indigenous studies gender studies and sociology this book will be a key resource for practitioners and researchers engaged in these fields The chapters in this book were originally published in the Voice and Speech Review journal **Cartographies of Race and Social Difference** George J. Sefa Dei,Shukri Hilowle,2018-12-04 This book critically examines how race is constructed globally to intersect gender class sexuality language ability and religion and answers some very important questions like how does anti black racism manifest itself within various contexts Chapters in the book use the Black and White paradigm as a lens for critical race analysis examining how for example the saliency of race and Blackness shape the post colony as well as the various post colonial nations The paradigm centers Whiteness as the lens of defining what and what is different The negative portrayal of difference is anchored in the sanctity of Whiteness It is through such analysis that we can understand how historically colour has been a permanent marker of differentiation even though it has not been the only one It is through conversations and dialogue in the classroom that the book was created given the current political shift in American and the rise of Anti Blackness anti Indigeneity Islamophobia and xenophobia The book critically examines White supremacy racialization of gender post racial false narratives and other contemporary issues surrounding race Race and Education Primer Aaron David Gresson,2008 The Race and Education Primer introduces its topic as perspective policy and pedagogy It provides a thematic introduction to the guiding beliefs and major practices in the field with a special emphasis on critical recurring themes These include race and intelligence the education gap teacher education and cultural competence Approaching race and education in global context the primer covers topics of interest to both novice and advanced students A glossary and suggested readings and resources add to the volume s value for students new to the field

Race, Identity, and Representation in Education Cameron McCarthy,1993 Despite differing orientations the contributors here all share a common concern for stressing the importance of social context nuance and language in

understanding the dynamics of race relations **The SAGE Handbook of African American Education** Linda C. Tillman, 2008-07-17 This Handbook received an honorable mention at the 2009 PROSE Awards The PROSE Awards annually recognize the very best in professional and scholarly publishing by bringing attention to distinguished books journals and electronic content in over 40 categories This volume fills the tremendous void that currently exists in providing a much needed lens for cultural leadership and proficiency The approach provides a wide divergence of perspectives on African American forms of leadership in a variety of diverse leadership settings Len Foster Washington State University The SAGE Handbook of African American Education is a unique comprehensive collection of theoretical and empirical scholarship in six important areas historical perspectives teaching and learning PK 12 school leadership higher education current issues and education policy The purpose of the Handbook is to articulate perspectives on issues affecting the participation and leadership of African Americans in PK 12 and postsecondary education This volume also addresses historical and current issues affecting the education of African Americans and discusses current and future school reform efforts that directly affect this group Key Features Promotes inquiry and development of questions ideas and dialogue about critical practice theory and research on African Americans in the United States educational system Makes significant contributions to the scholarship on African Americans in the broad context of U S education and society Addresses the central question in what ways do African Americans in corporate private and public positions influence and shape educational policy that affects African Americans The SAGE Handbook of African American Education is a unique comprehensive collection of theoretical and empirical scholarship in six important areas historical perspectives teaching and learning Pre K 12 school leadership higher education current issues and education policy TEACHERS OF COLOR A wise scientist once argued that to doubt everything or to believe everything often results in the same solution set both eliminate the need for reflection This handbook provides an intellectual space for those interested in true reflection on the human ecology of the African American experience in schools communities and society The Handbook of African American Education is a repository of information developed to advance the human service professional William F Tate IV Washington University in St Louis This handbook represents the most comprehensive collection of research on African Americans in education to date Its breadth spans the historical the political institutional and community forces that have shaped educational opportunities and attainment among African Americans The review of extant research on a range of topics from the role of culture and identity in learning teacher preparation educational leadership to higher education and educational policy is far reaching and cutting edge This volume has historic significance and will become a classic collection on African American education for scholars and practitioners alike Carol D Lee Professor Northwestern University Vice President Division G American Educational Research Association This handbook is needed as a basic reference for professors and graduate students conducting research on the education of Blacks in America Frank Brown University of North Carolina at Chapel Hill Resources in Education ,1998-10

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