



# Race in American Higher Education

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# Today's Agenda

- › Introductions
- › Key Terms and Key Moments
- › Responding to Microaggressions
- › Self and Group Reflection

# Learning Objective for Today:

- › In this unit, students will be able to **gain an understanding** of how racial factors influence outcomes in higher education and might create an adverse campus climate.
- › Students will be able to **learn definitions** of race and racism.
- › Students will also **learn how to respond** to racist incidents and racial bias on campuses.
- › This unit will help students **learn how to combat racial inequities and ensure all students have an opportunity in higher ed.**



# Alliteration Name Game

My name is...  
I attend...

# Key Terms

## RACE

Not a biological, but a **social construction** of groups. Unlike ethnicity which refers to a shared cultural heritage often based on geography, race categorizes people based on physical characteristics that **society gives social meaning to.**

## RACISM

Discriminatory **assumptions** about people based on their race and/or the color of their skin.

Racial prejudice + power.

Informed by one's relationship to systems of **power & privilege.**

## RACIAL BIAS

A harmful aversion to, stereotyping of, or discrimination against a race.

- \* Explicit bias
- \* Implicit bias
- \* Unconscious bias
- \* Internalized bias
- \* Externalized bias

# Key Levels of Analysis

## INDIVIDUAL

Within individuals.

## INTERPERSONAL

Between individuals.

## INSTITUTIONAL

Institutional & cultural practices.

## STRUCTURAL

Joint operation of institutions.

# A BRIEF History of Race in U.S. Higher Ed

## First College

Harvard College, 1636

Trained clergy

Protestant, wealthy, White, men

Admitted women & POC, late 1800s/early 1900s

## G.I. Bill

1944 - provided WWII veterans with money for college

Benefited few women

Excluded Black veterans

## Slave Trade

1st enslaved Black person was a servant to a Harvard College student, late 1630s

Profits from slave trade funded expansion of U.S. colleges

## AA & H.E.A.

1961 - Affirmative Action signed into executive order by JFK

1965 - President Lyndon Johnson, Great Society, more \$\$\$ to colleges/universities

## Morrill Land-Grant Acts

Federal funding in 1862 & 1890 for agriculture and engineering

1890, all-Black land grant colleges, focus on teacher training, founding of HBCUs

## Student Protests

Student activism in the 1960s & 1970s

Hispanic-Serving Institutions (HSIs) created in the 1980s, federally recognized and funded in 1992



# Exploring Campus Racial Climates

What would YOU do?



# What are...

## **CAMPUS CLIMATES?**

The perspectives, experiences, and interactions of students, faculty, staff, and administrators that inform how students feel about their individual needs, abilities, and potential.

## **MICROAGGRESSIONS?**

"everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership"

## **CAMPUS RACIAL CLIMATES?**

"community members' attitudes and perceptions regarding issues of race and diversity, particularly the perceived level of racism and discrimination within the campus environment"

## **RACIAL MICROAGGRESSIONS?**

"...unconscious and subtle forms of racism..."  
"brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color"

# Activity Instructions

## Read...

... the article given to your group.

## Discuss...

...how might you feel if you were the victim/a member of the targeted group in this scenario?

...what would you do in this situation? How might you respond?

...who might be your allies on campus?

# GROUP SHARE

- 1 person describes the scenario.
- 1 person shares how people felt.
- 1 person shares what people would do.
- 1 person shares who might be allies.

It is now time for some  
**REFLECTIVE WRITING.**

- **What** have you learned today about the history of higher education?
- **How** can YOU make your campus more inclusive & equitable?
- **What** do you still wonder about related to race and higher ed?



**Group Affirmation:**

***“I am what time,  
circumstance, history, have  
made of me, certainly, but I  
am also, much more than  
that. So are we all.”***

***~ James Baldwin,  
Notes of a Native Son***



# THANK YOU!

**Any questions?**

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