



Conference Series on College and  
 University Teaching and Learning  
 EVIDENCE-BASED TEACHING AND LEARNING

# A Message For Faculty From the Present-Day Movement For Black Lives

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## INTERROGATE WHITENESS

Interpersonal & Institutional Levels



Each enacts anti-Blackness (non humanness) to maintain white supremacy

**whiteness as normal:** underscores how White ways of knowing dictate whose cultural values, practices and norms are the official ones.

**white innocence:** happens when White people (and institutions) claim innocence or deny they are actors in the systemic racism of which they also benefit.

**white privilege:** describes the unearned material/psychological benefits bestowed to people who were born White.

**white advantage:** describes the self-reinforcing norms, beliefs and institutional[ized] practices that ensure White people maintain primary economic, political and social positioning in the racial hierarchy.

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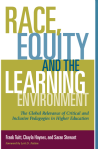



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## Questions and Thank You.



Joseph, Haynes & Cobb  
Peter Lang Publishing 2016

Tuitt, Haynes & Stewart  
Stylus Publishing 2016

Haynes  
JULIE 2017  
"White Faculty Dismantling White Supremacy in the Classroom"

Tuitt, Haynes & Stewart  
PCQ Journal 2018  
"Making Black Lives Matter in Traditionally White Classrooms"

Haynes  
JCEL 2019  
"Racial Consciousness White STEM Faculty"

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**References from Plenary Presentation**

1. Delgado, R., & Stefancic, J. (2012). *Critical race theory: An introduction* (2<sup>nd</sup> ed.). New York: New York University Press.
2. Dumas, M. J. (2016). Against the dark: Antiracism in education policy and discourse. *Theory into Practice*, 55(1), 11-19.
3. **Haynes, C.** & Bazner, K. (in press). A message for faculty from the present-day movement for Black lives. *International Journal of Qualitative Studies in Education*.
4. **Haynes, C.** & Patton, L.D. (2019). From racial resistance to racial consciousness: Engaging White STEM faculty in pedagogical transformation. *Journal of Cases in Educational Leadership*. doi: 10.1177/1555458919829845
5. **Haynes Davison, C.** & Patton Davis, L. (2018, April 22). *Lessons from Starbucks' imperfect response to systemic racism*. Retrieved from <https://diverseeducation.com/article/114778/>

**Additional Recommended Readings**

1. Dancy, T. E., Edwards, K. T., & Earl Davis, J. (2018). Historically white universities and plantation politics: Anti-Blackness and higher education in the Black Lives Matter era. *Urban Education*, 53(2), 176-195.
2. Delgado, R., & Stefancic, J. (2012). *Critical race theory: An introduction* (2<sup>nd</sup> ed.). New York: New York University Press.
3. **Haynes, C.** (2017). Dismantling the white supremacy embedded in our classrooms: White faculty in pursuit of more equitable educational outcomes. *International Journal of Teaching and Learning in Higher Education*, 29(1), 87-107.
4. **Haynes, C.**, Allen, E. & Stewart, S. (2016). Three paths, one struggle: Black women and girls battling invisibility in U.S. classrooms. *The Journal of Negro Education*, 85(3), 380-391.
5. Joseph, N. M, **Haynes, C.**, & Cobb, F. (Eds.) (2016). *Interrogating whiteness and relinquishing power: White faculty's commitment to racial consciousness in STEM classrooms*. New York, NY: Peter Lang Publishing.
6. Patton, L. D. (2016). Disrupting postsecondary prose: Toward a critical race theory of higher education. *Urban Education*, 51(3), 315-342.
7. Patton, L. D. & **Haynes, C.** (2018). Hidden in plain sight: The Black women's blueprint for institutional transformation in higher education. *Teachers College Record*, 120(14), 1-18.
8. Squire, D., Williams, B. & Tuitt, F. (2018). *Teachers College Record*, 120(14), 1-20.
9. Tuitt, F., **Haynes, C.** & Stewart, S. (2018). Transforming the classroom at traditionally White institutions to make Black lives matter. *To Improve the Academy: A Journal for Educational Development*, 37(1), 63-76. doi:10.1002/tia2.20071
10. Tuitt, F., **Haynes, C.**, & Stewart, S. (Eds.) (2016). *Race, equity, and the learning environment: The global relevance of critical and inclusive pedagogies*. Sterling, VA: Stylus Publishing.