

The image features a central white rectangular area with a faint, light blue grid pattern, resembling a page from a notebook. This area is framed by a light orange border. In the corners, there are decorative illustrations of tropical plants: teal and orange leaves on the top-left and bottom-right, and orange leaves on the bottom-right. On the left side of the white area, there are five small, light orange circles arranged vertically, mimicking the hole punches of a notebook. The main text is written in a dark brown, cursive font.

Racial Equity in Pedagogy Workshop

Jamboard 1: How Does Racial Bias Affect Us?

How Has Race Impacted You in Specific Ways?:

I often think about how I will be perceived by others which makes me monitor what I say or behave.

Channeled through intensive math and science curriculum even though just of above-average ability.

people saying that my parents must be "very proud" because I am a lawyer

body diversity is also a matter of race, so being fat is an excuse to judgement

As a white woman- I've been able to avoid racist biases from the 'old guard' in my field, though obviously gender often intersects here.

someone 'translated' my name in my citizenship app. I had to petition to revert it back to my actual name, and I'm a 'European' immigrant and tend pretty pale.

How Has Race Impacted Our Students in Specific Ways?

Funding at their k-12 schools and experiences of education

Having white, Euro-centric texts and lessons shape their education from an early age.

Having more obstacles to even get to the first day of college

Students have internalized that they are not good at math so it is normal to be math-phobic.

in the same line, not having the proper chair for every type in the classroom

Teachers often have low expectations of students of color or students with accents.

Jamboard 2: What Does Antiracism at John Jay Look Like?

Opportunities:

Question more than statement: Do you affirm your anti-racist stance/intent in your syllabus and in the classroom (like on the first day), and if so, how do students respond?

We have at hand a very diverse student population.

I've always set the foundation of my classes to be based in an anti-oppressive lens. Being new to John Jay for this to be welcomed and the expectation is a huge opportunity for all.

inclusive curriculum

Mentoring students and accessing funds to do that (PSC awards/work study are great for this!)

be more explicit and embed this in Lit courses overtly! beginning of semester

could we study what's happening in other states, attacks on DEI and Critical Race Theory and the erasure of AP African American history curricula?

What support would be helpful for YOU?

sustained opportunities like this, like working groups over the semester

More equitable funding for public education, both K-12 and higher ed. :)

Challenges:

To bring people to get out of their shells to share their experiences.

Lack of diversity in hiring faculty- at least historically

certain faculty who are "too busy" to learn about anti-racism

Religion and race/racism conversations can be challenging!

pedagogical practices (and forms of personal/professional authority) that refuse to consider structural forces

some folks think that they already know everything/cannot benefit from additional opportunities for learning about these topics

Jamboard 3: Responding to Student Trauma

What are tips for recognizing symptoms of trauma?

Poor class attendance.

Bad attitude towards the class and everyone

extreme emotional reactions to 'regular' events

Really weird/disruptive/emotional classroom behavior

during the beginning of 2020 I sent a welcome letter to students and invited students to let me know if there's anything about them they'd like me to know

more meta-conversations about how everyone comes to the classroom; de-stigmatizing open conversation about life's pressures

offer counseling center visits, offer to talk

Resources: Office of Compliance/Diversity, Counseling Center, Emergency Funding, etc

How can we integrate compassion into the classroom and our policies?

Make an attempt to get to know students on a more personal experience.

Allow some leeway in grading class attendance. Encourage students to come talk to instructor regarding attendance.

Incorporate a time to listen to students, maybe in class, maybe during office hours, and be prepared with the resources to face any issue

A direct, private check-in at start of semester, asking about challenges they have or foresee. (Maybe via Google form.)

Responding to Student Trauma Continued

What are some classroom practices to promote safety?

I create agendas with content notes about the themes and remind students every time that they can opt in/opt out if they need to take care of themselves

Consider assigning study groups.

I try to listen to students carefully and respectfully, no judgements

Making explicit that our classroom is a safe place

I like to co-create community agreements in the beginning of the semester and refer back to it

offer a mental health day off

Chart paper: "What do we want community to look like?" Bring scented candles, playlist, gets students going thinking about care and compassion for clients.

I do this tool! It's great for transparency, their agency in the classroom and beyond, and for referring back to when we stray from an inclusive environment

"What would it take to have a great semester?
Expectations for self and peers"

"What do you expect from me as your professor?"

**<--- Class contract!
Changes dynamic, sets up a great semester**

Google Doc: brainstormed as a group and share link or hand out post it notes, and share but add to the group!

Microaggression	Underlying Assumption or Message			
Failing to learn to pronounce or continuing to mispronounce the names of students after they have corrected you.	1.	Communicates to the student that the instructor does not care about their preferences, or about their culture or language of origin or ethnicity	Suggests the instructor believes their own language/culture is more important	"Just can't remember all the different names," because teacher represents dominant culture in which all things are done correctly, one way students should aspire to blend into
Scheduling tests and project due dates on religious or cultural holidays.	2.	a particular religion or cultural practice is unimportant or shouldn't be celebrated		
Disregarding religious traditions or their details. (Ex. Impacts of fasting)	3.			
Setting low expectations for students from particular groups or neighborhoods.	4.	Assuming that students from a particular neighborhood have had poor preparation (K-12 schooling) or are somehow innately limited in their learning capacities		
Calling on, engaging and validating one gender, class, or race of students while ignoring other students during class.	5.		Implying that these are the only students who you assume are capable of answering your questions. Also sends the message that you have low expectations for other groups.	

Microaggression	Underlying Assumption or Message	
Assigning student tasks or roles that reinforce particular gender roles or don't allow all students flexibility across roles and responses.	6.	<div data-bbox="1819 210 2139 527" style="background-color: #ADD8E6; padding: 5px;"> <p>There is only a binary gender accepted and allowed in society. Any other is a deviation and not acceptable</p> </div> <div data-bbox="2335 210 2655 527" style="background-color: #90EE90; padding: 5px;"> <p>what the students feel comfortable with is not relevant, because it is only a "preference"</p> </div>
Anticipating students' emotional responses based on gender, sexual orientation, race or ethnicity.	7.	
Using inappropriate humor in class that degrades students from different groups.	8.	
Expressing racially charged political opinions in class assuming that the targets of those opinions do not exist in class.	9.	<p>assumes that everyone shares the instructor's political beliefs; also seems like an abuse of the professor's authority/power</p>
Using the term "illegals" to reference undocumented students.	10.	<p>That undocumented students are less than human (given the use of adjective as noun) and don't belong in the same spaces as other students.</p>

Microaggression	Underlying Assumption or Message
<p>Hosting debates in class that place students from groups who may represent a minority opinion in class in a difficult position.</p>	<p>11.</p>
<p>Denying the experiences of students by questioning the credibility and validity of their stories.</p>	<p>12.</p> <div data-bbox="1825 536 2152 859" style="background-color: #f080f0; padding: 5px; display: inline-block;"> <p>The student cannot be trusted.</p> </div> <div data-bbox="2192 536 2518 859" style="background-color: #f080f0; padding: 5px; display: inline-block; margin-left: 20px;"> <p>There is only one type of shared experience that is deemed correct by the professor.</p> </div>
<p>Assigning class projects or creating classroom or school procedures that are heterosexist, sexist, racist, or promote other oppressions, even inadvertently.</p>	<p>13.</p>
<p>Using sexist language.</p>	<p>14.</p>
<p>Using heteronormative metaphors or examples in class.</p>	<p>15.</p> <div data-bbox="1892 1476 2225 1806" style="background-color: #ffff00; padding: 5px; display: inline-block;"> <p>other sexual orientations should not be recognized / other sexual orientations are not acceptable / sexual orientation is a choice/ fear of bias</p> </div>

Microaggression	Underlying Assumption or Message	
Assuming the gender of any student.	16.	
Assuming that students of particular ethnicities must speak another language or must not speak English.	17.	<div data-bbox="2315 553 2558 797" style="background-color: #ADD8E6; padding: 5px;"> <p>assuming that only "white" presenting people belong to the US culture and that only "white" presenting people are monolingual.</p> </div>
Discouraging students from working on projects that explore their own social identities.	18.	<div data-bbox="1915 891 2165 1144" style="background-color: #ADD8E6; padding: 5px;"> <p>the message it gives to students is that who they are, what they think/care about does not matter. There are other groups that are more important than other groups.</p> </div>
Asking people with hidden disabilities to identify themselves in class.	19.	
Ignoring student-to-student microaggressions, even when the interaction is not course-related.	20.	<div data-bbox="2059 1482 2382 1800" style="background-color: #FFFF00; padding: 5px;"> <p>if I was a student the assumption would be that the prof. is not aware that this is a microaggression or that they don't care how this impacts the students.</p> </div>