When googling, images are not always inclusive. This particular image has all white faces and hairstyles. It is a visual microaggression.
OPEN FORUM
Letter from a Birmingham Jail

https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html
We have waited for more than 340 years for our constitutional and God given rights. The nations of Asia and Africa are moving with jetlike speed toward gaining political independence, but we still creep at horse and buggy pace toward gaining a cup of coffee at a lunch counter. Perhaps it is easy for those who have never felt the stinging darts of segregation to say, "Wait." But when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate filled policemen curse, kick and even kill your black brothers and sisters; when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society; when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six year old daughter why she can't go to the public amusement park that has just been advertised on television, and see tears welling up in her eyes when she is told that Funtown is closed to colored children, and see ominous clouds of inferiority beginning to form in her little mental sky, and see her beginning to distort her personality by developing an unconscious bitterness toward white people; when you have to concoct an answer for a five year old son who is asking, "Daddy, why do white people treat colored people so mean?"; when you take a cross county drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you; when you are humiliated day in and day out by nagging signs reading "white" and "colored"; when your first name becomes "nigger," your middle name becomes "boy" (however old you are) and your last name becomes "John," and your wife and mother are never given the respected title "Mrs."; when you are harried by day and haunted by night by the fact that you are a Negro, living constantly at a tiptoe stance, never quite knowing what to expect next, and are plagued with inner fears and outer resentments; when you are forever fighting a degenerating sense of "nobodiness"--then you will understand why we find it difficult to wait. There comes a time when the cup of endurance runs over, and men are no longer willing to be plunged into the abyss of despair. I hope, sirs, you can understand our legitimate and unavoidable impatience.
Clouds of inferiority are present in today’s students
The following are slides presented in ENGR 3021
Why Connecticut has the largest achievement gap in the U.S.

Low income correlates with low levels of academic achievement. In Connecticut we have some of the wealthiest towns in the country as well as some of the poorest. This disparity in income contributes to the achievement gap. But it is not all a result of income differences. When compared to low-income students from other states, Connecticut’s low-income students score in the bottom third on some key assessments.

There are other factors that contribute to the achievement gap, pointing to the need for reform of the pre-K-12 education system. These include:

- A lack of accountability throughout our system
- Not setting high expectations for all of our students
- The need for more effective teachers and school leaders—especially in low-income areas
- Inefficient and opaque ways of funding education
- Complacency with chronically low-achieving schools

Source: U.S. Department of Education, NAEP Data
Explorer: http://nces.ed.gov/nationsreportcard/naepdata/

Note: Chart shows average scale score gap between low-income students and non-low-income students on the 2011 National Assessment of Educational Progress (NAEP) for 8th Grade Math

From http://ctedreform.org/cts-gap/
Connecticut’s Achievement Gap

The maps below illustrate the achievement gap within Connecticut districts. You can click on the various tabs to compare racial and economic gaps between districts.
The values on the bar graph represent gap points between the groups listed on the bottom.

We see there is less of a gap at CREC Schools (like Two Rivers Magnet Middle School in East Hartford), but a gap still exists.

Previously, we learned that Connecticut has the largest *achievement gap* in the United States.

Without intervention, the U.S. racial “achievement gap,” also known as the “equity gap,” will close roughly by the year 2266.
The Connecticut State Department of Education (CSDE) Talent Office found that students in these schools designated as "high-poverty" and "high-minority" are more likely to be taught by inexperienced teachers and led by inexperienced principals than students in "low-poverty", "low-minority" schools."
Moreover, 9.1% of Black students and 4.6% of Latinx students in Connecticut attend schools with more than 20% of teachers not yet certified, compared to 0.6% of white students.
## Student Characteristics

<table>
<thead>
<tr>
<th>Category</th>
<th>Undergraduate - 23,978</th>
<th>Grad/Professional - 8,279</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>51%</td>
<td>53%</td>
</tr>
<tr>
<td>Minority</td>
<td>35%</td>
<td>20%</td>
</tr>
<tr>
<td>International(^1)</td>
<td>8%</td>
<td>24%</td>
</tr>
<tr>
<td>Connecticut Residents(^2)</td>
<td>76%</td>
<td>65%</td>
</tr>
</tbody>
</table>

\(^1\) 106 countries were represented in the Fall 2018 international student population.

\(^2\) 72% of undergraduates on Main Campus are Connecticut residents.

All 169 Connecticut towns and 42 of 50 states are represented in the Fall 2018 total undergraduate student population.
Asking in class: What can we as Engineering Ambassadors do to combat educational inequities?

What can faculty do to combat educational inequities?
It is our personal responsibility to strengthen our community. This is about making ALL of us strong and leaving a legacy of lasting change

https://edoc.engr.uconn.edu/building-anti-racist-communities/
Anti-Racist Action Plan Worksheet

Name:

Today’s Date:

Part 1: Where are you on the spectrum?
Use this link to identify what stage of [white/non-Black] identity development you are:

Part 2: Goal Brainstorm
List goals you have individually for self-reflection, learning or re-learning, and internal change.

Examples (you can use these):
1. Watch *When They See Us* on Netflix in order to learn more about systemic issues in the American criminal justice system
2. Join EDOC’s discussion of Martin Luther King Jr’s Letter from a Birmingham Jail
3. Revisit an email or conversation where a colleague expressed their pain/discomfort that I brushed off with words such as “I/they didn’t mean it that way” or “Not all ___ are like that” and reach out to the person with an apology, acknowledgement of errors, and support
4. Meet with department chair(s) to create new policies for listening to student microaggressions or discrimination complaints

Part 3: Accountability and SMART+ Goals
For each of the goals listed above use the following prompts (You can copy and paste this section for all of your goals):