

**RACIAL EQUITY IN
PEDAGOGY:
PUTTING THEORY
INTO PRACTICE**

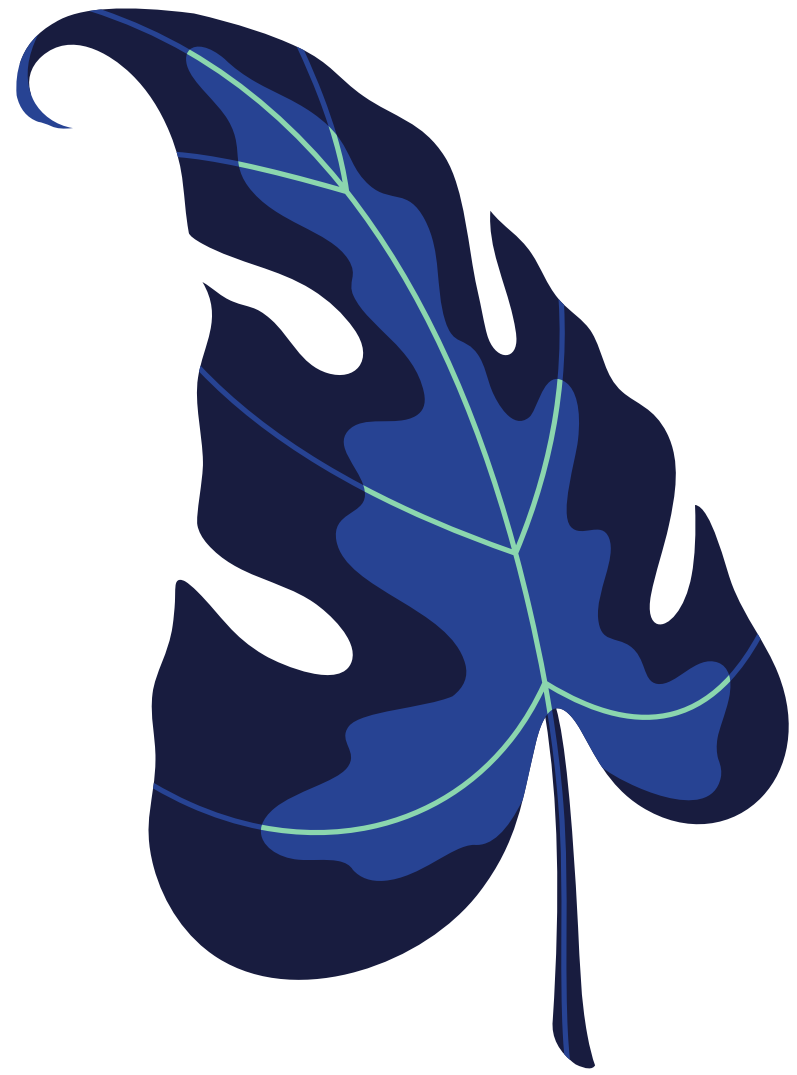




Today's Facilitators:

Kim Liao and Belinda Linn Rincón

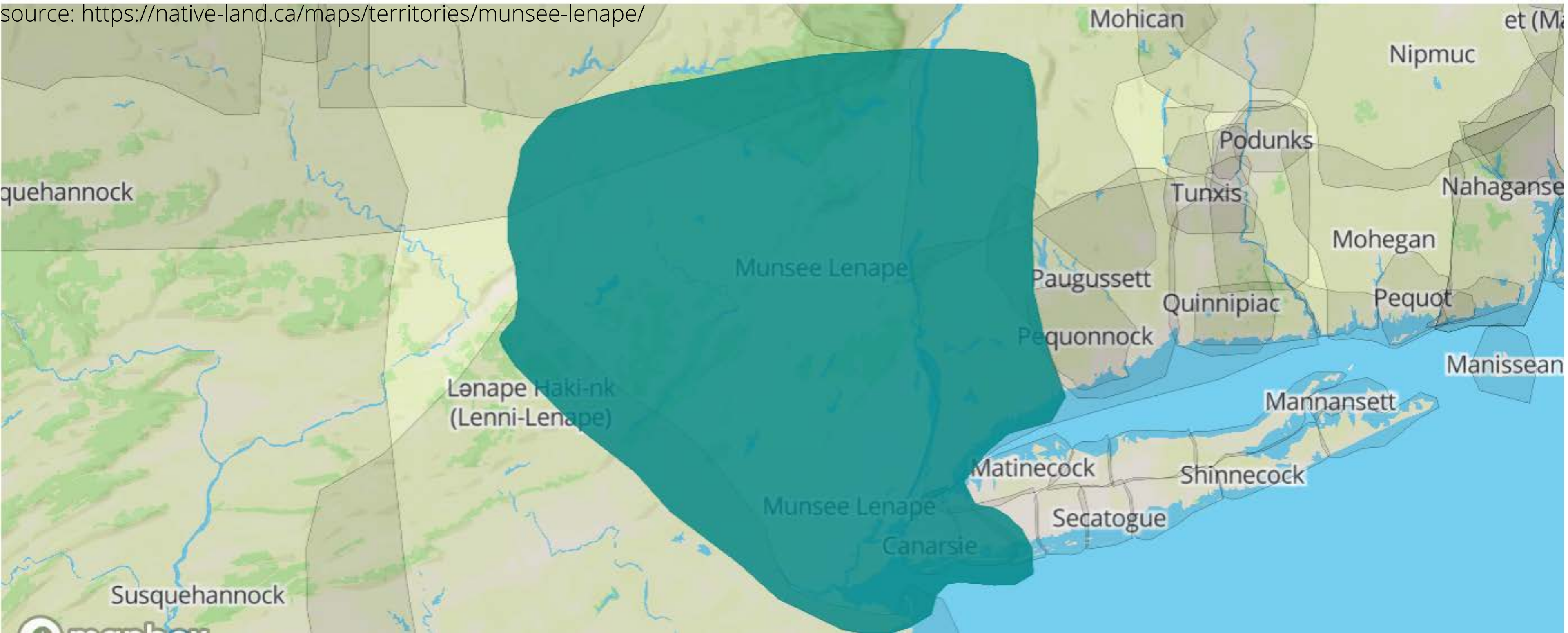
With contributions to workshop development by Mikaila Brown, Bob Kim, Tarun Banerjee, Erika Pacio, Nusrat Mowla, Lissette Delgado-Cruzata, Hilary Menes, and Dante Tawfeeq, the TLC and Center for Compliance and Diversity. Thanks to all!



WELCOME TO JOHN JAY'S DIVERSITY, EQUITY, AND INCLUSION PROFESSIONAL DEVELOPMENT (DEI-PD) INITIATIVE

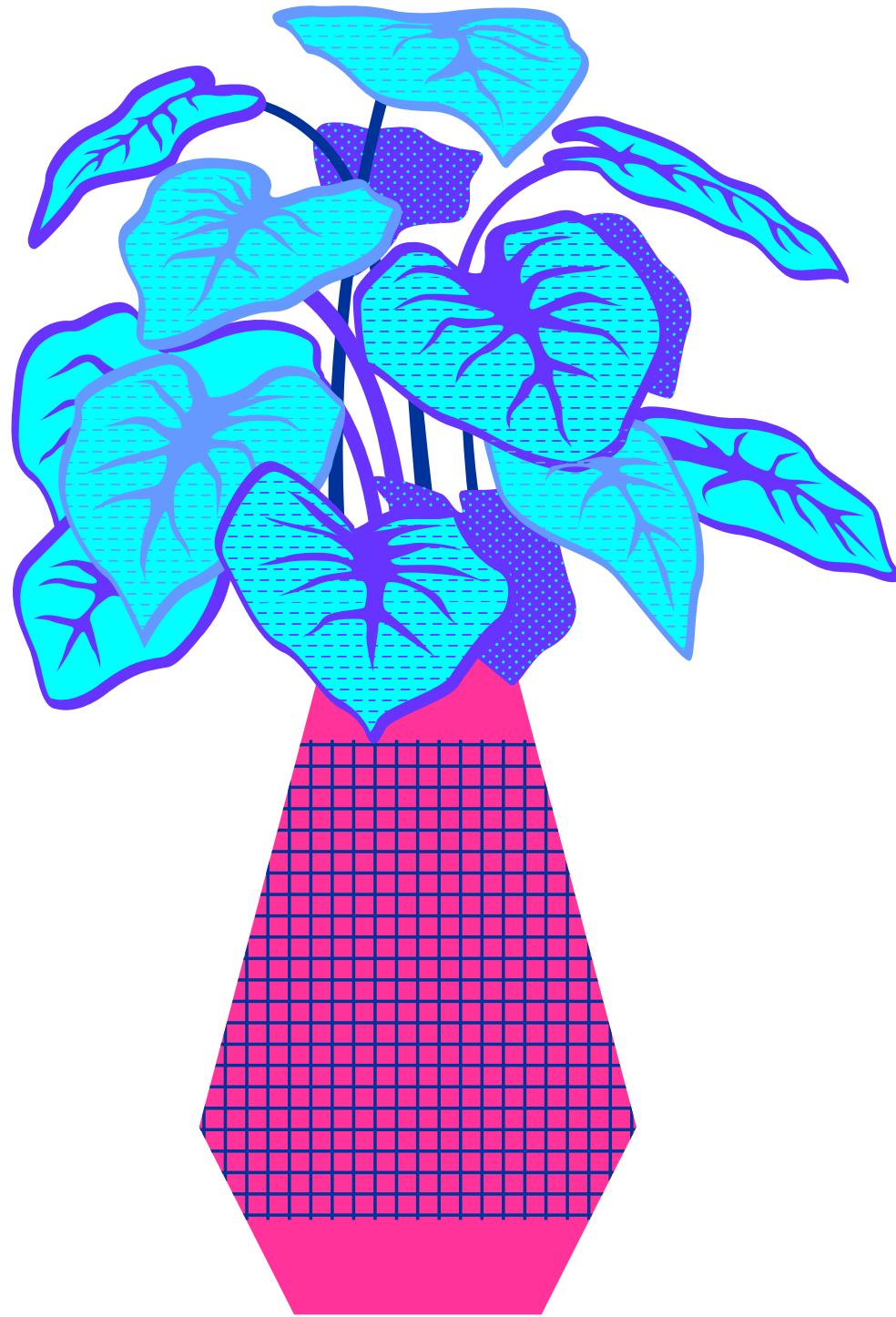
What is the DEI-PD Initiative?

A collaboration between the Office of Human Resources, the Office of Compliance and Diversity, the Teaching and Learning Center, and the Office of the Provost, the DEI-PD Initiative is a new program designed to support student and faculty success in the classroom and beyond. Initial workshops (2021-22) include: DEI 101: An Introduction to Diversity, Equity, and Inclusion, and workshops related to teaching students of diverse backgrounds, including veterans, students with disabilities, Latinx students, LGBTQ students, and students of all genders.



We acknowledge that John Jay College of Criminal Justice is situated upon the unceded territory of the Munsee Lenape peoples. I ask you to join me in acknowledging the Munsee Lenape community, their elders both past and present, as well as future generations.

SOME PARTICIPATION NORMS



Here are a few guidelines for establishing a safe space in this workshop:

- 1) Be open. Be engaged.**
- 2) Use "I" statements.**
- 3) Share the air.**
- 4) Take the lessons, leave the stories. (Please maintain confidentiality)**
- 5) Raise hands, please don't interrupt.**
- 6) Suspend judgment for now.**
- 7) Other suggestions are welcome!**

TODAY'S AGENDA

01: STRUCTURAL RACISM IN
HIGHER EDUCATION

02: TRAUMA-INFORMED
PEDAGOGY IS ANTIRACIST
PEDAGOGY

03: CREATING A RACIALLY
INCLUSIVE CLASSROOM CULTURE

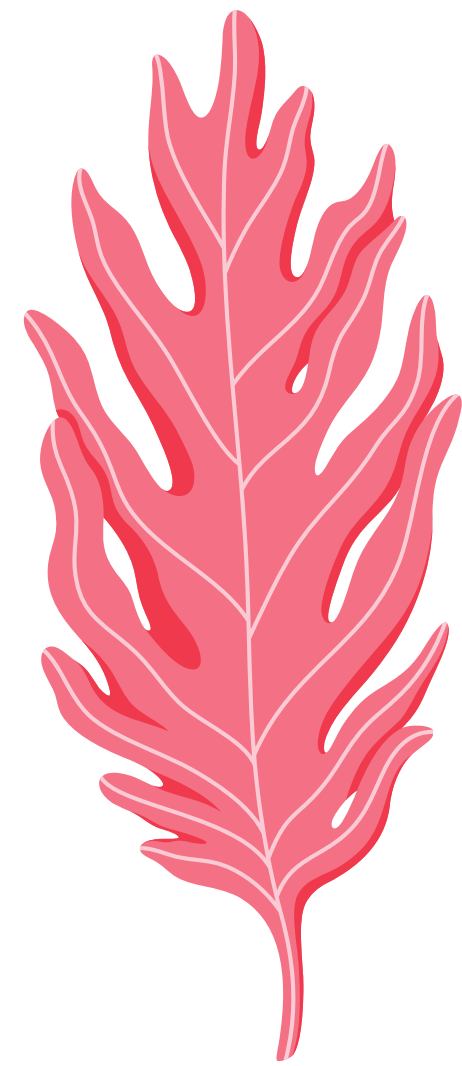


1) Structural Racism in Higher Education



INTRODUCTIONS!

Please share in the chat your name, department, and ONE WORD about how you're feeling about today's workshop.



Now, with your partner(s) in a breakout room, please discuss the following:

- 1) What is your earliest memory of realizing you had a "race"?**
- 2) What are moments when you think about race in daily life?**



WHAT IS RACE?

“Before the mid-1600s, there is no evidence that the English referred to themselves as being ‘white people.’ This concept did not occur until 1613 when the English society first encountered and contrasted themselves against the East Indians through their colonial pursuits.”

-- "Historical Foundations of Race," National Museum of African American History and Culture
<https://nmaahc.si.edu/learn/talking-about-race/topics/historical-foundations-race>

WHAT IS RACE?

“By the beginning of the 19th century, ‘white’ was an identity that designated a privileged, landholding, (usually male) status. Having ‘whiteness’ meant having clear rights in the society while not being white signified your freedoms, rights, and property were unstable, if not, nonexistent.”

-- "Historical Foundations of Race," National Museum of African American History and Culture
<https://nmaahc.si.edu/learn/talking-about-race/topics/historical-foundations-race>

WHAT IS RACE IN AMERICA?

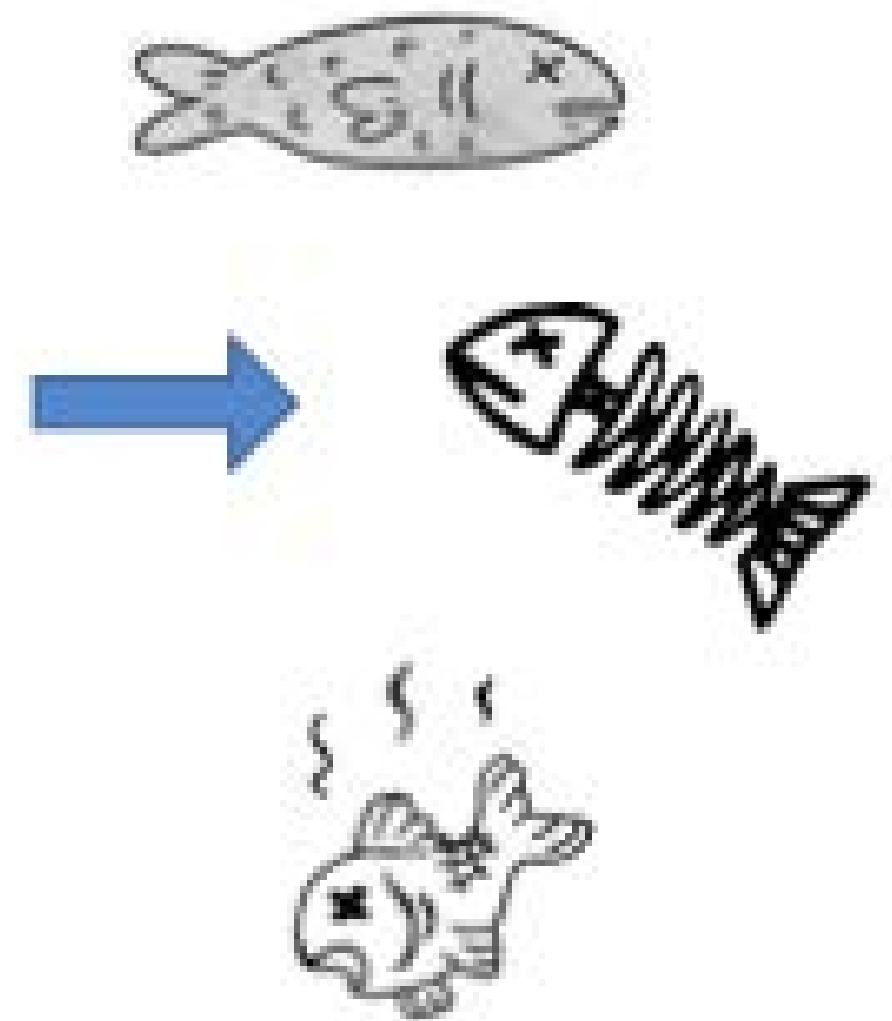
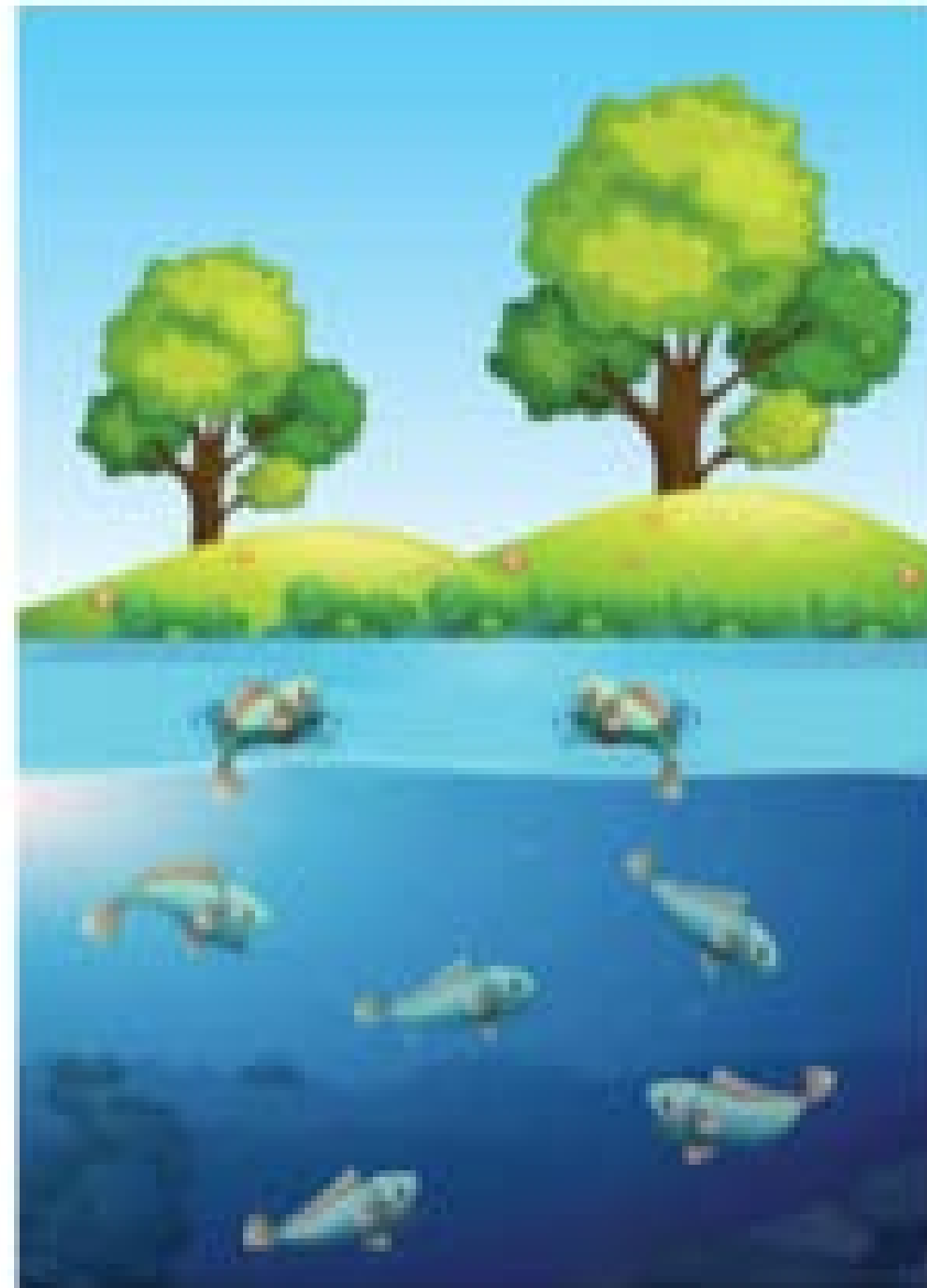


- An arbitrary classification of human beings
- Created during a period of worldwide colonial expansion, by White Europeans, to differentiate and subjugate others
- Used to assign and maintain power and privilege

THE FISH, THE LAKE, AND THE GROUNDWATER

What would you do if:

- **You found one dead fish?**
- **Some fish in the lake were dying?**
- ***Half of the fish in the lake* are dying?**



THIS IS GREATER THAN INDIVIDUAL AGENCY

Introducing The *Maze Analogy*:

- The maze is the racist structure
- Your ability to walk through the maze is your individual agency
- Structural racism shapes the *sets of options* available to an individual
- You can walk through the corridors but not walls



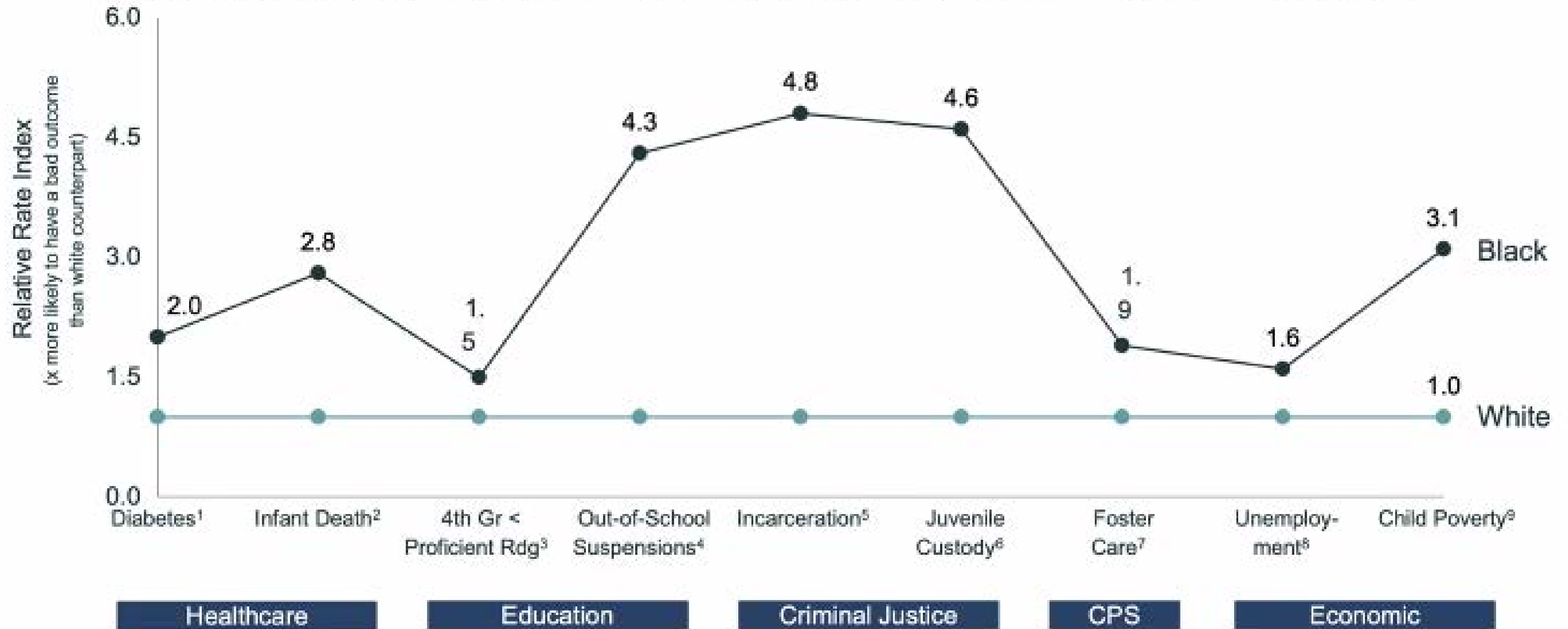
WHAT IS STRUCTURAL RACISM?

A scenic landscape featuring a range of mountains in the background, a body of water in the middle ground, and a small island or peninsula in the foreground. The entire image has a teal or cyan color cast.

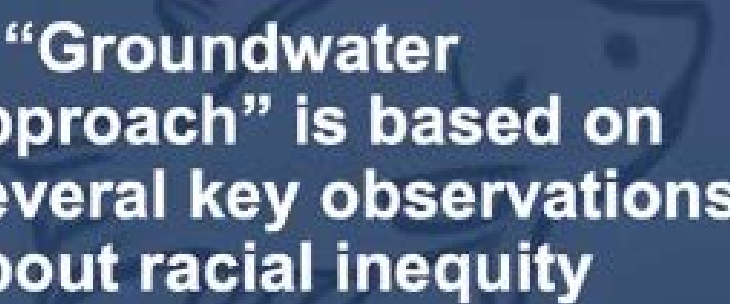
- Exercise of social and institutional power combined with racial prejudice
- A system of advantage for those considered white, and of oppression for those who are not considered white

Racial inequities exist across national systems

Measures Across Health, Education, Criminal Justice, Child Welfare, and Economic Well-being in the US



1. Kaiser Family Foundation, 2019 2. Kids Count Data Center-The Annie E. Casey Foundation, 2019 3. Kids Count Data Center-The Annie E. Casey Foundation, 2019
 4. Kids Count Data Center-The Annie E. Casey Foundation, 2015-2016 5. The Sentencing Project, 2019 6. The Sentencing Project, 2019 7. Kids Count Data Center-The Annie E. Casey Foundation, 2018 8. BLS-Employment Status, 2020 9. Kids Count Data Center-The Annie E. Casey Foundation, 2019



A “Groundwater approach” is based on several key observations about racial inequity

- 1 Racial inequity looks the same across systems
- 2 Socio-economic difference does not explain the racial inequity
- 3 Systems contribute significantly to disparities

System

Language

Healthcare

→ “health disparities”

Education

→ “achievement gap”

Child Welfare

→ “disproportionality”

Criminal Justice

→ “disparate sentencing” – “mass incarceration” – “the DMC”

Economic

→ “historically underutilized businesses” – “MWBEs”

Driving

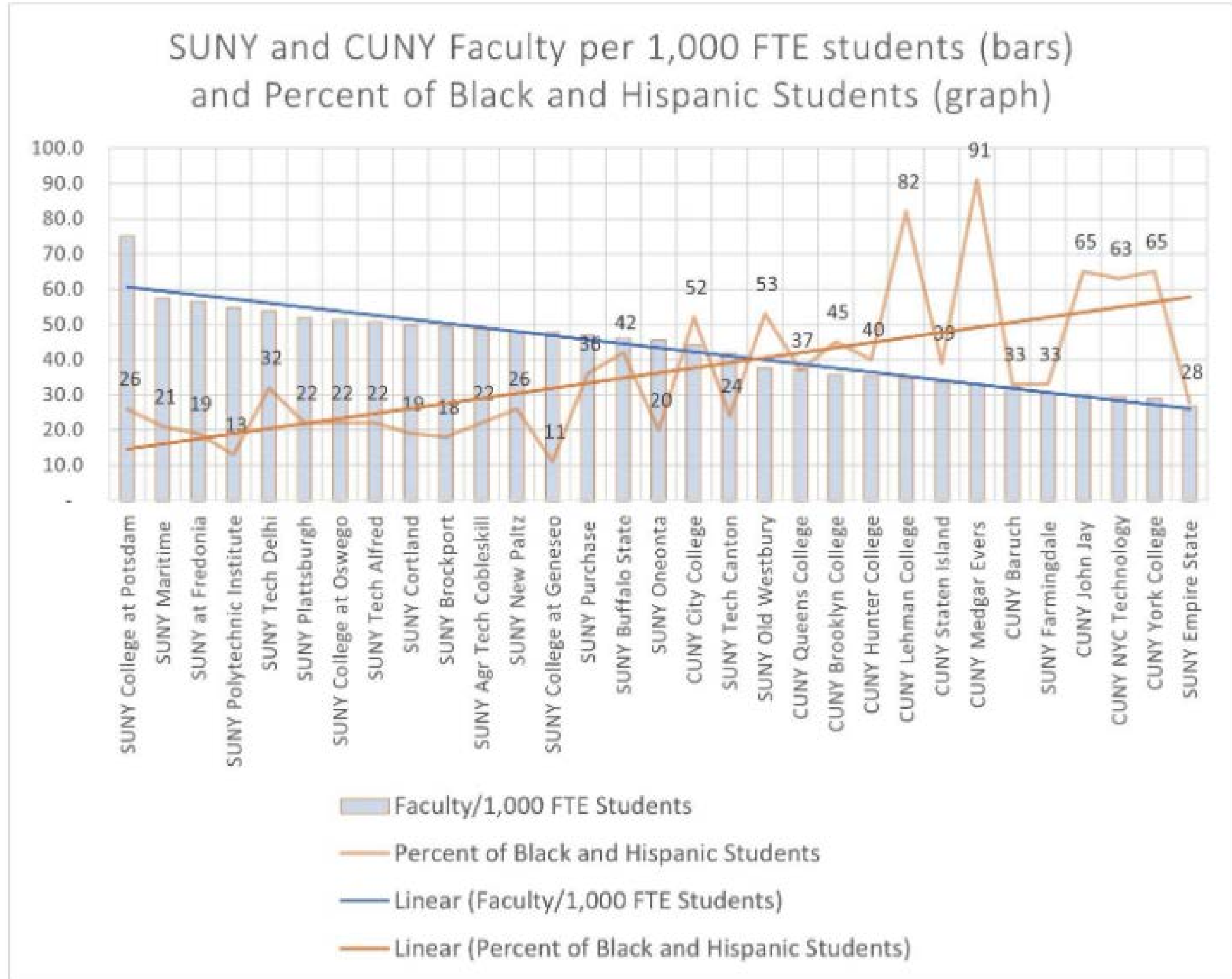
→ “driving while black”

Housing

→ “racial red-lining” – “discriminatory housing”

We are not immune:

SUNY and CUNY Students Have Unequal Access to Full-Time Faculty



From "The Faculty Gap":

<https://ufsbac.commons.gc.cuny.edu/wp-content/blogs.dir/11465/files/2021/10/FacultyGap.pdf>



STEREOTYPES ABOUT RACE AFFECT US ALL:

in Microaggressions, which are...

brief and commonplace verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults towards member(s) of an oppressed group

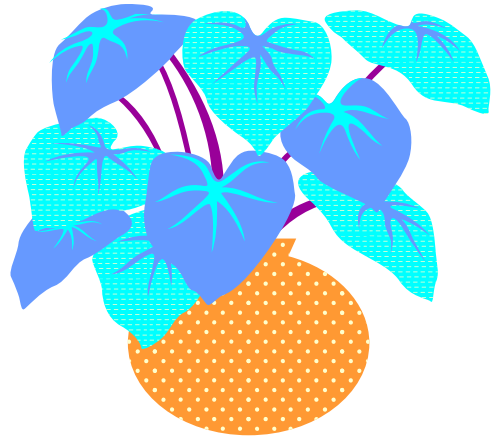
in Implicit Bias, which occurs...

when we have attitudes towards people or associate stereotypes with them without our conscious knowledge, and behave according to those biases

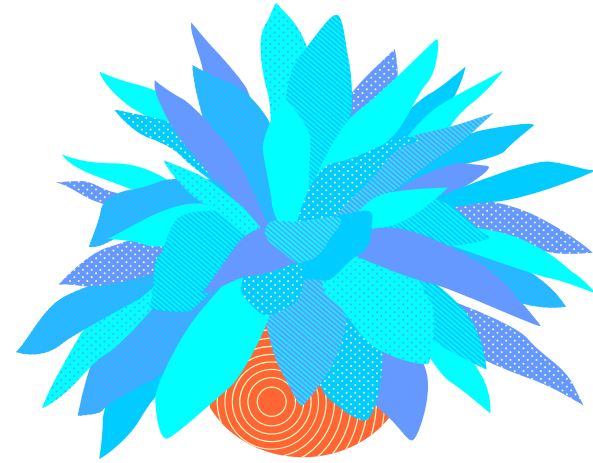


THE DIFFERENCE...

Microaggressions are verbal, behavioral, or environmental slights that are the **RESULT** of an individual's *Implicit Bias*



HOW DOES RACIAL BIAS AFFECT US?



To Think About:

How are we socialized to think of racial disparities as normal, minimal, or under control? Why? What's at stake?

Please share in our Jamboard:

- 1) How has racial bias impacted your life in specific ways?
- 2) How has racial bias impacted our students' lives?

LET'S HEAR FROM DR. IBRAM X. KENDI ON HOW TO BE ANTIRACIST



From an interview with *The New York Times*, answering the question about "what it means to be antiracist."



Photo by John D. and Catherine T. MacArthur Foundation

WHAT IS ANTIRACISM?

- Antiracism is taking action to dismantle policies or practices that reflect or perpetuate institutionalized or structural racism
- Antiracist identity is a positive identity = affirming opposition to racism

ANTIRACISM AT JOHN JAY

Please share in our Jamboard:

1) What are opportunities for antiracist actions at John Jay?

2) What do you see as challenges to promoting racial equity?

3) What support would be helpful to YOU?





Some Takeaways:

- This work is challenging and can make all of us feel awkward and vulnerable. Interrogating our own assumptions about race is a first step!
- It's always okay to ask questions. We are all learning together!
- Safety is not the same thing as comfort. We must confront discomfort in order to learn.
- Identifying structural racism is a major step in affecting change!

BREAK! SEE YOU IN A FEW



2) Trauma-Informed Pedagogy is Antiracist Pedagogy





UNDERSTANDING TRAUMA IN ACADEMIA

Faculty of color often experience systemic obstacles on the road to academia:

- Implicit bias and microaggressions as students and grad students
- Bias in hiring situations
- Negative student evaluations and bias
- Being disproportionately asked to educate white colleagues, take on service roles, or be a "model minority"
- Disproportionate expectations or desire to mentor students of color or first-generation college students

Students of color experience similar traumatic experiences by the time they enter college:

- Implicit bias and microaggressions from teachers or students
- Challenges as first-generation college students
- Negative expectations or treatment from those in power
- Being disproportionately asked to educate white peers or teachers
- Being asked to juggle multiple roles as a caregiver, employee, elder sibling, or parent, in addition to full-time student status

SAMHSA'S 3 "E'S OF TRAUMA



Event:

Actual event or extreme threat of violence, physical or psychological harm. Can be a single occurrence or series of events over time.

.....

Experience of Event:

How an individual experiences an event largely determines whether it is perceived as a traumatic experience, often due to feelings of powerlessness, humiliation, guilt, shame, or silencing.

.....

Effects:

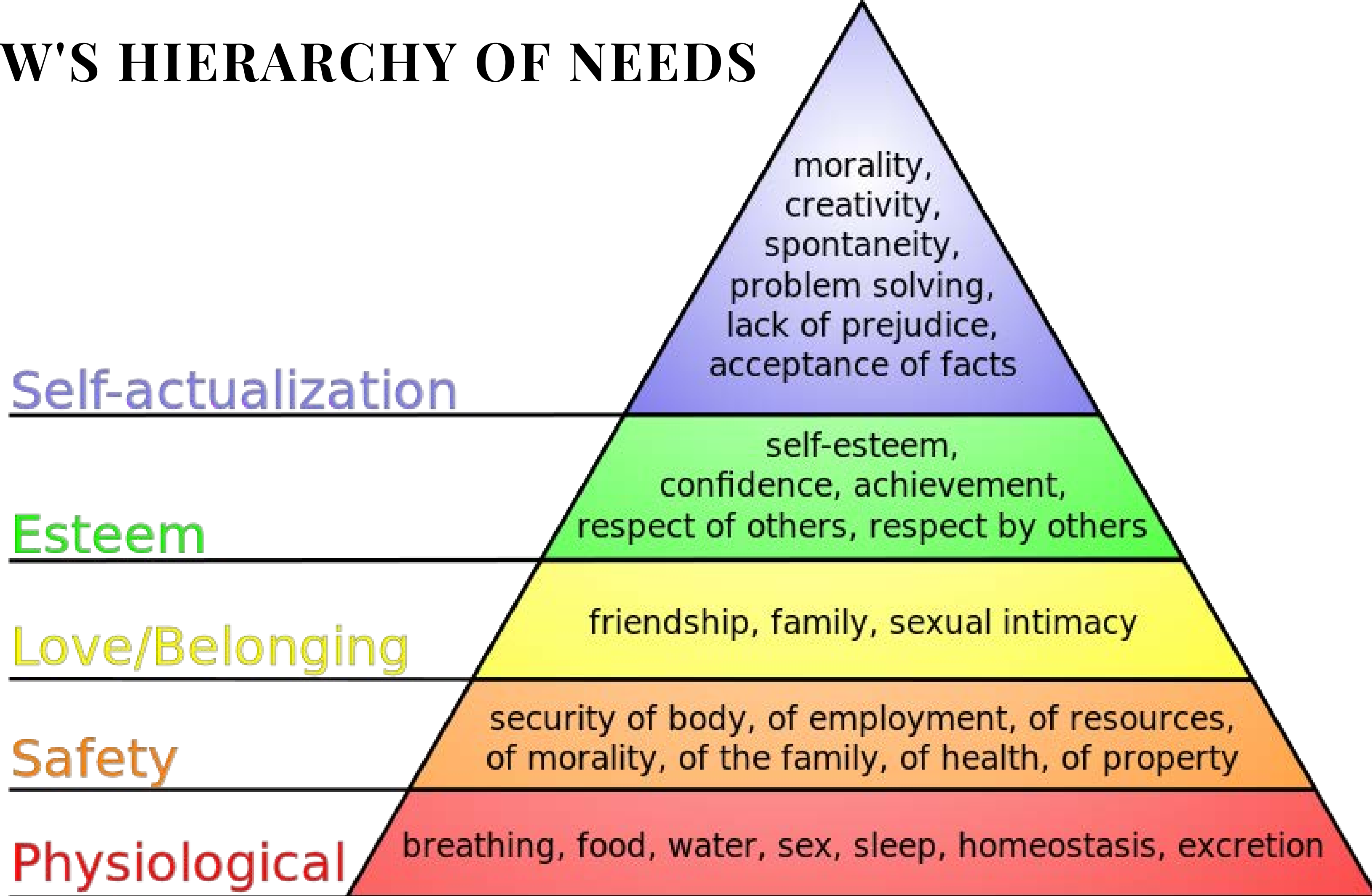
Long lasting adverse effects are trauma's hallmark. Effects could include the ability to cope with stress, or changes to neurobiology.



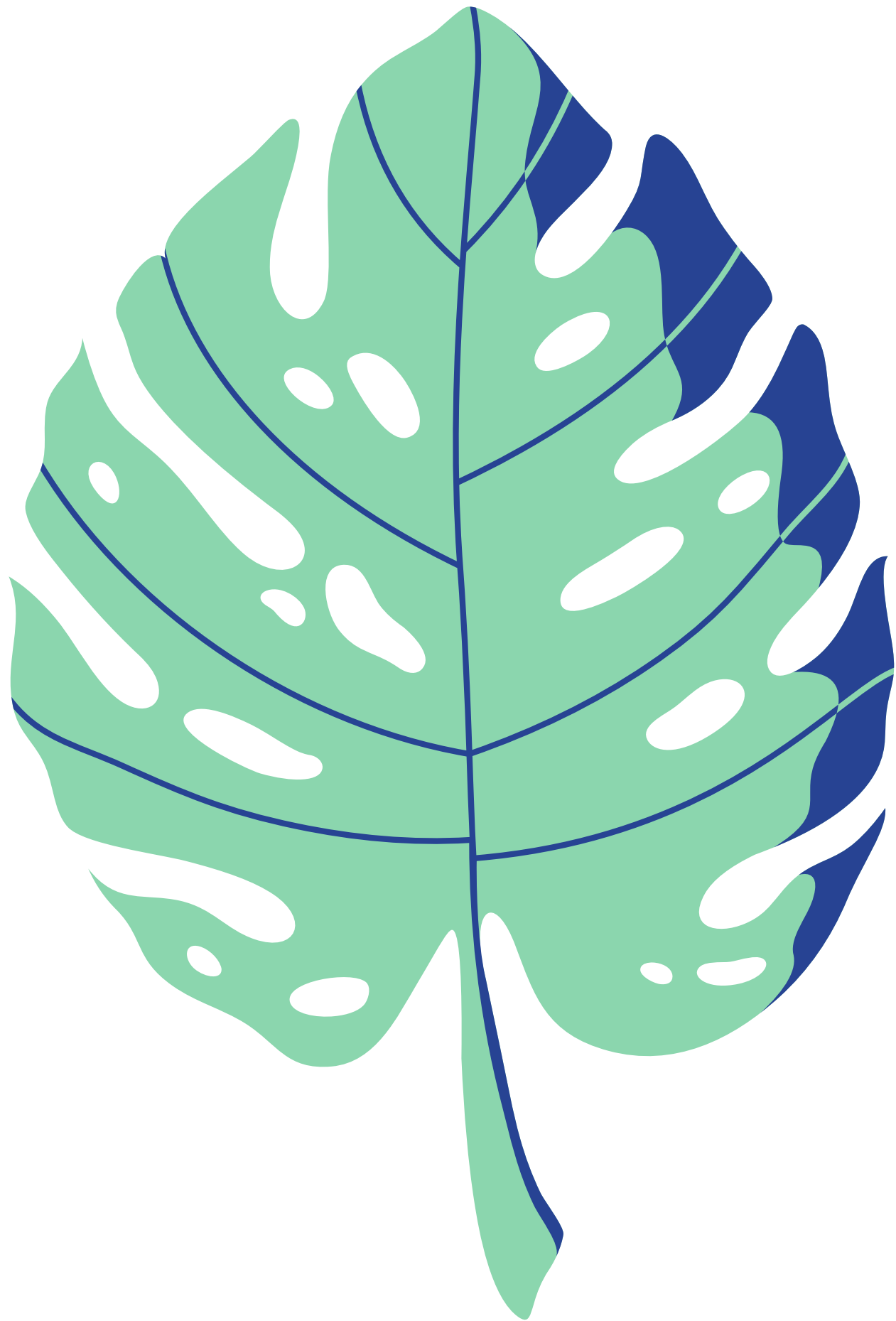
"Even before the pandemic, a 2018 World Health Organization global survey of 14,000 students found that one in three college freshmen reported dealing with mental illness in the years leading to college... Over all, 42 percent of students said they had felt so depressed in the past year that they could not function..

As educators, we need to consider the questions: What does this pandemic reality mean for students' ability to learn? How can we teach to the lonely, the anxious and the fearful?" -- Mays Imad, "Leveraging the Neuroscience of Now"

MASLOW'S HIERARCHY OF NEEDS



SAMHSA'S 4 "R'S FOR A TRAUMA-INFORMED APPROACH



Realize:

... the widespread impact of trauma and understand of potential paths to recovery

Recognize:

... the symptoms of trauma in students, fellow faculty, staff, and others involved

Respond:

... by integrating knowledge about trauma into procedures, policies, and compassionate behavior

Resist

Re-traumatization:

... by avoiding circumstances that compromise safety or create a traumatic situation

WHAT ARE SYMPTOMS OF TRAUMA?



- **Extreme shyness or difficulty engaging**
- **Disproportionate reactions to setbacks or unexpected changes**
- **Trouble managing strong emotions (extreme anger, excessive crying, etc.)**
- **Difficulty transitioning from one activity to the next**
- **Forgetfulness or difficulty focusing**
- **Missed deadlines**
- **Poor academic performance**
- **Apathy and lack of effort**
- **Perfectionist tendencies**
- **Physical and/or verbal aggression**

SIX KEY PRINCIPLES OF A TRAUMA-INFORMED APPROACH

1. Safety

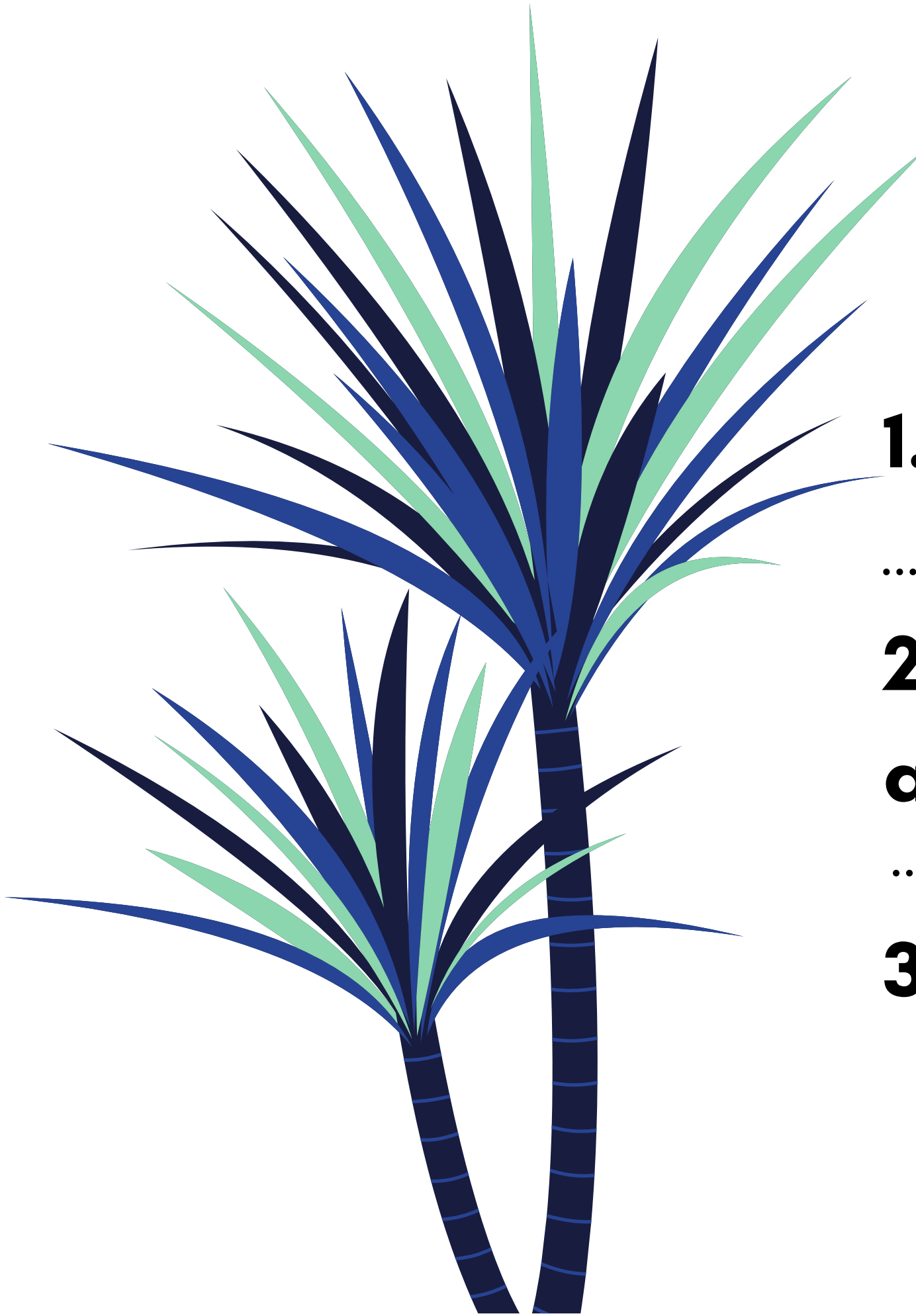
**2. Trustworthiness
and Transparency**

3. Peer Support

**4. Collaboration and
Mutuality**

**5. Empowerment,
Voice, and Choice**

**6. Awareness of
Cultural, Historical, and
Gender Issues**



RESPONDING TO STUDENT TRAUMA

In the Jamboard, let's brainstorm together:

- What are some tips for realizing and recognizing symptoms of trauma?
- How can we integrate compassion into our policies, procedures, and classroom?
- What are some classroom practices to enhance safety?

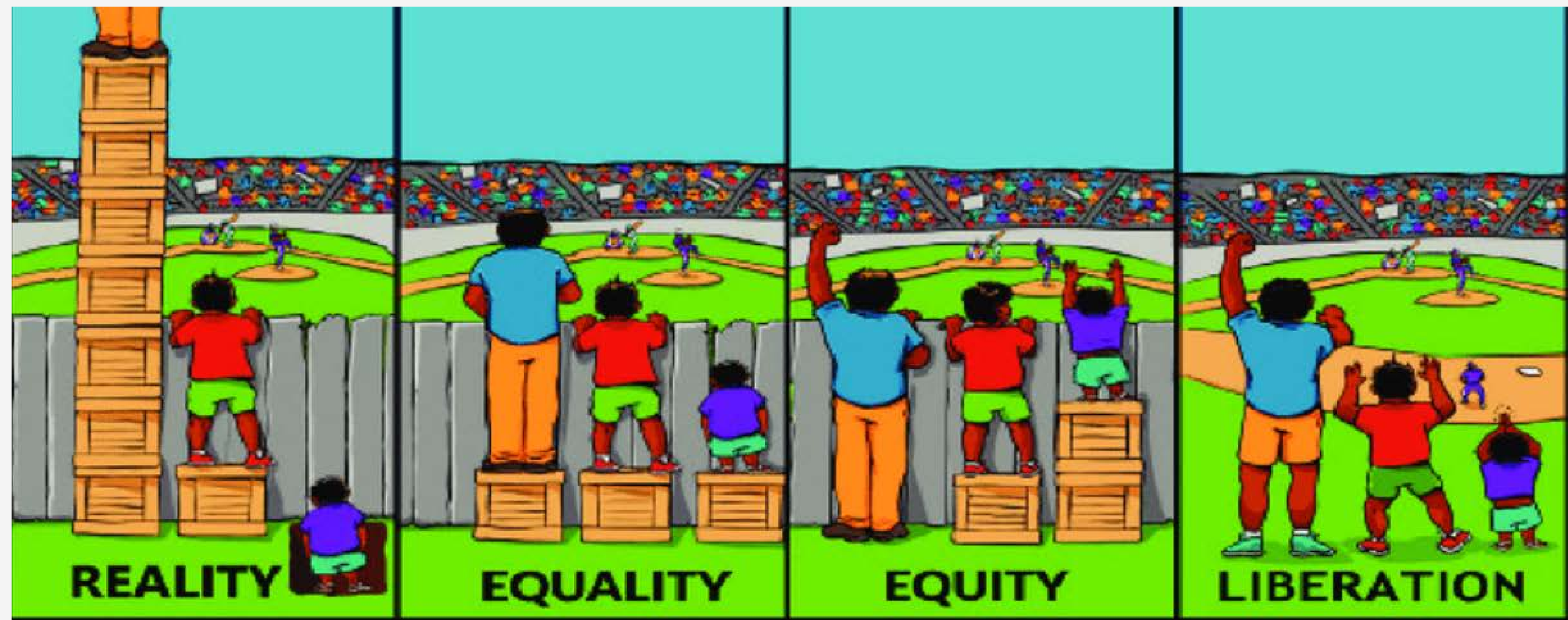


LUNCH BREAK! SEE YOU SOON!



3) Creating a Racially Inclusive Classroom Culture





THE DIFFERENCE BETWEEN THE TERMS EQUALITY, EQUITY, AND LIBERATION, ILLUSTRATED; © INTERACTION INSTITUTE FOR SOCIAL CHANGE | ARTIST: ANGUS MAGUIRE

FRANK HARRIS AND J. LUKE WOOD

Five Equity-Minded Practices for Teaching Online



#EquityOnline
@DrLukeWood
@fharris3



J. Luke Wood
Vice President of Student
Affairs & Campus Diversity and
Dean's Distinguished Professor
of Education,
San Diego State University



Frank Harris III
Professor of Postsecondary
Education,
Co-director of the Community
College Equity Assessment
Lab (CCEAL),
San Diego State University

SOURCE: [HTTPS://WWW.YOUTUBE.COM/WATCH?V=AMRF_MC5COK](https://www.youtube.com/watch?v=AMRF_MC5COK)

Five Equity-Minded Practices for Teaching Online

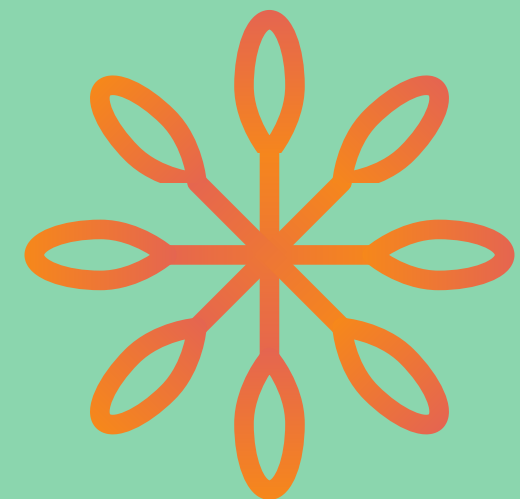


#EquityOnline
@DrLukeWood
@fharris3



BE RELATIONAL

- Humanize yourself (with brief video or in-class bio)
- Engage in conversation about academic and non-academic matters
- Learn at least 1 thing about each student not related to student status
- Have unconditional positive regard for students
- Provide validation and positive messages
- Hold high expectations for performance



Be Culturally Relevant and Affirming

“If you’re not being intentional about being relevant, then you are being intentional about being irrelevant”

- J. Luke Wood

Source: Employing Equity-Minded & Culturally-Affirming Teaching Practices in Virtual Learning Communities, https://www.youtube.com/watch?v=aMrf_MC5COk



Be Culturally Relevant and Affirming



- Use images that reflect students of color: “racially salient images” help reduce stereotype threat and help increase sense of belonging, resilience, self-esteem
- Incorporate racially and ethnically diverse readings, scholarship, methodologies, etc.



Culturally Relevant Pedagogies

- Lecture as Eurocentric pedagogy
- Incorporate multiple modes of teaching and multiple demonstrations of knowledge



Be Race Conscious

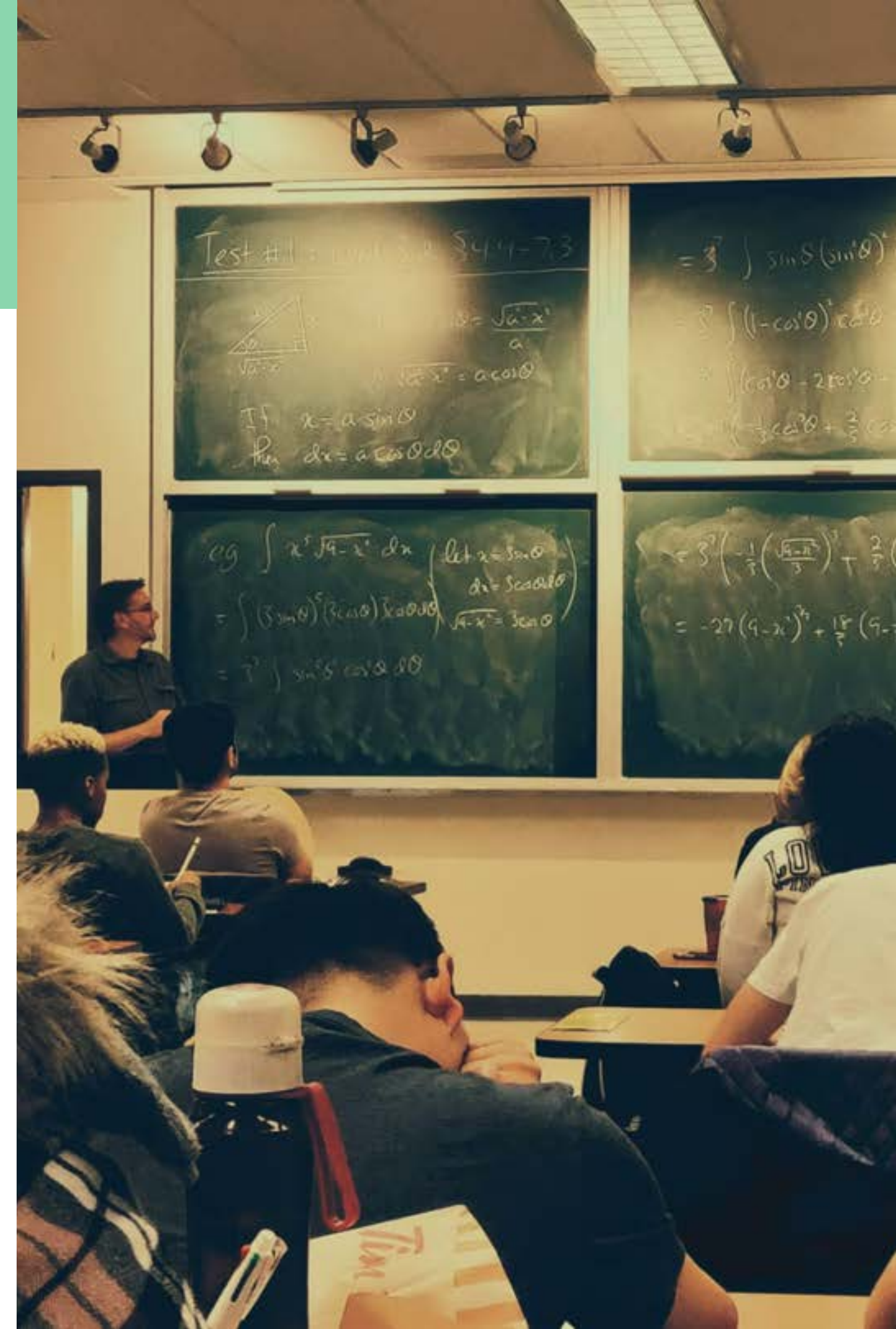
- Understand, identify, and avoid microaggressions
- Incorporate discussions about race in class



Understanding microaggressions

Microaggressions: everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

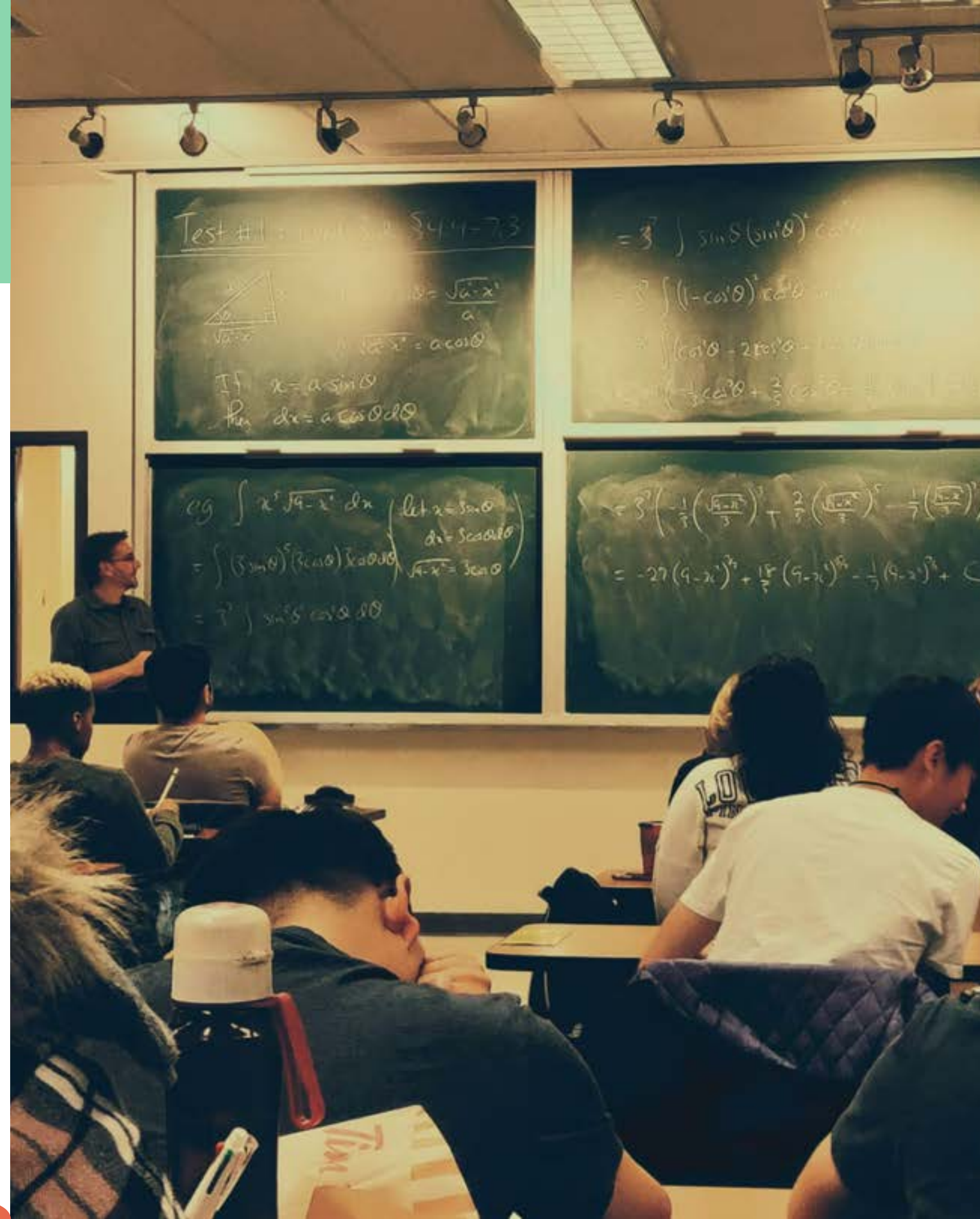
- Derald Wing Sue, Ph.D.



Understanding Microaggressions

Examining assumptions and messages behind microaggressions

Go to the Jamboard!



Role Play



Part 1:

- Read the script
- Discuss the impacts on students

Part 2:

- Incorporate intervention strategies
- Rewrite the script



Intervention: When and Why



Why intervene?

When to intervene?



Responding to Student-to-Student Microaggression



- Seek clarity:
"Tell me more about _____."
- Offer an alternative perspective:
"Have you ever considered _____."
- Speak your truth:
"I don't see it the way you do. I see it as _____."
- Find common ground:
"We don't agree on _____ but we can agree on _____."
- Give yourself the time and space you need:
"Could we revisit the conversation about _____ tomorrow?"
- Set boundaries.
"Please do not say _____ again to me or around me."

Responding to Student-to-Student Microaggression

R.A.V.E.N.

Redirect the interaction

- Immediately put a stop to the harm
Example: "I'd like to pause this conversation right here, because I'm concerned with the language being used."

Ask probing questions to the aggressor

- Make them aware of how their behavior can be perceived as rude, threatening, or harmful
- Create cognitive dissonance between their implicit bias and socially acceptable behavior
Example: "I think I heard you say that student barely speaks English and doesn't belong in college. What did you mean by that?"



Responding to Student-to-Student Microaggression

R.A.V.E.N.



Values clarification

- Remind aggressor of class values and policies (e.g., trust, diversity, inclusion, safe spaces, welcoming environments, treating everyone with dignity and respect)

Example: "At the beginning of the semester, we all agreed to create an environment that was safe and welcoming. The statement you just made is not aligned with these values."

Emphasize your own thoughts and feelings

- Demonstrate how microaggression is harmful to the directly targeted individual or group, but also to other observers

- Use "I" statements (e.g., "I think," "I feel," "I was hurt," "I was disappointed.")

Example: "I was saddened to hear you say that about people from Valencia Hills. I think someone from that community would be hurt by what you said."

Responding to Student-to-Student Microaggression

R.A.V.E.N.

Next steps

- Suggest ways for the aggressor to correct behavior and move forward
 - Offer an authentic apology
 - Be more mindful of their actions in the future
 - Guide them to resources on implicit bias and microaggressions



Equipping Student Allies



Plan ahead

Voice disapproval

"I don't agree with what you just said."

Call attention through comment or question

"Not all Asian Americans are good at math"

"I know you meant well, but that stereotype is hurtful."

"Do you have evidence to back that up?"

"Is this person's race, religion, or identity really relevant to this conversation?"

Speak for yourself

"What you said made me feel uncomfortable."

Target the behavior, not the person

"That statement was hurtful, and I felt that it reflected some racial bias"

"What do you mean by that?"

"Are you aware of how that might be interpreted?"

Seek outside support

Students may need to seek help from faculty, staff, or other sources to resolve continued microaggressions.

What to do when you are the microaggressor

- Breathe and reflect
 - What was my intention?
 - What were my assumptions?
 - What was the impact?
- Don't make it about you
- Listen carefully and respectfully
- Sincerely apologize and don't overdo it
- Seek to understand on your own time
- Vow to do better
- Keep working on yourself



Rewriting the Script



PART 2:

- PRACTICE INTERVENTION STRATEGIES
- REWRITE THE SCRIPT



Let's Discuss



**THANK YOU SO
MUCH FOR YOUR
PARTICIPATION!
LET'S CONTINUE
THESE
CONVERSATIONS!**

To stay in touch, feel free to contact us:

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Have a wonderful day!

