## CENTER for URBAN EDUCATION

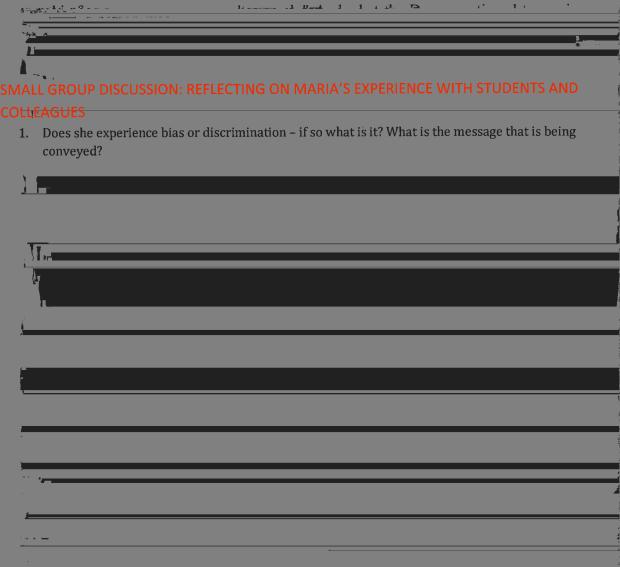
# UNDERSTANDING THE IMPACT OF POLICIES AND PRACTICES ON FACULTY OF COLOR

Read the faculty narrative below. At your table, discuss the questions below.

s nar	rative, we spoke to Mar	ia, a Latina tenure t	track professor in the Langua
	etings with [junior] facul	lty. So we can talk	aculty of color. Or, for example about some of our anxieties, one cifically with faculty of color
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	ak I would've loved to h		we can talk about some of the
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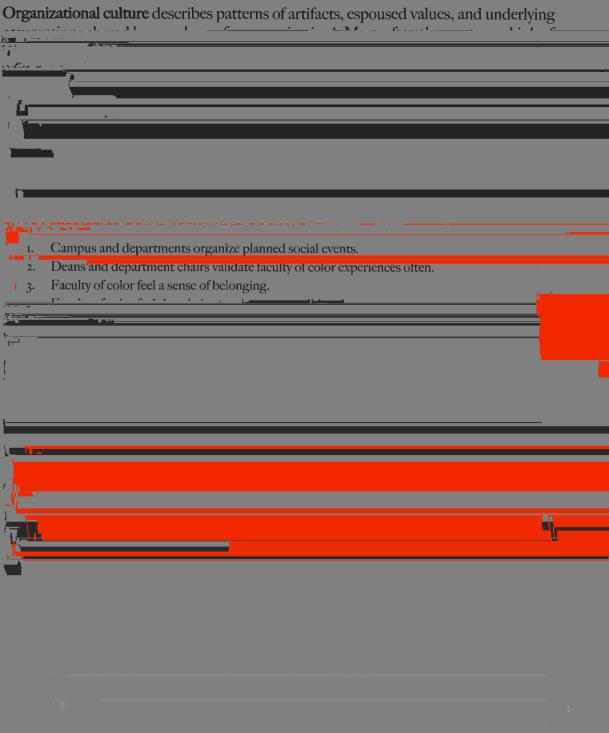
the dominant culture and all the values and this and that. But when I was trying to explain my situation with other colleagues and how I felt, I had a white colleague that said, "Well, I never had that problem. When I tell this to my students, they understand."

But what she failed to realize is that she was white and she was coming from also a dominant place explaining that to their students. So it was in a more powerful position than I was. While in my case, I had to justify this. There are certain things that even speaking or talking with my colleagues, they don't understand. And I even explained this to the Dean, and the Dean gave me the "Go by the book" explanation. "Well, why you didn't tell the students that our mission statement is this and this and this?" I was like, "Well, I did, and I also did this, but



like, "Well, the problem is that you made it personal." And this is personal. How is it that I cannot make it personal?





### CENTER for URBAN EDUCATION

### SESSION 4: CAMPUS CULTURE - NEXT STEPS CHECK LIST

 $To \ support\ campus\ culture\ change\ and\ move\ towards\ actionable\ next\ steps, consider\ implementation\ of\ the\ items\ below.$  GENERAL

	Leaders discuss or continue discussing and supporting equity efforts in public spaces.
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<u></u>	backgrounds.
LIATURE A	Hire faculty of color in clusters or cohorts.