



# Decolonizing the Mind: Building Equity Through Courageous Leadership

6<sup>th</sup> Annual Forum on the Latino Community

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# Education of Latinos: A Brief History

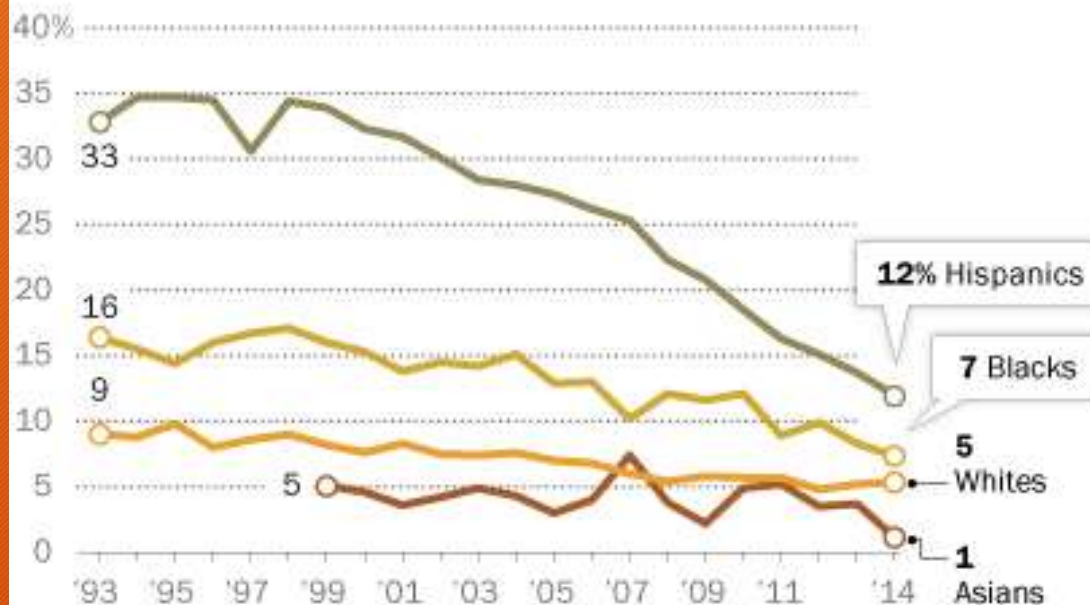






## Hispanic, black high school dropout rates reach record lows

*% of 18- to 24-year-olds dropping out of high school*



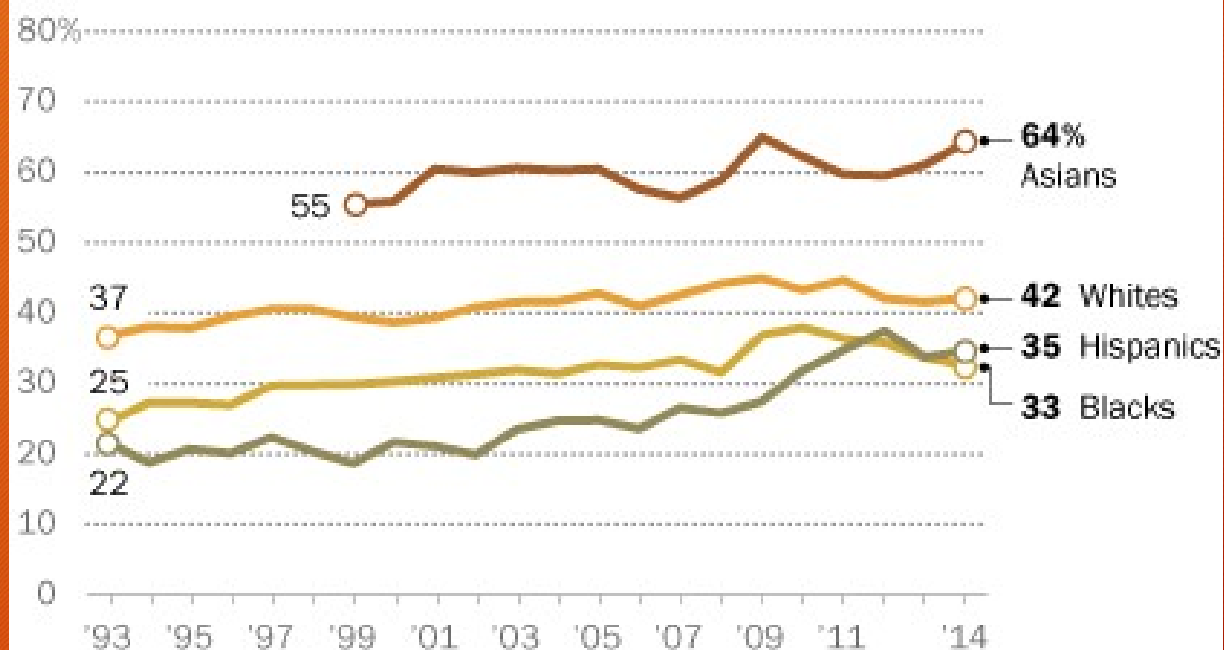
Notes: The dropout rate shown refers to the share of 18-to 24-year-olds who were not enrolled in school and had not completed high school. Blacks and Asians include the Hispanic portions of those groups. Whites include only non-Hispanics. Hispanics are of any race.

Source: U.S. Census Bureau October Current Population Survey.

PEW RESEARCH CENTER

## College enrollment by race and ethnicity

*% of 18- to 24-year-olds enrolled in college*



Notes: Blacks and Asians include the Hispanic portions of those groups. Whites include only non-Hispanics. Hispanics are of any race.

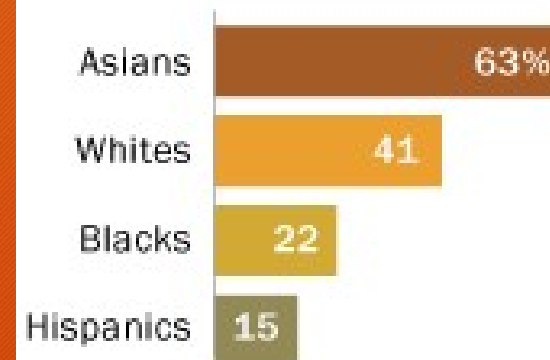
Source: U.S. Census Bureau October Current Population Survey.

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## College completion by race and ethnicity

*% ages 25-29 with a bachelor's degree or more, 2014*



Note: Whites, blacks and Asians include only non-Hispanics. Hispanics are of any race.

Source: Pew Research Center tabulations of the March Current Population Survey (IPUMS).

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## Segregated Schools for Latinos

### RULING GIVES MEXICAN CHILDREN EQUAL RIGHTS

*Los Angeles Times (U.S. - Current File), Feb. 20, 1946; Postpaid Historical Newspapers; Los Angeles Times (1881 - 1998)*  
pg. 1

## RULING GIVES MEXICAN CHILDREN EQUAL RIGHTS

Segregation of Mexican school children from others in four Santa Ana school districts yesterday was held by U.S. Judge Paul J. McCormick to be a violation of their guarantees of equal rights under the 14th Amendment of the Constitution.

The opinion was written in connection with a suit filed by five parents of Mexican children asking for relief and an injunction forbidding the school district trustees from placing the Mexican children in separate schools.

The school districts involved were Westminster, Orange Grove, Santa Ana City Schools and El Modena. The suit also named the superintendents and trustees of the districts.

Judge McCormick overruled a defense contention that segregation being an educational matter, it fell under the jurisdic-

tion of the State. He held that inasmuch as violations of the 14th Amendment were indicated, the Federal court had a right to intervene.

"The evidence clearly shows," the opinion states, "that Spanish-speaking children are retarded in learning English by lack of exposure to its use because of segregation . . . ."

"It is also established by the record that the methods of segregation prevalent in the defendant school districts foster antagonisms in the children and suggest inferiority among them where none exists."

Judge McCormick at the same time ordered Attorney David C. Marcus, who represented the parents in the action, to file a petition for an injunction against the defendants within 10 days, indicating that the restraining order would be approved upon the findings of his opinion.



# Historical Attitudes About Educating Latinos

“There would be a revolution in the community if the Mexicans wanted to come to White schools. . . . Sentiment is bitterly against it” an educator said.

Educators prepared Hispanic children to labor in the fields and take the place of their parents, and superintendents and school boards did not enforce compulsory attendance for Hispanics.

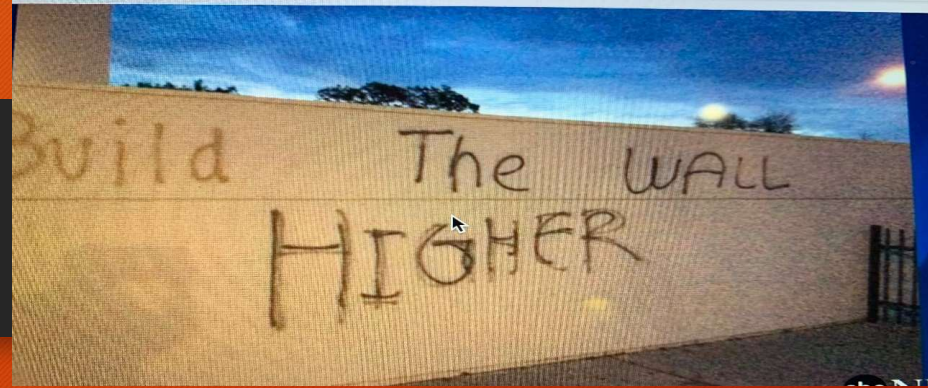
A Texas farmer said this about educating Hispanics: “Educated Mexicans are the hardest to handle. . . I will be frank. They would make more desirable citizens if they would stop about the seventh grade.”

The school years in Mexican schools were shortened by up to two and half years.

Ronald Takaki, *A Different Mirror: A History of Multicultural America* 1993



## Current Climate



“Since 2009, Canyon High School in Anaheim, California has celebrated ‘Seniores and Senioritas Day.’ Encouraged to don Latino-themed attire, students came to school dressed as gang members, gardeners, and border patrol agents. Some wore moustaches and sombreros; another came as a pregnant woman with a stroller. The tradition ended after the complaints of a former student, Jared Garcia-Kessler, 19. School officials now say they are committed to diversity.”

NBC Latino  
Raul R. Reyes

“Discrimination Against Latinos Still a Major Problem”



It is widely accepted that racism is supported and sustained in American higher education institutions...White privilege is part of the substructure of racism; the “hidden infrastructure” that imperceptibly guides and propels all aspects of the educational process: from admissions to student retention, and even the curricula.

**Addressing White Privilege in Higher Education**  
China Jenkins, Houston Community College System, TX





**“Every system is perfectly designed to get the result that it does.”**

**— W. Edwards Deming**



# Latinos In Government



# LATINO REPRESENTATION

17.8 % of the U.S. Population

1% of the nearly 500,000 elected officials in federal, state, and local governments



## US CONGRESS

- 38 Latinos out of 435 members in the House of Representatives (Parity=74)
- 4 Latinos out of 100 senators in the Senate (Parity=17)



# Health Care



5.5% of doctors are Latino according  
to the Office of Minority Health

4.8% of nurses are Latino according  
to *Minority Nurse*



In 2017, the Census Bureau reported that 49.0 percent of Hispanics had private health care insurance, as compared to 75.4 percent for non-Hispanic whites.

U.S. Department of Health and Human Services, Office of Minority Health  
Profile: Hispanic/Latino Americans





Latinas are 17 times more likely to die from diabetes than non-Hispanic white women.

Center for American Progress, “Fact Sheet: The State of Latinas in the United States”





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# Colonized Mindset

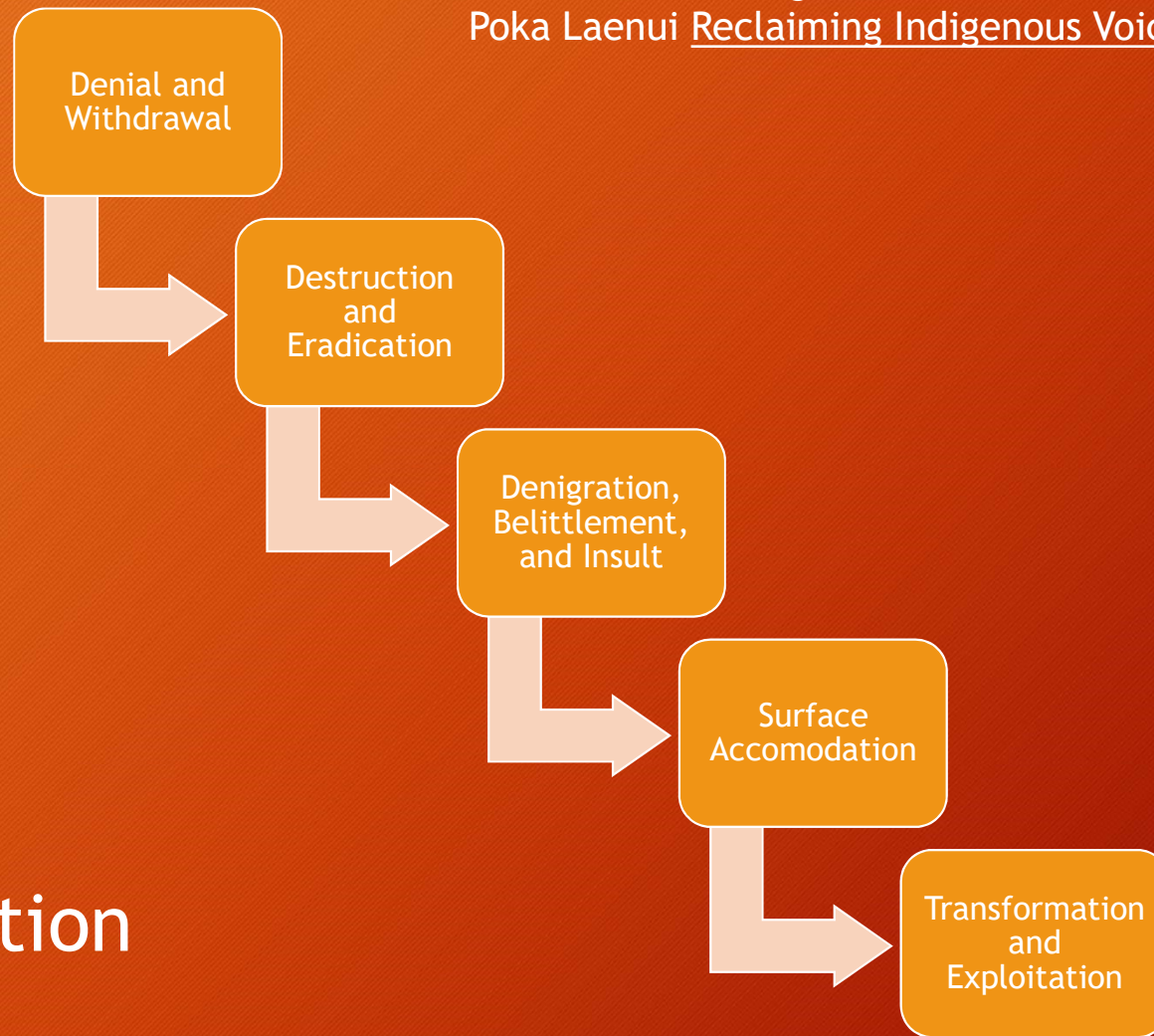


“A colonial mentality is the **internalized attitude of ethnic or cultural inferiority** felt by people as a result of colonization, i.e. them being colonized by another group. It corresponds with the belief that the cultural values of the colonizer are inherently superior to one's own.”

1. Nunning, Vera. Fictions of Empire and the Un-making of Imperialist Identities
2. David, E.J., and Okazeki, S.. “Activation and Automaticity of Colonial Mentality”. Journal of Applied Social Psychology.



Reza, J., and Wong C., NCORE 2019  
Poka Laenui Reclaiming Indigenous Voice and Vision



Colonization



Reza, J., and Wong C., NCORE 2019  
Poka Laenui Reclaiming Indigenous Voice and Vision



# Decolonization Process



# Steps to Decolonizing Our Minds



# Step One: Unpack Your Colonized Mindset

Rediscovery  
and  
Recovery

## Recognize internalized racism

- Buying into stereotypes about your own group
- Identifying with the majority culture
- Denying/hiding your own

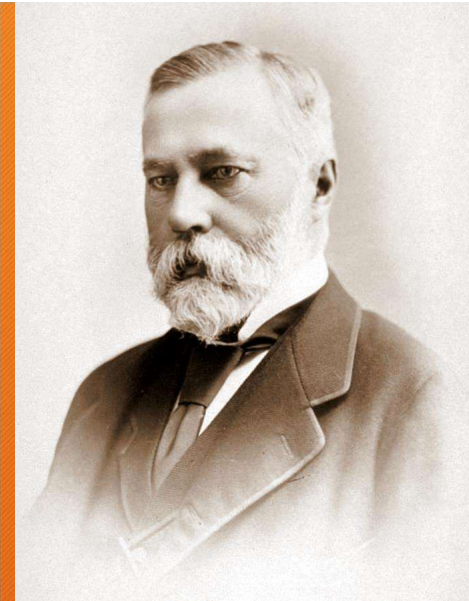
## Learn about your history, culture, language, and identity

### Ask questions:

- What is the history of your organization and the land it sits on?
- Who was it named after?
- How does this history impact how your organization operates today?

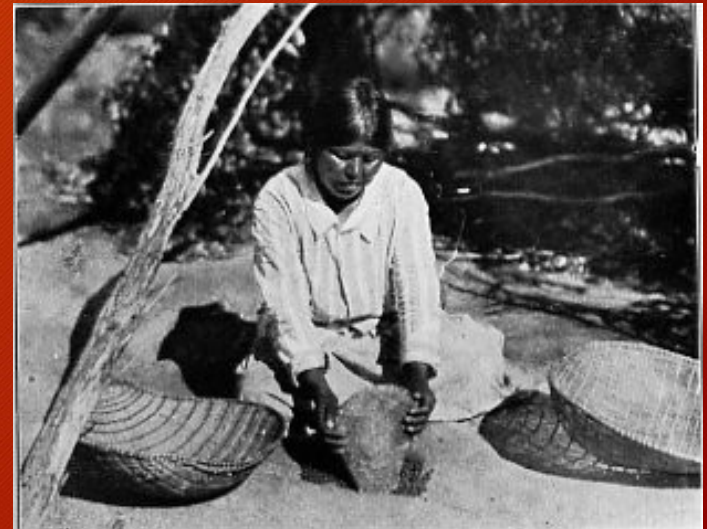
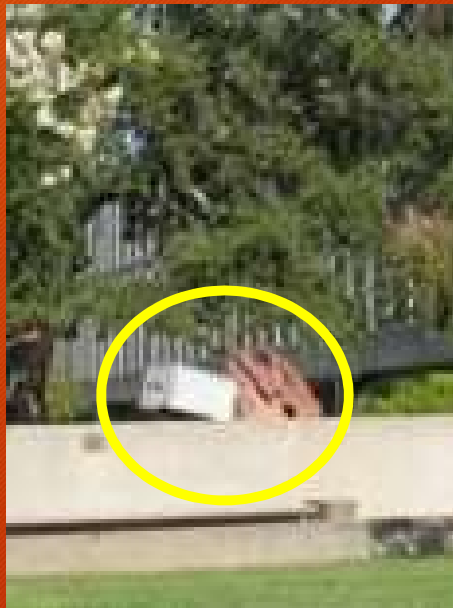
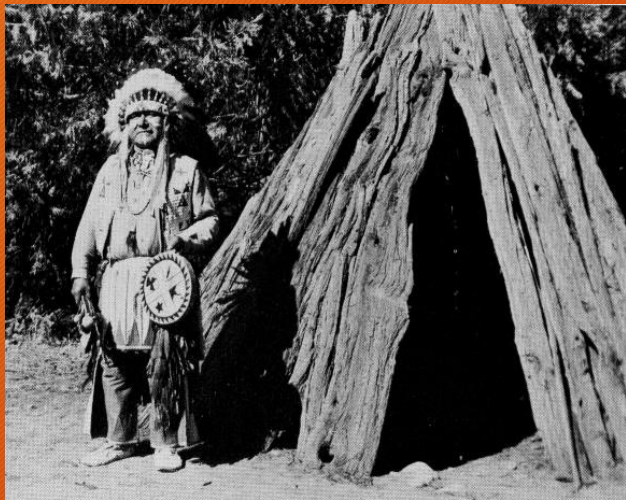
## Share your knowledge





### American River College Indigenous Land Statement

We acknowledge the land which we occupy today as the traditional home of the Maidu and Miwok tribal nations. These sovereign people have been the caretakers of this land since time immemorial. Despite centuries of genocide and occupation, the Maidu and Miwok continue as vibrant and resilient Federally recognized tribes and bands. We take this opportunity to acknowledge the generations that have gone before as well as the present-day Maidu and Miwok people.



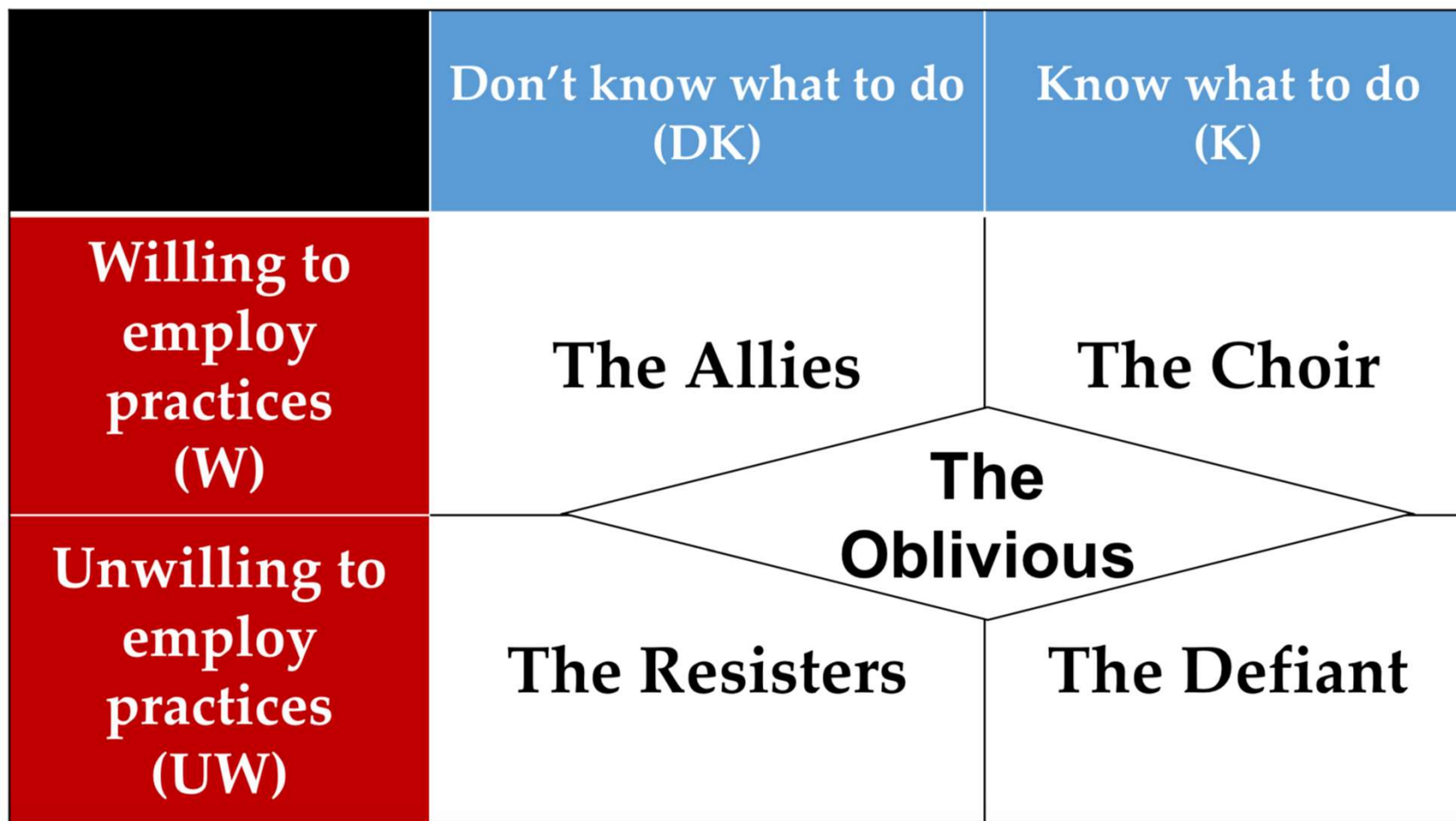


## Step Two: Feel It, Name It, (Re)claim It

- Recognize the impact of colonization on you:  
“My colonized mindset has caused me to not identify with being Latinx. The cost to me is anxiety, loss of connection to who I am”
- Educate others about what the impacts of colonization are on the community
- Seek others who are/are not like-minded, build trust, and then organize
- Learn about your culture and find inspiration and wisdom in the voices of your community



# TAXONOMY OF EDUCATORS' PERSPECTIVES





## Step Three: Create a Vision

- Envision what is possible. Think BIG.
- Work collaboratively
- Build Capacity: Gather Allies and the Choir to educate the Oblivious and Passive Resisters and redirect the Defiant and the Active Resisters
- YOU can lead and create a vision and implement it



# Achieving the Dream

Build capacity to sustain change





## Step Four: Build Leadership

### Seek out a Mentor

- Can be anyone
- Further on career path than you
- Ask for mentorship

### Self Mentoring

- Assess your skills, seek training
- Study leadership and leaders
- Volunteer to lead (community efforts, work projects, teams)

### Mentor Latinos and Others Dedicated to Social Justice

- Build new leadership with an equity framework
- Job shadow
- Identify leadership potential, especially among the historically marginalized

### Develop youth leaders



# Step Five: Action Planning

Commitment

## Create action plan

- identify and commit to goal(s)
- timelines and milestones
- deliverables
- who does what
- success measures
- constraints
- communication plan

Remain focused on the plan, track milestone progress



## ARC Commitment to Social Justice and Equity

American River College strives to uphold the dignity and humanity of every student and employee. We are committed to equity and social justice through equity-minded education, transformative leadership, and community engagement. We believe this commitment is essential to achieving our mission and enhancing our community.



## Strategic Goal 1

- **Students First** - The College engages and connects students early and often to people, programs, and services as an integrated educational experience. By providing personalized, proactive support, the College fosters relationships that ensure all students, particularly the historically underserved and marginalized, persist, learn, and succeed.



## Strategic Goal 3

- **Exemplary Teaching, Learning & Working Environment** - The College ensures an equitable, safe, and inclusive teaching, learning, and working environment. Culturally relevant curriculum, innovative, high-quality instructional methods and technologies, exemplary academic and student support services, and comprehensive and integrated professional development create the best conditions for teaching and learning. The College promotes liberation and honors the dignity, humanity, and contributions of all members of our community.



## American River College - Definition of Liberation

**Liberation** is the act of dismantling systems of oppression and disrupting systems of power and privilege. This process includes the voices of those who have been excluded or marginalized. Liberation strives beyond equity through social justice to pursue true freedom. (ARC's Institutional Equity Plan)




## Step Six: Implement Action Plan

Action

- Connect action to the strategic plan/goals
- Hold others and yourself accountable
- Compromiso: Co-promise to find the best way forward
- Make the case for change (show data, tell the story)
- Disrupt the norm of the colonized mindset - Ask Why??
- Ask courageous questions
- Focus on equity outcomes and systems of power and privilege
  - Who benefits?
  - Who loses?



# Cuídate - Self Care

- 
- A photograph of a vast, flat, snow-covered landscape under a clear blue sky. A series of footprints leads from the bottom left towards the center of the image. In the distance, a single, bare, dark tree stands alone on the horizon.
- BE A RADICAL AND ENGAGE IN SELF CARE
  - CREATE BOUNDARIES
  - KNOW YOUR LIMITS
  - ASK FOR HELP
  - THRIVE
  - TAKE BREAKS