



Staff Town Hall

06 August 2020 / 2:00PM / Zoom Meeting

Updates

Announcements

- As we continue our Black Lives Matter series for this Summer, we welcome Dr. J Luke and Dr. Frank Harris III to have a conversation on why Black **Minds** Matter.
- Today's Town Hall will show the parallels between the policing of black lives and the schooling of black minds and how those same patterns manifest themselves in the health care system

Implicit Bias

- Implicit bias is “the attitudes or stereotypes that affect our understanding, actions, and decisions in an implicit manner. Activates involuntarily, without awareness or intentional control. Can be either positive or negative. Everyone is susceptible” (Kirwan Institute, 2016, p.14).
- Implicit bias is characterized by “the introspectively unidentified (or incorrectly identifies) traces of past experience that mediate attributions of qualities to members or social categories” (Greenwald & Banaji, 1995, p. 15)
- “The science of implicit cognition suggest that actors do not always have conscious, internal control over the processes of social perception, impression formation, and judgment that motivate their actions” (Greenwald & Kreiger, 2006, p.946)

Implicit Bias in Law Enforcement

- Sadler and colleagues (2012) study of police officers with armed and unarmed Black and White targets show that armed and unarmed black people are more likely to be shot compared to their white counterparts.
- Implicit bias of officers also result in Hyper-criminalization
- Black youth were more than five times as likely to be detained or committed compared to white youth, according to data from the Department of Justice collected in October 2015 and recently released. 1 Racial and ethnic disparities have long-plagued juvenile justice systems nationwide, and the new data show the problem is increasing. (sentencing project)

Why Link Black Lives and Black Minds?

- Implicit Bias occurs when we have incomplete information, when our time is constrained, and when we are experiencing stress
- Policing
 - Use of deadly force
 - Excessive use of force
 - Maintenance order policing
 - Racial profiling
- Education
 - Exclusionary discipline
 - Zero tolerance policies
 - School to prison Pipeline
 - Placement in Special Education
 - In-school tracking

Implicit Bias in Education

- Apprehension to engage in the classroom and stereotype threat
- The Yale Child center study found that preschool teachers spent more time looking at Black children than White children when looking for disruptive behaviors (Gilliam et al., 2016)
- Teachers in the study who were given background information about a student engaging in challenging behavior reacted more empathetically only if the teacher share the same racial identity with the student.

Exclusionary Discipline

- “Exclusionary discipline compasses any type of school disciplinary action that removes or excludes a student from his or her usual educational setting. Disparities in the use of exclusionary discipline can lead to a school to prison pipeline for some of the most vulnerable members of our society” (American Psychological Association, 2020)
- This includes
 - Exclusion from Extra-curricular activities
 - Referral to school official
 - In school suspension
 - Out of school suspension
 - Referrals to law enforcement
 - Expulsions
 - Loss of recess
 - Detention

- Exclusionary discipline in the era of COVID-19
 - Eliminating access to the course link
 - Not admitting a student from the wait room
 - Removing student from video-conference room
 - Turning off student video camera
 - Turning off student microphone
- It is important to note that when we begin to inevitably see reports of low black suspension rates in education next year, this is a direct result of the fact that students are not physically in schools so it is much harder to practice exclusionary discipline.

Racial/Ethnic Disparities in Health and HealthCare

- According to the American College of Physicians
 - Non-Minorities receive a higher quality of care than minorities even when access to health care, income, and other access-related factors are controlled.
 - Patients with limited English proficiency have less access to care, receive poor care, and are less likely to use primary care and preventative services than patients who are fluent in English
 - Collectively, African Americans, Latinx, and Native Americans comprise more than 25% of the US population but only account for 3.5%, 5%, and 0.2%, respectively, of physicians in the US
 - Rates of diabetes and heart disease are disproportionately higher amongst African Americans when compared to whites
 - African American and Latinx youth are more likely to be exposed to alcohol and tobacco advertising than other youth
- We see these discrepancies playing out with COVID-19 death rates as well

Implicit Bias in Healthcare

- “Research supports a relationship between patient care and physician bias in ways that could perpetuate healthcare disparities” (Chapman, Kaatz, & Carnes, 2013, p. 1507)
- In response to vignettes, doctors with higher levels of pro-White implicit racial bias were more likely to prescribe painkillers to White patients as opposed to Black patients (Sabin & Greenwald, 2012).
- Black patients treated by primary care clinicians with higher race bias (as measured by the IAT) report feeling low confidence in their doctor, and that they receive less respect than other patients (Cooper et al., 2012).
- Examined whether “patients should receive a heart transplant or ventricular assist device...Clinicians believed the Black men were sicker and less able to follow treatment regimens.” (Breathett & Colleagues, 2019)

Racial Battle Fatigue

- Racial battle Fatigue - a framework for making sense of cognitive, emotional and physiological effects of being a person of color in environments that are both implicitly and explicitly racist
- While the racial microaggressions framework is illuminating and insightful, it does not fully account for the cumulative effects of racism
- Racial discrimination is a “universal stressor” for Blacks (Smith et al., 2007, p.554).
- The effects of racial discrimination are chronic and enduring
 - Seldom fades
 - Becomes a part of one’s life history
- RBF for Blacks is akin to combat stress syndrome for military personnel, which describes the “mental, emotional, and physiological injuries” that manifest from being in environments with persistent stress or risk (Smith et al., 2007, p.555).
- Physiological symptoms of RBF:
 - Tension headaches
 - Backaches
 - Elevated heartbeat
 - Rapid breathing in anticipation of conflict
 - Upset stomach
 - Extreme fatigue
 - Loss of appetite
 - Ulcers
 - elevated blood pressure
- Psychological symptoms of RBF:
 - Constant anxiety and worrying
 - Increased swearing and complaining
 - Inability to sleep
 - Sleep broken by haunting, conflict-specific dreams
 - Intrusive thoughts and images
 - Loss of self-confidence
 - Difficulty thinking coherently or being able to articulate
 - Hypervigilance
 - Frustration
 - Denial
 - Emotional and social withdrawal
 - Anger, anger suppression, resentment

Q&A

Q: Could you repeat the movie your twin brother was in? That's fascinating.

A: *The Principal* (with Jim Belushi)

Q: What's an appropriate way to extend extra support to Black students without making them feel even more marginalized?

A: Yes. Doing so conveys care. This is the notion of equity - recognizing that there are differences and giving people more.

Q: Thank you guys for the talk, it's one of the best we've had all summer. My question: does looking at the stats and the climate still leave you room to be optimistic about where things are going in the realm of racial tension and implicit bias?

A: ***Dr. Luke Wood*** - I don't know that I would say that I'm optimistic, more so that I am committed and driven to change what we see. I believe we have the ability to change because the climate and conditions are shifting. When we started the first Black Lives Matter at SDSU, it was met with a lot of backlash, but now we have college presidents sending out emails with BLM, priest, etc. It is a different world than it was just three years ago. There are also different methods of change, we have incremental where slow change is occurring overtime. There's also the theory of Punctuated Equilibrium Theory which basically states that certain instances and conditions that converge in a way that allows you to create far more change than you normally would, like COVID-19 and BLM Movement. For example, we were able to propose a new requirement that if you are going into the criminal field, you must take multiple courses on policing in the black community. Because of the current conditions, we were able to achieve this in 10 days, but if this were not today's climate who knows if this would have even been considered.

- Q:** Since we now know that implicit bias lies at the root of so many behaviors that negatively impact the lives of African Americans - particularly out young males - doesn't it make sense that for such important occupations such as law enforcement and even in education that there should be a requirement to score an acceptably low score on one's implicit bias score? Those whose scores reflect a high level of bias for instance, should be rejected?
- A:** Yes. We have argued for this ourselves and absolutely agree. We also have to recognize that it is our responsibility as educators. This shouldn't stop in the hiring process either, it needs to be ongoing training and refreshers.
- Q:** My POC friends and I sometimes talk about how our ideal situation would probably be living in some sort of community with just other POC rather than trying to help white people get up to speed on racism and implicit bias because that feels like a lifelong battle. Is this mindset wrong in your eyes (obviously I don't know how possible it even is, but let's say it was)?
- A:** *Dr. Frank* - You can be white and isolate yourself from POC fairly easily, but that would be very difficult to do as a person of color. A good question is, how do we create communities and spaces where regardless of who I'm surrounded by, I feel valued, appreciated, respected and like I can be myself?
- Dr. Luke Wood* - The history of segregation shows that separate but equal is not actually equal, black students were not getting an equal education. However, because Black educators did not have the proper resources to educate their students, it was perceived that Black educators were not as effective. So, then schools were integrated, and this resulted in children being put in hostile environments because they were being taught by teachers who were not a part of their communities and did not have their best interest in mind. It created a situation that extended the challenges that were the same reason people wanted integration. Also, as a result of integration there was a massive decline in black teachers/faculty that has still not ever been recovered. I would argue that it's more important to be in a community with people who know each other and have each other's best interest in mind.

Q: Thank you so much for this presentation. The data on Great Schools rating and expulsion rates was really interesting. Have you found correlation between low “great school” ratings and race? Perception of schools being worse that are higher percentage black/brown.

A: So, I would say the Great Schools because they're measuring metric is pretty complex in terms of the different factors that they're looking at, it was probably more insulated from some of the other ones, but I'm sure that if you were to look there would be some sort of relationship there. I don't know how, whether it be a small to moderate correlation or a larger one. We've never looked at that. But I do think that that correlation certainly exists when you look at online ratings. You know, in Google or whatever it might be. That is just anybody going in there. And this basically scoring it as a perceived customer. Then that's where I think that you see some of those differences play out because then it's based upon the perception of school and not the differential outcomes that are taking place within those schools.

Q: Thank you Dr. Wood and Dr. Harris for coming out to LACC virtually. I am familiar with Dr. Smith's work and he argues that there is a systemic and predictable racial microaggressions that I perceive on college campuses in the U.S. What can we do as a college to reach out to students and train faculty and staff to do the hard reset you talk about?

A: So, I think it first and foremost starts with a recognition that racial battle fatigue is a salient phenomenon in schools and that it has a deleterious effect on students learning and student success. So, I think that we have to do a better job of recognizing it and talking about it and making sure that all educators who work with our students have some understanding of it. The second thing is related to access to resources and, in particular, access to resources around mental health around self-care. That's what's going to be required in order to really curtail the effects of racial battle fatigue and we have to understand that it's not just about what happens while a student is at LA City College, it's also about what has

happened in that student's entire educational trajectory. So, for a lot of our students, education and schooling has been a traumatic experience from the very beginning. So, it's not about quick fixes, we have to recognize and approach our work as equity minded educators, one of the key principles of that framework is that we are systematically aware.

So, what that means is that every social institution that touches our students lives and the lives of their families, whether it's the healthcare system, the education system, and the criminal justice system. Every system that touches their lives does not serve them well and exacerbate racial battle fatigue. And so, we have to get good resources that really promote health and self-care and healing. I would say most institutions are not really not equipped to address this; most educators are not even really aware of it. In terms of raising awareness building capacity amongst individual educators building institutional capacity and building capacity within communities to address this.