

LISTEN. LEARN. LEVEL UP!

Student Takeover: **Ethnicity & Race in Academia**



THINGS TO KEEP IN MIND



Turn Your Cameras On

If you have the ability to do so, please turn it on.



Have your cellphone ready

We will be having interactive activities that require you to use your cellphone.



Mute your Audio

Please keep yourself muted before and after you speak.



Have paper and pencil ready

We will be having interactive activities that require you to write.

OVERVIEW



01

IMPLICIT BIAS

02

PRIVILEGE

03

HIGHER ED &
FOOTHILL HISTORY

04

SCENARIOS

05

STUDENT PANEL



**ENOUGH
IS
ENOUGH.**

THE PURPOSE OF OUR VOICES



To actively **change** the mindset of higher education about **the potential** of BIPOC (Black, Indigenous, and People of Color) students.

**Genocide of
Native Americans**

**Anti-Irish
Sentiment**

**Atlantic Slave
Trade**

**SHAPED
AMERICA, ITS
INSTITUTIONS,
AND ITS PEOPLE.**

**Xenophobia of
Latinx and
Hispanic people**

**Anti-Asian
Legislation**

BY THE END OF THIS SESSION

- Better equipped in knowledge
- Aware of their space and actions
- Learn to dismantle the racism in academia



MAKING YOUR LEARNING ENVIRONMENT REFLECTIVE

- Equity
- Harmony
- Accountability



**HOW CAN WE IMPACT OUR
CAMPUS BY CREATING
SAFE SPACES WITH EQUITY
IN MIND?**



IT STARTS WITH....

01

COURSES

Reevaluating course curriculum that stigmatize

02

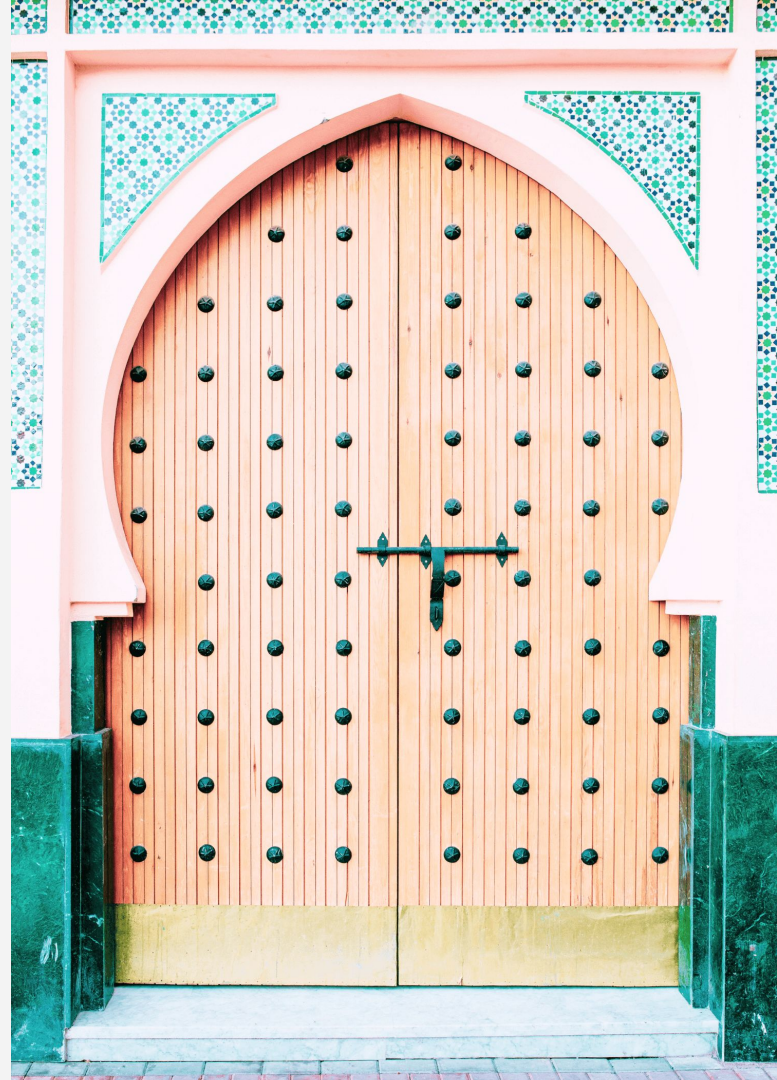
STRUCTURE

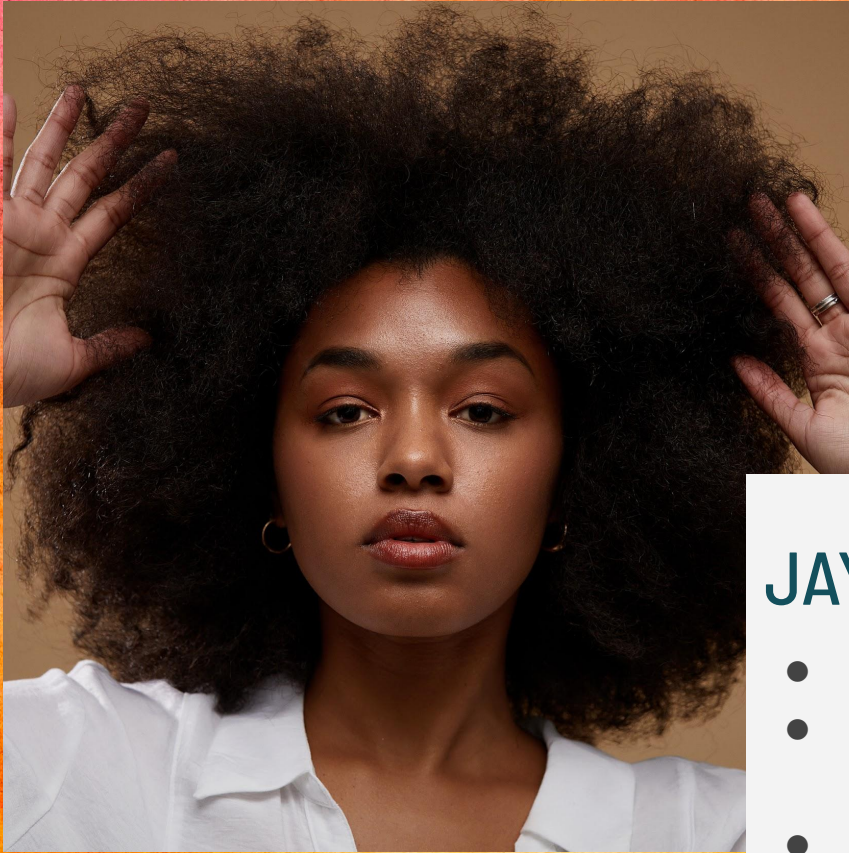
Recognizing the inequitable structure of the education system

03

VALUES

Evaluating our values and differences with race





JAYME ALBRITTON

- Student Activist
- Elementary/Middle School Tutor
- Equity & Education Council Voting Member

**Ensure All
Students Have
Room to Thrive.**





01

IMPLICIT BIAS

Presented by Josh



We All Have It!

IMPLICIT BIAS

noun Psychology.

[im-**plis**-it **bahy**-uhs]

“social cognition... to the attitudes or stereotypes that affect our own understanding, actions, and decisions in an unconscious manner... [They] encompass both favorable and unfavorable assessments, [that] are activated involuntarily and without an individual’s awareness or intentional control.”



JOSHUA CONTRERAS

- Student Activist
- VP of Inter Club Council
- Community & Communication Council Voting Member

“ASSUMED”

WHAT CAN YOU DO ABOUT YOUR IMPLICIT BIAS?

- It's not always intentional, but not excusable
- Know who you are working to serve
- Educate yourself in different perspectives



YOU NEVER
STOP
LEARNING.





02

PRIVILEGE

Presented by Abhi

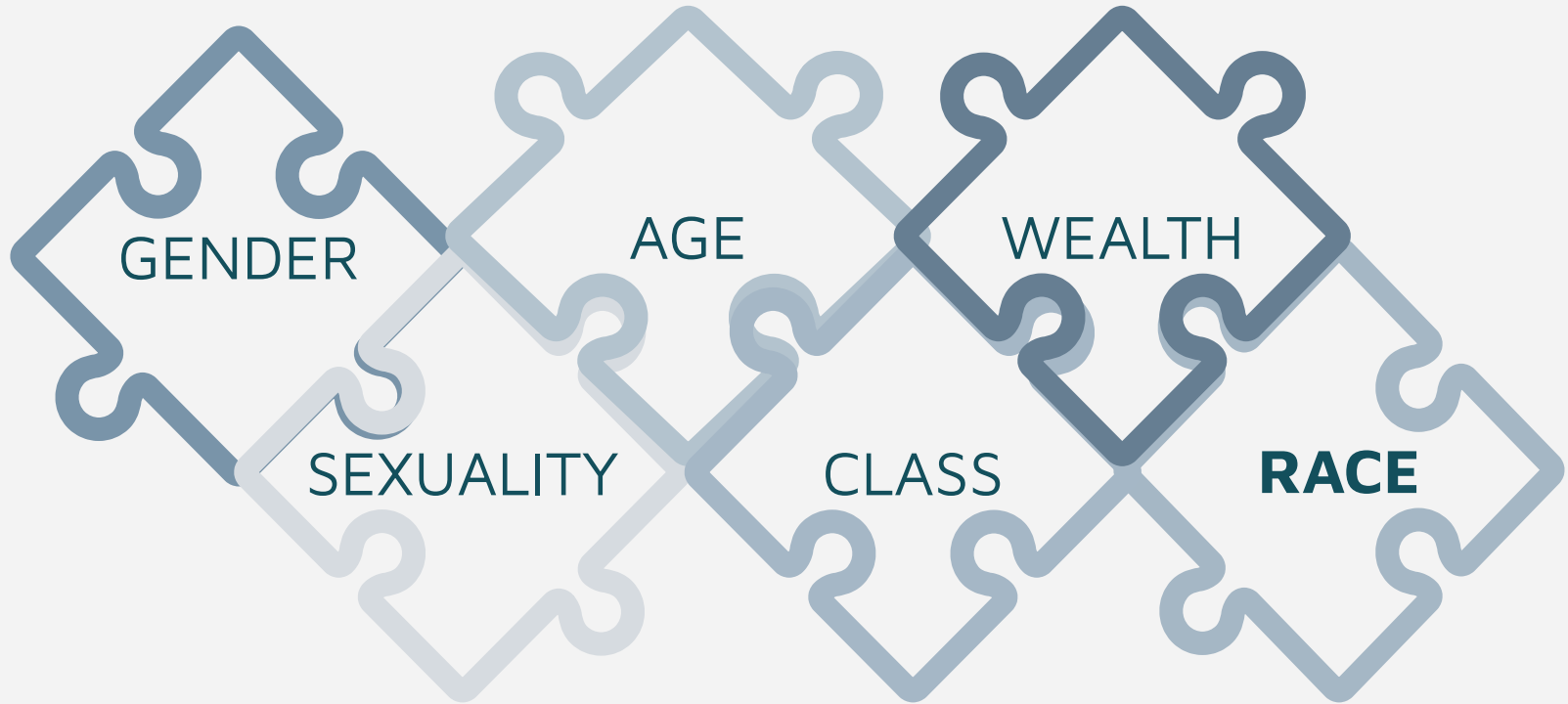
PRIVILEGE

noun

[priv-**i**-lege]

“Privileges are the social advantages or benefits that one may encounter due to their background.”

A CULTURE WHERE PRIVILEGE IS BASED ON...



RACE

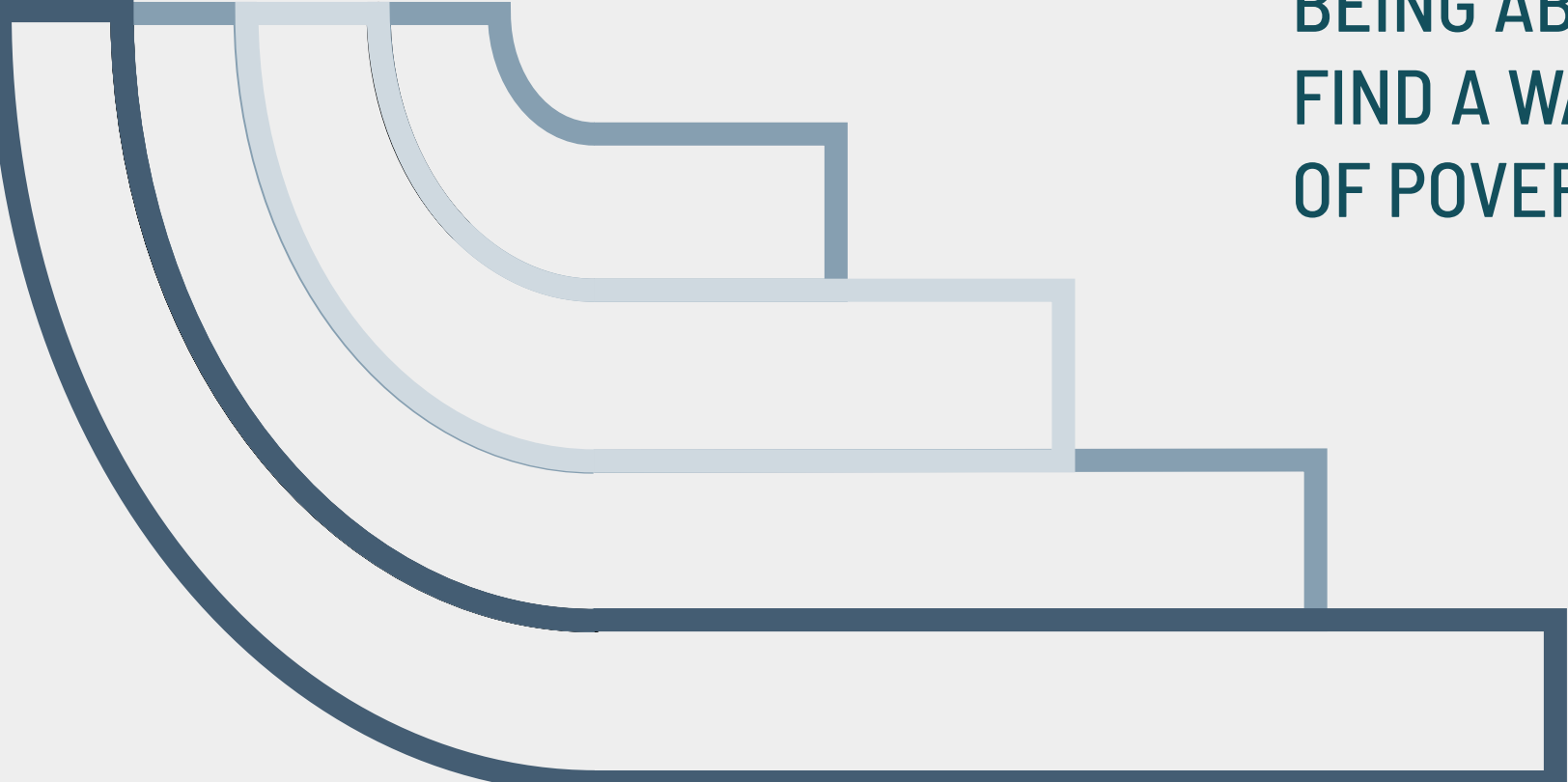
**ARE TWO
DIFFERENT
THINGS.**

COLOR

The background of the image is a dark space filled with numerous strings of warm, glowing lights, likely Christmas lights, creating a bokeh effect. A single red lantern with a white design hangs from the ceiling on the left side. The overall atmosphere is cozy and festive.

**UNDERSTANDING OUR OWN
BIASES IS THE FIRST STEP INTO
DISMANTLING HOW WE TAKE
ADVANTAGE OF OUR PRIVILEGE.**

THERE IS WHITE
PRIVILEGE IN
BEING ABLE TO
FIND A WAY OUT
OF POVERTY.



RACIAL PROFILING



A fact that many of us will never face.

HOW YOU CAN USE YOUR PRIVILEGE AND POSITION



UNDERSTAND THE NORMALITY OF WHITE PRIVILEGE.

- Changing a student's name/someone changing your name
- No representation

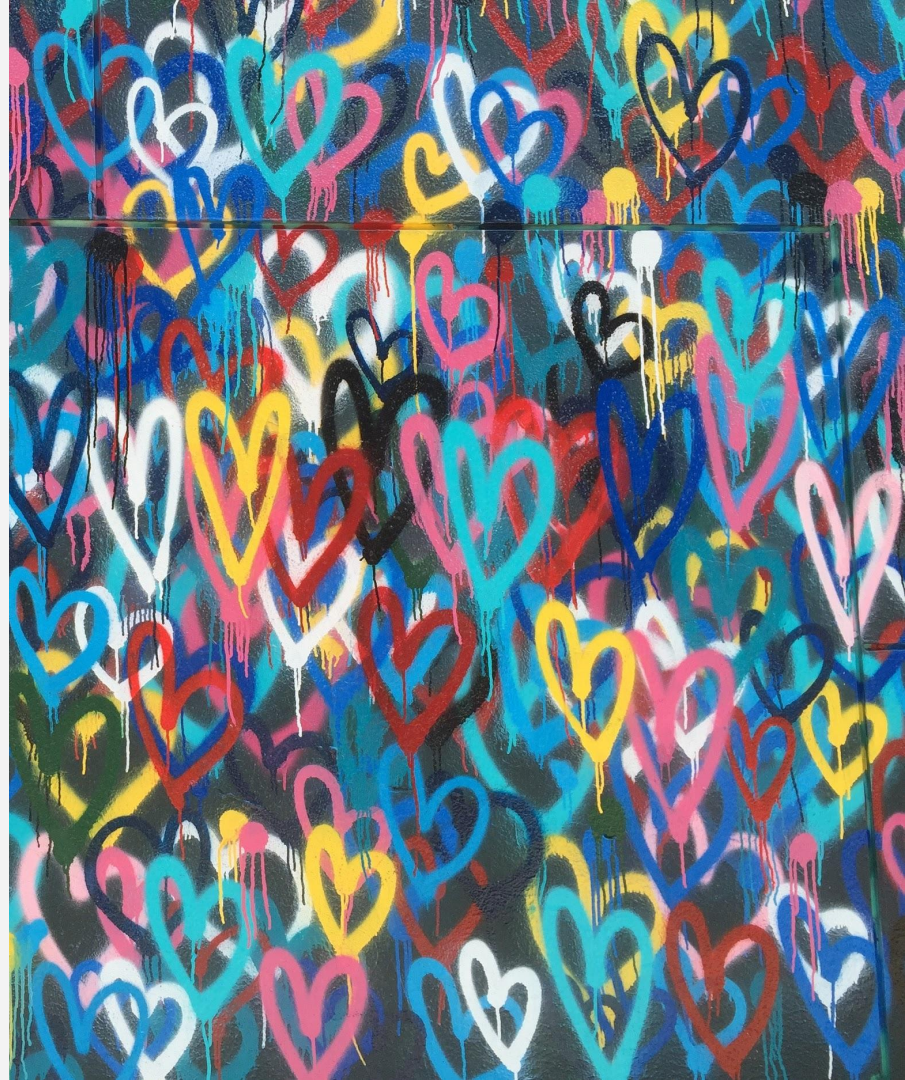


TAKE ACTION.

- Bring in new inclusive materials
- Discuss equity issues within your field/department

BE RESPECTFUL TO EVERYONE.

Understand your coworkers and student's identities, roles, and time.



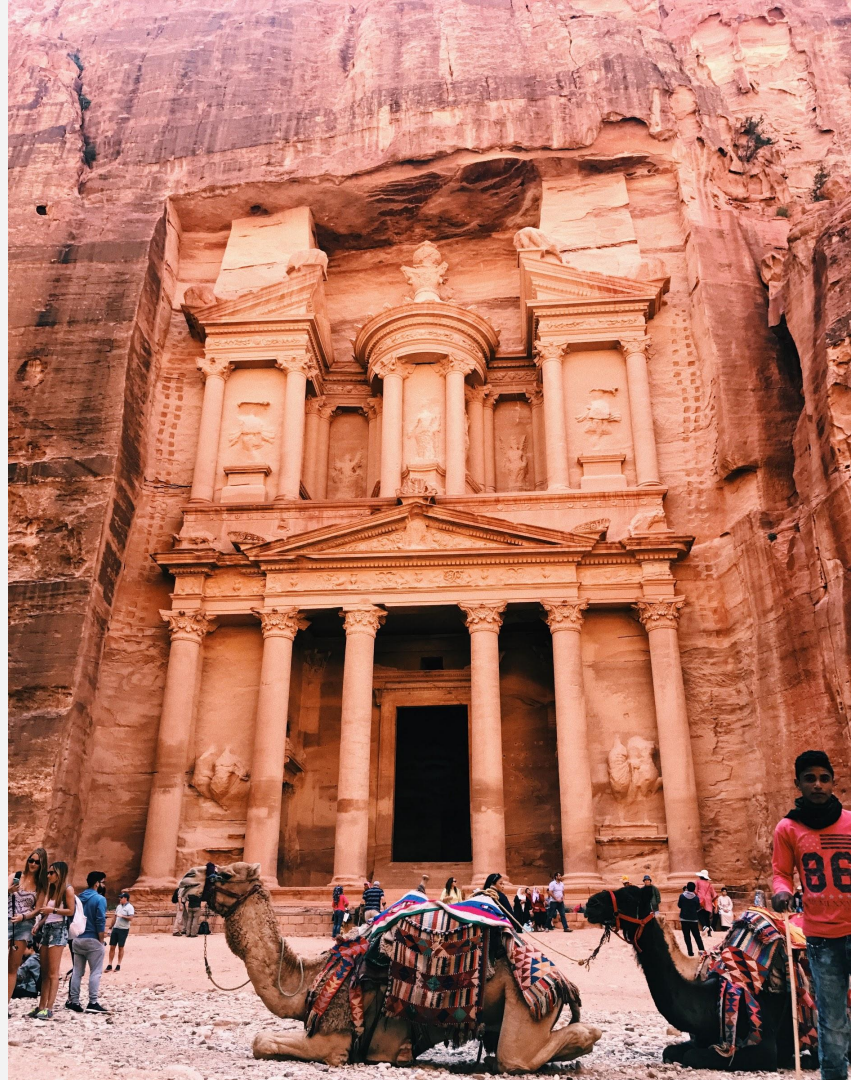
SHOW YOUR SUPPORT FOR OTHERS' IDEAS AND WORK.

Give a seat at the table for those who hold less privilege than you that have a lot to contribute.



CLEARLY GIVE CREDIT WHERE IT'S DUE.

Openly acknowledge others successes that may not always get the recognition they deserve.



DON'T CONDONE BAD BEHAVIOR.

Staying silent also condones racism, implicit biases, and prejudice.



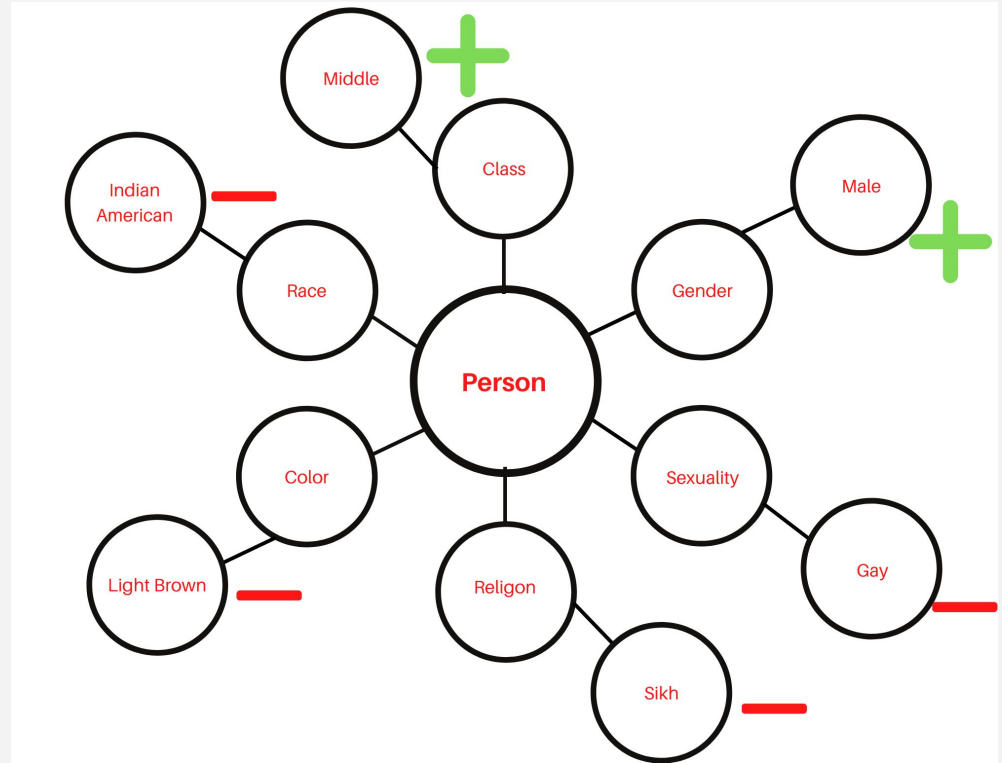
"THE WORLD WILL
NOT BE DESTROYED
BY EVIL BUT BY
THOSE WHO SEE IT
AND DO NOTHING"

- ALBERT EINSTEIN



ACTIVITY

- Grab a piece of paper to create a Word-Web
- Write down 6 categories (class, gender, sexuality, religion, color, race) and how you identify within them
- EX. Race: Indian-American
- Put Negative & Positive privilege
- Compare with your peers in the chat, or raise hand to speak





03

HIGHER ED. AND FOOTHILL HISTORY

Presented by Priya

**WHITE SUPREMACY
BUILT OUR EDUCATION
SYSTEM.**

**HISTORICALLY
BLACK
COLLEGES AND
UNIVERSITIES**





**HBCUs AROSE OUT OF
NECESSITY DUE TO
SYSTEMIC OPPRESSION.**

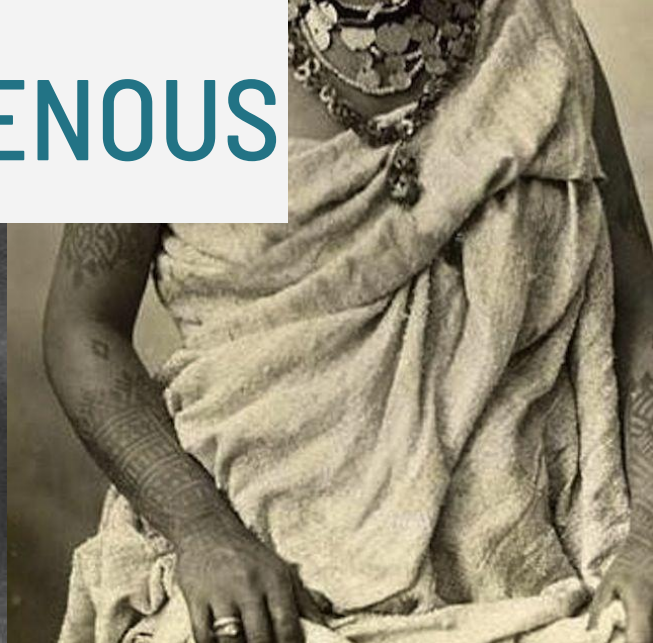
1970



Foothill students go on strike against the same demands we have **today**.



RACE IS **NOT** HOMOGENOUS



Race/Ethnicity



History

Culture

Afro/Ameri/Asia/Latinocenterism

Arts

ETHNIC STUDIES

Field of Studies

[eth-**nick** **stud**-ees]

“the ethnic studies field is unique as an educational experience that redefines the lives of people of color from their own perspectives. This is implemented through the cooperative efforts of students, faculty, and members of the community invested in meaningful education who provide resources and curricula to the university and the community at-large..”

IN OTHER WORDS...



**IT DISMANTLES THE
EUROCENTRIC
PERSPECTIVE
TAKEN IN
EDUCATION.**

	COUNT	PERCENT
African American	633	4.9%
Asian	3,846	29.7%
Latino/a	3,531	27.3%
Filipino/a	644	5.0%
Native American	68	0.5%
Pacific Islander	150	1.2%
White	3,308	25.5%
Unrecorded	769	5.9%

68.6%

Percentage of students who identify as BIPOC in Fall 2019

RECOGNIZE THE FIELD

A FIELD



THAT CAN'T



BE TAKEN FOR GRANTED



Break! 10 min





04

SCENARIOS

*Presented by Abhi
and Mariam*

- We will be asking scenarios
- Choose what you are **most likely to do**
- **DO NOT** choose what you think is the right thing to do
- We will debrief after each round



INSTRUCTIONS

SCENARIO 1

You notice that one of your white colleagues uses dark skin tone emojis on Zoom, text messages, and emails. What are you most likely to do?

- A.** Do nothing, but complain to other colleagues how this is making people uncomfortable.
- B.** Do nothing, but don't discuss it with other people.
- C.** Confront your white colleague and let them know that it may make people uncomfortable, despite their intentions.
- D.** Report the incident to HR and confront/educate your white colleague about it.

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SCENARIO 2

You are in the Bookstore and you notice that a staff member is having an interaction with a student employee who has an accent, and the staff member isn't able to understand them. What are you most likely to do?

- A.** Don't intervene- the situation does not seem to be heated and the staff member is being patient with the student.
- B.** Ask the staff member what they need and try to help.
- C.** Go to the Bookstore manager and tell them what's going on.
- D.** Help the staff member by telling the student to speak more clearly.

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SCENARIO 3

A student emails you regarding your syllabus for English 1B. They ask that you include texts written by Black and Indigenous authors, as their examination of the course materials has shown them that all of your books are written by white men and women. What are you most likely to do?

- A.** As a professor, you have academic freedom! Respond by saying that you understand where they are coming from, but have chosen these texts specifically since they are classic pieces of literature that everyone should read.
- B.** Recognize that you have academic freedom and authority. However, the student has a fair point regarding the lack of racial diversity of authors you have chosen. Therefore, let them know that you will reevaluate your course materials, and actively reflect and discuss with your fellow faculty about changing your selected texts and make a plan to do so.
- C.** Tell them if they want “ethnic” authors that they should take the African American Literature or Native American literature course.
- D.** Reevaluate your texts and change them for next quarter.

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SCENARIO 4

You have a discussion post assignment in your class about uncomfortable topics and students are arguing in their posts. What do you do?

- A.** Nothing, as the syllabus states that as long as they are not discriminating against one another, they are fine to argue.
- B.** Email each student individually and ask how they feel about what happened.
- C.** Email both students in one thread and offer to host a session to hear both sides of what they have to say.
- D.** Report the incident to the Student Affairs office.

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SCENARIO 5

You notice that one of your colleagues does not address current social issues because they believe that their classroom is not the appropriate place to do so and they want to only focus on their discipline. What are you most likely to do?

- A.** Nothing, since there is nothing wrong with this.
- B.** Nothing, since it is not your place to tell them to do so as they have academic freedom to run their classroom how they like.
- C.** Threaten to report them to the division chair for not upholding morals in their classroom.
- D.** Understand where they are coming from, but let them know kindly that the lack of addressing these issues perpetuates the problem and that the classroom doesn't have to just be focused on solely their discipline- perhaps find a way to make your discipline more relevant to the social issues at hand, thus drawing real-world connections.

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THANKS FOR THE HOOT!



05

STUDENT PANEL

*Presented by
Mariam*

The background is a collage of three images. The top left shows a street scene with trees and buildings. The top right shows a market stall with various woven baskets and textiles. The bottom half shows a close-up of several large, woven baskets filled with colorful items, likely wool or yarn, in shades of red, orange, and yellow. The text 'Student Panel' is centered over a white rectangular area in the middle of the collage.

Student Panel



06

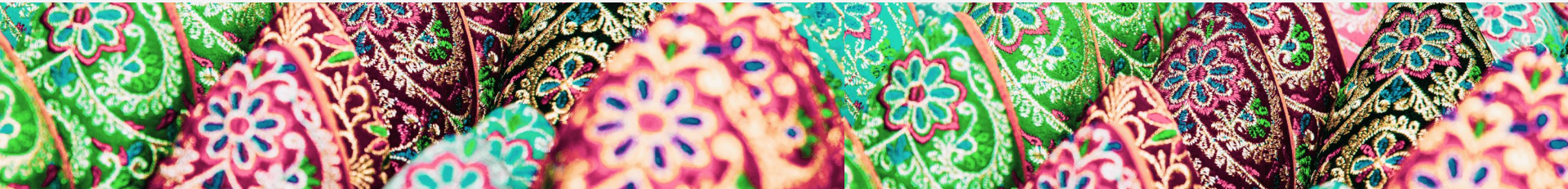
CLOSING

Presented by Jayme

- Look into your identity and self-awareness
- Start each line with “I am”
- Objective: see the similarities we have as a group

“I AM”

Take 5 min to write





Ethnicity & Race in Academia

*A toolkit created by Students for Faculty,
Staff, and Administration.*

THE TOOLKIT

*Additional Resources to use
inside and outside the
classroom.*

WE ARE THE STUDENTS OF **FOOTHILL** COLLEGE





SURVEY: Listen, Learn, Level Up!

Please take this short survey regarding the Student Takeover at College Opening Day.

* Required

Name (optional)

Your answer

OUR SURVEY

*Please take this survey
so we can assess our
success!*

<https://forms.gle/61QTroe8GcSwHkfw6>

**If you have any questions,
please direct them to the
following emails:**

asfc.mariamt@gmail.com

asfc.priyav@gmail.com

moremimabogunje@gmail.com

info.jaymealbritton@gmail.com

asfc.abhirajm@gmail.com

asfc.joshuac@gmail.com



THANKS!