JOURNAL OF COLLEGE ACADEMIC SUPPORT PROGRAM

have frequently silenced POC, we acknowledge the silent spaces opened by the examples included in this glossary. We intentionally avoid the habit of appropriation by not attempting to fill those silent spaces with experiences from other peoples' lives. We know those silent spaces belong to others. We offer this edition as an invitation for other POC to fill those silences with their authentic, lived experiences. We understand this offer destines this edition of our glossary to continuous improvement and leaves our work open. While the concept of racism is universal, it can be expressed and experienced—for many reasons—in ways too varied and voluminous for a comprehensive listing in this Po

experiences in deeper detail.

ending and repeated daily events of racism abuse. The daily onslaught of microaggressions and macroaggressions has a cumulative deleterious effect on the emotional and physical health of POC. This glossary is a resource, and users should be considerate in its application. It may be inadvisable for a White person to ask colleagues or friends who are people of color if these examples are true or if this has happened to them. These authentic examples may be triggers for their traumatic memories to resurface. Instead, watch a documentary on racism, study one or more of the widely rectury 1-1/POLICK/150

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POC who initiates the conversation. It requires an investment of time and a sincere desire to engage actively in learning—and then to use the newly-acquired knowledge. Two recommended short readings include DIZ Life of a Black Aculwoted Life v

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Keeping current with the rapid changes in the field of education is essential. The words we use to discuss the changes that are occurring and must occur can make a difference in the policy-making decision process and offer practical guidance to educators at all levels and in all job roles. This glossary is our response to the disenfranchisement of POC in education. We hope it can play a role in furthering the conversation and continuing the path to equity for all. We close with the final words shared by Kendi from How to Be an Antiracist W

Racist power is not godly. Racist policies are not indestructible. Racial inequities are

not inevitable. Racist ideas are not natural to the human mind...But racism is one of the fastest spreading and most fatal cancers humanity has ever known... When we lose hope, we are guaranteed to lose. But if we ignore the odds and fight to create an antiracist world, then we give humanity a chance to one day survive, a chance to live in communion, a chance to be forever free.

Antiracism Glossary for Education and Life

Throughout the glossary, words which are capitalized indicate that they are defined elsewhere within the glossary document. People of Color is abbreviated as POC except in direct quotations throughout this document. The examples that accompany the glossary definitions are not an exhaustive list of lived experiences of African, INV[]OV [PO]

inx, and Multi-racial people.

acculturation (sometimes called additive acculturation or bicultural acculturation)

to the new culture and the school system while maintaining connections to their heritage and country of origin or connections with the cultural communities of marginalized school children (Makarova & Birman, billingual and bicultural heritage for school children.

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heritage through class discussions, reading Pvuvstv o • 1560 • honoring the writing style familiar to the students rather than standard written English

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      social activities hosted by POC.
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antiracism
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      racism by advocating for changes in polit-
      ical, economic, and social life. Anti-racism
      tends to be an individualized approach, and
      set up in opposition to individual racist be-
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antiracist (adjective)
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ty through permanently assisting an overrepresented RACIAL group into wealth and power is entirely different than someone challenging that inequity by temporarily assisting an underrepresented RACIAL group into relative wealth and power unb Mdz (AZ) o (CEG)

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rector does not share a math employment opportunity with POC because the director perceives non-POCs as academically inferior to their White counterparts.

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assimilationist (adjective)

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dominant group makes invisible a smaller, powerless group defining characteristics and

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English in school may be considered an assimilationist pedagogy, as it requires racial and ethnic groups to change or hide their old the

children how fortunate they are to have ar-

ting reading in or using language from the

- (d) not recognizing the common experience of confusion and stressful transition for the hup (ATT) of X
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behavioral antiracist

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a stereotypical statement about everyone within a racial or other identity group.

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responsible for the perceived behavior of RACIAL groups and making RACIAL groups (A) ()

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people are more likely to commit crimes

committed 7 million criminal offenses while ol ‰山瑜內》(()

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bias

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prejudice toward or against something or someone that is preconceived or unrea-

and institutionalization of particular val-此似地 如新光蘇

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by ill intent, bias can coexist unconsciously with good intentions, but nevertheless result in outcomes that are inclined to favor Diversity Advi-

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dent coming into the center for math tu-

not being considered for an open position simply because they did not earn an A in

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pearance. These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages. In addition to early life experiences, the media and news programming are often-cited origins of implicit associations.

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groups are better or worse athletes than

that students of color are often academioo Q CONTROL PO À AT

White student not wanting to work with a female Black computer science tutor because he assumes that she is not as capable as a White male tutor.

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psychological phenomenon in which people are unable to internalize their accombined with the complex of the com

are largely organized into three subcate-

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experienced when (a) A new tutor from a historically underrepresented or disadvantaged background compares themself to other tutors, regardless of having been hired under the same requirements and (p(bo)/FX/ (b)/F

and (c) As a Black male, I was marginalized repeatedly by White superiors since they perceived that because I was raised in the AUGE I IE

were less than theirs. Furthermore, when I proposed a great idea concerning programming, I was accused of plagiarism or stealing a White colleague's ideas.

iX) u Wandah Zuoz KE U Wood Uv di K dzWd, ZiX] • D ZK ''Z ^^/KE^ Œ ‰μŒ‰}• (μου deliberate, and blatantly damaging acts that make an impact at the individual level. dbdhzbysæ -

 KE />/ d/KE] • šZ Œ u } À o } (š v •] } v tween parties and the restoration of loving 证例

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ton City Council formally recognized and apologized for its role in the slave trade. The city also pledged to create an office for RACIAL reconciliation to help with healing

takes them away from the natural flow of six no Pullon

locating learning centers which serve a culturally-diverse group of students in buildings without nearby parking lots or not close to campus bus routes making it inconvenient for students to access, especially (A) V O S

ing academic support services which serve a diverse population of students, especially those from marginalized backgrounds in the oldest and most dilapidated campus build-

stopping Black people than White people to

buildings of taxpayer-funded institutions that are locked and only admissible with the presentation of an institution-issued identity card, which creates an unfriendly atmosphere for staff and students, especially for those that are first-generation college and find the college experience unfamiliar v

agents steering prospective homeowners to neighborhoods of similar demographics d,E.Øzv.

ratings that allow them to purchase more expensive homes in predominantly White v \mathbb{R} \mathbb{R}

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by senior college administrators to old offices and classroom spaces abandoned by academic departments with hand-me-down furniture, old equipment, and dilapidated facility conditions. This treatment creates

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        warranted negative academic capability editors, and external review teams that created other
        stereotypes based on an individual's -RA
                                                                          race glossaries. We cited their work frequently in our
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        This creates fear about academic failure,
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        which results in difficulty focusing on ac-
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        ademic tasks and lowering academic per
        formance rather than predictions based on
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        the person's academic preparation ~ ^ *
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                                                                          group will grow organically as we conduct our work.
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        that some students from Asian and White
        student groups will be naturally more suc-
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        other RACIAL groups and therefore they
        should consider other academic majors
        and (b) a test administrator says to a group
        of ethnically diverse students that a high-
        stakes assessment will likely be a critical
        gatekeeper of whether a student is admit
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        LEGED person) in a conversation or situ-
        ation about oppression shifts the focus
        of the conversation from the oppression
        being discussed to the way it has been
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        comfort of the PRIVILEGED person in the
        situation over the oppression of the dis-
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        ing POC to lower the volume of their con-
         er is acting too emotional while they are
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        the history of racism perpetuated on Black
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        White student), admonishes William (a
        Black student), for his emphatic manner of
        speaking in which he raises his voice when
        speaking about the topic, rather than the
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                                                                                                                woman should refrain from conversations
        that may make her appear angry in a meet
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        peatedly telling the TRIO Upward Bound
        students they are too loud in the residence
        hall at night during their summer program
        while not doing the same for the White
        summer school residents in the same fa-
        cility.
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Dr. Sarah Felbeis a professor and leader in the Writ
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ing Across the Curriculum Program at the University of
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Maryland Global Campus. Her research interests include
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published work in the (v \circ v) = (v \circ v) by (v \circ v) = (v \circ v) by
Chardin Claybournes a faculty member with Learning
Lab and Tutoring Services at Henry Ford College in Mich-
igan. His research interests are learning assistance, di
versity, equity, and inclusion.
WyKeshia Atkinsis the director of Learning Assistance
Programs at Southeast Missouri State University. Her
research interests are learning assistance, diversity, eq-
uity, and inclusion.
Dr. David R. Arendalis an associate professor emeritus
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terests include learning assistance, equity, inclusion, and
Universal Design in Learning. He has published in a vari-
ety of journals, including the : } μ Œ ν ο } ( A ο } ‰ u ν š ο
        References
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                    Teaching for diversity and social justice: A
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                    education and learning assistance terms.
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Center for Equity, Gender, and Leadership.
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