WAYS FORWARD

Closing Remarks
Dana Fusco, incoming Interim Dean
School of Education
A FOUNDATION FROM WHICH TO BUILD
This workshop focuses on an emergent collaboration between the Division of Education at Queens College and Cape Peninsula University of Technology (CPUT) in Cape Town, South Africa. In recent visits across continents, QC and CPUT faculty and students have shared their research and spent time at urban schools in Queens and Cape Town. The panelists will share their research and experiences in their respective schools in New York and South Africa, leading to a discussion about how educators can build from commonalities and differences among distinct urban contexts.

Rachel Gersini teaches English at a New York City transfer high school in Queens. She majored in fiction writing at Columbia College, Chicago, and is currently working on a second teaching certification in Literacy Grades 5-12 at Queens College. Her research interests include students’ engagement in their classroom environment.

Dominique Faigan is a doctoral candidate visiting from Cape Town, South Africa. She teaches in the Poverty and Literacy Unit at CPUT (Mowbray Campus) and her research interests include information and communication technologies in education, pedagogy, education quality, social justice and how to improve educational outcomes for South African learners.

David Gerwine is a professor and co-director of Secondary Social Studies Education at Queens College. He chairs the QC chapter of the CUNY-wide faculty and staff union, the Professional Staff Congress. His research interests include teaching inquiry in history, and promoting substantive conversation in classrooms and beyond.

Melissa Ortiz teaches English at a New York City school for students who are 16–21 years old and close to aging out of the school system. She completed her master’s and teaching certification in English Education at Queens College, and her research focuses on ways in which students can be better prepared for higher education.

Ashley Zinnew teaches Social Studies at the Institute for Health Professions at Cambria Heights, a Queens high school that uses portfolios in place of Regents Examinations. She received her master’s and teaching certification in Secondary Social Studies Education from Queens College. Her master’s thesis focused on students’ academic and behavioral resistance in the social studies classroom.
A campus wide initiative

CERRU is looking forward to expanding its reach to train more individuals. We are working to expand the fellowship program at Queens College, as well as to create fellowship programs on a variety of different college campuses, throughout CUNY and beyond. We are starting to work with other campus populations as well, and we aspire to act as a resource for entire campus communities to promote systemic change.
An amazing, talented and committed group of faculty of all backgrounds, many of whom are explicitly committed to social justice.
INCLUSIVE EXCELLENCE FRAMEWORK

Still we must systematically uncover and illuminate the policies and practices within the School of Education that silence, marginalize, and disrespect faculty, staff and students, and particularly faculty, staff and students of color.
WHY AN INCLUSIVE EXCELLENCE FRAMEWORK?

• Campus Climate and How it Impacts the Social & Emotional Wellbeing of Students of Color
## Race/Ethnicity of 2018-2019 Program Graduates

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<tr>
<th>Degree</th>
<th>American Indian or Alaskan Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>White</th>
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<td>Undergrad</td>
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<td>173</td>
<td>3</td>
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</table>
Disparities in Enrollment

- Latinx
- Asian
- White
- Black
- Multiracial
- Unidentified

Categories: Undergrad, Grad
| Teacher Education Program Satisfaction: How satisfied were you with the following aspects of your teacher preparation program? | EPP-Wide (Grad & Undergrad) N=290 | Undergraduate |
|---|---|---|---|---|---|
| a. Advising on professional education program requirements | 3.25 | 3.24 | 2.83 | 3.33 | 3.29 | 3.08 |
| b. Advising on content course requirements | 3.26 | 3.20 | 3.00 | 3.37 | 3.26 | 2.92 |
| c. Quality of instruction in your teacher preparation courses | 3.36 | 3.36 | 3.17 | 3.49 | 3.42 | 3.15 |
| d. Balance between theory and practice in your teacher preparation courses | 3.24 | 3.27 | 3.17 | 3.35 | 3.30 | 3.08 |
| e. Integration of technology throughout your teacher preparation program | 3.27 | 3.42 | 3.17 | 3.37 | 3.22 | 3.15 |
| f. Coherence between your coursework and field experiences prior to student teaching | 3.23 | 3.38 | 2.83 | 3.27 | 3.29 | 3.00 |
| g. Quality of field experiences prior to student teaching | 3.32 | 3.40 | 3.17 | 3.31 | 3.41 | 3.08 |
| h. Your student teaching placement site | 3.43 | 3.53 | 3.67 | 3.43 | 3.42 | 3.23 |
IF STUDENTS ARE MISTRUSTFUL OF OUR ASSESSMENTS LEADING TO MISSING AND INC. DATA, WE MUST ASK

Why is that?
And, what are we going to do about it?
IF OUR GRADUATE PROGRAMS ARE SIGNIFICANTLY LESS DIVERSE THAN OUR UNDERGRAD PROGRAMS, WE MUST ASK

Why is that?
And, what are we going to do about it?
IF WE INVITE STUDENTS OF COLOR TO JOIN OUR CAMPUS COMMUNITY, AND YET WE ARE NOT HELPING THEM TO GRADUATE ON TIME, WE MUST ASK

Why is that? And, what are we going to do about it?
IF FACULTY AND STUDENTS OF COLOR EXPERIENCE MICROAGGRESSIONS ON CAMPUS, WE MUST ASK

Why is that? And, what are we going to do about it?
IF OUR CURRICULUM IS LARGELY BASED ON THE THEORY AND RESEARCH OF WHITE SCHOLARS, WE MUST ASK

Why is that? And, what are we going to do about it?
IF FACULTY ARE INTERESTED IN ANTI-RACIST PEDAGOGIES BUT WE ARE NOT OFFERING PROFESSIONAL DEVELOPMENT TO HELP THEM, WE MUST ASK

Why is that? And, what are we going to do about it?
IF OUR TEACHER EDUCATION CANDIDATES ARE NOT PREPARED TO DECONSTRUCT THEIR OWN IMPLICIT BIASES PRIOR TO WORKING IN BLACK AND BROWN SCHOOLS, WE MUST ASK -

Why is that? And, what are we going to do about it?
TASKFORCES

• **Policy Taskforce**: Are students of color being admitted to undergraduate and graduate programs at equal rates? Are students of color being retained at equal rates? If not, why not?

• **Clinical Taskforce**: How are students prepared to work in diverse settings? Would students be ready to deal with the reactions and responses of the children and youth in their classrooms if they were teaching today?

• **Curriculum Taskforce**: What and whose knowledge and theoretical frameworks are embedded into coursework? Are we intentional in designing anti-racist pedagogies and curriculum?
BE PART OF THE SOLUTION!

• Join a taskforce!
• Share a resource
• Help plan the next event of the Will To Change series
• Have a suggestion, send an email to:

SchoolofEdsuggestions@qc.cuny.edu
MUCH APPRECIATION

• Beata Breg
• Victoria Dell 'era
• Richard Diaz
• Alan Gonzalez
• Evelyn Lee
• Amy Lui
• Sonia Rodrigues
• Nathaniel Smith
• Jean Wittig

• And faculty advisors,
• Soribel Genao
• David Rivera
• Our speakers and panelists

• And to all of you!!!

• THANK YOU!
Wide Open Shut are My Eyes
The Eyes of Whiteness
My Heart May Bleed But My Lips are Sealed
Wide Open Shut are My Lips
My Mouth a Tool for Justice But Words Escape
Wide Open Shut are my Arms
An Embrace that May Heal But Arms kept by my Side
Wide Open Shut
White is not Color
It is Empty a Void Blank Still Without
Color me Now
Color my Soul
Open Wide never to be Shut again

~by d.fusco
Two days after the murder of George Floyd