Index

Academic refusal, 180, 183
Anti-racism, 97, 195–196

Brave space
  conceptualizing safer brave spaces, 93
  empowerment. See Empowerment
  (re)securing safe, 112–115

Civility, 7, 9, 71–72, 74–75
Co-creation of learning spaces, 4–5
Community of Care
  course redesign, 149–150
  learning collectives, 150–151
  overview, 142
  preamble, 142
  safe space, dangerous context to, 142–149
  safe spaces, building, 146–149
  STEM degree, 143–145
  theory of change, 146
Counter-hegemonic space, 34
Course redesign, 149–150
Creative and participatory research, 165, 170
Critical pedagogy, 170

Decoloniality, 68, 76
Deliberative democracy/democratic deliberation, 40–42
Democratic iteration, 41–42, 51–52

Education
  educational measures, 108, 111–112, 115
  higher education, 99, 122, 126
  non-formal and open offers, 133–136
  official degree programmes, 126–132
  sexualized violence, 108, 111–112, 115
Egalitarian access to education, 3–4, 15, 35–36, 41–42, 59–60, 189
Empathy
  course redesign, 149–150
  learning collectives, 150–151
  Queensborough Community College (QCC), 142
  Queens College (QC), 142
  safe space, 142–149
  STEM degree, 143–145
  theory of change, 146
Empowerment
  marginalized centering, 95–97
  safer brave spaces, 93
  self-determined risk assessment, 94–95
Equitable learning, 18, 25–26
Feminist studies, 201–202
Fluidity of space, 10, 43, 59

Gender
  cisgender, 92, 95, 99
  education, 122–126
  misgender, 102–103
  non-formal and open offers, 133–136
  official degree programmes, 126–132
  sexual diversity, 114–116
  transgender, 101–102

Identity
  Black identity, 97
career identity, 183
gender identity, 94
hispanic-serving designation, 145
intellectual identity, 76
interaction, 19–20
personal identity, 92
racial identity, 39–40
sexual identity, 109
single-identity groups, 81
student’s identity, 94
trans identity, 92

Inclusive education, 3, 5–6
Inclusiveness, 3–5, 76
In/justices in education, 4, 15, 87–88, 115
In/just learning spaces, 43–44
Interaction
  block interactions, 110
  concrete interactions, 111
  continual interactions, 19
  identity, 19–20
  interracial interactions, 82–83
  intracommunity interactions, 97
  social interactions, 107–108
Intersecting identities, 6–7, 35, 37, 40
Intersectionality, 7, 19, 36–38, 176–177
Intra-action, 19–20

Knowledge transfer, 59–60

Levels of Inequity (Identity, interaction, intra-action, institution, society, knowledge), 8, 35, 51–52, 61–62

LGBTQ
  anti-LGBTQ religious, 94
designated spaces, 96
gender, 108, 115–116
  religious and cultural traditions, 14–15
  safer brave spaces, 93
  student organizations, 100–101

Lifelong learning
  higher education, educational spaces in, 122–126
  non-formal and open offers, 133–136
  official degree programmes, 126–132
  UNATE, 133–136
  University of Cantabria, 122–126
  University Summer Courses, 133–136

Migrant women, 163

Older university students, 120–121, 126, 132

Peer Mentoring, 9, 146, 150


Professional development, 51–52, 60, 80–83, 87–89, 177, 179–180, 183

Queensborough Community College (QCC), 142
Queens College (QC), 142

Queer
  cisgenderism, 92
  empowerment. See Empowerment
  heterosexism, 92
  safer brave spaces, 93
  safe space, 108–109

Randomized control trial (RCT), 9, 146, 148, 150, 152–153, 155–156
Reconceptualization, 5, 43, 45
Reflexivity, 22, 52–53
Research community, 7, 77
Respect
civility, 7
dignity, 33–34
identities, 109
RCT, 150
safe space, 38–39
students, 94
Safe brave space
fugitive space, 183
intellectual refusal, 183
STEM, 80–83, 88–89
Safe space
brave spaces, 93
building, 146–149
dangerous context to, 142–149
definition, 4
documenting, 153–155
denotating, 153–155
education, 6–7, 10
educational relationships, 115
institutions, 113–114
making, 165–169
reflections, 169–170
sexualized violence, 108–111
students, 156
Sameness/difference, 7, 37, 40, 51–53, 60–61
Science, technology, engineering, and
mathematics (STEM)
opportunities, 97–98
preamble, 142
Queens College (QC), 142
Teaching to Increase Diversity and
Equity in STEM (TIDES)
program, 181
undergraduate pathway, 143–145
women of color, 175–176
Self-reflexivity, 5–6, 23–24, 52–54
Separate space, 35–37, 51–52, 58
Sexualized violence
brave spaces, 112–115
explanatory approaches, 111–112
safe spaces, 108–111
(re)securing safe, 112–115
Situatedness, 7, 23–24, 52, 71–73, 76
Social structures and education, 68, 71, 93, 96, 110, 138, 178–179
Solidarity, 54–55, 162–163, 183, 197
Space
dangerous context to, 142
educational spaces, 122–126
online spaces, 96
physical space, 97–98
safer brave spaces, 93
sexualized violence, 108–111
trans community spaces, 96
STEM Bridges Across Eastern Queens
project, 155
Students
black students, 18, 35–36, 97, 179–180
deficit model, 23–24
identity, 94
marginalized students, 95
nonbinary students, 94
non-regular students, 134
queer students, 100
self-determined risk assessment, 94
STEM, 149
trans students, 92–93, 95–96
undergraduate students, 175
Third space, 36, 59
Transformation of knowledge, 189
Transgender, 19, 37–38, 96–97, 101–102, 111–112
University Senior Programmes,
122–126
Women’s educational opportunities,
120–122, 137